

**ORGANIZATIONAL LEARNING AND EMPLOYEE JOB
PERFORMANCE IN SERVICE SECTOR**

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RECOMMENDATION

CERTIFICATION

DECLARATION OF AUTHENTICITY

I, hereby, declare that the Graduate Research Report entitled “**Organizational Learning and Employee Job Performance in Service Sector**” submitted for the degree of Master of Business Administration (MBA) is my original work and this project has not formed the basis for the award of any degree, diploma, or other similar titles.

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ABBREVIATIONS

EJP	Employee job performance
EKA	External knowledge acquisition
HR	Human resource
HRM	Human resource management
HTMT	Heterotrait-Monotrait Ratio
IKA	Internal knowledge acquisition
KD	Knowledge distribution
KI	Knowledge interpretation
OL	Organizational learning
OLC	Organizational learning culture
OM	Organizational memory
PLS	Partial Least Square
R&D	Research and development
SD	Standard deviation
SEM	Structural Equation Modeling
SET	Social Exchange Theory
SPSS	Statistical Package for Social Sciences
SRMR	Standardized Root Mean Square Residual
VIF	Variance Inflation Factor

EXECUTIVE SUMMARY

Organizational learning enables organizations to understand the environment in which they operate and use that understanding to devise practical solutions to problems. Organizations must obtain expertise from both inside and outside the firm to do this. Although internal information is crucial for creating a solid knowledge base, it might not be sufficient to survive in the market. External expertise might offer further advantages that support the development of the organization.

An organization can flourish and outperform its competition by effectively distributing information inside the firm. The organization can more successfully accomplish its objectives by managing knowledge effectively and being efficient. Understanding the crucial facets of knowledge management requires employing a variety of disciplines and levels. The organization can use its information more effectively by doing this. The capacity to recollect past actions and draw lessons from them is known as organizational memory. Throughout time, the organization might become more adept at what it does by keeping in mind what has and hasn't done successfully. Future success of the organization is increased as a result.

There are numerous crucial aspects involved in creating a good learning culture inside a business. To properly grasp its significance, the organization must be committed to collecting relevant information and inferring it. Employee work performance is assessed based on both the actions an employee chooses to take and not to take. When there is a strong organizational culture and ethical leadership, employees perform better.

A self-administered questionnaire survey was employed in the study, and it used a seven-point Likert scale. 254 employees responded to the survey. The sample came from a variety of businesses. A measuring model, a demographic profile, descriptive statistics, and structural equation modeling were all used to examine the data. IBM

SPSS 22 was used for the descriptive and correlational analyses. Using SmartPLS 4, the data were validated, and the mediation impact was examined.

In conclusion, the study results indicate that external knowledge acquisition has a significant negative effect on employee job performance, which rejects hypothesis 1. Moreover, knowledge distribution and organizational memory were found to have no significant impact on employee job performance, which rejects hypothesis 3 and hypothesis 5, respectively. The p-values of 0.101, 0.068, and 0.657 further support these findings. These results suggest that organizations may want to limit external knowledge acquisition and focus more on internal knowledge acquisition and interpretation strategies to improve employee job performance.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Organizational learning is a process of learning new things through day to day experience and knowledge within and organization. This concept was introduced in 1960s in the context of decision-making model. It was further accelerated in 1990s. Productivity was of great concern in US during 1980s which prioritized on learning so as to understand the sources of productivity gains (Argote, Lee, & Park, 2020).

There may be various changes in the environment where a firm may need to adapt. This is where learning by experience come in place (Castaneda, Manrique, & Cuellar, 2018). Argote (2011) broadened the idea by stating the three sub-processes of organizational learning which are creating, retaining and transferring knowledge. New knowledge can be created when an organization learns from its experience.

Organizational learning is a ubiquitous concept and places creation and acquisition of knowledge as characteristic processes. But to have one definite concept is next to impossible because it is taken differently in different disciplines and even within the same discipline, the concept may vary. Organizations struggle to implement proper organizational learning due to its high conceptual nature and little practical guidance yet it has its own competencies when applied (Basten & Haamann, 2018).

There are a number of reasons why organizational learning is vital. First, learning organization is rapidly gaining its importance which is said to be more adaptive and responsive to change. Second, technological change is having a great impact on organizations. New forms of work method like lean production, just-in-time delivery system and others require new type of learnings. Third, learning is a dynamic and integrative concept whose value has increased with time (Dodgson, 1993). So, the notion of organizational learning has grabbed attention of many.

An OLC is a group of organizational norms, beliefs, attitudes, and practices that promote ongoing education and career advancement in an organization. It is said to be positively associated to an employee's commitment to the organization because it can foster inquiry and conversation at the individual, team, and organizational levels and empower employees with a shared vision that links the organization to a changing environment. An organization with an OLC can offer chances for continuous learning, stimulate information exchange, and foster teamwork so that workers can pick up and build useful workplace competencies (Lin & Huang, 2020). It can be understood from this that OLC is a framework in which employees can expand their knowledge, skills and opportunities to innovate.

Organizational culture is mostly seen as a helping factor, or even a vital condition for organizational learning to happen. An OLC can be an important aspect of organizational culture and the core of a learning organization (Rebelo & Gomes, 2011). It emerges as a team learning in an organization as OLC allows collaboration and mutual creativity along with discussion and dialogue. It brings the knowledge of employees together that grows their understanding collectively.

Organizational learning, being the process of developing new knowledge within an organization, is complicated and has the capacity to alter behavior. It is a tried-and-true method that involves altering both organizational and individual behavior. Businesses with a strong learning culture excel at knowledge creation, acquisition, and transfer as well as changing behavior to account for new information and insights. Therefore, organizations that place a strong emphasis on OLC must first gather information, interpret it to fully understand its significance, and then transform it into knowledge. However, they must not overlook the most crucial step, which is to make behavioral and cognitive adjustments in order to put words into action (Skerlavaj et al., 2007). It is important to note that organizations learn only when employees learn. Employee learning does not guarantee organizational learning but it is also true that without it, there is no organizational learning.

Organizational learning culture has a direct impact on employee job performance. Performance is a requirement in accomplishing employee needs. It is a standard for growth, termination, reward, penalty, review, and salary changes. It acts as a building block of an organization based on employees' broad beliefs and contribution (Astuti, Maryati, & Harsono, 2020). Employee job performance largely contributes to organizational goals as they are engaged in measurable actions, behaviors and outcomes. This is because it impacts an organization's performance and productivity (Kundi et al., 2020). Kundi et al. (2020) also hypothesized that affective commitment positively predicted employee job performance which in fact resulted to be true after analysis. The result also revealed that psychological well-being has both direct and indirect effect on employee job performance.

There are many other factors that determine employee job performance which are workplace spirituality, job satisfaction, and workplace deviant behavior (Astuti, Maryati, & Harsono, 2020). According to Tan et al. (2020), leader humor behavior also affects the employee job performance but it depends on the gender (dis)similarity to what extent the humor would work positively. Feeling trusted by employees is equally important in employee job performance where leaders are humble towards their employees (Cho et al., 2020).

Transformational leadership also affects employee job performance to some extent, directly or indirectly. Transformational leaders coach their employees to take on greater responsibility for their own as well as others' development (Aragon-Correa, Garcia-Morales, & Cordon-Pozo, 2007). So, leaders' actions should be rational that uplifts employees' performance and the organization as a whole.

Organizational learning creates a sense of competitive advantage in which human resource (HR) plays a major role. The better the deployment of HR, the better will be their performance. Their capabilities are the organizational resources which is a key to achieving outstanding performance. For a performance to be phenomenal,

employees should be skilled, motivated and adaptable for which human resource management (HRM) plays a strategic role (Khandekar & Sharma, 2006).

1.2 Statement of Problem

Employees join an organization with the expectation to enhance their knowledge and skill on a particular area of work and also to have a satisfying level of earning. They want to move forward in their career path. As per Paais and Pattiruhu (2020), career matters are such that an employee's preference for their career is based on whether the job they have inspires them. There are many factors that can be listed out that shakes the motivation and performance of an employee.

One thing that can make the employees' performance stand-a-still or hike is the ability and willingness to acknowledge organizational learning. It helps to create, retain, and transfer knowledge within an organization. Organizational learning can be seen as a dynamic process based on knowledge. It can be treated to incorporate dynamic capabilities in the internal processes of the organization (Antunes & Pinheiro, 2019). It is an important element for sustained competitiveness which can be a vital reason for performing well in the organization.

But to align employee job performance with organizational learning, there needs an intervention of organizational learning culture within the organization. It has that potential to bring these two facets together for the organization to run smoothly. Organizational culture applies to any organization which is practiced by every and any member of the organization. Each organization has different patterns and customs to which the employees should abide by with satisfaction for a gratification.

An organization's culture is made up of a set of fundamental presumptions and beliefs that are held by its employees and are then developed and transmitted over time to address issues with external adaption and internal integration. As a result, an employee's displeasure with the organization or firm as a whole will affect how they feel about doing their work and surely have an impact on their performance (Paais & Pattiruhu, 2020).

So, it is essential to analyze the effects of organizational culture between organizational learning and employee job performance so that the concerned are aware about it and they can apply it to their own organization accordingly. In between these concepts, the paper aims to answer the following questions:

- Does organizational learning affect employee job performance?
- How does organizational learning and organizational learning culture influence employee job performance?

1.3 Research Objectives

This study is conducted for the purpose of examining how organizational learning affects employee job performance with a mediating role of organizational learning culture. So, the study is conducted for the following objectives:

- To determine if organizational learning positively affects employee job performance
- To examine how organizational learning and organizational learning culture influence employee job performance

1.4 Statement of Hypothesis

A hypothesis is a declaration of an expectation or assumption that the study will test. It presupposes a correlation between two or more research-involved variables. This presumption might or might not be accurate. To accept or reject the given hypothesis, statisticians conduct formal methods known as hypothesis testing.

Zahay and Handfield (2004), and Huber (1991) have highly emphasized the importance of organizational learning for an organization's survival and effective performance.

An organization can create its value based on knowledge resources which can be acquired externally and internally (Papa et al., 2018). The knowledge acquired from external sources are extensive that covers wider range of area. This helps in

innovation and updates technological aspect as well which in turn has a positive impact on performance.

H1: There is a positive relationship between external knowledge acquisition and employee job performance.

Knowledge management processes have a positive relation with organizational performance. The processes include creation, acquisition, storage, sharing, and utilization (Sahibzada et al., 2020). And, organizational performance can happen only when the involved employees perform excellently. So, the process of knowledge management that has acquisition of knowledge has an effect on employee job performance.

H2: There is a positive relationship between internal knowledge acquisition and employee job performance.

Knowledge assets should be employed for product creation, service delivery, sold or traded off for value so that organizational knowledge can be assessed (Sahibzada et al., 2020). For this, distribution of knowledge from one employee to another within the organization is important. When knowledge is distributed among the employees, their performance is also simultaneously enriched shows a positive relation between the two.

H3: There is a positive relationship between knowledge distribution and employee job performance.

