

CHAPTER-I

INTRODUCTION

1.1 Background of the Study

Organization development (OD) is increasingly becoming necessary to be able to withstand the even increasing challenge in the market and growing competition caused by opening up the market, increasing preparedness of the competition and dynamism of the environment. Human resources is an important aspect of OD but the traditional concept training and development are not considered educated to initiate the process of OD and organizational preparedness. In the perspective, new concept like organizational learning (OL) has emerged that help to create a learning environment in totality in organizational system.

The individual is key to organizational learning because it is the thinking and acting of individual practitioners that produce learning. Thus, in turn means that key to learning are reasoning process that human being use to design, invent, produce and evaluate their actions. There is little opposition to the premise that organizational is a competence that all organizations should develop in fast changing and competitive environments. It concentrates on the observation and analysis of the processes involved in individual and collective learning inside organizations.

Organizational learning is a dynamic process that involve moving between different level of actions, going from the individual to the group level, from to their to the organization level and vice versa (Huber, 1999; Cross et al., 1991). The analysis of learning as a process reveals three main aspects. First, knowledge or more specifically, its acquisition or creation and its dissemination and integration within the organization, becomes key strategic resource (Grant, 1996). Second, the creation and dissemination of knowledge implies the existence of internal changes that may come about both on a cognitive and behavioral level (Fiol& Lyles, 1985). Lastly these changes lead to continuous process of improvement that allows the firm performance to be maintained or augmented (Fiol&Lyles ,1985;Gravin, 1993).

Although organizational learning has traditionally been considered a one-dimensional construct various studies have highlighted its complexity and multidimensionality.

Organizational learning can and should result in technological innovation, efficiency improvement in efficiency, increased reliability and increase corporate adaptability, all of which should contribute to higher levels of competitiveness. Conversely low levels of

organizational learning lead to stagnant organizational that cannot adjust to environmental change or competitive challenges and limits the firm's ability to reduce cost or to change market or product line. Organizational performance is an indicator of organizational success. It consists of different component such as profit, sales, income, continuous growth, market share improving, performance, competition, satisfaction, good image, productivity encouragement etc.

A rapidly changing economic environment, characterized by such phenomena as the globalization and deregulation of markets, changing customer and investor demands, ever-increasing product- market competition has become the norm of he most organization. To compete, they must continually improve their performance by reducing the cost, innovating products and processes/ and improving the quality and productivity and speed to the market. With this special research forum on organizational performance, we hope to contribute to a better about creating and sustaining organizational performance and competitive advantage. (Becker &Gerhart, 1996).

The concept of organization learning has borrowed and developed form the individual learning process which is commonly believed to be very sophisticated and involves all aspects of he human nature and the interaction with the environment. Understanding the individual learning process is a good starting point to understand organizational learning, but not the whole picture. Organizations are in a more complicated context than an individual to the environment. For example organizational learning is not simply the collectivity of individual learning process, but engages interaction between individual in the organization, and interaction between organizations as an entity. The vast area of interest in the organizational learning field has created diversified understanding of the concept of organizational learning. To explicit the understanding, we identify there focuses of the concept and the associated practices. Although these focuses of organizational learning are evident, they are in one perspective or another overlap each other do not fundamentally exclude on from another. Successful implementation of organizational learning requires an effective blend of focuses according to the organizational specific situations.

In Nepal organizational learning is in enhance local and global market, for positioning and to meet the competition, organizational learning is must stabling values, operational procedures proper administration of its affairs, funds and resources for date to date operation, recruiting staffs assigning duties and responsibilities to staff supervision and disciplinary control over their working and conducts including their removal, instituting, conducting, defending and abandoning any legal proceeding by organization and under taking any other tasks that may be delegated by board and delegating in writing some of he powers as may be necessary to he

other executive officers its concern with organizational learning. Again, organizational learning is important for community physical infrastructure, human resources development, monitoring, evaluation and research finance, accounts and administration program and coordination and communication and so on.

1.2 Statement of the Problem

Although relevant contributions have arisen from organizational learning research, there is clearly a lack of empirical studies that explore the relationship between human resources management practices and learning development. The role of human resource practices in creating and maintaining competitive advantage with regard to human resource training policies, several works highlight the positive effect of certain practices on learning, although empirical evidence of this has not been supplied. The research studies the current level of employee performance and satisfaction of government and private schools. The major research questions for such studies are:

- 1) What is the status of organizational learning in government and private schools of Pathri-Shanischeri Municipality?
- 2) What is the difference between government and private schools in terms of organizational learning practices of government and private schools of Pathari-Shanischeri Municipality?
- 3) What is the relationship of organizational learning and employee performance and satisfaction in context of government and private schools of Pathri-Shanischeri Municipality?

1.3 Purpose of the Study

The purposes of this research are as follows:

- 1) To identify the status of organizational learning in government and private schools of Pathari-Shanischeri Municipality.
- 2) To identify the difference between organizational learning practices of government and private schools of Pathari-Shanischeri Municipality.
- 3) To examine the relationship between organizational learning and employee performance satisfaction.

1.4 Conceptual Framework

Organizational learning is the process through which managers seek to improve employees' desire and ability to understand, manage the organization and its tasks. So that employees can make decisions that continuously raise the organization's effectiveness. Organizational learning leads to:

- Maximize the ability of individuals and groups.
- Change the management assumptions.
- Promote creativity (creative thinking and decision making).
- Learning in the context of the organizations.

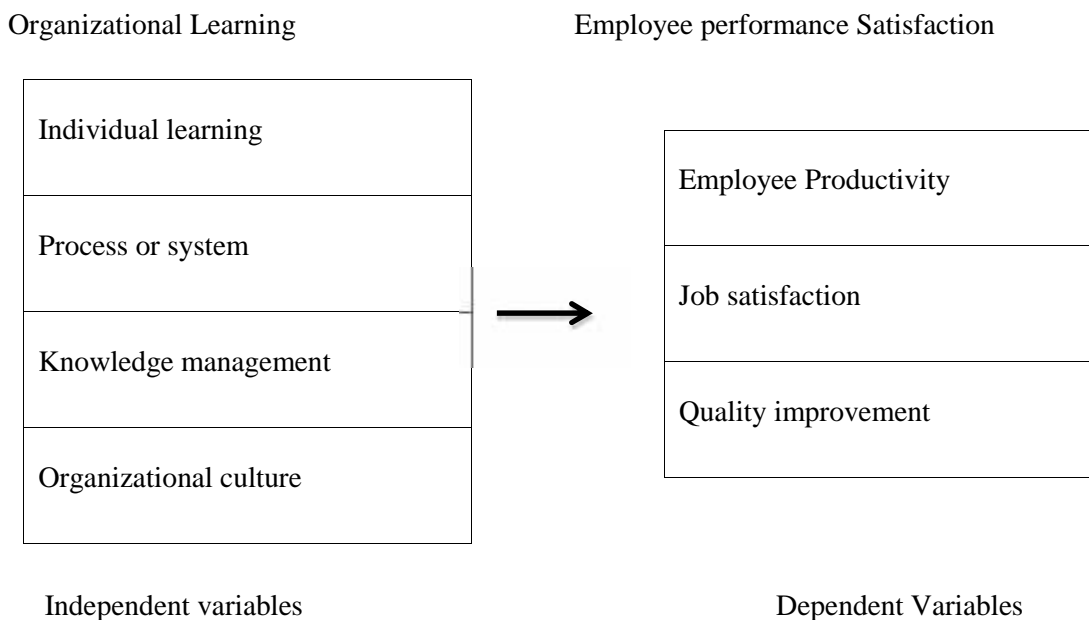


Figure 1.1: Conceptual framework for examining the relationship between organizational Learning and employee performance and satisfaction.

It is conceptualized that individual learning, process or system, knowledge management and organizational culture affects employee performance. It is also conceptualized that organizational learning affects employee productivity, job satisfaction, quality improvement and organizational goal.

1.5 Significance of the Study

This study is focus on the Government schools and Private schools in terms of organizational learning and employee performance and satisfaction. Organization learning and employee

performance and satisfaction are interrelated to each other. As much the organization learning will be better that much in turn the employee performance will be efficient. In the present context there is rapid competition between performances of the Government and Private schools, which has raised the need of the organization learning.

1.6 Limitation of the Study

-) Organization learning is defined as the composition of individual learning, process or system and knowledge management.
-) Estimation of employee performance is based on perception only.
-) This study has been conducted based on primary data only.

1.7 Organization of the Study

The structure of this proposal is divided into five different chapters.

Chapter 1: Introduction

The general introduction part is organizational learning and employee performance. It focus on background of the study, statement of the problem, objectives of study, conceptual framework, hypotheses, significance of the study, limitation of the study and organization of the study.

Chapter 2: Literature review

This chapter deals with the review related and pertinent literatures.

Chapter 3: Research methodology

It includes research design, source of data, population and sample, data collection, technique, data processing technique and method of analysis.

Chapter 4: Result

It includes the focal part of the study, presentation and analysis of data. Under this chapter the researcher has analyzed the data by using he tools design in third chapter and major finding of the study have been presented.

Chapter: 5 Conclusions

It includes summary, conclusion and recommendation. In addition to this extensive bibliography, questionnaire and appendices have also been incorporated in the present study.

CHAPTER II

LITERATURE REVIEW

This chapter primarily deals with study of various work, research papers, journals, articles that has been done or that is undertaken regarding the organization learning and employee performance satisfaction and related subject matter nationally as well as internationally. It is the advancement of existing work of various researchers and academicians; and thus is the in-depth study of the subject matter. It starts with search of various works that is performed which is related to the topic and which add certain knowledge to the existing one. In addition to independent studies carried out by well-known experts and others are also taken into consideration. The literature review is basically divided into two topics:

-) Theoretical Review
-) Review of Related Studies

2.1 Theoretical Review

2.1.1 Organizational Learning

The concept organizational learning and learning organization did not emerge until the 1980's but its principals are rooted into many perspectives of management (Garratt, 1999) and its practices recognize a wide range of factors, such as organization strategy, culture, structure, absorptive capacity, problem-solving ability, employee participation etc. determining the learning results. Organizational learning or learning organizations have come into sharp focus in organizational literature in the last few years, particularly, since the publication of Peter Senge's book *The Fifth Discipline*, in 1990.

Classical models of organization learning assume that learning is motivated by perceived discrepancy between aspirations and performance and that organizations will engage in learning when and only when this discrepancy is high (Cyert & March, 1963; Lant & Montgomery, 1987). Yet a growing body of evidence suggests not surprisingly, that there is more to it, that differences in learning across organizations are not fully explained by aspiration discrepancies. Candidates for an enriched set of antecedents including group efficacy and perceptions of psychological safety (Edmondson, 1999), team composition and succession (Virany, Tushman & Romanelli, 1992), formal and informal incentives and mission statements (Ulrich, Jick & Von Glinow, 1993), the emergence of group and organizational

norms (Hackman & Walton, 1986) and a group or organization's approach to managing disappointments (McGrath, Macmillan, 1992).

Organizational learning occurs when members of the organization act as learning agent for the organization, responding to change in the internal and external environment of the organization by detecting and correcting errors in organizational theory in use and embedding the result of their inquiry in private image and shared map of organization (Argyris & Schon, 1978).

The concept of organizational learning and learning organization proliferated during the last 20 years. Its practices involved diversified perspective of organizational management and recognize a wide range of variables determining the learning results, such as the aforementioned organizational absorptive capacity, problem-solving ability, employee participation, learning environment, etc. however, the influx of information has also caused confusion about the concept. To clarify the understanding, we identify four focuses of the concept through an extensive literature review: focus on individual learning, focus on process or system and focus on knowledge management and focus on organization culture.

