

**IMPACT OF LEARNING AGILITY AND ORGANIZATIONAL
LEARNING CULTURE ON EMPLOYEE ENGAGEMENT IN NEPAL**

BY

Keshav Subedi

Exam Roll No. 882/20

T.U. Registration No. 7-3-28-293-2019

*A Graduate Research report submitted in partial fulfillment of the requirements for
the degree of*

MASTER OF BUSINESS ADMINISTRATION

at the

School of Management

Faculty of Management

Tribhuvan University

Kirtipur, Kathmandu

April, 2023

RECOMMENDATION

CERTIFICATION

DECLARATION OF AUTHENTICITY

I, **Keshav Subedi**, declare that this GRP is my own original work and that it had fully and specifically acknowledged wherever adapted from other sources. I also understand that if at any time it is shown that I have significantly misinterpreted material presented to SOMTU, any credits awarded to me on the basis of that material may be revoked.

Signature:

Name: Keshav Subedi

Date: 2023/04/10

ACKNOWLEDGEMENT

This Graduate Research Report entitled “Impact of Learning Agility and Organizational Learning Culture on Employee Engagement in Nepal” has been written to partially fulfill the requirements for the Masters of Business Administration (MBA) degree at the School of Management, Tribhuvan University. And to prepare this paper, I have received assistance and suggestions from a lot of people. So, I owe a debt of gratitude to those people’s effort, without which this paper would not have been completed.

First of all, I would like to extend my sincere gratitude to my supervisor Dr. Gangaram Biswakarma for his continuous support, constant guidance, and immense encouragement throughout my research and report writing. I am forever grateful for his valuable suggestions and feedbacks.

Similarly, I would like to convey my humble appreciation to Dr. Govinda Tamang, Acting Director of School of Management, Tribhuvan University whose encouragement and guidance is equally substantial in the completion of this research report.

I would also like to express my gratitude towards Mr. Pratap Subedi (Agricultural development bank), Mr. Keshav Singh (Nepal Telecom), Mr. Jay Bahadur Shahi for their valuable time and effort in this research project. I'm also grateful to my friends, fellow juniors, and seniors of SOMTU who assisted me directly and indirectly in collecting data and gathering information for the GRP. Likewise, I am deeply indebted towards my respondents for their willingness to share their valuable opinions regarding the research subject. Without their contributions, this study would not have been possible.

Finally, I would like to thank Tribhuvan University's School of Management for providing me the opportunity to conduct this study. I also want to express my gratitude to the faculty members of the school of management for their assistance throughout the entire research process.

Keshav Subedi

April, 2023

Table of Contents

	Page no.
<i>Title Page</i>	<i>i</i>
<i>Recommendation</i>	<i>ii</i>
<i>Certification</i>	<i>iii</i>
<i>Declaration of Authenticity</i>	<i>iv</i>
<i>Acknowledgement</i>	<i>v</i>
<i>List of tables</i>	<i>ix</i>
<i>Abbreviations</i>	<i>xii</i>
<i>Executive Summary</i>	<i>xiii</i>
CHAPTER I INTRODUCTION	1-8
1.1 Background of the study	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	4
1.4 Research Objectives.....	4
1.5 Research Hypothesis.....	4
1.6 Scope and significance of the study.....	6
1.7 Limitation of the Study	7
1.8 Structure of Report.....	7
CHAPTER II RELATED LITERATURE	9-22
AND THEORETICAL FRAMEWORK	
2.1 Theoretical Review	9
2.1.1 Experiential learning theory (ELT).....	9
2.1.2 Social Learning Theory.....	10
2.1.3 Self Determination Theory (SDT)	11
2.1.4 Vroom's Expectancy Theory.....	11
2.2 Empirical Review.....	12
2.2.1 Learning Agility.....	12
2.2.2 Learning Culture	13
2.2.3 Employee Engagement	14
2.3 Summary of Literature.....	15
2.3 Research Gap	19
2.4 Theoretical Framework.....	20
2.5 Operational Definitions of variables.....	20
2.5.1 Learning Agility (LA).....	20
2.5.2 Learning Culture	21

2.5.3 Employee Engagement	21
2.5.4 Employee Performance	21
CHAPTER III RESEARCH METHODS.....	23-27
3.1 Research Design.....	23
3.2 Population and sample size.....	23
3.3 Data Collection Method.....	24
3.4 Instrument and measurement	24
3.5 Reliability Analysis.....	25
3.6 Data Analysis Method.....	25
3.7 Ethical Consideration.....	26
CHAPTER IV ANALYSIS AND RESULTS.....	28-58
4.1 Demographic Profile of Respondents	28
4.2 Role of learning culture in an organization on employee Performance	30
4.3 Learning approach popular in the service Sector	30
4.4 Individual Learning style for new things	31
4.5 Descriptive statistics	31
4.7 Normality Test	38
4.7.1 Shapiro-Wilk test	38
4.8 Measurement Model	43
4.8.1 Construct Reliability and Validity	43
4.8.2 Discriminant Validity.....	45
4.8.3 Heterotrait- Monotrait Ratio (HTMT)	45
4.8.4 Cross Loading	46
4.9 Collinearity Test.....	47
4.10 Model Fit.....	48
4.11 Correlation Matrix	49
4.11.1 Correlation between Learning Agility and Task Performance.....	49
4.11.2 Correlation between learning Agility and Adaptive Performance	50
4.11.3 Correlation between learning Agility and Contextual Performance	50
4.11.4 Correlation between the Learning agility and Absorption.....	50
4.11.5 Correlation between the Learning agility and Dedication	50
4.11.6 Correlation between the Learning agility and Vigor.....	50
4.11.7 Correlation between the Learning agility and Learning Culture.....	51
4.12 SEM-Path Analysis.....	51
4.13 Structural Equation model Analysis	52
4.14 Mediation Analysis	53

4.15 Results of Hypothesis Testing	55
4.16 Major Findings.....	56
CHAPTER V DISCUSSION, CONCLUSIONS AND IMPLICATIONS.....	59-63
5.1 Discussion.....	59
5.2 Conclusion	61
5.3 Implications	62
5.3.1 Managerial Implication	62
5.3.2 Future Research Implication	63
REFERENCES	
APPENDIX	

LIST OF TABLES

Table no.	Title	Page no.
2.1	Summary of Literature review	15
3.1	Source of Instruments	24
3.2	Cronbach's Alpha of Construct	25
4.1	Demographic Profile of Respondents	28
4.2	Role of Learning Culture in an Organization on Employee Performance	30
4.3	Learning Approach Popular in the Service Sector	30
4.4	Individual Learning Style for New Things	31
4.5	Descriptive Statistics of Task Performance	31
4.6	Descriptive Statistics of Adaptive Performance	32
4.7	Descriptive Statistics of Contextual Performance	33
4.8	Descriptive Statistics of Employee Engagement	34
4.9	Descriptive Statistics of Learning Agility	35
4.10	Descriptive Statistics of Learning Culture	36
4.11	Shapiro-Wilk	37
4.12	Construct Reliability and Validity	41
4.13	Fornell-Larcker Test	43
4.14	Heterotrait-Monotrait Ratio (HTMT)	44
4.15	Cross Loading	44
4.16	Collinearity Test Statistics	46
4.17	Model Fit	47
4.18	Correlation Matrix	48