Knowledge interpretation is equally important as is knowledge creation and its application, only then can the difficult organizational environment be survived and sustained. Mutual trust is a must to have a proper interpretation of shared knowledge (Kang, Kim, & Chang, 2008). Trust among the employees lead to the right interpretation of knowledge that further lead to better performance. So, it can be said that there is a positive relation between knowledge interpretation and employee job performance.

H4: There is a positive relationship between knowledge interpretation and employee job performance.

The findings from Dunham and Burt's (2011) research says that there is a positive outcome of organizational memory in terms of empowerment of employees based on competence, self-determination, and impact. This indicates improvement in job performance alongside.

H5: There is a positive relationship between organizational memory and employee job performance.

Creating an organizational learning culture that connects training and learning to performance improvement should never be disregarded if the organization is to remain effective and adaptable to changes in the business sector. Employees are inspired to gather, disseminate, integrate, develop, and transmit information and knowledge when they are exposed to the learning culture of an organization that is always improving (Lin, Huang, & Zhang, 2018). This can be interpreted in a way that an organizational learning culture engages employees into achieving strategic objectives and guides them toward lifelong learning.

H6: Organizational learning culture plays a mediating role between organizational learning and employee job performance.

1.5 Significance of the Study

This research study is being done to analyze the relation between organizational learning and employee job performance with a mediating role of organizational learning culture. The findings of the study will help to determine whether they have positive or negative relations. This will further help the top level management to make decisions and strategies accordingly which will flourish the organization as a whole along with the development of employees. This study will allow the employees to understand how they can perform better and make the organizational environment suitable for learning.

This study informs about the vital roles of internal and external knowledge acquisition, knowledge distribution, information interpretation, and organizational memory for improving the organizational learning culture that further helps in increasing employee job performance. To examine these variables is the major reason for doing this research.

1.6 Limitations of the Study

This research has the following few limitations:

- The survey is done from employees of different types of organizations within Nepal which makes the findings very broad. The survey does not specify which field of work the employees work in. Specifying this could have made the research more robust.
- The survey is taken through a self-administered questionnaire where respondents may unintentionally provide inaccurate responses or show biasness while answering.

1.7 Organization of the Study

The study is divided into five chapters. They are:

Chapter I: Introduction

This chapter is introductory part of the study. It includes the background of the study, statement of the problem, objectives, significance, limitations and organization of the study.

Chapter II: Related Literature and Theoretical Framework

This chapter is a review of the literature and it presents general literature review on organizational learning, organizational learning culture, and employee job performance. A brief discussion of contribution of employees in any organizational field is presented in the chapter. It basically presents the theoretical foundations for the study.

Chapter III: Research Methods

This chapter is one of the important parts of the study. It deals with theoretical framework, research design, and population and sampling, design of questionnaire and variables, sources and nature of data, data gathering procedure, instruments and measurements, methods of data analysis etc.

Chapter IV: Analysis and Results

This chapter includes presentation and analyses of data using Microsoft Excel, Smart PLS and SPSS Statistics 22.

Chapter V: Discussion, Conclusions and Implications

The chapter drags out findings from the data analysis and concludes the research with necessary summary, suggestions, conclusions and implications.

CHAPTER II

RELATED LITERATURE AND THEORETICAL FRAMEWORK

The purpose of this graduate research project entitled “Organizational learning and Employee Job Performance in Service Sector” is to evaluate the constructs of organizational learning affecting employee job performance and to assess the mediating role of organizational learning culture within these two. This chapter includes the theories in the literature that explains the three variables which are organizational learning, organizational learning culture, and employee job performance. In addition, the concepts relevant to the study are described. Finally, the conceptual framework for this study is included in this chapter.

2.1 Related Theories

2.1.1 Organizational Learning Theory

Organizational learning theory helps us understand how organizations acquire and utilize new knowledge. It takes into account various factors that can impact learning, such as the nature of the knowledge being introduced and the cultural and social context of the organization. By considering these factors, organizations can improve their ability to manage and utilize knowledge, which can lead to better performance and help them achieve their goals (Berta et al., 2015). This theory is useful for organizations that want to improve their learning and knowledge management processes.

The study conducted by the researcher is largely backed up by this theory as it helps to better understand how facilitation works and why it may be successful or not. Berta et al. (2015) says that facilitation is like a bundle of routines that helps an organization learn and apply new knowledge to improve performance. This type of routine is called a meta-routine, which is a set of routines that are essential for an organization to acquire and learn about new knowledge to improve its performance which is exactly what this study covers.

2.1.2 Institutional Theory

According to institutional theorists, institutionalization is a complex process that involves more than merely dominance and power. Although coercive methods like rules and regulations with penalties for disobedience might result in institutionalization, this is not the only approach. The main methods of institutionalization are normative and mimetic mechanisms or the interaction of several logics. Given that institutionalization frequently encourages stability and resistance to change, institutional theorists struggle to explain how change occurs within institutions (Willmott, 2015).

2.1.3 Stakeholder Theory

According to the stakeholder theory, organizations may more effectively handle three important concerns by looking at the relationships between a business and the various groups and people who either have an impact on or are touched by it (Parmar et al., 2010). These problems have to do with how companies deal with their surroundings, including how they make decisions that affect stakeholders, how they handle stakeholder relationships, and how they are impacted by outside forces that are out of their control. Stakeholders can be more effectively engaged and their concerns can be addressed, resulting in more effective decision-making and relationship management, by focusing on stakeholders and their interactions with a firm.

2.1.4 Social Exchange Theory (SET)

The concept of SET is frequently utilized to comprehend behavior in the workplace. According to SET, connections between people in a workplace grow over time and become more dependable, loyal, and advantageous to both parties—but only if both parties abide by specific rules of exchange. These conventions serve as standards for how interactions should go. Researchers who employ SET in their studies generally emphasize on the idea of reciprocity, which suggests that individuals expect to get something of equal worth to what they provide in a transaction (Cropanzano & Mitchell, 2005). However, SET also provides other exchange principles that might be utilized to comprehend conduct in the workplace. SET emphasizes the significance of

rules and norms in helping us understand how connections are created and maintained in organizations.

2.2 Empirical Review

The enhancement of OL capabilities has a significant impact on the knowledge, beliefs, and behaviors of individuals within an organization. This can facilitate business growth and innovation by systematically incorporating new learning into organizational routines (Tortorella et al., 2020). According to researchers, OL can be achieved through two primary approaches. The first approach involves learning that is obtained directly through trial and error situations, enabling the accumulation of experience and consolidation of new knowledge. The second approach involves the development of work procedures and routines based on the organization's memory of stored knowledge, which can be applied to subsequent situations that are similar to those that initially provided the experience (Wang & Noe, 2010; Tortorella & Fogliatto, 2014).

Organizational learning refers to the process by which the experience of performing a task is transformed into knowledge that can bring about changes within the organization, ultimately impacting its future performance. To facilitate analytical assessment, the learning process can be divided into four constituent processes: search, knowledge creation, knowledge retention, and knowledge transfer (Argote, Lee, & Park, 2020).

OL enables organizations to not only recognize but also interpret the environment in which they operate. This understanding of the environment is then translated into effective strategies that can be used to confront the challenges that the organization faces. However, for OL to be effective, the organizational climate in which it occurs is a critical factor that influences the learning process. The organizational climate can impact the learning process by providing a conducive environment that supports the delivery, assessment, and encouragement of learning at different levels and through various methods (Soomro, Mangi, & Shah, 2020). In this way, the organizational

climate plays an essential role in shaping the overall effectiveness of OL in the organization.

The cultivation of an organizational learning culture is widely recognized as a critical contextual factor that can promote positive organizational outcomes. This type of culture is characterized by an organization's ability to proficiently generate, obtain, and transfer knowledge, as well as to adapt its behavior in response to new insights and knowledge (Joo & Shim, 2010).

The development of a learning culture within an organization may necessitate fundamental changes that require a combination of strategies to promote and enhance data utilization across all levels of staff. Due to the multidimensional nature of organizational cultures, the implementation of a single strategy may yield different outcomes depending on the specific cultural nuances of individual departments (Winkler & Fyffe, 2016).

The process of cultivating an organizational learning culture begins at the individual level and permeates throughout the entire organization, becoming ingrained within the organization's structure. To facilitate successful organizational learning, clear and well-defined organizational goals must be established, supported by a culture that prioritizes the sharing of knowledge and information. This is best achieved by developing connections between different subsystems within the organization, aligning the structure and culture in a cohesive manner to achieve the desired learning outcomes (Hung et al., 2010). Ultimately, a strong connection between the organizational subsystems, structure, and culture is essential for establishing and maintaining a robust organizational learning culture.

Job performance is a multifaceted concept that encompasses a range of different perspectives and behaviors. Rather than being a single, unified construct, it can be viewed from many different angles, each of which may contain a unique set of behaviors. One example of this is the service industry, where the production of intangible goods means that the quality of services provided is largely dependent on

the immediate performance of service employees. From this perspective, it can be inferred that job performance is an output that is obtained as a result of the efforts of individual employees. In other words, an employee's job performance is not only influenced by their individual abilities but also by the context and environment in which they work, highlighting the importance of a holistic approach to evaluating job performance (Abdullah & Wan, 2013).

2.3 Dimensions of Organizational Learning

Why do organizations exist? Because everyday life is contemporary to it. It is not just formal organizations that exist. There are numerous other forms of organizations that exist outside of the formal organizations. There are wider aspects of society that has other types of organizations (Ahrne & Brunsson, 2019). But in this research, the researcher will focus on formal organizations to know how employees perform while learning within the organization.

2.3.1 Organizational Learning

Organizational learning is developed with different definitions which makes the term inconsistent. It is represented in three dimensions-1) unit of analysis: individual, group, organizational, and/or inter-organizational; 2) cognition and behavior: the relationship between knowledge, understanding, action, and learning; 3) the relationship between learning and performance (Crossan et al., 1995). These dimensions are referred to derive the meaning by various researchers. The concept of organizational learning is relatively new to Nepalese businesses, although some form of it may have been practiced for a long time (Shakya, 2012).

The standard argument is that organizational learning is a specific type of learning accomplished in organizations by employees, whose learning is connected to ultimate organizational improvement. The second argument supports that organizations can learn because they have the same or similar capabilities to those of employees that support them to learn. In other words, this approaches organizations as if they were people when it comes to learning. Despite their differences, both methods often approach the concerns of the above arguments from a similar point: they frequently

base their explanation of the organizational learning, either implicitly or explicitly, on knowledge of what it means for an employee to learn (Cook & Yanow, 2011).

The most common definition of organizational learning is that it is a change in the organization that takes place when the organization gains experience, despite the fact that scholars have described it in various ways. But, the question arises on what the change is. So, the opinions of experts differ on whether organizational learning should be considered as a shift in cognition or behavior (Argote & Miron-Spektor, 2011).

OL generates the creative advantages that support an organization's competitive edge in the constantly fluctuating global market. In order to be competitive, organizations must put learning at the focus of their strategy (Afshari & Nasab, 2020). This is why, organizations are now seen involved in such learnings.

2.3.2 External Knowledge Acquisition

Organizations that mostly require research and development acquires external knowledge (Fey & Birkinshaw, 2005). This helps to expand its knowledge base, determine opportunities and threats, gain access to new markets and develop technological capabilities (Danneels, 2008). It can be said that external knowledge acquisition is important in vibrant and inventive environments where wide range of expertise will be required.