2.1.1.1 Individual learning

Early research the main stream with in this focus of organizational learning considers individuals as 'agents' for organization to learn (Argyris & Schon, 1978). Organizational learning occurs when individuals within an organization experience a problematic situation and inquire into it on the organizations behalf. They experience a surprising mismatch between expected and actual results of action and respond to the mismatch through a process of thought and future action that lead them to modify their image of organization or their understanding of organizational phenomena and to restructure their activities so as to bring outcomes and expectations into line, thereby changing organizational theory in use. (Argyris & Schon, 1996). Organizational learning is in a sense of individual learning within the organization. Individual learning is not necessarily positive or contributive to the organization, because employee may learn something negative to the organization, or may learn to improve him or herself, rather than benefit the organization (Field, 1997). On the other hand, the individual learning activities, in turn, are facilitated or inhibited by an ecological system of factor that may be called organization-learning system (Argyris & Schon, 1978). Thus the learning based interaction between individual employees and the organization that employs them emphasized (Morgan, 1968; Hedberg, 1981).

2.1.1.2 Process or System

Another stream of organizational learning research focus on organizations themselves and refers an organization as a 'learning system' (Revans, 1982). Organization learning is the process whereby organizations understand and manage their experience (Glynn, Milliken & Lant, 1992). Different perspective are stressed within the process: leadership (Revans, 1982; Popper & Lipshitz, 2000); personal mastery, mental models, shared vision, team learning and system thinking (Senge, 1990); and 41 processes: intuiting and interpreting at the individual level; interpreting and integrating at the group level; and interpreting institutionalizing at the organizational level (Crossan, Lanem, White & Rush).

The system view of organizational learning has taken mainly from the information process perspective (Cyert & March, 1963) organization are refer to as information processing system, acquiring, interpreting, distributing, and storing information processing system, acquiring, interpreting, distributing and storing information within the organization, and therefore four component of the organizational learning process are proposed: knowledge acquisition, information distribution, information interpretation and organizational memory (Huber, 1991).

There are two sub-streams within the system view: organizations as a closed system or an open system. Under the view of organizations as a closed system, organizational learning is restricted within an organization itself, which is a reflex of the classical approach to organization management (Burnes, 2000). The viewpoint of organizations as a open system takes into account the situational factor and includes inter-organizational learning as an important part of the whole organization learning system. The open system viewpoint reflects the contingency approach to organization management and some practices from the new organizational paradigms. In a learning organization, the highest stage incorporates three aspects of learning: adapting to their environment: learning from their people; and contributing to the learning of the wider community or context of which they are part (Pedler, Burgoyne & Boydell, 1991). However, there is lack of emphasis on flexibility, interaction, innovation and creativity within the system view, and these factors become increasingly important for an organization to survive and succeed.

2.1.1.3 Knowledge management

Another stream of organizational learning is knowledge management. Organizational learning and knowledge management are two parallel-developed concept in the new economy. Organizational learning is referred to be changes in the stat of knowledge (Lyles, 1992, 1998), and involves knowledge, acquisition, dissemination, refinement, creation and

implementation: the ability to acquire diverse information and share common understanding so that this knowledge can be exploited (Fiol, 1994 P. 404), and the ability to develop insights, knowledge, and to associate among past and future activities (Fiol&Lyles, 1985). Bierly Kessler & Christensen (2000) define “learning is the process of linking, expanding and improving data, information knowledge and wisdom”. Organizational knowledge is stored partly into individuals in the form of experiences, skills and personal capability, and partly in the organization, in the form of document, records, rules and regulation and standards etc. (Weick& Roberts, 1993). Part of knowledge between an organization and individuals is complementary and part of it incongruent to each other’s belief system. Organizational memory maintains the organizational knowledge base, acts as the foundation of knowledge accumulation and creation and reflects the absorptive capability of the organizations. Therefore, to create learning environment between individual and the organization to facilitate interaction and strengthening of each other’s knowledge base because the main task for management (Adler, Goldoftas& Levine, 1999).

Only recently has organizational learning been essentially linked to knowledge creation. The understanding of the impact of organizational learning on knowledge management can be taken from the “ontological dimension” of Nonaka and Takeuchi’s knowledge creation model, which is the process of knowledge transfer among individual, group, organizational and inter-organizational levels (Nonaka& Takeuchi, 1995).

2.1.1.4 Organization culture

Another stream of organizational learning is organization culture. Marguardt (2002) mentioned, “Culture is an organization’s values, beliefs, practices, rituals and customs”. Culture is “the emotional environment shared by members of the organization” (Hoag et al., 2002, P. 11). Culture is organization members’ values, norms, assumptions and tangible signs of and their behaviors, and leadership (Kefela, 2010). Robbins & Coulter (2005) described that organizational culture as the shared values, beliefs, or perceptions held by organizational staffs. The culture of organizational is motivating and supporting (Tahir et al., 2011). Organizational culture pertains to the values, beliefs and behavior norms that have lived in an organization for a long period time, and the beliefs and values of the employees will affect their behavior and attitude (Tsai, 2011). Organizational culture could be build by the nature of training, education, knowledge, skills, values, ethics and code (Gieskes, 2002). An organization with a great culture has similar values and codes of behave for its employees, which should help them accomplish organization goals and missions (Tsai, 2011). Handy (1986) mentioned that a wide range of organizational cultures can be reduced to four forms, including, 1) person culture; 2) power culture; 3) role culture; and 4) task culture.

2.1.2 Employee performance

Improvement of productivity is a central issue in present-day organizations. Productivity through job performance stands as a widely researched domain in literature of organizational behaviour (OB) and human resource (HR) development (Bommer et al., 1995; Lawler, & Worley, 2006; Schiemann, 2009). Job performance as in the form of performance assessment and management is an essential part of effective HR management and it is a most sought-after developmental intervention in HR portfolio (Bateman, & Snell, 2007; Fay, & Luhrmann, 2004; Hellriegel et al., 2004). The term “employee performance” signifies individual’s work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010). In order to utilize HR fully and augment organizational success, effective employee performance management system is imperative for a business organization. The performance-driven objective is expected to be aligned with the organizational policies so that the entire process moves away from being event-driven to become more strategic and a people-centric perspective (Jena, & Pradhan, 2014; London, 2003; Mone, & London, 2009) Why do some organizations perform better than others and get listed as most preferred employer of the year? Earlier findings have suggested for deploying lucrative incentive schemes for motivating the employees toward meaningful job participation (Friedman, & Sunder, 1994; Roth, 1995; Smith, 1991; Sprinkle, 2000). At the same time, there are sufficient pragmatic evidences showing that financial offers have varying effects and may not be of much significance for escalating employee performance (Bonner et al., 2001; Camerer, & Hogarth, 1999; Gupta, & Shaw, 2014). This is due to the changing nature of work and rise of knowledge workers in post-globalization, which has defied the familiar views of individual work performance (Frese, & Fay, 2001; Ilgen & Pulakos, 1999). The question that arises over here is, if monetary incentives are incongruent on one’s effort and performance, then other associated behavioral factors that influence enhancing employee performance. At the same time, with the changing organizational requirements, the ability to adapt stands as one of an important measure to assimilate in performance. Unfortunately, little efforts have been made to verify those subdued variables together empirically. One of the reasons may be that performance is a difficult concept to outline and measure.

The fundamental supposition of organizational psychology is that individual role and organizational goals are expected to be interdependent (Pfeffer, & Salancik, 1978). However, there is scarce attention on understanding their intra and interpersonal behavioral silos upon which members of the organization assesses its effectiveness. Therefore, it needs a shift of

focus from fixed task-centric attitude to a wider cognizance on addressing varied roles of present-day organizations that influences employee performance (Fried, Levi, & Laurence, 2008; Ilgen, & Hollenbeck, 1991; Morgeson, & Humphrey, 2008). This suggests for conducting a rigorous research through clearly defining the measure of employee performance and developing appropriate instrument that can validate the underlying factors of the construct. To unfold this research gap, the present research article is structured in following sequences. We have reviewed literature on job performance and its different facets explored so far. Second, we have interviewed academicians and corporate practitioners across India regarding their understanding on the present state of employee performance at workplace. Finally, on the basis of the literature, feedback from academics and industry professionals, a heuristic framework was developed through placing relative importance on three performance components (i.e., task, adaptive, and contextual performance). Keeping these dimensions into account, a scale on employee performance was developed in form of a questionnaire. The proposed questionnaire has obtained empirical views from experts on its dimensions and statements. An exploratory factor analysis (EFA) along with the reliability and validity of the instrument was carried out.

2.1.2.1 Employee productivity

One of the key issues that most organizations face nowadays is the need to improve employee productivity. Employee productivity is an assessment of the efficiency of a worker or group of workers. In actual terms, productivity is a component, which directly affects the company's profits (Gummesson, 1998; Sels et al., 2006). Productivity may be evaluated in terms of the output of an employee in a specific period of time. Typically, the productivity of a given worker will be assessed relative to an average out for employees doing similar work. It can also be assessed according to the amount of units of a product or service that an employee handles in a defined time frame (Piana, 2001). As the success of an organization relies mainly on the productivity of its employees, therefore, employee productivity has become an important objective for businesses (Cato & Gordon, 2009; Gummesson, 1998; Sharma & Sharma, 2014). Many studies have focused on one or two ways to measure productivity and since many different approaches are taken, it can be challenging to compare the results (Nollman, 2013). Overall, there is a lack of an effective and standardized way to assess productivity. According to Sharma and Sharma(2014), employee productivity is based on the amount of time that an employee is physically present at his/ her job, besides the extent to which he/ she is "mentally present" or efficiently working during the presence at the job. Companies should address such issues in order to ensure high worker productivity. Ferreira and Du Plessis (2009) indicated that productivity can be evaluated in terms of the time spent

J. Hanaysha et al. / Management Science Letters 6 (2016) 63 by an employee actively executing the job he or she was hired to do, in order to produce the desired outcomes expected from an employee's job description. Previous literature has clearly discussed the advantages of employee productivity which would lead to organizational success. According to Sharma and Sharma (2014), higher productivity results in economic growth, higher profitability, and social progress. It is only by increasing productivity, employees can obtain better wages/ salaries, working conditions and larger employment opportunities. Cato and Gordon (2009) also demonstrated that the alignment of the strategic vision to employee productivity is a key contributor to the success of an organization. This alignment as a result would motivate and inspire employees to be more creative, and this ultimately can improve their performance effectiveness to accomplish organizational goals and objectives (Morales et al., 2001; Obdulio, 2014). Moreover, higher productivity tends to increase the competitive advantage through reduction in costs and improvement in quality of output. The above discussion has clearly discussed the concept of employee productivity. It indicates that employee productivity is a key determinant of organizational profitability and success. In the following section, work engagement as key human resource practice and its effect on employee productivity is presented.

2.1.2.2 Job Satisfaction

Improving employee productivity has been one of the most important objectives for several organizations. This is because higher levels of employee productivity provide an organization and its employees with various advantages. For instance, higher productivity leads to favourable economic growth, large profitability and better social progress (Sharma & Sharma, 2014). Additionally, employees who are more productive can obtain better wages/ salaries, better working conditions, and favourable employment opportunities. Moreover, higher productivity tends to maximize organizational competitive advantage through cost reductions and improvement in high quality of output (Baily et al., 2005; Hill et al., 2014; Wright, 2004). All of these benefits have made employee productivity worthy of attention. Therefore, looking at its antecedents is very important to ensure organizational survival and long-term success. Improving employee productivity has been one of the most important objectives for several organizations. This is because higher levels of employee productivity provide an organization and its employees with various advantages. For instance, higher productivity leads to favourable economic growth, large profitability and better social progress (Sharma & Sharma, 2014). Additionally, employees who are more productive can obtain better wages/ salaries, better working conditions, and favourable employment opportunities. Moreover, higher productivity tends to maximize organizational

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Job satisfaction is a very important attribute, which is frequently measured by organizations. Organizational scholars have long been interested in why some people reports being very satisfied with their jobs, while others express much lower levels of satisfaction. (Locke, 1976). The drive to understand and explain job satisfaction has been motivated by useful and practical reasons, as it could increase productivity, enhance organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness. Essentially, this facet is critically important among Air Defence operators as their roles and tasks involved maintaining national security that demands highly skilled manpower with correct attitude, knowledge and skill. In this respect, it requires time, effort and high cost to train and retrain an airman to the level required to perform a specific task. Job satisfaction also affects humanitarian interests as employees deserve to be treated with respect and have

their psychological and physical well-being maximized. Schnake (1991) stated that a satisfied worker usually meets or exceeds the fulfilment of their formal job requirements. While dissatisfied workers displays a tendency for counterproductive behaviours suchas withdrawal, burnout, and workplace aggression (Spector, 1997) that is undesirable in well discipline establishment in RMAF. 15 There are many definitions of job satisfaction. Job satisfaction is commonly defined as the extent to which employees like their work. (Agho, Mueller & Price, 1993). It is generally conceptualized as general attitude toward an object and the job (Lofquist&Dawis, 1969). Locke (1976) gives a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job experience. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job (Cranny, Smith & Stone, 1992); and an attitude towards one's job (Brief, 1998). Weiss (2002) has argued that job satisfaction is an attitude but points out those researchers should clearly distinguish the objects of cognitive evaluation, which can affect beliefs, behaviours, and certain extent of emotion. This definition suggests that employees develop attitudes towards their jobs by taking into account their beliefs, behaviours and feelings. Another distinct definition of job satisfaction is that an employee's affective reactions to a job based on comparing actual outcomes with desired outcomes (Cranny el at,1992). It is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Robbins & Judge, 2007).