4.19	SEM-Path Analysis	51
4.20	Mediation Analysis	53
4.21	Result of Hypothesis Testing	54

LIST OF FIGURES

Figure no.	Title	Page no.
2.1	Conceptual Framework	20
4.1	Histogram of Task Performance	37
4.2	Histogram of Adaptive Performance	38
4.3	Histogram of Contextual Performance	38
4.4	Histogram of Absorption	39
4.5	Histogram of Dedication	39
4.6	Histogram of Vigor	40
4.7	Histogram of Learning Agility	40
4.8	Histogram of Learning Culture	41
4.9	Graphical Outputs for Measurement Model	50
4.10	Graphical Outputs for Structural Equation Model	52

ABBREVIATIONS

AB	Absorption
AP	Adaptive Performance
AVE	Average Variance Extracted
CP	Contextual Performance
DE	Dedication
VAF	Variance Accounted For
VI	Vigor
VIF	Variance Inflation Factor
HTMT	Heterotrait- Monotrait Ratio
LA	Learning Agility
LC	Learning Culture
SD	Standard Deviation
SEM	Structured Equation Modeling
TP	Task Performance

EXECUTIVE SUMMARY

This graduate research project entitled "Impact of Learning Agility and Organizational Learning culture on Employee Engagement in Nepal" based on survey. The primary aim of this study is to examine the impact of learning agility traits of employees on work engagement that eventually influence on the performance of the employee. The variables are learning agility, learning culture, employee engagements and employee performance was identified with help of literature review based on past studies.

The study incorporates descriptive and casual comparative research design in order to address the answer to the research question. This study is based on primary data, so data were collected from the employee working in service sector with the help of questionnaire. Self-administered questionnaire was shared through e-mail and hard copy for data collection purpose. Additionally, secondary sources were also used in order to support the conceptual model of this study and to compare the findings of this study with previous studies. The population of this study was individuals who were working as employee in service sector organization all across the Nepal. So, the sample size used for this study was 389 employees working in different government and private service sector. Data analysis were carried out with the help of SPSS and SMART PLS 4.0

The findings of this study show that there is positive significant relationship between the learning agility and employee performance. Further mediation effect of learning culture and employee engagement were analyzed. It is found that employee engagement partially mediate the relationship between the learning agility and employee performance. However, there is no mediation effect of learning culture between the learning agility and employee performance. Finally, it is found that there is serial mediation of learning culture and employee engagement between the learning agility and employee performance.

CHAPTER I

INTRODUCTION

1.1 Background of the study

Organizations have been experiencing greater uncertainty and changes due to globalization. Therefore, organizations need to cope with the rapid changes in the business environment with competent employees with strong skills and willingness to learn new things. The rapidly expanding global economy and the development of technology have compelled organizations to continuously adopt change strategies to remain agile, competitive and responsive. In a turbulent environment, the idea of learning culture of organizations has become important because a strong organizational learning culture (OLC) has the potential to effectively engage employees into a new structure of organization (Cummings & Worley, 2015). Organization Learning culture inspire employee to learn constantly and collaboratively for enhancing or sustaining their competency for their performance. Developing the culture of knowledge searching and sharing within employees can help to grow and transform an organization with the potential to reshape employee's attitudes towards work, engagement and behaviors (Sidani & Reese, 2018).

Learning agility is eagerness and capacity to learn new concepts to obtain desired results under challenging and uncertain conditions (De Meuse et al., 2010; Lombardo & Eichinger, 2000). Lombardo and Eichinger (2000) highlighted that ability to learn new things associated with the potential within an organization and defines that learning agility is the ability to practice what is learned in the new business environment based on the ability and eagerness to learn from the experience. Although, learning agility is not essential qualities for the top-level management, it is becoming crucial competency for all members of the organization because human resources that cope easily and quickly with changing environments determines the sustainability and competitive advantage of the organizations (Barney & Clark, 2007; Gravin et al., 2008).

Work Engagement has been described as positive behavior, feelings and work-related state of mind that can be identified by vigor, dedication, and absorption (Schaufeli et al., 2002). Vigor can be defined as the high levels of energy and resilient mentality

during work. Dedication means profound involvement in one's work through a sense of challenge, significance and enthusiasm. Absorption refers to being fully engaged in one's work, which sometimes makes it difficult to detach oneself from work as time flies quickly (Schaufeli & Bakker, 2004). Engaged employee many a times experience joy, positive emotions, enthusiasm and happiness; feel better health; develop one's job and personal resources and share their engagement among subordinates.

Employee Performance is a multicomponent idea and on the basic level one can identify the dimension of performance through the behavioral engagements from desired outcomes (Campbell et al., 1993; Roe,1999). Task performance refers to the performance of job-specific behaviors, such as performing fundamental job responsibilities listed in the job description. Task knowledge (the necessary technical knowledge or principles to ensure job performance and the ability to handle multiple assignments), task skill (the application of technical knowledge to successfully complete a task without much supervision), and task habits (natural ability to respond to assigned jobs that either facilitate or hinder performance) are the primary factors that facilitate task performance, which requires more cognitive ability (Conway, 1999). Adaptive performance is a person's capacity to adapt to a dynamic work environment and to support the job profile as needed (Hesketh & Neal, 1999). Employees must be able to effectively deal with volatile work conditions for adaptive performance to be effective (Baard et al., 2014).

Beside task and adaptive performance different endeavors have been made to discover the importance of non-job dimension of the performance to create better work-place (Austin & Villanova, 1992; Viswesvaran & Ones, 2000). Researchers and industrial psychologists have designated such non-job dimensions as organizational citizenship behavior (OCB) or contextual performance that define voluntary behavior of the employee at the workplace (Bateman & Organ, 1983) that eventually benefits the employer. Contextual performance is a type of prosocial behavior exhibited by individuals at the workplace, such behavior is expected from the employee but not clearly written in the job description. That kind of hidden expectation is called extra role behavior or prosocial behavior.

Likewise, Learning Agility plays a significant role in the performance of the employee. There is limited research being done on this variable in various countries across different sectors and also hardly found in the Nepalese service sector. In the context of Nepal, studies are rarely found on how the Learning agility and organizational learning culture impact employee engagement. This study tries to fill the gap using Nepalese data, more specifically the private and government service sector by using relevant theory. The findings of this study may help to make prominent revelations regarding the Learning agility and learning culture of the service sector employee which encourage them to improve their work performance.

1.2 Statement of the Problem

Research on Learning Agility and Learning culture has been conducted in numerous ways. However, there are few studies that present a comprehensive analysis of the Learning agility that impact the performance of the employees.

This paper studied the relationship between learning agility, organizational learning culture, employee engagement and the performance of the employees. It was found that learning agility and employee engagement were the best predictor for better employee performance. Learning agility becoming more and more prominent in the organization due to volatility, uncertainty, complexity and ambiguity caused by the competition, globalization and development of the technology (Mack et al., 2016).

According to the previous study it was observed that learning agility became an important construct in talent management and considered as a major factor for the long-term sustainability leadership effectiveness (De Meuse et al., 2010). Further, De Meuse et al. (2010) reported that learning agility is the best predictor for the future performance of the employee.