Through the outsourcing of R&D, knowledge resources from outside sources may provide a number of possible benefits. By specializing the contractor or by pooling costs when multiple clients are jointly commissioned, cost advantages may be realized. Additionally, finances and time for R&D may be better managed, and fixed costs may be decreased (Grimpe & Kaiser, 2010). Hence, external knowledge acquisition has the benefits as mentioned above.

The success of knowledge acquisition in an organization does not solely depend on the presence of a positive and collaborative relationship with a similar institutional context. While having a harmonious partnership may make it easier to access new

knowledge, it does not guarantee that the organization will have the capability to effectively use and integrate that knowledge into their operations. This is where the concept of absorptive capacity comes into play (Ho, Ghauri, & Kafouros, 2019).

Absorptive capacity refers to an organization's ability to recognize the value of new external knowledge and to effectively incorporate it into their business practices. It's not just about having access to knowledge, but also about being able to use that knowledge effectively. According to Bou-Llusar and Segarra-Ciprés, the most successful organizations are not necessarily those with the most knowledge, but rather those that are best able to utilize what they know and understand what is most important for their strategic goals.

In conclusion, absorptive capacity is a crucial factor in determining an organization's ability to successfully acquire knowledge from external sources. It's not just about having access to new knowledge, but also about being able to effectively use and integrate that knowledge into the organization.

2.3.3 Internal Knowledge Acquisition

The knowledge that is acquired from within the organizations is internal knowledge acquisition which is significant to create a strong knowledge basis. But it may not be adequate to survive in the market for which the organization requires knowledge from external sources too. Internal knowledge acquisition is generally dependent on firm's knowledge base which means close association with external partners can help firms access a larger variety of knowledge resources (Xie et al., 2019).

On one hand, the internal knowledge of an organization plays a crucial role in defining the impact that external knowledge sources have on the organization's advance performance. This internal knowledge acts as a moderator, prompting the way in which external knowledge is operated and incorporated into the organization's operations. While internal knowledge acquisition is often seen as a cause of absorptive capacity, allowing a firm to discover and make use of external knowledge, it also acts as a path-dependent process in the growth of knowledge. This means that

the value with which an organization combines external knowledge with its internal knowledge may not always be assured (Jiang et al., 2019). Therefore, it is important for organizations to realize the role that internal knowledge plays in moderating the effect of external knowledge sources on their advance performance.

On the other hand, organizations that merely focus on internal knowledge acquisition through R&D may face several challenges in terms of their capacity to innovate. They may lack fluency with new technologies developed elsewhere, which can make it difficult for them to identify the value of those technologies for their own innovation activities. Additionally, these organizations may need more time to make an innovation, and they may also face high risks due to the low chance of innovation success (Wang, Xiao, & Savin, 2020).

This is why, the combination of external technology sources and internal knowledge acquisition can bring substantial benefits to organizations. This combination allows organizations to benefit from complementarities, as external technologies can be used to exploit the results of internal R&D more proficiently. Furthermore, internal knowledge can lessen the inefficiencies and problems related with external acquisition, such as integration and cultural differences. By relating internal and external knowledge, organizations can progress their overall advance performance and effectiveness in the market.

2.3.4 Knowledge Distribution

No individual, group or organization has ample knowledge of everything. Different people experience different things and hence have different knowledge level which when distributed will elevate the level of knowledge among employees (Reay, 2010). But this also creates complications in distributing knowledge in the society. So, the arrangement of knowledge distribution should be very clear.

Knowledge distribution is a vital organizational resource that can offer sustainable competitive advantage by refining knowledge management and growing efficiency in succeeding organizational goals. It involves the give-and-take of knowledge and

experiences among employees, allowing them to acquire new and valuable skills that balance their existing knowledge (Yang, Nguyen, & Le, 2018).

Yang, Nguyen, and Le (2018) also say that organizational culture plays a vital role in nurturing coordination, teamwork, and open communication, which, in turn, encourage social interaction, knowledge distribution, and effective communication of information within the organization. Moreover, a strong culture of cooperation and relationship-building can improve the sharing of operational resources and information among employees, thereby backing to the overall success of the organization.

2.3.5 Knowledge Interpretation

When knowledge is passed from one employee to another, it is processed, engrossed, richened or further developed that helps in easy flow of knowledge (Guan & Wang, 2004). Such knowledge influences the right employee at the right time which allows proper understanding of those knowledge and further help in more conception of knowledge.

Knowledge interpretation is a multi-disciplinary, multi-level concept that offers an outline for conceptualizing, examining, and understanding the valuable aspects of knowledge management. It includes the dynamic, instructive ability of an organization to recognize, adapt, transform, operationalize, and apply knowledge gained from one context, whether internal or external, to another in a way that creates or keeps value for the organization. It involves attaining shared understandings through practical and interpretation processes and assists to transform data and information into valuable knowledge while enabling its transfer and application across contexts (Rouse, 2004). In essence, knowledge interpretation is an organizational act of sense-making for action, supporting the transfer and application of knowledge to benefit the organization.

2.3.6 Organizational Memory

Organizational memory is not a new idea but is yet to be explored more. The learning that is done from the earlier knowledge is named organizational memory. It can be well-defined by its contents and procedures. What should be noted is that it can have both positive and negative outcome for an organization (Kmieciak, 2019). There are diverse types and forms of organizational memory which can be in individual and organizational levels. For instance, there can be tacit knowledge established through personal experience and almost subconsciously understood; and explicit knowledge which is largely impersonal and readily expressed (Zack, 1999).

The conception of organizational memory can be seen as a dominant tool for the progression of both employees and the organization. OM works by accumulating knowledge and learning from the experiences, tactics, and actions taken by the organization over time. This accumulated knowledge can then be used to help in actions and decisions taken by the organization, as well as in the creation of new solutions, products, and services (Barros, Ramos, & Perez, 2015). For the employee, OM delivers support by relating the knowledge gained through their experiences in the organization. This knowledge can then be used to boost the employee's skills and competencies, ultimately leading to their personal and professional development. At the same time, for the organization, OM offers a wealth of gathered knowledge that can be used to enlighten and guide decision-making processes.

Overall, OM is an influential tool that can benefit both employees and organizations to grow and progress over time, by linking the knowledge and experiences of the past to inform the present and shape the future.

2.3.7 Organizational Learning Culture

In order to highlight the importance of OLC, it is crucial for organizations to focus on the development of a strong learning culture. This can be attained through creating, acquiring, and transferring knowledge, as well as altering behavior to replicate new knowledge and insight. The process of developing a strong learning culture within an organization comprises several key steps. The organization must be devoted to

acquiring relevant information and inferring it to fully understand its meaning. This may include collecting data from various sources and exploring it to extract meaningful insights (Škerlavaj, Song, & Lee, 2010). Once the information has been inferred, it needs to be changed into knowledge that can be shared and utilized within the organization. In order to hold a culture of learning, organizations must also focus on applying behavioral and cognitive changes within the organization. This may involve modifying existing processes, policies, and practices to better replicate new insights and knowledge. It may also involve training and development initiatives that help employees adjust to new ways of thinking and working.

Innovation is a critical factor to consider for an organization, and an organizational learning culture plays a significant role in aiding an organization to anticipate and adapt to the persistently changing environment. This is because an organizational learning culture highlights the open exchange of information and ideas in a manner that supports the learning process and reassures creative application of knowledge (Bates & Khasawneh, 2005).

Ultimately, evolving a strong learning culture is essential for organizations that want to remain competitive and adaptable in a dynamic field of business.

2.3.8 Employee Job Performance

Employee job performance is evaluated based on both the actions that an employee takes and the actions they choose not to take. In order to assess employee performance, various factors are taken into account, including the quality and quantity of work output, attendance and punctuality, the ability to work collaboratively with others, and the ability to be accommodating and helpful. Additionally, the timeliness of work output is also a critical factor in determining employee performance (Shahzadi et al., 2014).

Employees perform better when there is a good organizational culture and ethical leadership. This brings out willingness to put in extra efforts by employees and flourish a good work atmosphere which leads to improved performance (Toor &

Ofori, 2009). So, good ethics is one of the many other factors that helps to generate long-term employee job performance.

Overall, the evaluation of employee performance involves a careful consideration of all of these factors to accurately assess an employee's overall contribution to the organization.

2.4 Research Gap

Even though the article from which the survey questions are taken captures all five constructs for organizational learning (Lopez, Peon, & Ordas, 2005), not many have included these five in their studies. Even in the case of Nepalese service sector, organizational learning and organizational performance have been researched but not with the same dimensions as the researcher has taken. Also, there are a lot of earlier studies on organizational learning culture but taking it as a mediating variable between organizational learning and employee job performance is not there. So, this research helps to conclude how the environment of organizational learning helps to create a learning culture within the organizational to further enhance the employee job performance.

2.5 Conceptual Framework

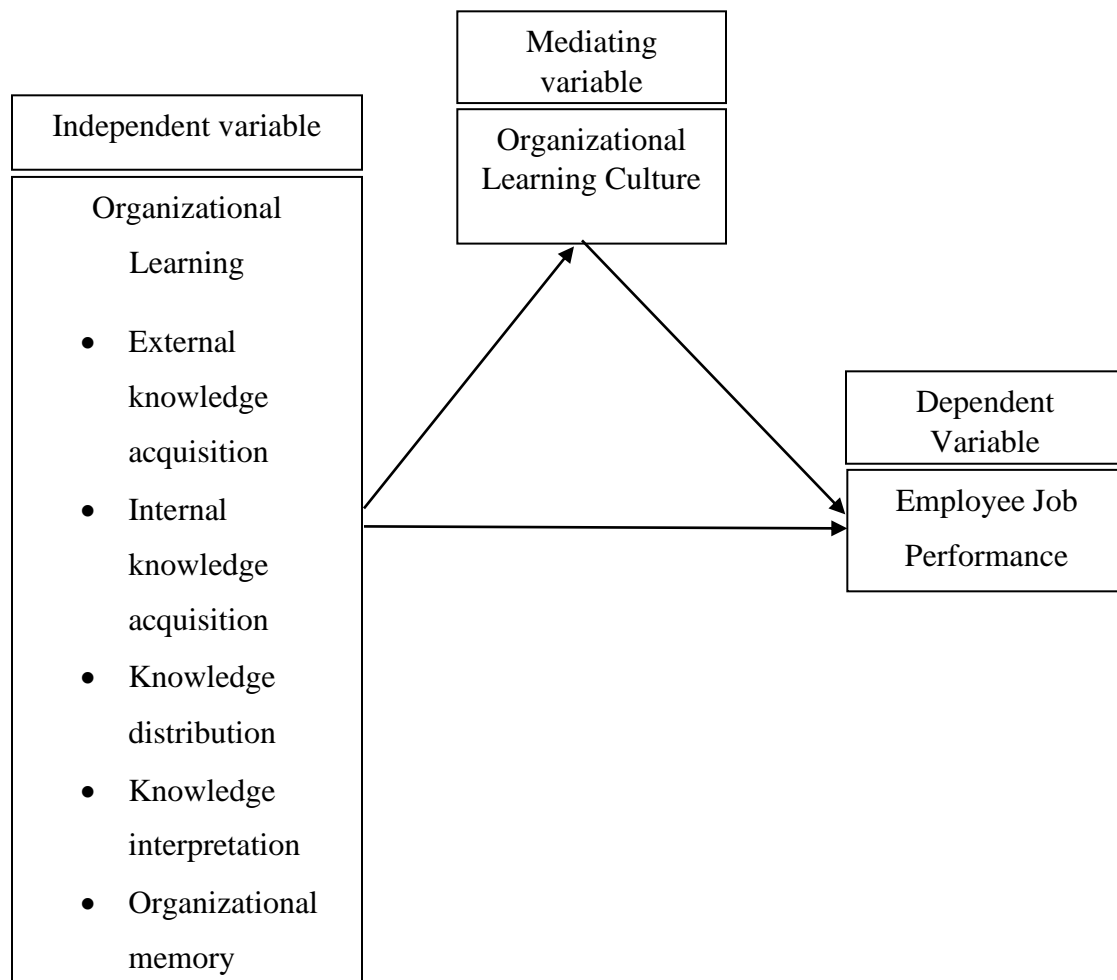
This study proposes a way to understand how organizations learn and how different factors affect how well employees do their jobs. It suggests that the culture of an organization plays a key role in this process. The study uses ideas from several different theories. The concepts have been taken from organizational learning theory along with institutional theory, stakeholder theory, social exchange theory, and other relevant theories to explore how different factors come together to influence employee job performance.