2.1.2.3 Quality improvement

Different people or different organization in various perspectives views quality. As defined by the ISO 9000 standard, it is the features of a product that will meet customer's satisfaction. For example, products must be reliable, useable, and repairable. Similarly, service should be courteous, efficient, and effective. In our view, quality is those characteristics of a product or service that will meet customer's needs and wants. According to the ISO 9000standard, Continuous improvement is the everyday activities executed by a company in other to enhance it ability to meet customers' demands. Continual improvement can be achieved by carrying out internal audits, performing management reviews, analysing data, and implementing corrective and preventive actions in our view, it is the ability to continuously minimizing waste, reduce response time, simplify the design of both products/service and processes, and improve quality in order to meet customer's needs and wants more proficiently.

2.2 Review of Related Studies

Several studies have been done concerning in the field of organizational learning in different countries. Among them some major studies of the article and thesis are reviewed as follows:

The study of Peter Senge (1990, 1991 & 1993) concentrated on generative learning that enables the organizational system in place to be questioned, acting ahead of changes and not solely adapting to them. The research showed a predisposition to openness provides room for new viewpoints, allowing a constant renewal and improvement of individual knowledge. It started that by helping to integrate knowledge acquired individually, team learning, contributes towards creating a collective corpus of knowledge that is submerged in the organizational culture, the work routine and processor, and other elements making of the organizational memory so, as transfer implies the internal dissemination of knowledge, mainly through conversations and interactions among individuals. The research indicate a learning organization is viewed as one where 'people continuously expand their capacity to create the result they truly desire, where new and expansive pattern of thinking are nurtured, where collective aspirations is set free and where people are continually learning how to learn together'.

The study of Catherine L. Wang and Parviz k Ahmed (2002) identifies three focuses of the concept and practices within the existing literature, namely, focus on individual learning, process or system and knowledge management. Murray, P. (2003) determines the relationship between the creation of co competencies and the quality of learning. The result indicate that large contractors and short term focused and see little worth in developing management competencies that will produce above average reruns in the long run. The research identified that three of the four competencies has significant influence on short-term project performance at different levels of learning.

It showed that most of the learning is practiced and that an organization requires more organization competencies (practices, system, processes) in place to progress behavioural routines to more advance learning levels. This research suggests that there should be a greater impact on firm performance at higher learning levels. This research suggests that there should be a greater impact on firm performance at higher learning levels. The results found that firm performance was indeed influenced by higher level learning routines but not with abundant evidences.

Armstrong & Foley (2003), on research paper- foundation for a leaning organization: organizational learning mechanism identified four facilitating mechanisms. The learning

environment, identifying learning and development needs, meeting learning and development needs and applying learning in the work place. Factor analysis of the learning environment questionnaire identified 12 scales that support the structural hypothesis, 11 of which had minimum reliability coefficient of 0.70 progresses towards achieving a learning organization.

Argyris, C. (1995) describe how individuals hold theories that govern their actions and how these theories unintentionally create organizational defensive routines and inhibit learning. Present actin science approaches, where by consultant researchers can help individuals, see there taken for granted theories, test them and they then redesign their action in the light of their learning.

Mitki, Y .et.al College of Business, California Polytechnic University, San Luis Obispo, California, USA &ZviMeiri Paper and Board Division, American Israel Paper Mills Ltd., Israel (1997) discussed a number of issues arising for those interested in advancing system-wide learning. The discussion addresses the relationship between organizational learning and business strategy, prior experience with change efforts and continuous improvement, the role of organizational learning mechanisms in fostering continuous improvement, the dynamic interplay between learning mechanism and structural inertia, and the relationship between organizational learning mechanisms and organizational performance.

Jackson, et. Al. (2004) showed that assessment of performance has been almost exclusively at the level of individual or team, little attention has been paid to the processes and structures by which individual or team level performance could be translated to organizational level performance.

Lopez., et.al. (2004) showed the recognition and strategic imperative of knowledge, increasing its complexity and rapid change in modern organizations that KM is still in formative state with differences in terminologies, emphases and boundaries and KM is difficult due to the number of approaches and disciplines.

Appelbaum S.& Gallagher J. (2000) aimed to understand how advantage. It explores the link between training, communication and measurement with individual and organizational learning by conducting a specific qualitative analysis looking for insights into how the concepts sometimes work and how they fail. It also touches on the general themes that have shaker management and employees over the last 15 years as they struggles to survive and prosper in the global village, and compares this concept with ideas that have been prevalent in organizations since the early 1979s.

The research has examined empirical as well as the applied research from 30 sources of data dealing with learning organizations and how they gain competitive advantage by extracting core theories often found in linked with training, communications., measurement and organizational learning. There is no single methodology or route to automatically transform a traditional firm into a learning organization. The journey is often the method required to become a learning organization. Many theorists have contributed their perspective and expertise to this novel journey.

Bates, R. A. Khasawneh, S. (2005) examined the relationship between organizational learning culture, learning transfer climate, and organizational innovation. The objective was to test the ability of learning organization culture to account for variance in learning transfer climate and subsequent organizational innovation, and to examine the role of learning transfer climate as a mediator between learning organization culture and innovation. Result showed that organizational learning culture predicated learning transfer climate, and both these factor accounted for significant variance in organizational innovation.

The main purpose of this study was to examine the relationship between organizational learning culture, learning transfer climate and organizational innovation. Specifically, we examined the ability of learning organization culture to account for variance in learning organization innovation. The analysis also sought to examine the role of learning transfer climate as mediator between learning organizational culture and innovation.

As Kaiser (2000) has noted, the organizational learning literature is 'startling unclear' about how learning organization culture improve critical organizational outcomes. The result of this study are particularly interesting because they suggest, first, that the values and benefits associated with the learning organization culture can indeed influence organizational innovation. Second, the result suggests that learning organizational culture can influence specific manifestation of psychological climate in the form of individual efficacy benefits, attitude about changes, and effort outcome and performance outcome expectancies.

Evidence emerges indicating that supportive learning transfer climates are consistent with organizational cultures that believe in and value learning as an adaptive strategy. Finally, this study demonstrated the value of using both culture and climate in conjunction in trying to understand organizational innovation. Examination of both of these organizational elements (Learning culture & transfer climate) provided insight into what may be need to foster the kind of inquiry, dialogue, risk taking and experimentation that is essential for organizational innovation and adaption. Chasten, et. al. (2001) identified that the entrepreneurial firms do utilize higher-order learning and are able to manage information more effectively than non

entrepreneurial firms. Some evidence was found to support the view that higher-order learning influences certain managerial competencies.

Cacemmerer, B. & Wilson, A. (2010) found that organizational learning is relation in service improvement is influenced by the interplay between the way data are gathered through customer feedback mechanisms and implemented at a branch or business unit level. The implementation depends on attitudes of middle management towards such mechanisms. Edwards, M.G. (2009) indicated that the growth, learning and sustainability paradoxes present a number of challenges to organizational learning capacities that can be usefully discussed within a Meta theoretical context.

Oliver, J. (2009) observed that continuous improvement in recognition important aspect of organizational development in Australia. It indicates that the organizations have imbedded quality into the culture of he organization and have developed performance measurement systems as an organizational learning mechanism to support the continuous improvement initiatives.

Jones, G.R. (2000) emphasized on the basis of his research the importance of organizational learning for performance, showing it as a process by which managers try to increase employees' capabilities in order to better understand and manage the organization and its improvement, to accept decisions that increases organizational performance on a continuous basis. Learning is a changing in behaviour due to experience with a view to adjust. It brings same modification in the behaviour. And one learned an individual is capable of retaining it for at least a certain period of time. Thus, it brings relatively a permanent changing behaviour. Learning is not a useless exercise. It is usually need directed. In most cases, change brought by learning has a direction which satisfies the current motivating conditions of the individual. The particularly important aspect of the definition of the learning is that it permits us do distinguish between performance changes due to maturation and those changes are brought about by experience. Learning is basic of human survival in nature as well as man-made environment. Many people think that learning is improvement from practice. This is not correct; learning can bring desirable as well as undesirable changes. (Acharya).

Organizational learning has emerged as one of the most promising constructs in management and organizational literature. Organizational learning works as a catalyst to enhance organizational performance. The Organizational learning is to be one of the most important issues on the modern managerial literature. Therefore, this study aims at exploring organizational learning as one of the most important organizational factors that can direct the behaviour and attitude of the employees to improve organizational performance. There are

two constructs relevant to organizational learning namely, Adaptive Organizational Learning (AOL) and Generative Organizational Learning (GOL). This research is practical, according to its purpose, and descriptive, according to its data collection method. Out of 312 questionnaires that were distributed, 250 usable questionnaires were returned, a response rate of 80%. The findings reveal that the aspects of organizational learning (AOL and GOL) have a significantly direct effect on organizational performance. Accordingly, the study provides a set of recommendations including the necessity to pay more attention to AOL and, in general and GOL, in particular, at health care organizations in Al-Taif Governorate, KSA. This will achieve its success currently and in the future, besides attaining competitive advantages.

Some research defined organizational learning as all systems, mechanisms and processes used to improve the potentials of individuals continuously so as to achieve specific goals relating to individuals and the organization. There are four levels of organizational learning: (1) learning facts, knowledge processes and procedures so as to confront simple change cases; (2) Learning skills needed for new businesses so as to adapt with changes in the environment; (3) Learning for adaptation, this applies to dynamic cases that need new solutions. It is related to the need for experimentation and inferring lessons from previous successes and failures; and (4) it is learning for learning, this level requires creativity and innovation. It is interested in designing, not adapting with the future.

Organizational learning is a mechanism by which the organization transforms the individual knowledge of employees into social knowledge (Grant, 1996; Spender, 1996). Organizational learning is an activity and process via which the organization may attain learning (Finger and Brand, 1999).

Organizational learning may reflect the process of learning in an organization among all employees and at all levels. It is the product of organizational members' involvement in the interaction and sharing of experience and knowledge. Thus, it is imperative for organizations to promote a "bottom-up" philosophy where suggestions for change start at the bottom of the organization and work their way up to the top. This shared form of knowledge implies that individual learning is a necessity, but not a sufficient condition for organizational learning to occur. The information distributed through the organization's members is shared and interpreted in a systematic way. Organizational learning is one of the tools that may be used to accomplish the competitive edge of an organization.

Despite the large corpus of research and studies on performance, no agreement on the concept of performance is found. In spite of this difference, most researchers express their performance through the success achieved by the organization in achieving its objectives. Performance is a reflection of the organization's ability to achieve long-term goals (Mille & Broamiley, 1990). Performance is a combination of resources, capabilities of organization that are being used efficiently and effectively in order to achieve its objectives (Collis & Montgomery, 1995). Hence after a thorough review of the different concepts of performance, it can be argued that performance in its simplest form is the desired result, which the organization seeks to achieve efficiently and effectively.