Since there have been numerous studies conducted to examine the role of learning agility on the performance of the employee. However, the learning agility of has not been measured in the context of Nepalese service sector employees taking consideration of the organizational learning. This paper aims to investigate how the learning agility and organizational learning culture impacts the engagement of the employee. This study tries to improve on the framework developed by (Saputra et al., 2018).

1.3 Research Questions

- Does Learning Agility have impact on Employee Performance in the Nepalese service sector?
- Is there any mediation effect by Employee Engagement in relation between Learning Agility and Employee Performance?
- Is there any mediation effect by Organizational Learning Culture in relation between Learning agility and Employee Performance?
- Do learning culture and employee engagement mediate at once in relation between Learning agility and Employee Performance?

1.4 Research Objectives

The general aim of this research is to analyze impact of Learning agility and organizational learning culture on Employee Engagement of the Nepalese service Employees.

The specific objective of this research comprises of:

- To assess impact of Learning Agility on Employee Performance in the Nepalese service sector
- To examine mediation effect by Employee Engagement in relation between Learning Agility and Employee Performance.
- To examine mediation effect by Organizational Learning Culture in relation between Learning agility and Employee Performance.
- To examine serial mediation effects by learning culture and employee engagement in relation between Learning agility and Employee Performance.

1.5 Research Hypothesis

According to a previous study conducted by De Meuse (2010) states that learning agility is the process of learning from the experience and desire to apply lessons learned to cope with the situational change. Further, Mangkunegara (2009) found out that Performance is the outcome quality work and quantity achieved by the employee while carrying duties in accordance with the responsibility.

According to research study carried out by Ifari (2021) explains that employee performance is influenced by learning agility of the employee. This study further supported by previous study conducted by Khildani et al. (2021) and Meryka and Yuzarion (2021) who explained that learning agility impact on the performance of the employee.

Hypothesis 1: Learning Agility (LA) has a significant positive influence on Employee Performance.

According to the study conducted by Kahn (1990) reveals that with growing learning agility of employees there will be increase in work engagement of the employees. Previous studies also show that when employees have higher learning agility, they display stronger involvement in their work. This study has been further supported by Saputra et al. (2018) who explained employees having higher learning agility have higher level of energy and resilience, desire to spend time and effort at job, not being easily exhausted and persistent during difficulties (Vigor). Additionally. Empirical evidence shows that employee engagement has been considered an important factor that affects the performance of the employee, as shown by Bagyo (2013), Anitha (2014) and Bedarkar & Pandita (2014).

Hypothesis 2: There is significant mediation of employee engagement in relation with learning agility and employee performance.

According to Yadav and Dixit (2017) the organization climate which facilitates learning and transferring of knowledge and skills among peer groups is termed as learning culture and that stimulates enthusiasm of employees to learn new things for continuous betterment. Organizational learning culture stimulates learning agility of employees which eventually helps organization in novel changes through better performance of the employee (Gravett & Caldwell, 2016). Previous study highlighted that there is a relationship between organizational learning culture and learning agility also states that organizational learning culture play important role for fostering learning agility of the employee (Ahmad et al., 2020; Atkinson et al., 2022). Different study findings show that there is a significant positive relation between organizational learning culture and perceived organizational performance that includes financial performance, employee performance and mission performance (K. Kim 2016; watkins,2017).

Hypothesis 3: There is significant mediation of organizational learning culture in the relationship between learning agility and employee performance.

Glen (2006) concluded that continuous opportunity to grow and develop within an organization has a significant impact on work engagement of the employee. Further Park et al. (2013) reported that organizational learning culture has an impact on work engagement in Korean Firms. Song et al. (2014) found that there is a mediating effect of employee engagement in relation between team performance and organizational learning culture. Empirical evidence and theoretical reference support that learning culture and employee engagement and mediate the relationship between learning agility and employee performance.

Hypothesis 4: There is significant serial mediation between learning culture and employee engagement in relation between learning agility and employee performance.

1.6 Scope and significance of the study

Learning agility is considered as a prominent construct in Human Resource management that determines the long-term effectiveness of leadership (De Meuse et al., 2010). Employees having higher scores in learning agility deliver better performance through strong engagement towards work. In the global dynamic scenario learning agility is recognized as an important construct for transformational initiatives (Anderson & Anderson, 2010) during situational changes that determine the sustainability of the organization. However, Learning agility is a new concept in Nepal, and its awareness and practices in talent management is relatively low. As a matter of fact, it is necessary to conduct extensive research to gain a deeper understanding about how the organizations are practicing learning agility and learning culture for the better engagement of employees at their work. This study provides the novelty of investigating the impact of learning agility, learning culture, employee engagement on the performance level of the employees working in the public and private service sector of Nepal. In fact, there is no previous study that has been conducted in the Nepalese service sector.

Therefore, it is necessary to fill the gap of the literature in the context of developing countries like Nepal. The study aims to identify how the learning culture and work

engagement of employees impact the relationship between the learning agility and performance of the employees which could be potential solution to minimize employee turnover intention and talent management related problem existed in Nepalese Service sector. Thus, considering employees from service sector as respondents it would be worthy to evaluate the learning aptness of employee and organizational learning culture impact on their engagement of work within Nepal context.

1.7 Limitation of the Study

This study consists of following limitations:

- The study focuses on service sector employees, further study can be conducted from other sectors.
- The study focuses on learning agility and performance of the employee, study can be conducted on organizational performance.
- This research data is collected using convenience sampling techniques across Nepal. The data do not represent that of the organization of a certain geographical area.
- The research takes two mediator variables to forecast the serial mediation between learning agility and Employee performance. There could be more prominent predictors that weren't included.

1.8 Structure of Report

This study comprise of five chapters as follows:

- The first chapter includes the background of the study, statement of the problem, research questions, objective of the study, hypothesis, significance of the study and the limitations of the study.
- The second chapter includes the review of literature, empirical studies in the context of Nepal, theoretical framework and the research gap.

- The third chapter includes the research design, population and sample, sampling technique, sample size, data collection method and data analysis technique.
- The fourth chapter includes data analysis and presentation. It comprises demographic profile of the respondents, descriptive statistics, normality test, measurement model testing, SRMR index, correlation matrix, SEM path analysis, mediation analysis, R-square, f-square analysis and major findings.
- The fifth chapter includes the discussion of major findings, conclusion of the study and the implication of the study.

CHAPTER II

RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Theoretical Review

2.1.1 Experiential learning theory (ELT)

The theories of action learning (Lewin, 1951), cognitive development meta-theory (Piaget, 1983; Perry, 1999) and experiential learning (Dewey, 1938) serve as the foundation for Experiential Learning Theory (ELT) as stated by (Burke & Smith, 2018). Learning from the experience is termed as the experiential learning. This was proposed by the psychologist David Kolb in 1984. The phenomena of the experiential learning theory is quite similar to define the learning agility of the individual that defines willingness and ability to learn from the experience (Lombardo & Eichinger, 2000). The process of agile learning proposed by Lombardo and Eichinger(2000) consists of (at least) following steps: (i) Learning from the action (ii) takes some action (iii) applying the learning successfully to the new situation. Those approaches are consistent with the models of experiential learning theory proposed by (Ashford & De Rue 2012; Kolb, 2015).