The researcher has examined the role of organizational learning and employee job performance in the service sector. The relationship between organizational learning and employee job performance has been mediated by organizational learning culture. The framework is adapted from the study of Lopez, Peon, & Ordas (2005). The

organizational learning has been assessed by five dimensions which are external knowledge acquisition, internal knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory. The framework for organizational learning culture and employee job performance have been derived from Lin & Huang (2020) and Na-Nan, Chaiprasit, & Pukkeeree (2018) respectively.

Figure 1

Conceptual Framework



Source: Lopez, Peon, & Ordas (2005), Lin & Huang (2020), and Na-Nan, Chaiprasit, & Pukkeeree (2018)

2.6 Operational Definition of Variables

External Knowledge Acquisition: External knowledge acquisition is a dimension that can provide access to new resources, ideas, and knowledge that can help the firm innovate and stay competitive as per the social capital theory. It also highlights the importance of understanding the type of external relationships that are likely to create the most value, as not all relationships will be equally beneficial (Fey & Birkinshaw, 2005).

Internal Knowledge Acquisition: Internal knowledge acquisition is considered an important input for innovation as it can lead to the creation of new products, services, and processes that can improve the competitiveness and growth of the company. Without internal knowledge acquisition, organizations may face the risk of falling behind in the market and losing revenue, which can also make it difficult for them to invest in external technologies or partnerships (Wang, Xiao, & Savin, 2020).

Knowledge Distribution: Knowledge distribution is a critical factor that can contribute to a wide range of outcomes, particularly with regards to innovation and competitive advantage. By distributing knowledge effectively, firms can combine resources and ideas to enhance their technology and innovation capabilities, which can lead to improved performance and long-term growth (Yang, Nguyen, & Le, 2018). However, the process of knowledge distribution may differ depending on the form of firm ownership, with different ownership structures offering unique opportunities and challenges for sharing knowledge and expertise.

Knowledge Interpretation: Knowledge interpretation is a process that involves translating data and information into valuable knowledge that can be applied to specific contexts. This process of knowledge interpretation is critical for organizations as it enables them to transform raw data and information into meaningful insights and actionable knowledge. Knowledge interpretation also facilitates the transfer and application of knowledge across different contexts, allowing organizations to leverage their knowledge and expertise to improve their performance and achieve their goals (Rouse, 2004).

Organizational Memory: Organizational memory serves as a valuable resource for organizations as it allows them to learn from past experiences and make informed decisions for the future. However, for this to be useful and effective, it is essential that organizations create a supportive environment that fosters collaboration and encourages the sharing of knowledge, ideas, experiences, and information among its members (Barros, Ramos, & Perez, 2015).

Organizational Learning Culture: It encourages a systematic process of acquiring and interpreting information, leading to behavioral and cognitive changes that facilitate higher-level learning. The goal of an organizational learning culture is to achieve double-loop, strategic, or generative learning, which involves a deeper level of understanding and reflection that can lead to significant improvements in organizational performance (Škerlavaj, Song, & Lee, 2010).

Employee Job Performance: Employee performance is measured by the quality and quantity of their work, attendance, willingness to help, and timely completion of tasks. Motivation plays a key role in employee performance because when employees are motivated, they put in more effort, which can lead to improved performance (Shahzadi et al., 2014).

CHAPTER III

RESEARCH METHODS

This chapter describes the various research approaches used to assess the employee job performance in an organization and to determine the impact of independent variable and mediating variable on the same.

It shows the overall research design in detail that has been adopted by the researcher. It also includes details about the population, sample size, sampling techniques, instruments used for the study, sources of data collection, and data management and analysis tools.

3.1 Research Design

This study aims to analyze the impact of organizational learning on employee job performance with a mediating role of organizational learning culture through a quantitative research methodology. The researcher has used a descriptive research design approach which involves systematic collection and presentation of data and its analysis.

3.2 Population and Sample

In this study, employees from any organization is considered as population. Purposive sampling is used on the basis of researcher's judgment about employees. Purposive sampling enables the researcher to draw out a significant quantity of information from the data collected, allowing to pinpoint the important impact the results have on the population. Employees from any levels, either permanent or non-permanent from service sector were taken. A total of 254 samples were obtained from different organizations from the service sector.

3.3 Sources of Data

The study is taken from primary as well as secondary source. A total of 254 responses were collected through both printed and online questionnaire survey distributed in various organizations. Each item on the questionnaire was rated on a 5 point Likert

scale with 1 being strongly disagree and 5 being strongly agree. Various published articles and few books were also taken into account.

3.4 Instrumentation

Five constructs of organizational learning is adopted in the study drawn from the previous studies and literatures. Lopez, Peon, and Ordas (2005) has illustrated the dimensions and statements for each instruments. The question statements for organizational learning culture is accessed from Lin and Huang (2020). A total of 13 items were taken for employee job performance from Na-Nan, Chaiprasit, and Pukkeeree (2018). All these are assessed using five point Likert scale.

3.5 Validity and Reliability Analysis

3.5.1 Composite Reliability and Validity

In the social sciences, the coefficient alpha is a tool frequently used to assess how trustworthy a test or scale is. Due to its widespread usage, Cronbach's name is frequently omitted when referring to the term "alpha" alone (Peterson & Kim, 2013). Several people have investigated and examined coefficient alpha, and some contend that it has both advantages and disadvantages. It is still a widely used instrument for assessing trustworthiness in social science research, despite any objections.

Table 1

Composite Reliability and Validity

Construct and Items	Factor Loading	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
EKA		0.752	0.806	0.838	0.565
EKA1	0.768				
EKA2	0.825				
EKA3	0.74				

EKA4	0.664				
IKA		0.814	0.824	0.89	0.729
IKA1	0.794				
IKA2	0.876				
IKA3	0.889				
KD		0.864	0.866	0.902	0.649
KD1	0.807				
KD2	0.809				
KD3	0.842				
KD4	0.778				
KD5	0.79				
KI		0.82	0.839	0.874	0.582
KI1	0.779				
KI2	0.809				
KI3	0.839				
KI4	0.656				
KI5	0.718				
OLC		0.922	0.923	0.937	0.681
OLC1	0.844				
OLC2	0.857				

OLC3	0.825				
OLC4	0.82				
OLC5	0.785				
OLC6	0.801				
OLC7	0.841				
OM		0.919	0.937	0.933	0.638
OM1	0.836				
OM2	0.811				
OM3	0.856				
OM4	0.781				
OM5	0.854				
OM6	0.651				
OM7	0.774				
OM8	0.807				
EJP		0.944	0.945	0.951	0.6
JQty1	0.745				
JQty2	0.802				
JQty3	0.792				
JQty4	0.762				
JQty5	0.793				

JQty1	0.688
JQty2	0.806
JQty3	0.735
JQty4	0.773
JT1	0.78
JT2	0.799
JT3	0.792
JT4	0.796

Table 1 shows the factor loading of the items, the composite reliability, and the validity of the constructs. With the exception of EKA4, KI4, OM6, and JQty1, all the values of factor loading for each items is more than 0.7. Yet, no item had to be eliminated for the analysis because the respective AVEs are greater than its threshold of 0.5. Due to the fact that all constructs have AVE values more than 0.5, the table shows good convergent validity. All criteria for internal consistency and convergent validity are met, as shown by Table 2, which serves as evidence.

3.5.2 Discriminate Validity

In research, discriminant validity is used to determine if two concepts or variables are distinct from one another. Researchers frequently utilize a correlation, which depicts the strength of a link between two variables, to assess discriminant validity. To quantify discriminant validity, many research employ a variety of relationships (Ronkko & Cho, 2022). For example, if researchers define discriminant validity as a correlation between two concepts that is not the result of chance, then it might predict that enhancing the measures currently being employed won't help solve the discriminant validity issue. On the other hand, discriminant validity is linked to the

specific measuring techniques when it is defined in terms of the measures or estimated correlation.

Table 2

Fornell-Larcker Test

Variables	EJP	EKA	IKA	KD	KI	OLC	OM
EJP	0.775						
EKA	0.486	0.751					
IKA	0.695	0.608	0.854				
KD	0.724	0.666	0.76	0.805			
KI	0.726	0.573	0.673	0.699	0.763		
OLC	0.822	0.516	0.671	0.747	0.738	0.825	
OM	0.46	0.582	0.567	0.58	0.453	0.459	0.799

The square root of AVE is correlated with other components using the Fornell-Larcker test. On the diagonal of the table, the square root of AVE is displayed. The square root of each AVE is larger in Table 2 than the inter-construct correlation that follows, demonstrating strong discriminant validity.