Garver (1996) show that there is significant positive relationship between measure of learning activities and performance at work indicating higher performances and involved in greater volume of learning activities. Jashapara (1993) reported that learning in an organization have a positive impact on organizational performance. Skerlavaj, Stemberger, Skrinjar & Dimovski (2006) reported from their study that organizational learning has a positive direct impact on performance. The finding from the study conducted by Spicer and Sadler-Smith (2006) in small manufacturing firms also indicate that organizational learning has a positive relationship with financial and non-financial performance of the firms. Similarly many other empirical studies indicated positive relationship between organizational learning and performance outcomes (Correa, Morales, & Pozo 2007) Ellinger et al., 2003; Jimenez and Navarro (2006) Khandekar and Sharma (2006) Power and Waddell (2004) Schroeder, Bates and Junttila, 2002).

To present just a few of them, Senge (1990) defines organizational learning as 'a continuous testing of experience and its transformation into knowledge available to the whole organization and relevant to their mission, while Huber (1991) sees it as a combination of four processes: information acquisition, information distribution, information interpretation and organizational memory. Argyris & Schon (1996) are even less restricting in their definition, declaring that organizational learning emerges when organizations acquires information (knowledge, understanding, know-how, techniques and procedures) of any kind by any means.

Organizational learning reflects in 'accompanying changes' (Gravin, 1993). If no behavioural or cognitive changes occur, organizational learning has in fact not occurred and the only thing that remains unused is potential for improvements (Fiol & Lyles, 1985; Garvin, 1993). When discussing cognitive changes two levels of learning can be observed lower level learning reflects changes within organizational structure, which are short term and only partially

influence organization. Higher-level learning reflects changes in general rules and norms (Fiol& Lyles, 1985).

Organizational learning and its outcomes, Bapuji&Crossan (2004) have indicated that there has been exponential growth in the organizational learning literature through the 1990s. Despite the growing popularity of the term, organizational learning, most literature has been focused conceptually and there has been relatively limited empirical research in examining organizational learning conceptual frameworks and models (Easterby-Smith &Araujo, 1999; Huber, 1991; Tsang, 1997; Dyck, Starke, Mischke, &Mauws, 2005). Most researchers have focused on the theoretical side of explaining organizational learning (Saru, 2005). Easterby-Smith &Araujo (1999) have pointed out that learning is a complex process with many potential levels of investigation empirically, and that is why researchers tend to focus on theory development. Vice, Sutcliffe and Olivera (2002) have acknowledged that the lack of theoretical coherence and the fragmented nature of this field discourage researchers from pursuing larger scale empirical tests. Moreover, Santos-Vijande, Sanzo-Perez, Alvarez-Gonzalez & Vazquez-Casielles'(2005) have indicated that it is difficult to develop a quantitative measurement of organizational learning. Therefore, as a result of limited available instrumentation, scholars have expressed concern about the insufficient empirical research.

Shakya. A. (2007) in his thesis entitled "organizational learning and performance in Nepal" has found that the overall status was moderately satisfactory with majority agreeing to the existence of the organizational performance opportunities but a few aspects like lagging behind the competitors, organizational performance is satisfactory and sales/income is growing continuously etc. did not satisfactory result. Although employee empowerment enables the existence of organizational learning there has been limited research that has investigated the relationship (Allahyari, Shahbazi et al. 20011; Grinsven&Visser 2011). Previous researchers have included empowerment activities as one of the dimensions of the organizational learning process (Yang, Watkins et al 2004; Bhatnagar 2006; Limpibuntern&Johri, 2009), but it would seem reasonable to expect that empowerment could be a separate dimension that influences organizational learning. This possibility needs to be investigated.

J. Denton (1998) suggests that the level of organizational learning in the organization is going to be one of the important criteria for determining their growth and success. Global firm's policies are best on the institutional environment of the foreign countries, so to develop a common model is a difficult task, organization performance is a result of number of factors, even the strongest proponents of organizational learning would not claim that it is the key to

success in all the area of organizational performance. Sarvary, M. (1990) demonstrated that KM is a business process where in firm creates and uses their institutional. It includes three sub processes: organizational learning, knowledge production and knowledge distribution the process that allows member of the organizations to access and use the collective knowledge of the firm.

Lim, et. al. (1999) suggested four steps to integrate knowledge management into the organizations quality strategy: capturing and crating knowledge (plan), sharing knowledge (do), measuring effects (check) and learning and improving (act). According to above research knowledge management can be classified into three factors including learning and improving, sharing knowledge and creating and capturing knowledge.

Delaney, j. and Huselid, M.A. (1996) developed a structure with to factors for measuring market performance: market share and profit ratio. Huselid, Jackson and Schuler R.S. (1997) also proposed a more complete set of dimensions for human resources performance. HRM practice in a development for human resources field and enhances organizational performance. The development of reliable and valid measure of HRM system enhances firm performance. There is positive association between human resources practices such as training, staffing and firm performance. There is a significance impact on both intermediate employee's outcome and short and long term measures of corporate financial performance. The impact of high performance work practices on firm performance is in part contingent on their interrelationships and links with competitive strategy was limited. It showed that impact of overall HRM quality on firm performance. They develop the argument that HRM effectiveness, which includes the delivery of high quality technique and strategy HRM activities, will be reflected in valued firm level outcomes. They then asserted that HRM staff capabilities would have a significant impact on the effective management of firm's human capital.

Organizational learning is very important for planning, organizing, staffing, leading and controlling. By learning approach the organization can achieve their organizational goal or target. It gap emerges between planning and outcomes, then it can be improved by getting feedback through information. With the help of organizational learning, it can manage environment, competition, change and uncertainty. Organizational leaning enables the firms to adapt to external change and improve its current processes. Organizational learning is a required element for long term success (Kloot, 1996). The objectives is to increase their ability which is called the "absorptive capacity" of the organization (Cohen & Levinthal, 1990)

Gravin, D.A. (1993) found the relationship between organizational learning and business result correlate with higher business performance, that organizational learning is the key to success in all the areas of organizational performance. The outcomes of leadership and HR are capabilities that an organization processes, which deliver value to customers, investors and communities. It argues that the ability to generate and generalize ideas with impact is an important evaluation of learning organization concept. It suggests that the manager can build learning capability and still and intellectual and emotional commitment to learning among their staff. Organizational knowledge is stored partly into individual form of experience, skill and personal capability, and partly into the organization, in the form of documents records, rules, regulations and standards, etc. (Weick& Roberts, 1993). Part of knowledge between an organization and individuals is complimentary and part of its incongruent to each other's belief systems. Organizational memory maintains the organizational base, acts as the foundation of knowledge accumulation and creation, and reflects the absorptive capability of organizations. Therefore, to create learning environment between individuals and the organization of facilitate interaction and strengthening of each other's knowledge base become the main tasks for management (Adler et al., 1999). Only recently has organizational learning been essentially link to knowledge creation.

The understanding of the impact of organizational learning on knowledge management can be taken from the 'Ontological dimension' of Nonaka and Takeuchi's knowledge creation model, which is the process of knowledge transfer among individual, group, organizational and inter-organizational levels (Nonaka&Tankechi, 1995). It is increasingly important that the learning process moves on to a higher level of triple loop learning, which combined with organizational learning, need to knowledge creation.

In the context of Nepal a few doctoral and M.Phil. Researches with varied perspective have been conducted, like asShakya (2007), Devkota (2008) &Parajuli (2008) relating Organizational learning with HRD and other aspect mainly in financial institutions. These various studies provided insights into different facts of organizational learning and some of them examine the relationship between organizational learning and organizational performance. However, studies in broader perspective enquiring into factor organizational learning and their impact on employee performance are felt needed.

2.3 Research Gap

In Nepalese context, the concept of Organizational Learning and employee performance Satisfaction is in initial phase. But foreigner researchers have attempted to examine the impact of firm's characteristics on the performance of Organizational Learning and employee performance Satisfaction on particular countries. Most research conducted in well-developed as well as developing economy countries in large industrial as well education sectors. Nepalese education sector are small size and market rather than developed economy countries' education sector, so this research has very first time attempted to examine the relationship between Organizational Learning and employee performance Satisfaction of educational sector in Nepal. The major objectives and contribution of this thesis is two fold. First, it responds to the need expressed in the literature to improve the measurement of learning by developing and evaluating an instrument to measure a firm's ability to learn. By using this instrument, future research can be conducted to expand our understanding of organizational learning. Second, although links between organizational learning and employee performance satisfaction have often been assumed, there is little empirical evidence to support this perspective, because most research on organizational learning has been based on case studied or other non-quantitative descriptive methods. This study seeks to fill the gap in the literature, by examining empirical survey data on the influence of organizational learning and employee performance satisfaction.

The various studies provide insights into different facets of organizational learning and some of them examine the relationship between organizational learning and employee performance satisfaction. However no study has been conducted so far in Nepalese context in this area. Hence, this study has been initiated. Therefore this study will be fruitful to those interested persons, scholars, students, teachers, society, other stakeholders, businessman and government for academic as well as policy perspectives.

CHAPTER III

RESEARCH METHODOLOGY

The basic objectives of this study are to identify the individual learning, process or system, knowledge management and organizational culture affects the employee performance. To achieve these objectives, this research methodology followed each presented here.

3.1 Research Design

Organizational learning has emerged to create a learning environment in totality in the organization system. In the eighties and nineties, it has become an issue of serious concern and research. Organizational learning is very broad in terms of the discipline that have developed organizational learning theories and their view points, organizational learning affects employee performance. It is presumed that employee performance can be measured form perceptual data collection in major indicators like sales growth, job satisfaction, profitability, income, market shares, market performance, innovation competitiveness, good image, productivity, continuous growth etc. these indicator are based on questionnaire format and distributed to employees in the organizations. In this research descriptive research design is used to achieve objectives of this study.

The independent variables are individual learning, process or system, knowledge management and organizational culture. The dependent variables are employee productivity, job satisfaction, quality improvement and organizational goal. The demographic variables age, experience, education, sex, status and sector are defined as control variables. These independent variables based on Senge's and Catherine L Wang and Pervaiz articles. Research has shown that perceived measures of performance can be a reasonable substitute of objectives measures of performance. A five points Likert scale (with 5=full agree to 1=full disagree) has been used for each of the statement. By these indicators we derived the organizational performance factors.

3.2 Source of Data

Primary data were used for this study. The primary data was related to identification and assessment of seven factors prevailing on practices and perception in Nepalese Government School and Private School.

All fully structure questionnaire was developed for the employees. It includes Likert scale questions. This study has contained seven aspects of individual learning, process or system, knowledge management and organizational culture, employee productivity, job satisfaction and quality improvement. The objectives of the study are to identify the relationship between independent variable with dependent variable.

3.3 Populations and Sample

In this study government and private school's as a populations and teachers are the sample. Out of whole country government and private schools from Pathari-Shanischeri Municipality are taken as a populations on the basis of Stratified convenience sampling method. Schools teachers are taken as sample. In Government and Private schools 40-40 questionnaires is distributed in 8 schools. Total 80 questionnaires are distributed to respondent out of them 70 respondents dully filled and returned the questionnaires. So, that the response rate is 87.5%.

3.4 Data Processing Procedure

After the questionnaires collected from the respondent of the concern schools the relevant factors are drawn tabulated under different needs before analyse the data. So, far as computation is concerned it has performed with the help of SPSS software and computer.

3.5 Reliability Test

Sekaran (2000) suggest that "In almost all cases, Cronbach's alpha can be considered a perfectly adequate index of the inter-item consistency reliability". This test give the mean value of all the possible ways of splitting scale items and correlating them, giving all overall split half coefficient, known as Cronbach's alpha Mohapatra, (1993). The closer Cronbach alpha is to 1.0, than the more reliable the scale. There are 35 questions to schools teachers' and the study has been conducted based on question contained primary information and collected from 70 teachers of 8 schools. Analysis has been done based on the scale of response and by using various statistical tests of organizational learning variable and perceived employee performance satisfaction. Reliability test shows individual learning, process or system, knowledge management, organizational culture, employee productivity, job satisfaction and quality improvement as a value 0.718, 0.734, 0.798, 0.764, 0.732, 0.733 and 0.786 respectively value of Cronbach's alpha, which is near to more than 0.7 and less then 0.9 that indicates good result. Hence, the questionnaires are considered to be highly reliable.