Experiential learning theory basis is willingness to experiment (Ashford & De Rue 2012; Kolb 2015). Individual needs to be open-minded to do things differently to learn new things. The willingness to experience is termed as learning agility and recognized with various names, change agility (Lombardo and Eichinger,2000); experimenting (Burke and Smith, 2018) and Change alacrity (De Muse et al., 2019). Learning willingness comprise of reflection on own past experience and learning new things to develop theories, new assumption and new model that guides the futures. Both of these activities come under the experiential learning process (Kolb,2015).

Kolb (1984) proposed four different strategies for the experiential learning. First, the Accommodator collects information without knowing the application but focuses on the action. They are individuals who love to do trial and error for learning new things. Second, Assimilators who focus on building logic based on existing theory/information and find out new models, theories that guide the future action. Third, Convergents who focus on the active experimentation on the new things for the observation of new things. Fourth, Divergers who focus on collecting the information and start brainstorming and imagination on the new things.

2.1.2 Social Learning Theory

Social learning theory has been explained in relation to organizational learning with social constructivists (Berger & Luckmann, 1991; Bredo, 1997). The theory was proposed by psychologist Albert Bandura in 1977 after the series of experiments known as Bobo doll experiments. The theory was modified into the social cognitive theory in 1986 which explains that learning takes place under the framework of society through the interaction between person, behavior and environment.

According to social learning theory, Individual is a learner who learns from the participation and interaction within specified culture within an organization. The role of an individual is to engage and make sense to create knowledge within the organization. Organization is understood as the communities of practices based on social learning theory where practices of learning based on the organizational culture, history and resources (Wenger, 2000). The underlying assumption of organizational learning culture is knowing - not knowing is something that originates from the collective social practices (Amin & Rober, 2008).

The social learning theory comprises four mediational processes that determine the new behavior/knowledge acquired. First, Attention deals with the degree to which we learn new behavior and knowledge through observation, in this observation is important rather than imitation. Second, Retention deals with how well we remember things through observation. We can't apply knowledge if we can't remember the learning process, so its focus is on the retention of behavior and learning. Third, Reproduction deals with how well we can perform that has been retained. However, even if we are able to observe behavior there could be physical limitations for imitation. Fourth, Motivation deals with how long we can imitate the behavior and knowledge depends upon our motivation to imitate those observations.

Application of social learning theory into organization learning focuses on the organization context rather than the individual learning. This signifies that organizational action should be directed toward organizational context, its pattern of participation and interaction rather than focusing on the individual way of thinking (Brandi & Elkjaer, 2015). Social learning theory for the organization means that learning is continuous process which is uncontrollable but it can facilitate through creating environment (Thompson, 2005)

2.1.3 Self Determination Theory (SDT)

Human beings are continuously evolving for personality development and through self-regulation of behavior. Every human being has a desire to grow, develop and follow their passion (Ryan & Deci, 2000). Self-determination theory (Ryan & Deci, 1985) two form of motivation i.e., intrinsic and extrinsic for doing any activity. Intrinsic form of motivation refers to doing the things just for the interest of one's and extrinsic form of motivation refers to doing things for the instrumental reasons. Although extrinsic motivation is important in the workplace setting. According to the self-determination theory, extrinsic motivation comprises of desire to gain knowledge or avoid punishment, avoids feelings of guilt or boost one's ego and attain a personal goals whereas internal motivation involves autonomous regulation that determines the engagement of individual for any work. Unlike, other need theories like Maslow's Hierarchy of Needs (1943, 1954), and McClelland's Need Theory (Murray, 1938; McClelland, 1961; McClelland, 1971) SDT focus on not to diminish the behavior that satisfy the need of individuals, rather it suggests that people engaged themselves in need-fulfilling activities (Ryan & Deci, 2000).

Previous study has shown the connection between Self-determination theory and the need for satisfaction, engagement, positive employee performance and increased employee well-being (Deci & Ryan, 2008) along with higher job performance, increasing job satisfaction, reduced turnover and decreased burnout (Gagne & Deci, 2005).

2.1.4 Vroom's Expectancy Theory

The idea of employee performance in the organization is not only the function of the ability to perform the task but it relies upon both the ability and motivation. Vroom (1964) and Porter and Lawer (1968) have engaged themselves to see the nature of motivation and how it associated with the performance level of the employee. So, this theory is also known as expectancy theory. This theory also explained that motivating force that affect the behavior or performance of individual relies upon three component i.e., expectancy, instrumentality and valence. Expectancy is action or efforts that lead to expected results, instrumentality is outcome actions and valence is defined as satisfaction of outcome. Porter and Lawer (1968) extended the concept of

vroom's work that performance of individuals links with expectancy, instrumentality, valence and role perception

2.2 Empirical Review

2.2.1 Learning Agility

Learning agility is defined as the willingness and individual ability to learn new things under new situations in the first place (Lombardo & Eichinger 2000). Gravett and Caldwell (2016) stated that learning agility is strongly correlated with the adaptability of employees and readiness to unknown circumstances. Firstly, Bedford (2011) identifies the relationship between the learning agility and performance of the individual employee. Additionally, De Meuse (2019) conducted studies in 20 different field of studies and found that learning agility had a high correlation with the leadership performance.

Bedford (2011) analyzed the data from 294 employees which was assessed by the executive and found out the learning agility predicted the future advancement of the employees based on their performance. This result is in consistent with the research carried out by Santosa (2021) to examine the performance of the teacher who are being agile to learn new things, it was found that teacher who possess characteristics of the learning agility have better performance for improving the quality of education because teacher who possess agile characteristic seems more creative, independent, proactive and quickly grasp the concept based on prior information. Similarly, It is found that individuals who have optimal learning agility traits have shown high performance at work (Howard,2017).

Employee Performance is the outcome of quality and quantity achieved by the individual while carrying out the role and responsibility of the job, thus performance has a strong impact on improving work after rigorous experience at the job (Mangkunegara, 2009). This study has been supported by past research carried out by Alde Rahman Ifari (2021) states that learning agility has a strong influence on the performance of the employee.

Kahn (1990) stated that employee having high learning agility helps to increase the level of work engagement and there will be strong connection between the cognitive, physical and emotion with the job. Further, this study finding has been supported by

Saputra (2018) through their findings that state higher the learning agility increases total immersion in the work would be more.

2.2.2 Learning Culture

The concept of learning culture was studied by John Dewey (1938) states how individuals shape their culture of learning. Later, this concept has been carried out by Marsick & Watkins (1990) with the help of informal and incidental learning. The dimensions of organizational learning culture were divided into seven different forms (Marsick & Watkins, 1999) and based on study of more than 200 company dimensions of learning organization questionnaires (DLOQ) were shared in 2003. Further Watkins (2013) examines the reliability of DLOQ in the present scenario and found out that creating organizational learning culture was correlated with the knowledge performance that lead to financial performance of the organizations (Yang et al., 2004).