Table 3

Cross Loading

Variables	EJP	EKA	IKA	KD	KI	OLC	OM
EKA1	0.307	0.768	0.404	0.463	0.403	0.32	0.393

EKA2	0.509	0.825	0.585	0.613	0.554	0.527	0.458
EKA3	0.299	0.74	0.407	0.471	0.364	0.357	0.442
EKA4	0.263	0.664	0.368	0.401	0.339	0.263	0.48
IKA1	0.532	0.541	0.794	0.591	0.535	0.502	0.516
IKA2	0.599	0.478	0.876	0.658	0.559	0.595	0.439
IKA3	0.644	0.545	0.889	0.692	0.626	0.614	0.505
JQty1	0.745	0.389	0.501	0.563	0.518	0.626	0.329
JQty2	0.802	0.385	0.502	0.556	0.564	0.659	0.343
JQty3	0.792	0.351	0.557	0.577	0.509	0.655	0.328
JQty4	0.762	0.382	0.61	0.617	0.557	0.674	0.38
JQty5	0.793	0.368	0.588	0.587	0.548	0.638	0.346
JQty1	0.688	0.347	0.536	0.565	0.566	0.578	0.312
JQty2	0.806	0.406	0.567	0.53	0.608	0.66	0.351
JQty3	0.735	0.36	0.479	0.511	0.625	0.627	0.306
JQty4	0.773	0.337	0.499	0.543	0.525	0.597	0.389
JT1	0.78	0.382	0.526	0.516	0.565	0.599	0.381
JT2	0.799	0.41	0.551	0.573	0.571	0.637	0.386
JT3	0.792	0.396	0.533	0.568	0.589	0.65	0.402
JT4	0.796	0.37	0.537	0.579	0.563	0.665	0.372
KD1	0.577	0.596	0.619	0.807	0.536	0.602	0.534
KD2	0.619	0.521	0.628	0.809	0.529	0.634	0.402
KD3	0.584	0.552	0.626	0.842	0.597	0.62	0.463
KD4	0.514	0.584	0.592	0.778	0.554	0.557	0.514
KD5	0.614	0.437	0.594	0.79	0.6	0.591	0.432
KI1	0.533	0.446	0.543	0.549	0.779	0.565	0.348
KI2	0.67	0.452	0.565	0.564	0.809	0.651	0.293
KI3	0.628	0.442	0.542	0.606	0.839	0.648	0.362
KI4	0.401	0.381	0.419	0.443	0.656	0.443	0.377
KI5	0.485	0.475	0.483	0.487	0.718	0.463	0.388

OLC1	0.661	0.419	0.564	0.621	0.663	0.844	0.357
OLC2	0.702	0.476	0.605	0.656	0.668	0.857	0.43
OLC3	0.706	0.404	0.577	0.637	0.626	0.825	0.396
OLC4	0.647	0.387	0.529	0.594	0.611	0.82	0.324
OLC5	0.65	0.452	0.517	0.592	0.553	0.785	0.413
OLC6	0.688	0.428	0.57	0.598	0.563	0.801	0.366
OLC7	0.688	0.407	0.504	0.612	0.569	0.841	0.36
OM1	0.441	0.527	0.525	0.567	0.442	0.479	0.836
OM2	0.329	0.51	0.511	0.498	0.361	0.366	0.811
OM3	0.425	0.489	0.475	0.489	0.37	0.394	0.856
OM4	0.292	0.451	0.403	0.371	0.266	0.268	0.781
OM5	0.421	0.507	0.488	0.495	0.394	0.432	0.854
OM6	0.199	0.346	0.307	0.315	0.202	0.195	0.651
OM7	0.303	0.401	0.363	0.425	0.301	0.273	0.774
OM8	0.416	0.445	0.474	0.462	0.451	0.396	0.807

Table 3 shows how the elements are cross-loaded. The table demonstrates that cross-loading is not problematic because all other items' values with other variables are less than 0.7. These items demonstrate that all primary cross-loadings differ from secondary cross-loadings of other constructs by at least 0.1.

Table 4

HTMT

	Original sample	Sample mean	2.50%	97.50%
EKA -> EJP	0.54	0.538	0.374	0.684
IKA -> EJP	0.79	0.789	0.702	0.864
IKA -> EKA	0.749	0.75	0.63	0.858
KD -> EJP	0.799	0.797	0.714	0.865
KD -> EKA	0.801	0.801	0.702	0.887

KD -> IKA	0.904	0.905	0.816	0.978
KI -> EJP	0.81	0.809	0.721	0.882
KI -> EKA	0.705	0.703	0.565	0.825
KI -> IKA	0.819	0.819	0.723	0.901
KI -> KD	0.825	0.824	0.727	0.907
OLC -> EJP	0.88	0.879	0.82	0.928
OLC -> EKA	0.582	0.58	0.429	0.716
OLC -> IKA	0.77	0.77	0.672	0.853
OLC -> KD	0.835	0.834	0.76	0.891
OLC -> KI	0.834	0.833	0.746	0.908
OM -> EJP	0.474	0.473	0.308	0.624
OM -> EKA	0.698	0.697	0.59	0.788
OM -> IKA	0.645	0.645	0.5	0.772
OM -> KD	0.638	0.637	0.512	0.747
OM -> KI	0.514	0.514	0.362	0.657
OM -> OLC	0.475	0.474	0.318	0.618

A problem with the variable's discriminant validity is suggested by an HTMT ratio of more than 0.9. Table 4 shows that all HTMT ratios, with the exception of knowledge distribution -> internal knowledge acquisition, knowledge interpretation -> internal knowledge acquisition, knowledge interpretation -> knowledge distribution, organizational learning culture -> employee job performance, and organizational learning culture -> knowledge interpretation fall below the threshold because they are all less than 0.9. Even in the case of exceptions, the bias-corrected interval does not include 0 in the middle. Because of this, discriminant validity at constructs is unimportant.

3.6 Data Analysis Technique

The data analysis had three parts: checking the data, creating a model, and analyzing the model. All the data was complete, and the normality of 254 data points was tested.

Since the data wasn't normal, an analysis tool called SmartPLS 4.0 was used. To make sure the data was consistent, three different measurements were used: composite reliability, Cronbach's alpha, and AVE.

To make sure that two concepts or variables are truly distinct from each other, certain methods were used. These methods included the Heterotrait-Monotrait Ratio, Cross Loading, and Fornell Larcker Criterion. The Fornell Larcker Criterion required that the square root of each variable's measurement be higher than its correlation with other variables, to prove that they are different. If the HTMT score is less than 0.9, it means that two concepts are distinct from each other. Cross loading values of less than 0.7 further confirmed that the concepts were different from each other.

The researcher used IBM SPSS 22 to analyze demographic data about the respondents. The researcher used descriptive statistics such as frequency, percentage, mean, and standard deviation to understand the overall profile of the respondents. Correlation analysis was also used to understand the relationship between organizational learning, organizational learning culture, and employee job performance. Then SmartPLS 4 was used to carry out structural equation modeling to evaluate all the hypotheses using a path model. Finally, the significance of the mediation of organizational learning culture was assessed by measuring the VAF, which involved calculating the direct and indirect causal relationship between the variables.

3.7 Ethical Consideration

Journals of management have begun to place more emphasis on ethics, or what is morally right and bad in behavior. If a research plan involves examining people, authors of articles for these publications could be obliged to disclose whether an ethics committee has authorized it. This provision is intended to encourage research that is carried out in an ethical and responsible manner, which means that the rights and welfare of the subjects are protected (Greenwood, 2016).

Every technology the researcher uses for gathering data must be examined to ensure its security and compliance to individuals' privacy rights. To understand how each

tool functions, it is necessary to examine its privacy and data security policies. Even then, nothing can be guaranteed to be entirely safe (Buchanan & Hvizdak, 2009). To ensure that the researcher safeguard people's privacy as much as possible while still obtaining the information required, it is better to try to adhere to best practices and apply the laws that have been put in place.

In the past, social researchers and academics were free from having to seek an ethical committee to approve their research projects. Now when it's necessary, some individuals are worried about the procedure. On the one hand, an ethical evaluation can assist in making sure that study is secure and considerate to the subjects. On the other hand, some argue that it can restrict academic freedom and that not all sorts of study necessitate for it (Sikes & Piper, 2010). To put it another way, ethical assessment has its limitations and is not always the best course of action, even though it can be useful.

CHAPTER IV

ANALYSIS AND RESULTS

This chapter presents the analysis of the study results and their interpretation. Basically, study's results using proposed statistical tools and techniques are presented in this chapter.

4.1 Demographic Profile of Respondents

Table 5

Demographic Profile of Respondents

		Frequency	Percent
Gender			
	Male	106	41.7
	Female	146	57.5
	Prefer not to say	2	0.8
Age			
	16-25	128	50.4
	26-35	103	40.6
	36-45	18	7.1
	Above 45	5	2
Total Work Experience			
	Less than 1 year	91	35.8
	1-5 years	123	48.4
	6-10 years	21	8.3
	11-15 years	6	2.4
	More than 15 years	13	5.1
Experience in the current organization			

Less than 1 year	145	57.1
1-5 years	88	34.6
6-10 years	11	4.3
11-15 years	4	1.6
More than 15 years	6	2.4

Table 5 presents the demographic information of the respondents, which can be helpful in interpreting the study's results. A total of 254 employees responded to the self-administered questionnaire. The respondents are categorized based on their gender, age, total working experience, and experience in the current organization. Out of 254 responses, female constitute the majority (57.5%), male make up 41.7% while remaining 0.8% constitutes respondents who preferred not to say. Age group of 16-25 had the highest representation (50.4%) followed by 26-35 (40.6%), 36-45 (7.1%) and above 45 (2%). In the sample taken, maximum respondents had total work experience of 1-5 years (48.4%). Respondents with 11-15 years of total experience is minimal. It is also observed that maximum respondents had experience in the current organization for less than 1 year (57.1%) and minimum was 11-15 years (1.6%).

4.2 Descriptive Statistics of Independent Variables, Mediating Variables, and Dependent Variables

Table 6

Descriptive Statistics of External Knowledge Acquisition

Statements	Items	Mean	S.D.
My organization promotes co-operation agreements with other companies, universities, technical colleges, etc.	EKA1	3.39	1.018
My organization is in touch with professionals and expert technicians.	EKA2	3.76	.934
My organization encourages the employees to join formal or informal networks made up of people from	EKA3	3.50	1.066

outside the organization.

The employees in my organization attend fairs and exhibitions regularly.	EKA4	3.23	1.122
External knowledge acquisition		3.467	0.784

Table 6 depicts the descriptive statistics of one of the constructs of organizational learning: external knowledge acquisition. The Table 6 shows evidence that the mean score of external knowledge acquisition is 3.467 with a standard deviation of 0.784. Since the mean score of every item is greater than 3, the employees seem to acquire knowledge externally. This indicates that although the organizations understand the value of learning from outside sources including competitors, clients, suppliers, experts in the field, and other relevant sources, there is still room for development in terms of the amount and quality of knowledge acquired from them.

Table 7

Descriptive Statistics of Internal Knowledge Acquisition

Statements	Items	Mean	S.D.
My organization has a consolidated and resourceful R&D policy.	IKA1	3.32	.960
My organization experiments new ideas and approaches on work performance continually.	IKA2	3.65	1.014
The organizational systems and procedures support innovation in my organization.	IKA3	3.62	1.033
Internal knowledge acquisition		3.528	0.856

Table 7 exhibits the extent of internal knowledge acquisition in employees. The table provides evidence that average score of internal knowledge acquisition is 3.528 with

standard deviation of 0.856. It can be concluded that employees acquired knowledge internally since all the items have mean of more than 3. This suggests that the organizations understand the value of leveraging its internal expertise and information and that some departments or business units may be more successful than others in obtaining and utilizing internal knowledge.