Table no. 3.5
Reliability Statistics

Variables	Cronbach's alpha	No of items
Individual learning	0.718	5
Process or System	0.734	5
Knowledge management	0.798	5
Organizational culture	0.764	5
Employee productivity	0.732	5
Job satisfaction	0.733	5
Quality improvement	0.786	5

3.6 Techniques of Analysis

The comparison between government and private schools has been done between individual learning, process or system, knowledge management and organizational culture with employee productivity, job satisfaction and quality improvement. A five point Likert scale (with 5=fully agree to 1=fully disagree) has been used for each of the statement. The collected data were processed and analysed by using statistical package for social science (SPSS) software version 23. At first removing the questionnaires with poor quality such as questionnaire including too many missing values and bias rating cleaned the data. The collected data were entered in the computer for analysis by the SPSS software. All collected data were tabulated and appropriate statistical value like mean, standard deviation and percentage were calculated. On the basis analysis was done and inferences deduced. In order to compare and analysis the statically tool like correlation was used.

Analytical tools

- i. Mean
- ii. Standard deviation
- iii. Correlation
- iv. Frequency analysis

CHAPTER IV

RESULTS

4.1 General Information of Respondent of Government schools

4.1.1 Respondent to Gender

Table No. 4.1.1
Respondent to Gender

	Frequency	Percent	Valid Percent	Cumulative %
Male	28	80.0	80.0	80.0
Female	7	20.0	20.0	100.0
Total	35	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of gender in government schools. The frequency of respondent to gender male number is 28, which are 80%, and female number is 7, which are 20%. According to the above table comparison to male and female, number of male is higher than the number of female in teaching field in government school.

4.1.2 Respondent to Age

Table No. 4.1.2
Respondent to Age

	Frequency	Percent	Valid %	Cumulative %
18-34 years	5	14.3	14.3	14.3
35-44 years	12	34.3	34.3	48.6
45-54 years	12	34.3	34.3	82.9
55 years and above	6	17.1	17.1	100.0
Total	35	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of age in government schools. The

frequency of respondent to 18-34 years is 5, which are 14.3%, 35-44 year are 12, which are 34.3%, 45-54 year are 12 which are 34.3% and above 55 years are 6 which are 17.1%. According to the above table comparison to current age 35-44 years and 45-54 years teacher highly engage in teaching field in government schools.

4.1.3 Respondent to Academic Qualification

Table No. 4.1.3

Respondent to Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
+2	5	14.3	14.3	14.3
Bachelors	8	22.9	22.9	37.1
Masters	22	62.9	62.9	100.0
Total	35	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of academic qualification in government schools. The frequency of respondent to +2 are 5, which are 14.3%, Bachelors are 8, which are 22.9% and Master are 22, which are 62.9%. According to the above table comparison to academic qualification Master academic qualification peoples highly work in teaching field in government schools.

4.1.4 Respondent to Working Time Period

Table No. 4.1.4

Respondent to Working Time Period

	Frequency	Percent	Valid %	Cumulative %
1-5 years	5	14.3	14.3	14.3
6-10 years	8	22.9	22.9	37.1
11-15 years	3	8.6	8.6	45.7
Above 15 years	19	54.3	54.3	100.0

Total	35	100.0	100.0
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Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of working time period in government schools. The frequency of respondent to 1-5 years are 5, which are 14.3%, 6-10 year are 8, which are 22.9%, 11-15 years 3, which are 8.6% and above 15 years 19 which is 54.3%. According to the above table comparison to respondent to working time period above 15 years working time period peoples highly work in teaching field in government schools.

4.1.5 Respondent to Terms of engagement

Table No. 4.1.5
Respondent to Terms of Engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Permanent	26	74.3	74.3	74.3
Contractual	9	25.7	25.7	100.0
Total	35	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of engagement in Government schools. The frequencies of respondent to Permanent are 26, which are 74.3% and contractual are 9, which are 25.7%. According to the above table comparison to respondent to terms of engagement Permanent teachers are 26. Permanent teacher highly work in teaching field in government schools.

4.2 General Information of Respondent to Private Schools.

4.2.1 Respondent to Gender

Table No. 4.2.1
Table Respondent to Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	21	60.0	60.0	60.0
Female	14	40.0	40.0	100.0

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Total	35	100.0	100.0
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Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of gender in Private schools. The frequency of respondent to gender male number is 21, which are 60%, and female number is 14, which are 40%. According to the above table comparison to male and female, number of male is higher than the number of female in teaching field in Private schools.

4.2.2 Respondent to Age

Table No. 4.2.1
Respondent to Current age

	Frequency	Percent	Valid Percent	Cumulative Percent
18-34 years	21	60.0	60.0	60.0
35-44 years	9	25.7	25.7	85.7
45-54 years	5	14.3	14.3	100.0
Total35		100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of age in Private schools. The frequency of respondent to 18-34 years is 21, which are 60%, 35-44 year are 9, which are 25.7% and 45-54 year are 5, which are 14.3%. According to the above table comparison to current age 18-34 years teacher highly engaged in teaching field in private schools.

4.2.3 Respondent to Academic Qualification

Table No. 4.2.3
Respondent to Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
+2	1	2.9	2.9	2.9
Bachelors	23	65.7	65.7	68.6
Masters	11	31.4	31.4	100.0

Total	35	100.0	100.0
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Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of academic qualification in Private schools. The frequency of respondent to +2 are 1, which are 2.9%, Bachelors are 23, which are 65.7% and Master are 11, which are 31.4%. According to the above table comparison to academic qualification Bachelors academic qualification peoples highly work in teaching field in Private schools.

4.2.4 Respondent to Working Time Period

Table No. 4.2.4

Respondent to Working Time Period

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	20	57.1	57.1	57.1
6-10 years	5	14.3	14.3	71.4
11-15 years	6	17.1	17.1	88.6
Above 15 years	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of working time period in Private schools. The frequency of respondent to 1-5 years are 20, which are 57.1%, 6-10 year are 5, which are 14.3%, 11-15 years 6, which are 17.1% and above 15 years 4 which is 11.4%. According to the above table comparison to respondent to working time period 1-5 years working time period peoples highly work in teaching field in Private schools.

4.2.5 Respondent to Terms of engagement

Table No. 4.2.5

Respondent to Terms of engagement

	Frequency	Percent	Valid %	Cumulative %
Contractual	35	100.0	100.0	100.0

Source: Field survey, 2019

The table shows that the total respondents are 35 in terms of engagement in Private schools. The frequency of respondent to contractual are 35, which are 100% and contractual are 0 which are 0%. According to the above table comparison to respondent to terms of engagement contractual teachers are 35. Contractual teacher only work in teaching field in Private schools.

4.3 Status of Organizational Learning and Employee Performance and Satisfaction in Government schools.

4.3.1 Individual Learning

Table no 4.3.1

Status of Individual Learning

	Minimum	Maximum	Mean	Std. Deviation
Training	1.00	5.00	3.0286	1.15008
Learning opportunities	2.00	5.00	3.8286	.95442
Participation	1.00	5.00	3.4000	.88118
Source of learning	3.00	5.00	4.2000	.67737
Development needs	1.00	5.00	3.6286	1.05957

Source: Field survey, 2019

The table 4.3.1 reveals that the mean value of source of learning is 4.2000, which is higher but mean value of training is 3.0286, which is lower in individual learning while evaluating level of organizational learning practices. So, source of learning is more effective in individual learning. In context of standard deviation too, it is seen that source of learning is 0.67737,

which more consistent with relation to individual learning because the standard deviation is lower than others.

4.3.2 Process or System

Table No. 4.3.2

Status of Process or System

	Minimum	Maximum	Mean	Std. Deviation
Structure and system	1.00	5.00	3.8571	.80961
Encouragement	2.00	5.00	3.8571	.80961
Regular meeting	1.00	5.00	3.8286	1.01419
Sharing Experience	2.00	5.00	3.8000	.79705
Leadership commitment	1.00	5.00	3.4286	.88403

Source: Field survey, 2019

The table 4.3.2 reveals that the mean value of structure and system and encouragement is 3.8571, which is higher but mean value of leadership commitment is 3.4286 is lower in process or system while evaluating level of organizational learning practices. So, structure and system and encouragement are more effective in process or system.

In context of standard deviation too, it is seem that sharing experiences is 0.79705, which more consistent with relation to process or system because the standard deviation is lower than others.

4.3.3 Knowledge Management

Table No. 4.3.3

Status of Knowledge Management

	Minimum	Maximum	Mean	Std. Deviation
Knowledge Creation	2.00	5.00	3.4571	.91853
Expertize and best practices	1.00	5.00	3.9714	1.01419
Adaptation for improvement	2.00	5.00	3.7714	.94202

Discuss Issues and problems	1.00	5.00	3.3143	1.05081
New idea	1.00	5.00	3.3143	.96319

Source: Field survey, 2019

The table 4.3.3 reveals that the mean value of expertize and best practices is 3.9714, which is higher but mean value of discuss issues and problems and new idea is 3.3143, which is lower in knowledge management while evaluating level of organizational learning practices. So, the Expertize and best practices is more effective in knowledge management.

In context of standard deviation too, it is seem that knowledge creation is 0.91853, which is more consistent with relation to knowledge management because the standard deviation is lower than others.

4.3.4 Organizational Culture

Table No. 4.3.3
Status of Organizational Culture

	Minimum	Maximum	Mean	Std. Deviation
Mgmt. commitment	1.00	5.00	3.8857	.93215
Communication	2.00	5.00	3.6571	.87255
Team work	2.00	5.00	3.6000	.77460
Participation	1.00	5.00	3.8000	.96406
Role Model	1.00	5.00	3.6571	.83817

Source: Field survey, 2019

The table 4.3.4 reveals that the mean value of management commitment is 3.8857, which is higher but mean value of teamwork is 3.6000, which is lower in organizational culture while evaluating level of organizational learning practices. So, the Management commitment is more effective in organizational culture.

In context of standard deviation too, it is seem that Teamwork is 0.77460, which is more consistent with relation to organizational culture because the standard deviation is lower than others.

4.3.5 Employee Productivity

Table No. 4.3.5

Status of Employee Productivity

	Minimum	Maximum	Mean	Std. Deviation
Works Improves	1.00	5.00	3.7000	.84012
Works Competitions Time	2.00	5.00	3.9857	.89269
Customer satisfaction	1.00	5.00	3.8143	.85623
Sense of worker	1.00	5.00	4.1143	.82608
Priorities	1.00	5.00	4.1000	.80127

Source: Field survey, 2019

The table 4.3.5 reveals that the mean value of priorities is 4.1143, which is higher but mean value of Work improvement is 3.8286, which is lower in employee productivity while evaluating level of employee performance practices. So, the Priorities are more effective in employee productivity.

In context of standard deviation too, it is seem that priorities is 0.71831, which is more consistent with relation to employee productivity because the standard deviation is lower than others.

4.3.6 Job Satisfaction

Table No. 4.3.6

Status of Job Satisfaction

	Minimum	Maximum	Mean	Std. Deviation
Mission	1.00	5.00	3.7571	.92369
Good communication	1.00	5.00	3.8286	1.11604

Tools and resources	1.00	5.00	3.6857	.98603
Training	1.00	5.00	3.9000	1.00938
Provide suggestion	2.00	5.00	3.6571	.83207

Source: Field survey, 2019

The table 4.3.3 reveals that the mean value of mission and training is 3.9429, which is higher but mean value of provide suggestion is 3.5143, which is lower in job satisfaction while evaluating level of employee performance practices. So, the mission and training are more effective in employee productivity.

In context of standard deviation too, it is seem that provide suggestion 0.81787 is more consistent with relation to job satisfaction because the standard deviation is lower than others.