Organization learning culture (OLC) is termed as important feature that determines the attitude of the employee towards their work (Islam et al.,2013). This findings validated the result obtained by Werner (2000) that states organizational learning culture has a significant impact on the contextual performance of the employees. Additionally, many studies found that there is significant correlation between the learning organizational culture and perceived organizational performance which includes financial, employee and mission performance (K. Kim, 2016; Watkins,2017).

Recent study on the organizational learning culture using structural equation modeling found that organizational learning culture has positive effect on the intangible (i.e., Adaptive Performance and knowledge; K. Kim 2016). This suggests that learning organization culture promotes innovation and knowledge creation at the organization that eventually impacts the performance of the employee. This findings validated the study carried by Mikkelsen et al., (2000) which states that a positive learning environment reduces the job stress that increases employee engagement which contributes to the performance of the organization. Another previous studies found that there were positive effects of organizational learning culture on the work engagement of the employees (Kim, & Kolb, 2009; Joo & Shim, 2010). Study also shows that through developing a learning culture in the organization can significantly

create the learning agility traits among the employee that makes them ready to expose diversity and improve their performance (Saputra, 2018).

2.2.3 Employee Engagement

The notion of employee engagement was first propounded by Kahn (1990) as making use of organizational members through their work roles; self-employment and self-expression of individuals physical, cognitive and emotion in their work lives. May et al., (2004) defines employee engagement as not only cognition but flexible use of emotions and behavior at the workplace. However, Schaufeli et al. (2002) characterized employee engagement into three dimensions i.e., absorption, dedication and vigor.

The study conducted by Schaufeli et al. (2002) with Dutch employees working at different occupations with structured qualitative illustrates that employees who were engaged have high self-efficacy and energy. Further, this finding supported by findings of Engelbrecht's (2006) which were carried out with Danish midwives showed that engaged employees have high levels of energy and maintain high levels of spirit during the low and frustration period. Susana et al. (2007) states that employees who are dedicated have a higher level of energy, better health and perform better at the workplace.

Salanova et al. (2005) conducted a study to examine the relationship between the organizational resource, employee performance, and employee engagement with the sample size of 342 employees from 114 hotels and found out that organizational resource has a positive impact on the employee engagement which in turn positively impacts the performance of the employees. Additionally, Saks (2006) research conducted with sample size of 102 employees from the different organization found out that employee engagement has a positive impact on the organizational citizenship behavior of the employees. Similarly, the theoretical model constructed by Bakker and Demerouti (2008) showed that employee engagement has a positive impact on the performance of the employee. Recent study by Hewitt (2015) model of employee engagement found employee with the high engagement score would deliver better performance, remain in the organization for long period and promote organization at their community level. So, Engaged employee will deliver better performance at

workplace that eventually determines the overall performance of the organization in the today's competitive business environment.

2.3 Summary of Literature

Table 2.1

Summary of Literature

Authors	Measures/Variables	Major Findings
Taufik et al., (2022)	<ul style="list-style-type: none"> ● Employee Engagement ● Achievement Motivation ● Learning Agility ● Performance 	The study findings show that employee engagement has positive impact on employee performance but not significant effect, employee engagement affects learning agility and work motivation has significant impact on learning agility of the employees.
Rahardi et al., (2022)	<ul style="list-style-type: none"> ● Learning agility ● Job satisfaction ● Resilience ● Job stress ● Performance 	According to the study there is a direct and significant effect of job satisfaction on performance, there is no significant and direct effect of learning agility on performance and no significant effect of learning agility on performance

through work stress.

Ayu Meryka Santoso & Yuzarion (2021)	Qualitative approach	<ul style="list-style-type: none">● People agility● Change agility● Mental agility● Result agility	The research findings show that learning agility has positive and significant impact on work performance and support system helps to foster learning agility of the individual,
Tripathi et al., (2020)	<ul style="list-style-type: none">● Learning culture● Learning agility● Turnover intention	It was found that there is no significant relationship between the learning culture and turn over intention on employees, learning agility has a reverse impact on turnover intention i.e., agile employee is more engaged at work and learning culture has significant positive impact on the learning agility of individual.	
Gil et al., (2020)	<ul style="list-style-type: none">● Learning culture● Transformational Leadership (TL)● Knowledge application (KA)	The study finding shows that there is a significant relation between the learning culture and knowledge application and transformation leadership has a total mediation effect between the learning culture and knowledge application	

		in the organization.
Lin & Huang (2020)	<ul style="list-style-type: none"> ● Organizational learning culture ● Job satisfaction ● Turnover intention ● In-role behavior 	The result of the study shows that employees having higher job experience and a high learning culture have low degree of turnover intention and deliver better job performance. Also, job satisfaction has a negative impact on employee turnover intention and has a positive significant impact on the job performance.
Saputra et al., (2018)	<ul style="list-style-type: none"> ● Learning agility ● Organizational learning culture ● Work engagement 	The result of the study shows that learning culture has a positive and significant influence on learning agility of individual, learning culture doesn't have significant impact on the work engagement of employees and learning agility has positive and significant influence on work engagement
Pradhan (2017)	<ul style="list-style-type: none"> ● Task Performance ● Adaptive Performance ● Contextual 	The study result shows that there is a positive connection between

	Performance	demographic variables (age, gender, year of experience) and employee performance and developed valid and reliable constructs for employee performance.
Tam and Gray (2016)	<ul style="list-style-type: none"> ● Organizational learning culture ● Organizational life cycle 	The findings suggest that for the organizational growth, the organization should support employees for learning and when the organization enters a mature level (SMEs) then the organization should focus on the professional development dimension for employee's career expectation rather than work demands.
Islam et al., (2016)	<ul style="list-style-type: none"> ● Organizational learning culture ● Psychological empowerment ● Employee turnover ● Organizational citizenship behavior 	The finding of study shows that psychological empowerment and organizational learning culture has positive and significant impact on the employee's citizenship behavior that impact the performance at work place
Pantouvakis and Bouranta (2013)	<ul style="list-style-type: none"> ● Organizational learning culture 	The study result shows that employee job satisfaction

-
- Employee job has a mediating effect satisfaction between the organizational
 - Customer satisfaction learning culture and customer satisfaction and organization focusing on employee learning and development has better employee satisfaction that impacts on performance of the employees.
-

2.3 Research Gap

Learning agility is define as individual willingness and ability for learning new things to achieve better result under difficult situations (De Meuse et al., 2010; Lombardo and Eichinger,2000). The business environment of the 21st century is changing rapidly and the organization is focusing on achieving competitiveness in the market through potential competent employees. So, it is necessary to create a learning culture for the employee having learning agility for their better engagement. In previous studies, learning agility research was mainly conducted in the context of leadership performance rather than individual performance (De Meuse, 2017). Similarly, Garvin et al. 2008, also stated that learning agility is not only an important trait for the leaders, it is crucial for every employee working in the organization for adaptation to the changing environments. So, it was needed to examine the impact of learning agility on performance of the employee working in the organization.