Table 8

Descriptive Statistics of Knowledge Distribution

Statements	Items	Mean	S.D.
All members are informed about the aims of the organization.	KD1	3.74	1.001
Meetings are periodically held to inform all the employees about the latest innovations in the organization.	KD2	3.83	1.001
The organization has formal mechanisms to guarantee the sharing of best practices among the different fields of activity.	KD3	3.51	.997
There are individuals within the organization who take part in several teams or divisions and who also act as links between them.	KD4	3.65	.944
There are individuals responsible for collecting, assembling and distributing employees' suggestions internally.	KD5	3.47	1.058
Knowledge distribution		3.639	0.806

Table 8 represents the position of knowledge distribution in employees. It has an average score of 3.639 and a standard deviation of 0.806. It means the employees agree to the fact that knowledge is well distributed among them in the organization since all the items have mean score higher than 3. This shows that the organizations

create efficient systems for exchanging knowledge and skills and that there may be some variation in the efficiency of knowledge transfer between various departments.

Table 9

Descriptive Statistics of Knowledge Interpretation

Statements	Items	Mean	S.D.
All the members of the organization share the same aim, to which they feel committed.	KI1	3.45	1.035
Employees share knowledge and experience by talking to each other within the organization.	KI2	3.75	.974
Teamwork is a very common practice in my organization.	KI3	3.87	.997
The organization develops internal rotation programs so as to facilitate the shift of the employees from one department or function to another.	KI4	3.17	1.109
The organization offers other opportunities to learn (visits to other parts of the organization, internal training programs, etc.) so as to make individuals aware of other people's or department's duties.	KI5	3.54	1.062
Knowledge interpretation		3.554	0.788

Table 9 depicts the position of knowledge interpretation among employees in an organization. The table shows the mean of knowledge interpretation to be 3.554 with standard deviation 0.788. It can be said that there is high existence of teamwork in an organization and they talk to each other within the organization. Each item has mean more than 3 which means the employees very well interpret the knowledge. This suggests that the organizations create efficient systems for gathering, analyzing, and using knowledge to address issues and enhance performance. To increase their ability for knowledge interpretation, some areas may need additional time and resources.

Table 10*Descriptive Statistics of Organizational Memory*

Statements	Items	Mean	S.D.
My organization has databases to store its experiences and knowledge so as to be able to use them later on.	OM1	3.52	1.109
My organization has directories or e-mails filed according to the field they belong to, so as to find an expert on a specific issue at any time.	OM2	3.51	1.099
My organization has up-to-date databases of its clients.	OM3	3.59	1.088
There is access to the organization's database and documents through some kind of network (Lotus Notes, intranet, etc.).	OM4	3.38	1.232
Databases are always kept up-to-date.	OM5	3.56	1.083
All the employees in my organization have access to the organization's databases.	OM6	3.06	1.196
Employees often consult the databases.	OM7	3.18	1.137
The codification and knowledge administration system makes work easier for the employees.	OM8	3.47	1.043
Organizational Memory		3.409	0.897

Table 10 represents the position of organizational memory in employees. The table depicts mean of organizational memory to be 3.409 with standard deviation of 0.897. The employees agree that the databases of clients are always kept up-to-date. Overall, employees agree that there is an existence of organizational memory since each item has mean value of more than 3. The organizations need further improvement in terms of the accessibility, accuracy, and relevance of the stored knowledge but have a reasonable level of capacity to keep and use its knowledge and expertise over time.

Table 11*Descriptive Statistics of Organizational Learning Culture*

Statements	Items	Mean	S.D.
The employees are encouraged for continuous learning.	OLC1	3.84	1.034
My organization has trust and confidence as a way of organizational life.	OLC2	3.82	.965
My organization provides the required resources as desired by the employees relating to the assigned jobs.	OLC3	3.72	.967
The employees openly discuss mistakes with superiors and colleagues in order to learn from them.	OLC4	3.74	1.062
My organization enables people to get needed information at any time quickly and easily.	OLC5	3.71	.937
The employees continually look for opportunities to learn.	OLC6	3.81	.936
The leaders continually look for opportunities to learn.	OLC7	3.79	.937
Organizational learning culture		3.776	0.806

Table 11 represents the position of organizational learning culture in the organizations. The table shows the mean score of 3.776 which depicts the positive learning culture in the organizations. It shows that employees are encouraged for continuous learning and there exists trust and confidence in the organization. It also means that some areas may need more attention and resources in order to strengthen the learning culture and improve employee job performance. The organizations understand the value of continuous learning and encourage employees to acquire and use knowledge and expertise to improve their job performance.

Table 12*Employee Job Performance*

Statements	Items	Mean	S.D.
Tasks are performed attentively and correctly.	JQty1	3.81	.847
Tasks are completed as per the specifications and standards.	JQty2	3.88	.918
Materials and tools meet the set criteria and standards.	JQty3	3.82	.936
Quality inspection is conducted prior to the delivery of goods or services.	JQty4	3.74	1.023
Products or services meet the expectations of customers.	JQty5	3.81	.939
The units of output are in sync with the number of employees.	JQty1	3.41	.956
The units of output meet organizational expectations.	JQty2	3.56	.946
The units of output under my responsibility correspond to my skills and ability.	JQty3	3.68	.988
The quantity assignment is always fulfilled.	JQty4	3.81	.943
Tasks are normally completed on schedule.	JT1	3.72	.922
Tasks are carried out within a reasonable amount of time.	JT2	3.78	.931
The delivery of goods or services is conducted in a timely fashion.	JT3	3.75	.892
Employees achieve time-related organizational goals.	JT4	3.80	.969
Employee job performance		3.736	0.727

Table 12 illustrates the position of employee job performance in organizations. The table provides evidence that the average score of employee job performance is 3.736 with the standard deviation of 0.727. The result shows that the employee job performance is positive since the mean score of each item is more than 3. This suggests that the organizations have some efficient systems in place to support employee learning.

4.3 Normality Test

Table 13

Shapiro-Wilk Test

Variables	Statistic	df	Sig.
EKA	.968	254	.000
IKA	.946	254	.000
KD	.954	254	.000
KI	.960	254	.000
OM	.960	254	.000
OLC	.944	254	.000
EJP	.950	254	.000

Table 13 provides the results of the Shapiro-Wilk test for normality. With a p-value under 0.05, the results show that the test is significant. This indicates that the data is not dispersed normally.

4.4 Collinearity Test

Table 14

VIF

	Employee Job Performance	Organizational Learning Culture
External Knowledge Acquisition	2.111	2.096
Internal Knowledge Acquisition	2.818	2.773
Knowledge Distribution	3.699	3.197
Knowledge Interpretation	2.677	2.208
Organizational Memory	1.743	1.743
Organizational Learning Culture	2.911	

Table 14 shows how researchers tested collinearity by calculating variance inflation factors (VIF). The table shows that there is no problem with collinearity because all

of the items being studied have VIF scores that are below 5. This means that all of the different items of variables can be used in the research because they are not too similar to each other.

4.5 Correlation Matrix

Table 15

Correlation Matrix

	EJP	EKA	IKA	KD	KI	OLC	OM
EJP	1						
EKA	0.486	1					
IKA	0.695	0.608	1				
KD	0.724	0.666	0.76	1			
KI	0.726	0.573	0.673	0.699	1		
OLC	0.822	0.516	0.671	0.747	0.738	1	
OM	0.46	0.582	0.567	0.58	0.453	0.459	1

4.5.1 Correlation between organizational learning and organizational learning culture

From Table 15, it can be depicted that external knowledge acquisition and organizational memory have a moderate positive correlation ($r=0.516$, and $r=0.459$ respectively) on organizational learning culture. While internal knowledge acquisition, knowledge distribution and knowledge interpretation have strong positive correlation ($r=0.671$, $r=0.747$, and $r=0.738$ respectively).

4.5.2 Correlation between organizational learning and employee job performance

From Table 15, it can be interpreted that external knowledge acquisition and organizational memory have a moderate positive correlation ($r=0.486$, and $r=0.46$ respectively). While internal knowledge acquisition, knowledge distribution and knowledge interpretation have strong positive correlation ($r=0.695$, $r=0.724$, and $r=0.726$ respectively).

4.5.3 Correlation between organizational learning culture and employee job performance

From Table 15, it can be seen that organizational learning culture and employee job performance have a very strong positive correlation ($r=0.822$). It indicates that an increase in organizational learning culture is strongly associated with an increase in employee job performance.

4.6 Structural Equation Model Analysis

Figure 2

Graphical Output of SEM

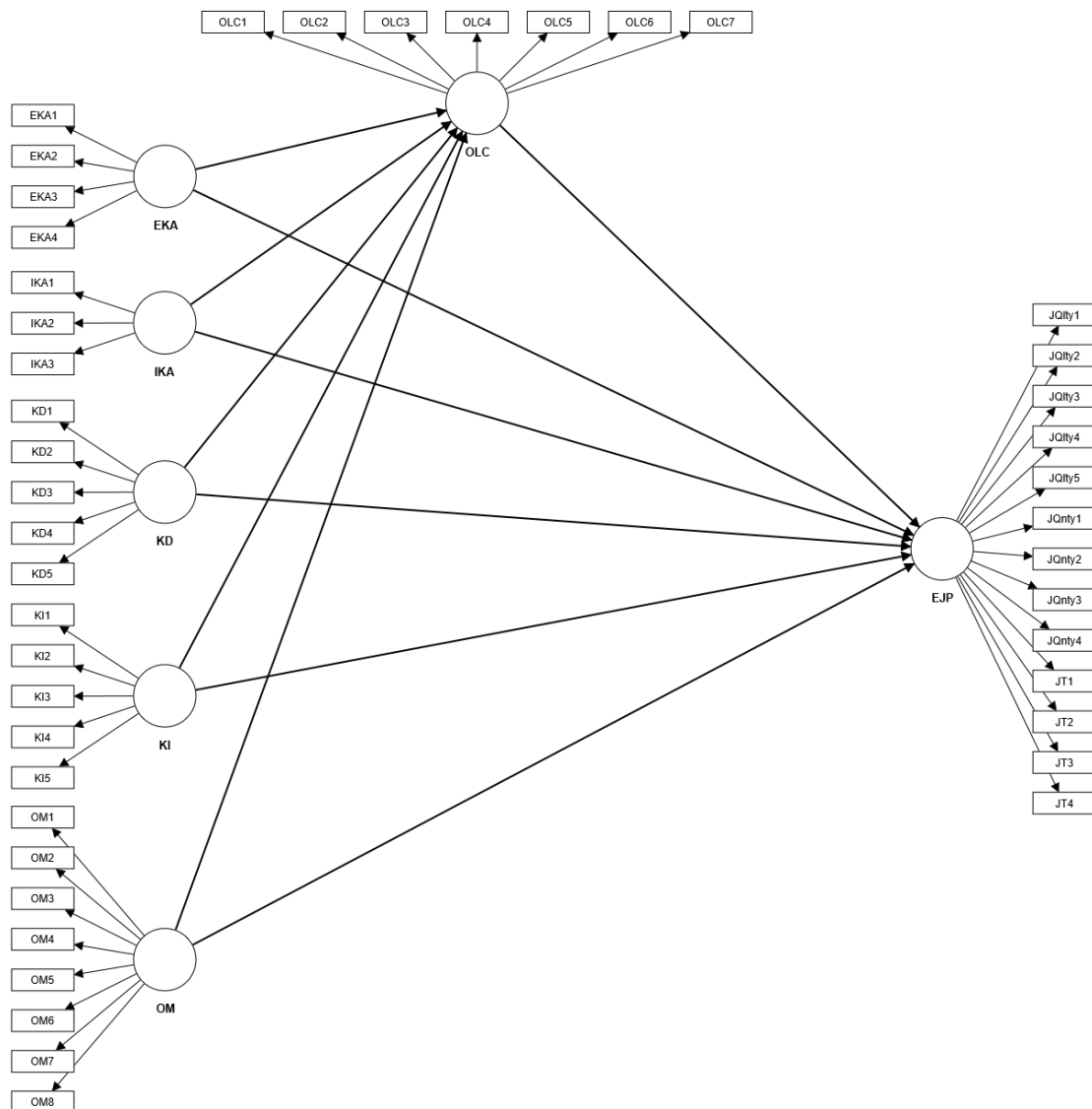


Figure 2 visually represents the structural model's findings and the strength of the connections between the model's variables. The factor loading of each item is shown in the outer figures, whilst the path coefficient is shown in the inner model. The values inside the circle represent the dependent and mediating variables' R2 values. The figure demonstrates a moderate predictive power of organizational learning culture with R-square value of 0.656. It shows that 65.6% variation in organizational learning culture is attributed to organizational learning. The figure also demonstrates a strong predictive power of employee job performance with R-square value of 0.733. It means 73.3% variance can be accounted in employee job performance through the model.