4.3.7 Quality Improvement

Table No. 4.3.7

Status of Quality Improvement

	Minimum	Maximum	Mean	Std. Deviation
Contribution	2.00	5.00	3.7429	.85209
Future interest	2.00	5.00	3.8286	.78537
Quality problems	2.00	5.00	3.8857	.79600
Problem solving	2.00	5.00	3.7714	.80753
Progress on quality	2.00	5.00	4.0571	.93755

Source: Field survey, 2019

The table 4.3.7 reveals that the mean value of progress on quality is 4.0571, which is higher but mean value of contribution is lower in employee quality improvement while evaluating level of employee performance practices. So, the progress on quality is more effective in quality improvement. In context of standard deviation too, it is seem that future interest 0.78537, which is more consistent with relation to quality improvement because the standard deviation is lower than others.

4.4 Status of Organizational Learning and Employee Performance and Satisfaction in Private schools.

4.4.1 Individual Learning

Table No. 4.4.1

Status of Individual learning

	Minimum	Maximum	Mean	Std. Deviation
Training	1.00	5.00	3.3143	1.05081
Learning opportunities	1.00	5.00	3.8571	.91210
Participation	3.00	5.00	4.0857	.85307
Source of learning	2.00	5.00	4.2286	.80753
Development needs	1.00	5.00	3.5143	1.12122

Source: Field survey, 2019

The table 4.4.1 reveals that the mean value of source of learning is higher but mean value of training is lower in individual learning while evaluating level of organizational learning practices. So, source of learning is more effective in individual learning. In context of standard deviation too, it is seen that source of learning is more consistent with relation to individual learning because the standard deviation is lower than others.

4.4.2 Process or System

Table No. 4.4.2

Status of to Process or System

	Minimum	Maximum	Mean	Std. Deviation
Structure and system	2.00	5.00	3.9143	.91944
Encouragement	2.00	5.00	4.1143	.83213
Regular meeting	2.00	5.00	3.8000	.90098
Sharing Experience	2.00	5.00	3.6286	.87735

Leadership commitment	3.00	5.00	3.8286	.66358
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Source: Field survey, 2019

The table 4.4.2 reveals that the mean value of encouragement is 4.1143, which is higher but mean value of sharing experience is 3.6286, which is lower in process or system while evaluating level of organizational learning practices. So, structure and system and encouragement is more effective in process or system. In context of standard deviation too, it is seem that leadership commitment is 0.66358, which is more consistent with relation to process or system because the standard deviation is lower than others.

4.4.3 Knowledge Management

Table No. 4.4.3
Status of Knowledge Management

	Minimum	Maximum	Mean	Std. Deviation
Knowledge Creation	1.00	43.00	4.5714	6.74879
Expertise and best practices	2.00	5.00	3.7143	.82503
Adaptation for improvement	1.00	5.00	3.7429	.85209
Discuss Issues and problems	1.00	5.00	3.2000	.90098
New idea	1.00	5.00	3.5714	1.00837

Source: Field survey, 2019

The table 4.4.3 reveals that the mean value of knowledge creation is 4,5714, which is higher but mean value of discuss issues and problems is 3.2000, which is lower in knowledge management while evaluating level of organizational learning practices. So, the knowledge creation is more effective in knowledge management. In context of standard deviation too, it is seem that expertize and best practices is 0.82509, which is more consistent with relation to knowledge management because the standard deviation is lower than others.

4.4.4 Organizational Culture

Table No. 4.4.4

Status of Organizational Culture

	Minimum	Maximum	Mean	Std. Deviation
Management commitment	2.00	5.00	3.8000	.83314
Communication	1.00	5.00	3.8286	.85700
Team work	2.00	5.00	3.7714	.87735
Participation	2.00	5.00	3.6857	.75815
Role Model	1.00	5.00	3.6857	.86675

Source: Field survey, 2019

The table 4.4.4 reveals that the mean value of communication is 3.8286, which is higher but mean value of participation and role model is 3.6857, which is lower in organizational culture while evaluating level of organizational learning practices. So, the communication is more effective in organizational culture. In context of standard deviation too, it is seem that participation is 0.75815, which is more consistent with relation to organizational culture because the standard deviation is lower than others.

4.4.5 Employee Productivity

Table No. 4.4.5

Status of Employee Productivity

	Minimum	Maximum	Mean	Std. Deviation
Works Improves	2.00	5.00	3.5714	.73907
Works Complication Time	2.00	5.00	4.0857	.91944
Customer satisfaction	1.00	5.00	3.7714	.97274
Sense of worker	2.00	5.00	4.1714	.70651
Priorities	1.00	5.00	4.0857	.88688

Source: Field survey, 2019

The table 4.3.5 reveals that the mean value of sense of worker is 4.1714, which is higher but mean value of Work improves is 3.5714, which is lower in employee productivity while evaluating level of employee performance practices. So, the sense of worker is more effective in employee productivity. In context of standard deviation too, it is seem that sense of worker is 0.70651, which is more consistent with relation to employee productivity because the standard deviation is lower than others.

4.4.6 Job Satisfaction

Table No. 4.4.6
Status of Job Satisfaction

	Minimum	Maximum	Mean	Std. Deviation
Mission	1.00	5.00	3.9429	.90563
Good communication	1.00	5.00	3.8571	1.06116
Tools and resources	1.00	5.00	3.6571	1.10992
Training	2.00	5.00	3.9429	.87255
Provide suggestion	2.00	5.00	3.5143	.81787

Source: Field survey, 2019

The table 4.4.6 reveals that the mean value of mission and training is 3.9429, which is higher but mean value of provides suggestion is 3.5143, which is lower in job satisfaction while evaluating level of employee performance practices. So, the Priorities are more effective in employee productivity. In context of standard deviation too, it is seem that provide suggestion is 0.81787, which is more consistent with relation to job satisfaction because the standard deviation is lower than others.

4.4.7 Quality Improvement

Table No. 4.4.7

Status of Quality Improvement

	Minimum	Maximum	Mean	Std. Deviation
Contribution	1.00	5.00	3.6571	1.02736
Future interest	1.00	5.00	3.8286	.92309
Quality problems	1.00	5.00	3.6286	.87735
Problem solving	1.00	5.00	3.8286	.85700
Progress on quality	2.00	5.00	3.9429	.76477

Source: Field survey, 2019

The table 4.3.7 reveals that the mean value of progress on quality is 3.9429, which is higher but mean value of quality problems is 3.6286, which is lower in employee quality improvement while evaluating level of employee performance practices. So, the progress on quality is more effective in quality improvement. In context of standard deviation too, it is seem that progress on quality is 0.76477 which is more consistent with relation to quality improvement because the standard deviation is lower than others.

4.5 General Information of Combined Respondent Government and Private Schools.

4.5.1 Respondent to Gender

Table No. 4.5.1

Respondent to Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	49	70.0	70.0	70.0
Female	21	30.0	30.0	100.0
Total	70	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 70 in terms of gender in Private and Government schools. The frequency of respondent to gender male number is 49, which are 70%, and female number is 21, which are 30%. According to the above table comparison to male and female, number of male is higher than the number of female in teaching field in Government and Private schools.

4.5.2 Respondent to Age

Table No. 4.5.2

Current Age

	Frequency	Percent	Valid Percent	Cumulative Percent
18-34 years	26	37.1	37.1	37.1
35-44 years	21	30.0	30.0	67.1
45-54 years	17	24.3	24.3	91.4
55 years and above	6	8.6	8.6	100.0
Total	70	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 70 in terms of age in both government and private schools. The frequency of respondent to 18-34 years is 26, which are 37.1%, 35-44 year are 21, which are 30%, 45-54 year are 17, which are 24.3% and 55 years and above are 6, which are 8.6%. According to the above table comparison to current age 18-34 years teacher highly engaged in teaching field in private schools.

4.5.3 Respondent to Academic Qualification

Table No. 4.5.3

Respondent to Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
+2	6	8.6	8.6	8.6
Bachelors	31	44.3	44.3	52.9
Masters	33	47.1	47.1	100.0

Total	70	100.0	100.0
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Source: Field survey, 2019

The table shows that the total respondents are 70 in terms of academic qualification in both government and private schools. The frequency of respondent to +2 are 6, which are 8.6%, Bachelors are 31, which are 44.3% and Master are 33, which are 47.1%. According to the above table comparison to academic qualification master academic qualification peoples highly work in teaching field in both government and private schools.

4.5.4 Respondent to Working Time Period

Table No. 4.5.4

Respondent to Working Time Period

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	25	35.7	35.7	35.7
6-10 years	13	18.6	18.6	54.3
11-15 years	9	12.9	12.9	67.1
Above 15 years	23	32.9	32.9	100.0
Total	70	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 70 in terms of working time period in both government and private schools. The frequency of respondent to 1-5 years are 25, which are 35.7%, 6-10 year are 13, which are 18.6%, 11-15 year are 9, which are 12.9% and above 15 years are 23 which is 32.9%. According to the above table comparison to respondent to working time period 1-5 years working time period peoples highly work in teaching field in both government and private schools.

4.5.5 Respondent to Terms of Engagement

Table No. 4.5.5**Respondent to Terms of engagement**

	Frequency	Percent	Valid Percent	Cumulative Percent
Permanent	26	37.1	37.1	37.1
Contractual	44	62.9	62.9	100.0
Total	70	100.0	100.0	

Source: Field survey, 2019

The table shows that the total respondents are 70 in terms of engagement in government and private schools. The frequency of respondent to Permanent are 26, which are 37.1% and contractual are 44 which are 62.9%. According to the above table comparison to respondent to terms of engagement contractual teachers are 44. Contractual teacher highly work in teaching field in both government and private schools.

4.6 Status of Organizational Learning and Employee Performance Satisfaction in Combine Government and Private schools

4.6.1 Individual learning

Table No. 4.6.1**Status of Individual Learning**

	Minimum	Maximum	Mean	Std. Deviation
Training	1.00	5.00	3.1714	1.10298
Learning opportunities	1.00	5.00	3.8429	.92683
Participation	1.00	5.00	3.7429	.92761
Source of learning	2.00	5.00	4.2143	.74001
Development needs	1.00	5.00	3.5714	1.08443

Source: Field survey, 2019

The table 4.6.1 reveals that the mean value of source of learning is 4.2143, which is higher but mean value of training is 3.1714, which is lower in individual learning while evaluating

level of organizational learning practices. So, source of leaning is more effective in individual learning.

In context of standard deviation too, it is seem that source of learning is 0.74001, which is more consistent with relation to individual learning because the standard deviation is lower than others.

4.6.2 Process or System

Table No. 4.6.2

Status of Process or System

	Minimum	Maximum	Mean	Std. Deviation
Structure and system	1.00	5.00	3.8857	.86045
Encouragement	2.00	5.00	3.9857	.82520
Regular meeting	1.00	5.00	3.8143	.95239
Sharing Experience	2.00	5.00	3.7143	.83654
Leadership commitment	1.00	5.00	3.6286	.80165

Source: Field survey, 2019

The table 4.6.2 reveals that the mean value of encouragement is 3.9857, which is higher but mean value of leadership commitment, is 3.6286 lower in process or system while evaluating level of organizational learning practices. So, and encouragement is more effective in process or system.

In context of standard deviation too, it is seem that leadership commitment is 0.80165, which is more consistent with relation to process or system because the standard deviation is lower than others.

4.6.3 Knowledge Management

Table No. 4.6.3

Status of Knowledge Management

	Minimum	Maximum	Mean	Std. Deviation
Knowledge Creation	1.00	4.00	4.0143	4.81391
Expertise and best practices	1.00	5.00	3.8429	.92683
Adaptation for improvement	1.00	5.00	3.7571	.89176
Discuss Issues and problems	1.00	5.00	3.2571	.97335
New idea	1.00	5.00	3.4429	.98739

Source: Field survey, 2019

The table 4.6.3 reveals that the mean value of knowledge creation is 4.0143, which is higher but mean value of discuss issues and problems is 3.2571, which is lower in knowledge management while evaluating level of organizational learning practices. So, the knowledge creation is more effective in knowledge management.

In context of standard deviation too, it is seem that adaptation for improvement is 0.89176, which is more consistent with relation to knowledge management because the standard deviation is lower than others.