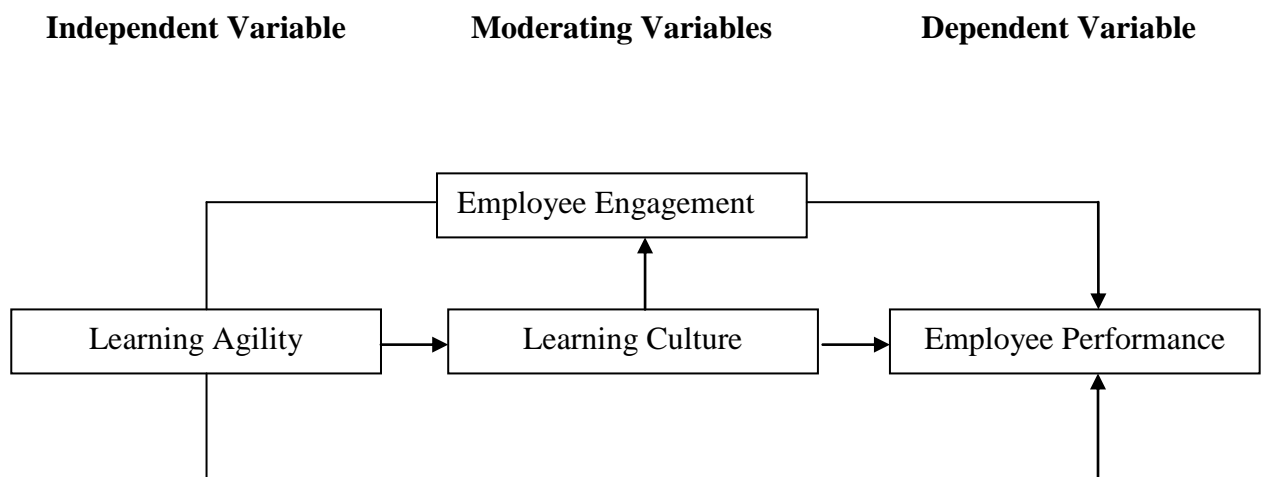
The study conducted by Saputra et al.,2018 examine the mediation effect of learning agility between the organizational learning culture and work engagement. A similar nature of study conducted by Lee J. and Song J.H (2022) provided ground to investigate the role of organizational learning culture role for the individual learning agility. The previous study of Ayu Meryka Santoso & Yuzarion (2021) found that learning agility has a positive impact on the performance of the employee. After analyzing different gaps and limitations of previous study, researchers conceptualized the model to investigate the impact of learning agility and organizational learning

culture on the employee engagement which influence the performance of the employee.

2.4 Theoretical Framework

Figure 2.1

Conceptual Framework



Source: *Saputra et al. (2018) and Taufik et al. (2022)*

2.5 Operational Definitions of variables

2.5.1 Learning Agility (LA)

Learning agility is becoming important construct in the field of talent management (De Meuse et al., 2010) and important traits that every employee should possess (Lombardo & Eichinger, 2000) in a contemporary dynamic business environment. Learning agility is defined as individual desire and ability to master new competencies therefore individuals can perform better under new situations at first go (Lombardo & Eichinger,2000). Similarly, Yadav (2017) defines learning agility as the capacity to extract learning from past experience to cope with new situational changes. Further extend that experience can be achieved through deep learning agility under different situations. Learning agility is also termed as the best determinant for the future performance of the individual (De Meuse et al., 2010). Learning agility is also an important parameter that determines the individual propensity to resist change and competencies that enable individuals to perform better under different situations.

So, it is necessary traits that everyone in the organization needs to develop to adapt with dynamic business environment (Gravin et al., 2008).

2.5.2 Learning Culture

Culture is defined as how reality is perceived and deeply connected with routine activity of the specific organization (Simamore et al., 2016). Organizational culture is defined as artifacts, espouse value and basic assumption that acquired through internal and external adaptation process in the organizations (Schein, 2010) that helps to differentiates an organization with respect to other (Hofsted et al., 2010). Learning culture focuses on employees of an organization to learn, to circulate and share knowledge and information for the success of the organization (Rebelo & Gomes, 2011). Previous study has shown that there is a positive and significant impact of learning culture with employee engagement.

2.5.3 Employee Engagement

The idea of employee engagement was put forward by Kahn (1990) as effective utilization of oneself in their work roles; self-employment and self-expression of cognitively, physically and emotionally in individual work lives. Wellins & Concelman (2005) define work engagement as the blend of commitment, productivity, loyalty and ownership. Similarly, May et al., (2004) proposed notion of employee engagement as the how the employees can devote themselves to their work not only by cognition ability but with application of behaviors and emotions. Previous study has also shown that employee engagement has positive and significant impact on the employee performance (Cahyandani, 2021; Lewiuci & Mustamu, 2016).

According to Kruse (2012) employee engagement is defined as an employee's passionate dedication toward the organization and its target. This dedication means that employees genuinely take care of the company and their job. Individuals don't work for the monetary benefits, recognition but work in accordance with the organizational goals.

2.5.4 Employee Performance

Performance is defined as multi component idea that deals with behavioral engagement with expected outcome (Campbell et al., 1993; Roe, 1999). Behavior refers to the individual's action to accomplish the tasks and expected outcome refers

as consequence of the action (Campbell,1990). Performance as a task performance refers to the basic job roles and responsibilities in accordance with job description. It is more concerned with task skills, task knowledge and task habits (Conway, 1999). Adaptive Performance refers to the ability of individuals to deliver optimum output during dynamic work situations (Hesketh & Neal, 1999). Previous study has shown once employees excel in task performance then gradually focuses on the adaptive performance (Huang et al. 2014). Similarly, contextual performance is more concerned with prosocial behavior that an individual exhibits in a workplace setting. Such behavior is expected in the workplace but not explicitly mentioned in the job description.

CHAPTER III

RESEARCH METHODS

This chapter highlights the detailed procedures that have been chosen for conducting this research work. The procedure incorporates data collection method, processing and analyzing data using appropriate statistical tools. There are various steps that have been taken to obtain solutions to the research question and the objectives of this study which are as follows

3.1 Research Design

Research design is one of the prominent strategies in the research to obtain better results. This research is based on an explanatory research design that focuses on the impact of learning agility and organizational learning culture on the employee engagement in Nepalese service sector employees. Furthermore, the mediation effect of organization learning culture and employee engagement on the employee performance has been investigated. This study opted for a quantitative methodology for examining necessary relationships with the sample size consisting of 389 respondents currently working in different public and private service sectors in Nepal.

3.2 Population and sample size

The population of this study consists of individuals working in the Nepalese service sector as an employee. Since the characteristic of population is known to the researcher but actual number is unknown. So, the required sample size has been calculated based on the formula developed by Cochran (1977) at the confidence interval of 95% and precision level $\pm 5\%$.

Therefore, required sample size,

$$n = z^2 * p * q / e^2$$

Were,

e= desired level of precision

p=estimate proportion of population

q=1-p

Z= Z value (example, 1.96 for 95% confidence interval)

Using the above formula for the unknown population, researchers found that the required minimum sample size is 385. So, this study has 389 sample sizes.

3.3 Data Collection Method

This study is based on primary data sources. Primary data were collected with the self-administered questionnaire which was circulated through E-mail and physical copies were distributed among the employees working in the Nepalese service sectors. Secondary source of data comprises journal, books, articles, the newspaper and the internet which were used in the literature review of this study. Four study variables along with the 48 items were provided to the respondent, and each statement rated based on the 7-point Likert-scale. The questionnaire used for data collected attached in Appendix.