Table 16

Path Coefficient

	Original sample	Sample mean	S.D.	t value	P values	Bias	2.50%	97.50%
EKA ->								
EJP	-0.084	-0.079	0.051	1.642	0.101	0.005	-0.189	0.012
EKA ->								
OLC	-0.07	-0.067	0.059	1.196	0.232	0.004	-0.192	0.04
IKA ->								
EJP	0.172	0.169	0.058	2.973	0.003	-0.002	0.059	0.284
IKA ->								
OLC	0.124	0.124	0.065	1.906	0.057	0	0	0.256
KD ->								
EJP	0.13	0.127	0.071	1.829	0.068	-0.003	-0.007	0.268
KD ->								
OLC	0.415	0.411	0.07	5.963	0	-0.004	0.276	0.548
KI ->								
EJP	0.184	0.184	0.058	3.177	0.001	-0.001	0.077	0.307

KI ->								
OLC	0.402	0.401	0.061	6.579	0	-0.001	0.279	0.522
OLC ->								
EJP	0.508	0.509	0.069	7.357	0	0.001	0.377	0.645
OM ->								
EJP	0.02	0.019	0.045	0.444	0.657	-0.001	-0.067	0.108
OM ->								
OLC	0.007	0.01	0.047	0.151	0.88	0.003	-0.083	0.101

Table 16 depicts the significance level of organizational learning on organizational learning culture and employee job performance along with significance level between organizational learning culture and employee job performance. It can be noted that external knowledge acquisition, knowledge distribution and knowledge interpretation have a significant impact on organizational learning culture with p-value less than 0.05. Internal knowledge acquisition, and organizational memory do not have significant influence on organizational learning culture. Similarly, internal knowledge acquisition and knowledge interpretation have good significance on employee job performance while external knowledge acquisition, knowledge distribution and organizational memory have no significant effect on employee job performance. Likewise, organizational learning culture has significant impact on employee job performance.

Table 17

R Square

	Original	Sample				2.50	97.50
	sample	mean	S.D.	t value	P values	Bias	%
EJP	0.733	0.74	0.038	19.115	0	0.007	0.638
OLC	0.656	0.663	0.045	14.519	0	0.007	0.548

R² measures the impact of exogenous variables on endogenous variables. Table 17 shows that organizational learning culture and organizational learning culture account for 73.3% change in employee job performance. In the same way, organizational learning accounts for 65.6% change in organizational learning culture. When the R-square value is 0.75, it is regarded as being strong, when it is 0.5, it is regarded as being moderate, and when it is 0.25, it is regarded as being weak (Thomas & Soelaiman, 2023) . Yet, as per Ozili (2022), a low R-square of at least 0.1 (or 10%) is acceptable on the premise that some or most of the predictors or explanatory variables are statistically significant. Hence, there is a moderate impact of exogenous variables on endogenous variables.

Table 18

F Square

	Original sample	Sample mean	S.D.	t value	P values	Bias	2.50%	97.50 %
EKA ->								
EJP	0.013	0.016	0.017	0.745	0.456	-0.092	0.002	0.109
EKA ->								
OLC	0.007	0.011	0.013	0.55	0.582	-0.075	-0.034	0.153
IKA ->								
EJP	0.039	0.044	0.029	1.357	0.175	0.13	-0.058	0.027
IKA ->								
OLC	0.016	0.021	0.018	0.873	0.383	0.107	-0.101	0.035
KD ->								
EJP	0.017	0.022	0.02	0.844	0.399	0.11	-0.151	0.053
KD ->								
OLC	0.157	0.162	0.06	2.606	0.009	0.255	0.118	0.118
KI ->								
EJP	0.047	0.052	0.031	1.54	0.123	0.135	-0.016	0.025

KI ->								
OLC	0.212	0.222	0.078	2.72	0.007	0.189	0.137	0.137
OLC ->								
EJP	0.332	0.347	0.103	3.238	0.001	0.178	0.236	0.282
OM ->								
EJP	0.001	0.005	0.007	0.114	0.909	0.018	-0.11	0.069
OM ->								
OLC	0	0.004	0.006	0.013	0.99	0.009	-0.096	0.086

The construct's influence on the endogenous construct is measured using the F-square test. According to Thomas and Soelaiman (2023), the F-square measurement test has three threshold values: 0.02 for a small effect, 0.15 for a medium effect, and 0.35 for a large effect. Table 18 shows that organizational learning culture has a medium effect ($F^2=0.332$) on employee job performance.

Table 19

SRMR Statistics

	Original sample	Sample mean	95%	99%
Saturated model	0.06	0.042	0.047	0.05
Estimated model	0.06	0.042	0.047	0.05

The SRMR index helps researchers check if their model is accurate. A low value close to zero means the model is good, and the findings are reliable. A high value means the model is wrong, and researchers should examine their data carefully. Researchers think an acceptable SRMR value is 0.08 or less (Cho et al., 2020). If it's less than 0.08, the model is likely correct. If it's higher than 0.08, more investigation is needed. As shown in Table 19, the SRMR value for the model is 0.06 which means that the model studied in the research is a good fit.

4.7 Mediation Effect of Organizational Learning Culture

The mediation test is a way to figure out if something in the middle is affecting the relationship between two other things. The mediation test helps you figure out if that thing in the middle is important or not. To do the mediation test, the researcher needs to set a value of 0.05 to see if the thing in the middle (the mediating variable) is having an impact on the relationship between the two things that are being studied (Thomas & Soelaiman, 2023). If there is a direct relationship between the two variables that means they are related to each other. But there can also be an indirect relationship, where the first variable is related to the middle variable which is then related to the second variable. The mediation test helps the researcher figure out if this indirect relationship is important or not.

Table 20

Mediation Analysis

	Direct Effect	Indirect Effect	Total Effect	VAF
EKA-OLC-EJP	0.488	0.402	0.890	0.452
IKA-OLC-EJP	0.697	0.434	1.131	0.384
KD-OLC-EJP	0.726	0.475	1.201	0.396
KI-OLC-EJP	0.730	0.463	1.193	0.388
OM-OLC-EJP	0.461	0.356	0.817	0.436

As per Table 20, all VAF values are between 0.2 and 0.8, it means there is partial mediation. All the constructs in direct and indirect effect follow same direction, the mediation is complementary.

4.8 Hypothesis Testing Summary

Table 21

Hypothesis Testing Summary

Hypothesis	Path Coefficient	P value	Hypothesis Support
H1: EKA-EJP	-0.084	0.101	No
H2: IKA-EJP	0.172	0.003	Yes
H3: KD-EJP	0.13	0.068	No
H4: KI -> EJP	0.184	0.001	Yes
H5: OM -> EJP	0.02	0.657	No
H6a: EKA-OLC-EJP	0.452	-	Yes
H6b: IKA-OLC-EJP	0.384	-	Yes
H6c: KD-OLC-EJP	0.396	-	Yes
H6d: KI-OLC-EJP	0.388	-	Yes
H6e: OM-OLC-EJP	0.436	-	Yes

Table 21 shows the results of the hypothesis testing. It has revealed that there is a significant negative impact of external knowledge acquisition on employee job performance ($p=0.101$) rejecting hypothesis 1 along with knowledge distribution and organizational memory on employee job performance ($p=0.068$, $p=0.657$ respectively) rejecting hypothesis 3 and hypothesis 5. All the variables are positively related with its mediating variable of organizational learning culture since the VAF value is between 0.2 and 0.8.

4.9 Major Findings

The key findings are listed below.

- A total of 254 responses were collected from the employees. Out of them, 41.7% were male, 57.5% were female, and 0.8% did not prefer to say.
- Age group of 16-25 were 50.4%, 26-35 were 40.6%, 36-45 were 7.1%, and above 45 were 2%

- The maximum total work experience of employees were 1-5 years (48.4%), less than 1 year (35.8%), 5-10 years (8.3%), more than 15 years (5.1%), and 10-15 years (2.4%).
- The highest number of years that the employees have worked in the current organization is less than 1 year (57.1%), 1-5 years (34.6%), 5-10 years (4.3%), more than 15 years (2.4%), and 10-15 years (1.6%).
- The overall mean score of external knowledge acquisition is 3.467 which means the employees acquire knowledge externally. The mean value for internal knowledge acquisition is 3.528 meaning that the employees obtain knowledge internally as well. The mean score for knowledge distribution, knowledge interpretation, and organizational memory are 3.639, 3.554, and 3.409 respectively from which it can be denoted that employees distribute, interpret and can recollect information from databases in a significant way.
- The average score of organizational learning culture is 3.776 signifying favorable learning culture in the Nepalese organizations. The average score of employee job performance is 3.736 which means the performance is decent of the employees.
- External knowledge acquisition has correlation of 0.516 and organizational memory of 0.459 on organizational learning culture which is a moderate correlation. Internal knowledge acquisition of 0.671, knowledge distribution of 0.699 and knowledge interpretation of 0.738 shows a strong correlation.
- With a p-value of less than 0.05, knowledge distribution within the organization, knowledge acquisition from outside sources, and knowledge interpretation all significantly affect learning culture. Organizational memory and internal knowledge acquisition don't significantly influence learning culture. Employee job performance is positively impacted by internal knowledge acquisition and interpretation but negatively by external knowledge acquisition, knowledge dissemination, and organizational memory.

The learning culture also has a big impact on how well employees do at their jobs.

- Employee job performance has changed by 73.3% as a result of organizational learning culture and organizational learning culture. The organizational learning culture has changed by 65.6% as a result of organizational learning.
- The study found that external knowledge acquisition has a significant negative impact on employee job performance with a p-value of 0.101, which rejects hypothesis 1. Similarly, knowledge distribution and organizational memory were found to have no significant impact on employee job performance with p-values of 0.068 and 0.657, respectively, which rejects hypothesis 3 and hypothesis 5.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

In this chapter, the researcher has discussed and presented the results and conclusions of the study. The researcher has summarized the research and discussed the implications for future studies in the same field, based on the findings and previous literature.