4.6.4 Organizational Culture

Table No. 4.6.4

Status of Organizational Culture

	Minimum	Maximum	Mean	Std. Deviation
Management commitment	1.00	5.00	3.8429	.87866
Communication	1.00	5.00	3.7429	.86285
Team work	2.00	5.00	3.6857	.82608
Participation	1.00	5.00	3.7429	.86285

Role Model	1.00	5.00	3.6714	.84650
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Source: Field survey, 2019

The table 4.6.4 reveals that the mean value of management commitment is 3.8429, which is higher but mean value of role model is 3.6714, which is lower in organizational culture while evaluating level of organizational learning practices. So, the management commitment is more effective in organizational culture.

In context of standard deviation too, it is seem that teamwork is 0.86285 more consistent with relation to organizational culture because the standard deviation is lower than others.

4.6.5 Employee Productivity

Table No. 4.6.5

Respondent to Employee Productivity

	Minimum	Maximum	Mean	Std. Deviation
Works Improves	1.00	5.00	3.7000	.84012
Works Compilations Time	2.00	5.00	3.9857	.89269
Customer satisfaction	1.00	5.00	3.8143	.85623
Sense of worker	1.00	5.00	4.1143	.82608
Priorities	1.00	5.00	4.1000	.80127

Source: Field survey, 2019

The table 4.6.5 reveals that the mean value of sense of worker is 4.1143, which is higher but mean value of Work improves is 3.7000, which is lower in employee productivity while evaluating level of employee performance practices. So, the sense of worker is more effective in employee productivity.

In context of standard deviation too, it is seem that priorities is 0.82608, which is more consistent with relation to employee productivity because the standard deviation is lower than others.

4.6.6 Job Satisfaction

Table No. 4.6.6

Status of Job Satisfaction

	Minimum	Maximum	Mean	Std. Deviation
Mission	1.00	5.00	3.7571	.92369
Good communication	1.00	5.00	3.8286	1.11604
Tools and resources	1.00	5.00	3.6857	.98603
Training	1.00	5.00	3.9000	1.00938
Provide suggestion	2.00	5.00	3.6571	.83207

Source: Field survey, 2019

The table 4.6.6 reveals that the mean value of training is 3.9000, which is higher but mean value of provides suggestion is 3.6571, which is lower in job satisfaction while evaluating level of employee performance practices. So, the training is more effective in employee productivity.

In context of standard deviation too, it is seem that provide suggestion is .83207, which are more consistent with relation to job satisfaction because the standard deviation is lower than others.

4.6.7 Quality Improvement

Table No. 4.6.7

Status of Quality Improvement

	Minimum	Maximum	Mean	Std. Deviation
Contribution	1.00	5.00	3.7000	.93793
Future interest	1.00	5.00	3.8286	.85077
Quality problems	1.00	5.00	3.7571	.84159
Problem solving	1.00	5.00	3.8000	.82708

Progress on quality	2.00	5.00	4.0000	.85126
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Source: Field survey, 2019

The table 4.6.7 reveals that the mean value of progress on quality is 4.0000, which is higher but mean value of contribution is 3.7000, which is lower in quality improvement while evaluating level of employee performance practices. So, the progress on quality is more effective in progress on quality.

In context of standard deviation too, it is seem that problem solving is 0.82708, which are more consistent with relation to quality improvement because the standard deviation is lower than others.

4.7 Comparisons of Organizational Learning and Employee Performance and Satisfaction between Government and Private Schools

Table No. 4.5

Comparisons of Organizational Learning and Employee Performance and Satisfaction between Government and Private Schools

	Gvt. Mean	Pvt. Mean	Mean Difference
Individual learning	3.6171	3.8000	(0.1829)
Process or System	3.7543	3.8575	(0.1032)
Knowledge Management	3.5657	3.5371	0.0286
Organizational Culture	3.7200	3.7543	(0.0343)
Employee Productivity	3.9486	3.9371	0.0114
Job satisfaction	3.7429	3.7829	(0.0400)
Quality Improvement	3.8571	3.7771	0.0800

Source: Field survey 2019

The table no. 4.5 shows the difference of organizational learning and employee performance satisfaction of government and private schools, the mean values of government schools in organizational learning are 3.6171 in individual learning, 3.7543 process or system, 3.5657 in knowledge management 3.7200 in organizational culture, 3.9486 in employee productivity, 3.7429 in job satisfaction and 3.8571 in quality improvement. The mean and Private schools

in organizational learning are 3.800 in individual learning, 3.8575 in process or system, 3.5371 in knowledge management and 3.7543 in organizational culture, 3.9371 in employee productivity, 3.7829 in job satisfaction and 3.7771 in quality improvement. The difference between of organizational learning and employee performance satisfaction between government and private schools mean value are -0.1829 in individual learning, -0.1032 in process or system, 0.0286 in knowledge management, -0.0343 in organizational culture, 0.0114 in employee productivity, -0.0400 in job satisfaction and 0.0800 in quality improvement. As compared to organizational learning and employee performance and satisfaction in secondary school of Pathri-Sanischeri Municipality, the mean difference of individual learning, process or system and organizational culture has positive mean difference in private schools as compared to government school. So, individual learning, process or system and organizational culture are strong on private rather than government school. Again, the mean difference of knowledge management, employee productivity, job satisfaction and quality improvement has positive mean difference in government schools as compared to private schools. Soof knowledge management, employee productivity, job satisfaction and quality improvement is strong on government rather than private schools.

4.7 Relationship between Organizational Learning and Employee Performance and Satisfaction

Table No. 4.6
Correlation Matrix

	IL	PS	KM	OC	EP	JS	QI
IL	1						
PS	.353**	1					
KM	.536**	.618**	1				
OC	.475**	.469**	.668**	1			
EP	.494**	.323**	.349**	.375**	1		
JS	.558**	.368**	.419**	.592**	.749**	1	
QI	.501**	.431**	.541**	.497**	.593**	.635**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The table no. 4.6 presents a preliminary indication that most of the independent variable is associated with a dependent variable number of organizational learning and employee

performance. The correlation between individual learning and others variables like process or system, knowledge management, organizational culture, employee productivity, job satisfaction and quality improvement are 0.353, .536, .475, .494, .558, .501 respectively. The correlation values among these factors are all positive at 0.01 significant levels. There is low degree moderate relationship of individual learning with process or system, organizational culture and employee productivity. However, there is strong correlation of individual learning with job satisfaction, knowledge management and quality improvement. This relation indicates that the individual learning slightly influences the process or system, organizational culture and employee productivity on the private as well as government school. On the other side job satisfaction, knowledge management, and quality improvement are highly influenced by the individual learning. If there were better process or system, knowledge management, organizational culture, employee productivity, job satisfaction and quality improvement then there would be high individual learning.

Similarly, there is a high degree of positive correlation between process or system with individual learning, knowledge management, organizational culture, employee productivity, job satisfaction and quality improvement as the correlation value are 0.353, 0.618, 0.469, 0.323, 0.368 and 0.431 respectively. The process or system has high degree strong relationship with knowledge management. It has the low degree moderate relationship with employee productivity, job satisfaction and quality improvement. The correlation value between process or system and knowledge management indicates knowledge management is highly depends upon process or system. The correlations values between process or system and others variable (organizational culture, employee productivity, job satisfaction and quality improvement) show the normal impact. Is If there is a better individual learning, knowledge management, organizational culture, employee productivity, job satisfaction and quality improvement then there would be a high process or system.

The correlation between knowledge management and individual learning, process or system, organizational culture, employee productivity, job satisfaction and quality improvement as the values are 0.536, 0.618, 0.668, 0.349, 0.419 and 0.541 respectively. The correlation values of knowledge management with organization culture and quality improvement represent the strong relationship. Likewise, r values of knowledge management with employee productivity and job satisfaction indicates moderate relationship between them. A better individual learning, process or system, organizational culture, employee productivity, job satisfaction and quality improvement then there would be a high knowledge management.

There positive correlation between organizational culture and employee productivity, job satisfaction and quality improvement as the value 0.375, 0.592 and 0.497 respectively. The

organization culture has the strong relationship with job satisfaction and moderate relationship with employee productivity and quality improvement. It indicates that there is better employee productivity; job satisfaction and quality improvement then there would be a high organizational culture. Lastly, there is strong correlation employee productivity with job satisfaction and quality improvement with the values of .749 and .593 and the r value .635 between job satisfaction and quality improvement indicate the strong relationship.

4.8 Major Finding of the Study

- I. After the data collection and analysis it can be concluded that every school has adapt new technique, skill and knowledge as well as training in order to improve the organizational learning and employee performance.
- II. While examining the level of organizational learning practices, it is found that there is positive impact of source of learning on individual learning in government schools.
- III. While examining the level of organizational learning practices, it is found that there is positive impact of structure and system on process or system in government schools.
- IV. While examining the level of organizational learning practices, it is found that there is positive impact of expertize and best practice on knowledge management in government schools.
- V. While examining the level of organizational learning practices, it is found that there is positive impact of management commitment on organizational culture in government schools.
- VI. While examining the level of employee performance practices, it is found that there is positive impact of priorities on employee productivity in government schools.
- VII. While examining the level of employee performance practices, it is found that there is positive impact of mission and training on job satisfaction in government schools.
- VIII. While examining the level of employee performance practices, it is found that there is positive impact of progress on quality on quality improvement in government schools.
- IX. While examining the level of organizational learning practices, it is found that there is positive impact of source of learning on individual learning in private schools.
- X. While examining the level of organizational learning practices, it is found that there is positive impact of encouragement on process or system in private school.
- XI. While examining the level of organizational learning practices, it is found that there is positive impact of knowledge creation on knowledge management in private schools.
- XII. While examining the level of organizational learning practices, it is found that there is positive impact of communication on organizational culture in private schools.

- XIII. While examining the level of employee performance practices, it is found that there is positive impact of sense of work on employee productivity in private schools.
- XIV. While examining the level of employee performance practices, it is found that there is positive impact of mission and training on job satisfaction in private schools.
- XV. While examining the level of employee performance practices, it is found that there is positive impact of progress on quality on quality improvement in private schools.
- XVI. While examining the level of organizational learning practices, it is found that there is positive impact of source of learning on individual learning in government and private schools.
- XVII. While examining the level of organizational learning practices, it is found that there is positive impact of encouragement on process or system in combined government and private schools.
- XVIII. While examining the level of organizational learning practices, it is found that there is positive impact of knowledge creation and best practice on knowledge management in combined government and private schools.
- XIX. While examining the level of organizational learning practices, it is found that there is positive impact of management commitment on organizational culture in combined government and private schools.
- XX. While examining the level of employee performance practices, it is found that there is positive impact of sense of work on employee productivity in combined government and private schools.
- XXI. While examining the level of employee performance practices, it is found that there is positive impact of value of training on job satisfaction in combined government and private schools.
- XXII. While examining the level of employee performance practices, it is found that there is positive impact of progress on quality improvement in combined government and private schools.
- XXIII. The mean difference of individual learning is 0.1829, process or system is 0.1032, organizational culture is 0.0343 and job satisfaction is 0.0400 has positive mean difference in private schools as compared to government school. So, individual learning, process or system and organizational culture are strong on private rather than government school.
- XXIV. The mean difference of knowledge management is 0.0286, employee productivity is 0.0114, and quality improvement is 0.0800 has positive mean difference in government schools as compared to private schools. So of knowledge management, employee productivity, job satisfaction and quality improvement is strong on government rather than private schools.

- XXV. There is low degree moderate relationship of individual learning with process or system is 0.353, organizational culture is 0.475 and employee productivity is 0.494. However, there is strong correlation of individual learning with job satisfaction is 0.558, knowledge management is 0.536 and quality improvement is 0.501. This relation indicates that the individual learning slightly influences the process or system, organizational culture and employee productivity on the private as well as government school.
- XXVI. The process or system has high degree strong relationship with knowledge management is 0.618. It has the low degree moderate relationship with employee productivity is 0.323, job satisfaction is 0.368 and quality improvement is 0.431. The correlation value between process or system and knowledge management indicates knowledge management is highly depends upon process or system. The correlations values between process or system and others variable (organizational culture, employee productivity, job satisfaction and quality improvement) show the normal impact.
- XXVII. The correlation values of knowledge management with organization culture are 0.668 and quality improvement is 0.541 represent the strong relationship. Likewise, r-values of knowledge management with employee productivity is 0.349 and job satisfaction is 0.149 indicate moderate relationship between them. A better individual learning, process or system, organizational culture, employee productivity, job satisfaction and quality improvement then there would be a high knowledge management.
- XXVIII. The organization culture has the strong relationship with job satisfaction is 0.592 and moderate relationship with employee productivity is 0.375 and quality improvement is 0.497. It indicates that there is better employee productivity; job satisfaction and quality improvement then there would be a high organizational culture.
- XXIX. There is strong correlation employee productivity and satisfaction with job satisfaction is 0.749 and quality improvement is 0.593. Job satisfaction and quality improvement indicate the strong relationship.