3.4 Instrument and measurement

Research instruments play a significant role in the data collection for the study. Research can be used already tested by some other scholar or can be made a questionnaire and later validity and reliability tests can be conducted. This study was based on an already developed measurement instrument that has been tested through various empirical studies. In this study four different instrument that were tested, validated and has shown reliability to measure the impact of learning agility, learning culture, employee engagement on employee performance were used.

Table 3.1

Source of Instruments

Instruments	Source
Learning Agility	Bedford (2011)
Learning Culture	Yang (2003)
Employee Engagement	Schaufeli et al., (2006)
Employee Performance	Pradhan (2017)

3.5 Reliability Analysis

Cronbach alpha was determined to analyze the internal consistency of the items for each construct. Cronbach alpha has becoming popular among the research scholar for determining the construct having more than one items (Tavakol & Dennick,2011).

Table 3.2

Cronbach's alpha of constructs

Construct	Number of items	Cronbach alpha (α)
Learning Agility	9	0.904
Learning Culture	7	0.849
Absorption	3	0.634
Dedication	3	0.604
Vigor	3	0.613
Task Performance	6	0.861
Adaptive Performance	7	0.767
Contextual Performance	10	0.908

Cronbach alpha helps to represent the reliability of the instrument (Crswell, 2010). (Nunnally and Bernstein, 1994) and Pallant (2001) states that cronbach alpha above 0.60 is considered to be a reliable and acceptable range. All the constructs in this study have cronbach alpha greater than 0.60 that indicates acceptable internal consistency according to the reliability test.

3.6 Data Analysis Method

Data analysis carried out in three steps. The first step was to test whether data are normal or not with the help of the Shapiro-Wilk test. Further, a skewness plot was used to verify the result of the Shapiro-Wilk test. Since, the data were not normal, so PLS-SEM 4 was used to analyze the data. Additionally, IBM SPSS 25 was used for

the descriptive analysis and demographic profiling of the respondents. Demographic profile consists of mean, frequency, standard deviation and percentage.

Second, Collinearity and validation were carried out with the help of Smart PLS 4. To examine internal reliability of data, cronbach alpha, AVE and composite reliability were computed. The acceptable range for cronbach alpha is above 0.60 (Pallant, 2001) and an AVE greater than 0.5 (Hair et al., 2020) as threshold for the convergent validity. Furthermore, Heterotrait-Monotrait Ratio, Fornell Larcker, and Cross Loading were used for the discriminant validity of the constructs. To meet the requirements of Fornell Larcker, each construct square root of AVE value should be greater than the correlation between each other. A HTMT value below 0.90 (Gold et al., 2001) considered as an acceptable value that indicates discriminant validity has been established between the constructs. Similarly, cross loading below 0.7 indicates that discriminant validity has been established (Henseler, et al., 2014). To examine that data are not multicollinearity, Variance inflation factor (VIF) below 5 consider valid (Hair et al.,2011). To examine the impact of learning agility and learning organizational culture on employee engagement, correlation analysis has been computed.

Next, a structural model has been computed to test the hypothesis using smart PLS. The path model analysis was performed. The direct and indirect effect has been analyzed to see the impact of learning agility, learning culture, employee engagement on the performance of the employees. This study employs both SPSS 25 and Smart PLS 4 statistical tool for the data analysis.

3.7 Ethical Consideration

Ethics plays a significant role in academic research. Ethics in the research is the doing the right things without doing unethical unacceptable activity. As study has been carried out and report has been prepared by following rules and ethics extensively, While report writing and research process rules and regulation has been followed by the institution., no unethical action has been performed.

In this study, questionnaires were sent through email prepared in Google forms and hard-copy of the questionnaire were distributed among the respondents and detailed explanations about the purpose of the study along with the information about the scholars were shared. Respondents were told that their information provided by them

won't be disclosed with anyone else. However, individual who was not interested to take part in the survey have provided option to quit at any time without any reason in order to respect their decision.

Additionally, there was not a single physical and psychological harm or abuse to the respondents during this study process. The conducive environment was created for mutual cooperation and comfortable during data collection. Respondents were assured that their information would not be shared with anyone else and information provided by them would be used only for academic research only.

CHAPTER IV

ANALYSIS AND RESULTS

This chapter comprise of the data analysis and the detailed explanation about the findings of this study. The data collected from the respondents was analyzed and articulated in the form of table. It also highlights the descriptive statistics, which illustrates variable properties such as mean, median, standard deviation and frequency. The statistical tool used for the computing descriptive analysis was IBM SPSS, while for the measurement model and hypothesis testing smart PLS 4 was utilized. The data collected were used for the descriptive and reliability test with the objective of examining the hypothesis. A summary result of the collected data included.

4.1 Demographic Profile of Respondents

Table 4.1

Demographic profile of Respondents

		Frequency	Percentage
Gender	Male	260	66.8
	Female	129	33.2
Age (years)	Less than 30	187	48.1
	30-39	103	26.5
	40-49	59	15.2
	50 or older	40	10.3
Qualification	Bachelor	175	45.0
	Master	205	52.7
	PhD or Equivalent	9	2.3
Organization Type	Government	168	43.2
	Private	198	50.9
	Community	9	2.3
	Others	14	3.6
Organization Established	Less than 5 years	71	18.3
	5-10 Years	80	20.6
	11-15 Years	34	8.7
	More than 15 Years	204	52.4
Work Experience	Less than 2 years	135	34.7
	2-5 years	89	22.9
	6-10 years	56	14.4
	More than 10 years	109	28.0

Table 4.1 shows the demographic information about the respondents. Respondents have been categorized into different demographic indication which comprise of gender, age, academic qualification, organization type, duration of organization establishment and their work experience. There was total 389 respondents based on that 66.8 percent were male and 33.2 percent were female.

Table 4.1 Provides that almost half of the respondents fall under age group below 30, i.e., 48.1 percent of total respondents and respondent age between 30-39 are 26.5 percent of total population followed by respondent age between 40-49 with 15.2 percent of total respondents than least age group from the respondents were 50 or older with 10.3 percent of total respondents.

Similarly, regarding academic qualification of the respondents, majority of the respondents were master degree education that contributes 52.7 percent of total respondents and followed by bachelor degree with 45.0 percent of total respondents than least were PhD or equivalent which were 2.3 percent of total respondents.

Furthermore, out of 389 respondents, 50.9 percent respondents were working in private organization, 43.2 percent working in government organization, 3.6 percent working in different service organization and least were from community organization i.e., 2.3 percent.

Additionally, the duration of organization established shows that majority of the respondents belongs from organization which were established 15 year or earlier i.e., 52.4 percent of total respondents, followed by organization established 5-10 years were 20.6 percent of total respondents and company established less than 5 years were 18.3 percent of total responses thereby least respondents belong from company established 11-15 years i.e., 8.7 percent of total respondents.