5.1 Discussion

The research questions raised in the study address if organizational learning affects employee job performance and how organizational learning affects organizational learning culture and employee job performance. Accordingly, hypotheses are created to test the impact of external knowledge acquisition, internal knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory. Likewise, the mediating role of organizational learning culture between organizational learning and employee job performance has also been hypothesized.

In this study, external knowledge acquisition has a negative impact on employee job performance. Papa et al., (2020) also says that when a company seeks knowledge or information from outside sources, it can create problems within the organization. This can cause tension and conflict within the workplace. So, there has to be a balance between internal and external knowledge acquisition. Also, acquiring knowledge is positively related to the culture of organizational learning (Liao et al., 2012).

By establishing a culture of trust, respect, and open communication, an organization can encourage its employees to freely exchange ideas and feedback, and to seek out and learn from one another's experiences. This can lead to increased innovation, better problem-solving, and ultimately, improved employee job performance (Hagemeister & Rodríguez-Castellanos, 2019). This study has also shown similar result since the hypothesis for internal knowledge acquisition has been approved with p value less than 0.5. As per the proposition of Hagemeister and Rodríguez-

Castellanos (2019), the organization creates a successful set of formal procedures and processes for adopting and exchanging internal knowledge. This supports the researcher's hypothesis of organizational learning culture as a mediator between organizational learning and employee job performance.

Employee job performance is improved through knowledge distribution. This conclusion is consistent with the social exchange theory's point of view (Swanson et al., 2020). However, it is not the same in this study. Knowledge distribution having a positive impact on employee job performance has been rejected. The effect of engagement through knowledge distribution is not significant in this case may be due to distribution reflecting employees' input in the organization (Zhang et al., 2019).

Interpreting knowledge means using the knowledge that an organization has to achieve its goals and do better overall. It involves taking the knowledge that the organization has acquired, and using it to make better decisions and take better actions (Sahibzada et al., 2020). By applying knowledge effectively, the organization can become more efficient making their employees perform better. This clearly backs the result derived from this study since it shows significant relation between knowledge interpretation and employee job performance.

The structure of organizational memory is linked to the processes whose effectiveness depends on how well the organization can gather and retrieve information. The concept of organizational memory is relatively new and ongoing research is necessary to better understand it. There is a need to deepen an understanding of how organizations learn and share information, as well as how they store it (Antunes & Pinheiro, 2020). It's important to question how organizational memory contributes to the success of organization and improve performance. This information helps to back up the result of organizational memory not significantly affecting the employee job performance.

To support employees in adjusting to workplace changes, it is a good idea to develop an organizational learning culture. By clearly communicating the organization's

principles and policies, this culture can aid employees in understanding and appreciating organizational norms. Employees may not view changes negatively if they can learn alongside one another and continually get better. This is because they gain from learning how to grow and learn together. Employees will feel more at ease in their responsibilities and perform better with a stronger commitment if sustainable progress is enabled during adjustments (Lin & Huang, 2021). Creating an organizational learning culture can aid employees in coping with change and enhancing their performance, which will result in a more successful business. This is exactly what the study has also interpreted.

5.2 Conclusions

Since organizational learning is linked to outcomes like employee job performance, it is crucial to consider its implications in different organizations. Organizations typically expect active participation from their employees to improve performance. Employees who cooperate, are kind to one another, are trustworthy, and are supportive are more likely to perceive a superior organizational learning culture. Similar to responsible, organized, and reliable staff, deliberate planning also often results in high levels of accomplishment. This may result in a more favorable learning environment.

Employees who are outgoing, energetic, and forceful have the abilities and drive to get along with their colleagues. The improvement of employee work performance and organizational learning initiatives depend on this. Those who are emotionally unstable and easily stressed, on the other hand, could experience increased tension, embarrassment, and insecurity at work. This may result in poor job performances and hinder them from giving better work.

It's crucial to understand that the study has shown that organizational learning culture is not much influenced by internal knowledge acquisition or organizational memory. While organizational memory, information distribution, and external knowledge acquisition all have a minimal impact on employee job performance, internal knowledge acquisition and knowledge interpretation do have a considerable impact.

A supportive learning experience is essential to driving employees to engage with one another and improve their performance at work. Employees are more inclined to connect with one another and function effectively when learning is valued and encouraged in the workplace. In fact, the majority of the correlations between various parameters appear to be impacted by organizational learning culture.

5.3 Further Research Implications

For those operating, engaging in, practicing in, or researching organizational learning in various businesses, the study's conclusions may have major repercussions. The research can assist in overcoming current issues with organizational learning, organizational learning culture, and employee job performance methods.

5.3.1 Managerial Implications

As per the outcomes of this research, organizational learning is important for organizational learning culture and apparently for employee job performance. The two most vital predictors of employee job performance are internal knowledge acquisition and knowledge interpretation. Whereas, knowledge distribution, and knowledge interpretation has more impact on organizational learning culture.

This study provides some valuable advice for various organizations. Firstly, creating a positive organizational learning environment can enhance an organization's performance by encouraging employees to do their best. Secondly, it can increase an employee's self-confidence, which is essential for better outcomes. Thirdly, the study teaches different organizations how to promote and encourage employee job performance to achieve desired results through organizational learning.

This study helps organizations understand why some employees may be more motivated to improve their performance than others. The study recommends that organizations create a culture of learning and encourage employees to continuously improve. This can lead to the formation of effective teams who are constantly learning and growing. To achieve the best results from employees, jobs should be assigned based on their internal knowledge and interpretation of that knowledge.

Organizations should also encourage knowledge distribution and interpretation to foster a positive learning culture among employees.

5.3.2 Implications for Future Research

This study highlights the significance of considering both organizational learning and organizational learning culture when analyzing employee job performance. The research involved 254 participants from different organizations, and it may be useful to further separate these organizations into different categories for more reliable findings. Additionally, the study only looked at organizational learning culture as a mediating variable, and future research should consider other variables such as job satisfaction and organizational commitment (Hendri, 2019). Expanding the scope of future research can lead to a more comprehensive understanding of the factors that influence employee job performance.

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APPENDIX

Questionnaire

Organizational Learning and Employee Job Performance in Service Sector

Dear Respondent,

I am Niva Ranjit, Research Scholar, conducting a Graduate Research Project entitled "Organizational Learning and Employee Job Performance in Service Sector" as partial fulfillment of the requirements for Master of Business Administration (MBA) at School of Management, Tribhuvan University.

The main objective of this research is to identify the relationship between organizational learning and employee job performance with a mediating role of organizational learning culture. For the same, I would like to request you to spare few minutes to fill up the questionnaire honestly.

I would also like to assure you that your data will be kept confidential and will only be used for research purpose.

Thank you.

Regards,

Niva Ranjit

MBA Research Scholar

General Information

Please put a tick mark “✓” on only one answer for the following questions.

Gender:

Male Female Prefer not to say

Age:

16-25 26-35 35-45 Above 45

Total Work Experience:

Less than 1 year 1-5 years 6-10 years
11-15 years More than 15 years

Experience in the Current Organization:

Less than 1 year 1-5 years 6-10 years
11-15 years More than 15 years

Specific Information

Please complete the following questionnaire on Five Point Likert Scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. Please put a tick mark “✓” on only one answer for the following questions.

External Knowledge Acquisition

S.N	Questions	1	2	3	4	5
EKA1	My organization promotes co-operation agreements with other companies, universities, technical colleges, etc.					
EKA2	My organization is in touch with professionals and expert technicians.					
EKA3	My organization encourages the employees to join formal or informal networks made up of people from outside the organization.					
EKA4	The employees in my organization attend fairs and exhibitions regularly.					

Internal Knowledge Acquisition

S.N	Questions	1	2	3	4	5
IKA1	My organization has a consolidated and resourceful R&D policy.					
IKA2	My organization experiments new ideas and approaches on work performance continually.					
IKA3	The organizational systems and procedures support innovation in my organization.					

Knowledge Distribution

S.N	Questions	1	2	3	4	5
KD1	All members are informed about the aims of the organization.					
KD2	Meetings are periodically held to inform all the employees about the latest innovations in the organization.					
KD3	The organization has formal mechanisms to guarantee the sharing of best practices among the different fields of activity.					
KD4	There are individuals within the organization who take part in several teams or divisions and who also act as links between them.					
KD5	There are individuals responsible for collecting, assembling and distributing employees' suggestions internally.					

Knowledge Interpretation

S.N	Questions	1	2	3	4	5
KI1	All the members of the organization share the same aim, to which they feel committed.					
KI2	Employees share knowledge and experience by talking to each other within the organization.					
KI3	Teamwork is a very common practice in my organization.					
KI4	The organization develops internal rotation programs so as to facilitate the shift of the employees from one department or function to another.					
KI5	The organization offers other opportunities to learn (visits to other parts of the organization,					

	internal training programs, etc.) so as to make individuals aware of other people's or department's duties.					
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Organizational Memory

S.N	Questions	1	2	3	4	5
OM1	My organization has databases to store its experiences and knowledge so as to be able to use them later on.					
OM2	My organization has directories or e-mails filed according to the field they belong to, so as to find an expert on a specific issue at any time.					
OM3	My organization has up-to-date databases of its clients.					
OM4	There is access to the organization's database and documents through some kind of network (Lotus Notes, intranet, etc.).					
OM5	Databases are always kept up-to-date.					
OM6	All the employees in my organization have access to the organization's databases.					
OM7	Employees often consult the databases.					
OM8	The codification and knowledge administration system makes work easier for the employees.					

Organizational Learning Culture

S.N	Questions	1	2	3	4	5
OLC1	The employees are encouraged for continuous learning.					
OLC2	My organization has trust and confidence as a way of organizational life.					
OLC3	My organization provides the required resources as desired by the employees relating to the assigned jobs.					
OLC4	The employees openly discuss mistakes with superiors and colleagues in order to learn from them.					
OLC5	My organization enables people to get needed information at any time quickly and easily.					
OLC6	The employees continually look for opportunities					

	to learn.					
OLC7	The leaders continually look for opportunities to learn.					

Job Quality

S.N	Questions	1	2	3	4	5
JQlty1	Tasks are performed attentively and correctly.					
JQlty2	Tasks are completed as per the specifications and standards.					
JQlty3	Materials and tools meet the set criteria and standards.					
JQlty4	Quality inspection is conducted prior to the delivery of goods or services.					
JQlty5	Products or services meet the expectations of customers.					

Job Quantity

S.N	Questions	1	2	3	4	5
JQnty1	The units of output are in sync with the number of employees.					
JQnty2	The units of output meet organizational expectations.					
JQnty3	The units of output under my responsibility correspond to my skills and ability.					
JQnty4	The quantity assignment is always fulfilled.					

Job Time

S.N	Questions	1	2	3	4	5
JT1	Tasks are normally completed on schedule.					
JT2	Tasks are carried out within a reasonable amount of time.					
JT3	The delivery of goods or services is conducted in a timely fashion.					
JT4	Employees achieve time-related organizational goals.					