CHAPTER-V

CONCLUSION

This chapter consists of three sections first section provides the summary, the second draws the conclusion of the study and the final section proposes Implications to deal with the problem observed on the basis of findings.

5.1 Summary

Being a developing country, Nepal has experienced great changes in education sectors in recent years due to greater public awareness, proper knowledge and rapid growth of communication and technologies. Education sectors are ahead of other sectors in Nepal in terms of growth and innovations. Schools are operating via private participation, government participation and community participation to boost the quality education in Nepalese society. Nepalese schools are involving directly or indirectly on organization learning and employee performance practices. The basic organization learning activities are individual learning, communication, employee participation, knowledge management, organization culture etc. The objective behind this study is to find out the relationship between organizational learning and employee performance and comparison of the result government school with private school at the area of Pathari,-Shanischeri, Morang district of Nepal. This research is based on opinion of 70 teachers from four government school and four private schools at this area. Due to the large number of schools and increasing private participation on education sector the competition is getting stiffer and, therefore schools needs to enhance their competitiveness and efficiency by improving performance.

In general, the study there was individual learning, process or system, knowledge management and organizational culture taken as the independent variables and employee productivity, job satisfaction and quality improvement taken as Employee performance. Under the All variables there are five indicators for the opinion statement. To measurement of individual opinion likert scale were adopted. According to the research objective there was taken 70 sample sizes from the eight schools. 35 samples are taken from private school and rest is taken from government schools. The descriptive and analytical research design was adopted for the collection of primary data study. The study used different types of statistics tools like mean, standard deviation and correlation. The SPSS tools had been adopted for the statistical analysis.

The study concluded that every school has adapted new technique, skill and knowledge as well as training in order to improve the organizational learning and employee performance. The status of organizational learning practices on government school found that the positive impact of source of learning, structure and system, expertise and best practice, management commitment, priorities on employee productivity, mission and training and quality improvement in government schools. Similarly, the level of organizational learning practices on private school found the positive impact of source of learning, encouragement, knowledge creation, communication, sense of work, mission and training and quality improvement in private schools. There are also positive impact of Source of learning, encouragement, creation and best practice and management commitment on the private as well as government school. As compared the mean value the private school teachers are highly satisfied in organizational learning, the government School teachers are highly satisfied in employee performance.

5.2 Conclusion

The result for individual learning shows that the overall status was moderately satisfactory with majority agreeing to the existence of the learning opportunities. This relatively consistent with theories and previous studies as also observed by Argyris & Schon, (1978), Senge, (1990).

The Status of organizational culture opportunities was moderately satisfactory but many aspects of culture were found to be only moderate. It confirms to the findings of Simon (1976). The result showed that the overall status on process or system was moderately satisfactory and there existed moderate level of process and system. This conform to the findings of Senge, (1990)

In respect to continuous improvement and quality management also the result were only moderately satisfactory with some aspects not showing satisfactory results. The results mostly confirm to the finding of Hodgkinson, (2000) and Fiol & Lyles, (1985). The results show that the overall status of organizational learning was moderately satisfactory only in government and private schools of Pathari-Shanischeri Municipality.

All the four variables select to define organizational leaning as individual learning, process or system, knowledge management and organizational culture were found to be significant and explain employee performance as employee productivity, job satisfaction and quality improvement. Therefore, the dependent variable employee performance is explained by independent variables organizational learning. The most significance variable influencing employee performances were process or system and employee productivity. Individual

learning, knowledge management, organizational culture, employee productivity and quality improvement were found less significant though were also found to explain employee performance to some extent.

5.3 Implication

The organization needs to keep track on training, learning opportunities, participation, source of learning and development needs for improving good individual learning particular to government and private schools.

- i. The organization needs to keep track on structure and system, encouragement, regular meeting, sharing experience and leadership commitment for improving good process or system particular to government and private schools.
- ii. The organization need to keep track on knowledge creation, expertize and best practices, adaptation for improvement, discuss on issue and problems and new idea for improving good knowledge management for improving good knowledge management particular to government and private schools.
- iii. The organization need to keep track on management commitment, communication, team work, participation and role model for improving good organizational culture particular to government and private schools.
- iv. The organization need to keep track on works improves, work completion time, customer satisfaction, sense of work and priorities for improving employee productivity particular to government and private schools.
- v. The organization needs to keep track on mission, good communication, tools and research, training and provide suggestion for improving job satisfaction particular to government and private schools.
- vi. The organization needs to keep track on contribution, future interest, quality problem, problem solving and progress on quality for improving quality improvement particular to government and private schools.
- vii. Government schools need to give more concern on individual learning, process or system, knowledge management and organizational practice to raise the level of organizational learning.
- viii. The private schools need to give more concern on employee productivity, job satisfaction and quality improvement to raise the level of employee performance.

5.4 Recommendation for Future Researchers

- i. Studies may be conducted pertaining to organizational learning and human relation or some indicator like growth, employee satisfaction.
- ii. Studies may be conducted by relating in different area such as district, zone, whole nation and global.
- iii. Studies may be conducted by relating to different field such as bank, university, hospital, corporate sector etc.
- iv. Studies may be conducted by relating to the status of organizational learning and employee performance and satisfaction by increasing sample number.
- v. Studies may be conducted by relating to the status of organizational leaning and employee performance and satisfaction based on primary as well as secondary data.
- vi. Studies may be conducted by relating collection organizational learning, process or system, knowledge management, organizational culture, employee performance, job satisfaction and quality improvement, continuous improvement, total quality management, innovation, training, empowerment, commitment, turnover, participation, intellectual capital, perception, motivation, technology, etc.

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ANNEX-1

Table No. 4.5

Correlations

		IL	PS	KM	OC	EP	JS	QI
IL	Pearson Correlation	1	.353**	.536**	.475**	.494**	.558**	.501**
	Sig. (2-tailed)		.003	.000	.000	.000	.000	.000
	N	70	70	70	70	70	70	70
PS	Pearson Correlation	.353**	1	.618**	.469**	.323**	.368**	.431**
	Sig. (2-tailed)	.003		.000	.000	.006	.002	.000
	N	70	70	70	70	70	70	70
KM	Pearson Correlation	.536**	.618**	1	.668**	.349**	.419**	.541**
	Sig. (2-tailed)	.000	.000		.000	.003	.000	.000
	N	70	70	70	70	70	70	70
OC	Pearson Correlation	.475**	.469**	.668**	1	.375**	.592**	.497**
	Sig. (2-tailed)	.000	.000	.000		.001	.000	.000
	N	70	70	70	70	70	70	70
EP	Pearson Correlation	.494**	.323**	.349**	.375**	1	.749**	.593**
	Sig. (2-tailed)	.000	.006	.003	.001		.000	.000
	N	70	70	70	70	70	70	70
JS	Pearson Correlation	.558**	.368**	.419**	.592**	.749**	1	.635**
	Sig. (2-tailed)	.000	.002	.000	.000	.000		.000
	N	70	70	70	70	70	70	70
QI	Pearson Correlation	.501**	.431**	.541**	.497**	.593**	.635**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	70	70	70	70	70	70	70

** . Correlation is significant at the 0.01 level (2-tailed).

ANNEX-2**QUESTIONNAIRES OF ORGANIZATIONAL LEARNING AND EMPLOYEE PERORMANCE**

Dear sir/madam

I am Raju Limbu student of MBS semester system. I am conducted this research to submit thesis for the partial fulfillment for the degree of Master of Business Studies (MBS). Your information will be used only for academic purpose and will be kept confidential. Your valuable time for filling of these questionnaires is highly appreciated.

Instructions

1. Please do not write your name on the questionnaire.
2. The information you will give will be treated with confidentiality.
3. Indicate your choice by a tick ()
4. Kindly answer all questions.

Please tick in the appropriate choice/alternative that would be best fit the fact/or your perception.

(Note: 5=Fully agree, 4= Agree, 3=So-so, 2=Disagree and 1=Fully Disagree)

1. Your gender

Male [] Female []

2. What is your current age?

18 – 34 Years [] 35 – 44 Year []

45 – 54 Years [] 55 Years and above[]

3. Academic qualifications Certificate

+2 [] Bachelors [] Masters []

4. How long have you served in your current station?

1-5 year [] 6-10 years []

11-15 years [] above 15 years []

5. What are the terms of your engagement with your Organization?

Permanent [] Contractual [] Any other.....

S.N	Statement	1	2	3	4	5
	<u>ORGANIZATION LEARNING</u>	1	2	3	4	5
	<u>Individual Learning</u>					
1	Training is not customized to our learning needs and job challenge.					
2	I have enough learning opportunities in this organization.	1	2	3	4	5
3	I get adequate opportunity to participate in meeting, seminar and group discussion.	1	2	3		5
4	My colleagues are also important source of learning and exposure for me.	1	2	3	4	5
	<u>Process or System</u>	1	2	3	4	5
5	Principle discusses with me my learning and development needs.					
6	This organization has structure and system that encourage teamwork.	1	2	3	4	5
7	I get the encouragement to learn and develop to my full potential.	1	2	3	4	5

8	Meeting is held regularly to assess emerging business situations and to solve the problem.	1	2	3	4	5
9	This organization emphasize on sharing on each other's experience and expertise.	1	2	3	4	5
	<u>Knowledge Management</u>	1	2	3	4	5
10	Our leadership is committed to the importance of human resources.					
11	This organization spends money and other resources for creating knowledge.	1	2	3	4	5
12	Our principle is always looking for advance from outside experts and best practices.	1	2	3	4	5
13	New techniques, method and idea are adopted when needed for improvement.	1	2	3	4	5
14	External expert are regularly invited to discuss the management issue and problem.	1	2	3	4	5
	<u>Organizational Culture</u>	1	2	3	4	5
15	New ideas are easily acceptable by employees and put them in practices.					
16	Top management of this organization is committed to our continuing learning.	1	2	3	4	5
17	There is a good communication in this organization.	1	2	3	4	5
18	Problem are jointly identified and solved by employees.	1	2	3	4	5
19	There is great participation of employee in problem solving and decision-making.	1	2	3	4	5
20	Senior management in this organization work as role model and change agents.	1	2	3	4	5
	<u>EMPLOYEE PERFORMANCE</u>	1	2	3	4	5
	<u>Employee Productivity</u>					
21	Teachers' quality of work improves over time.					
22	Teachers are able to complete work within the set deadlines.	1	2	3	4	5
23	Over time we have increase customer satisfaction with the quality service delivered.	1	2	3	4	5
24	Teachers have a sense of what to and when to do.	1	2	3	4	5
25	Teachers are able to identify and give top attention to top priorities.	1	2	3	4	5

	<u>Job Satisfaction</u>	1	2	3	4	5
26	The organization clearly conveys its mission to its workers.					
27	There is a good communication between principle and teachers.	1	2	3	4	5
28	I have the tools and resources I need to do my job.	1	2	3	4	5
29	I have a training I need to do my job.	1	2	3	4	5
30	My principle provides me with actionable suggestion on what I can do to improve.	1	2	3	4	5
	Quality Improvement	1	2	3	4	5
31	The people I work with feel their jobs contribute to the organization success.					
32	The people I work with are interested in the future of the organization.	11	2	3	4	5
33	Quality problems are being corrected in my department.	1	2	3	4	5
34	I have a chance to solve the problems that prevent me from doing a quality job.	1	2	3	4	5
35	Real progress on quality improvement depends mostly on personal, face-to-face leadership by principle.		2	3	4	5