Likewise, while looking at the experience of the respondents, out of 389 respondents, 34.7 percent were having experience below 2 years followed by respondents with experience more than 10 years were 28.0 percent and respondents with experience 2-5 years were 22.9 percent thereby respondent with 6-10 years were least i.e., 14.4 percent.

4.2 Role of learning culture in an organization on employee Performance

Table 4.2

Role of learning culture in an organization on employee performance

Role of Learning culture on Employee Performance	Frequency	Percentage
Helps to maintain high standard of work	125	32.1
Helps to cope with organizational changes that occurs time to time	100	25.7
Helps to share knowledge and ideas among my team members	164	42.2

Table 4.2 shows that 42.2 percent of the respondents believe that learning culture in organization helps to share knowledge and ideas among their team members that going to help to perform better at organization, whereas 32.1 percent of respondents believe that learning culture in organization helps to maintain their standard of work higher and 25.7 percent respondents believe that learning culture in an organization helps to cope them during situation change at the organization.

4.3 Learning approach popular in the service Sector

Table 4.3

Learning approach popular in the service sector

	Frequency	Percentage
Activity based/ Team work	259	31.4
Problem solving	131	15.8
Coaching and mentoring	111	13.5
Performance Feedback	109	13.2
Interdepartmental Interaction	92	11.2
Self-directed study	123	14.9

Table 4.3 shows that popular learning approach in Nepalese service found to be Activity based/ Team work with 31.4 percent of total response followed by problem solving with 15.8 percent of total response. Similarly, self-directed study also found

popular with 14.9 percent of total response and coaching and mentoring found to be 13.5 percent of total response. Likewise, performance feedback with 13.2 percent of total response and least were observed in inter-departmental interaction with 11.2 percent of total response.

4.4 Individual Learning style for new things

Table 4.4

Individual learning style for new things

Learning Style	Frequency	Percentage
Trial and Error	63	16.6
Logic building based on existing theory/information	112	28.8
Active Experimentation	155	39.8
Brainstorming and imagination	59	15.2

Table 4.4 shows that 39.8 percent of total respondents adopt Active experimentation approach for learning new things by themselves, followed by Logic building based on existing theory/information with 28.8 percent of total respondents. Similarly, Trial and error approach adopt by 16.6 percent of total respondents and least found out in brainstorming and imagination with 15.2 percent of total respondents.

4.5 Descriptive statistics

Table 4.5

Descriptive statistics of Task Performance

Task Performance	N	Minimum	Maximum	Mean	S. D
I used to maintain a high standard of work	389	1	7	5.62	1.245
I am capable of handling my assignments without much supervision	389	1	7	5.56	1.201
I am very passionate about my work	389	1	7	5.72	1.131

I know I can handle multiple assignments for achieving organizational goals	389	1	7	5.67	1.155
I used to complete my assignments on time.	389	1	7	5.85	1.106
My colleagues believe I am a high performer in my organization	389	1	7	5.42	1.168

Table 4.5 exhibits the Task performance of the employees working in different service sector in Nepal. The overall average response of the participants regarding task perform is 5.64 which indicates employee of service sector have good perception regarding their task performance. Similarly, overall task performance varies in-between 5.42 and 5.85. It implies that every employee working service sector performing well at their job. Each item has score above 5 which shows that employee working in service performing well at their job.

Table 4.6

Descriptive statistics of Adaptive Performance

Adaptive Performance	N	Minimum	Maximum	Mean	S. D
I used to perform well to mobilize collective intelligence for effective team work.	389	1	7	5.61	1.024
I could manage change in my job very well, whenever the situation demands.	389	1	7	5.64	1.123
I could effectively handle my work team, whenever the situation changes	389	1	7	5.62	1.166
I always believe that mutual understanding can lead to a viable solution in organization.	389	1	7	5.94	1.104

I used to lose my temper when faced with criticism from my team members*	389	1	7	4.69	1.746
I am very comfortable with job flexibility.	389	1	7	5.58	1.185
I used to cope well with organizational changes from time to time.	389	1	7	5.41	1.294

* Reverse coded item

Table 4.6 shows the descriptive analysis of Adaptive Performance of the employee working in Nepalese service sector. The average score of adaptive performance is 5.49 which imply that adaptive performance of the employees in service sector is quite good. The score varies from 4.69 to 5.94 for the six items along with mean score above 4 that exhibits employee adaptive performance in service sector is good. However, the mean score for the reverse coded items is lower compare to other items, so from that we can conclude that response get confuse on the ask statements so rated below average.

Table 4.7*Descriptive statistics of contextual performance*

Contextual Performance	N	Minimum	Maximum	Mean	S. D
I used to extend help to my co-workers when asked or needed.	389	1	7	5.83	1.118
I love to handle extra responsibilities.	389	1	7	5.47	1.289
I extend my sympathy and empathy to my co-workers when they are in trouble.	389	1	7	5.85	1.081
I actively participate in group discussions and work meetings.	389	1	7	5.78	1.152
I used to praise my co-workers for their good work.	389	1	7	5.94	0.964
I derive a lot of satisfaction from nurturing others in organization.	389	1	7	5.59	1.063
I used to share knowledge and ideas among my team members.	389	1	7	5.98	1.024
I used to maintain good coordination among fellow workers.	389	1	7	5.93	1.053
I used to guide new colleagues beyond my job purview	389	1	7	5.74	1.176
I communicate effectively with my colleagues for problem solving and decision making.	389	1	7	6.03	0.981

Table 4.7 shows the contextual performance level of employees working in Nepalese service sector. The overall average score for the 10 items is 5.81 and value range from 5.47 to 6.03 that implies that Nepalese Employee working in service sector has high contextual performance.

Table 4.8 Descriptive statistics of Employee Engagement

Descriptive statistics of Employee Engagement

Employee Engagement	N	Minimum	Maximum	Mean	S. D
I feel happy when I am working intensely	389	1	7	5.55	1.381
I am immersed in my work	389	1	7	5.45	1.199
I get carried away when I'm working	389	1	7	4.67	1.679
I am enthusiastic about my job	389	1	7	5.57	1.307
My job makes me dull*	389	1	7	5.45	1.602
I am proud on the work that I do	389	1	7	5.63	1.285
At my work, I feel bursting with energy	389	1	7	4.80	1.542
At my job, I feel strong and vigorous	389	1	7	5.16	1.361
When I get up in the morning, I don't feel like going to work*	389	1	7	4.63	1.929

* Reverse coded item

Table 4.8 illustrates the level of the employee engagement in the Nepalese service. The overall mean score for the employee engagement is 5.21 which illustrates that the level of employee engagement seems to be at good condition that eventually impact on the performance of the employee. They are somewhat agreeing that they are fully engaged at their work. All the items score is above 4 that shows that employee possessing high engagement at their work delivers better performance compare who doesn't feel engaged at their work.

Table 4.9*Descriptive statistics of Learning Agility*

Learning Agility	N	Minimum	Maximum	Mean	S. D
I am curious and interested to learn new things	389	1	7	6.08	1.218
I accept and act on feedback obtained from others	389	1	7	5.92	1.151
I am flexible; adjusts my approach when something doesn't work	389	1	7	5.63	1.293
I am self-aware about my strengths and limitations	389	1	7	5.75	1.136
I have strong desire to gain new knowledge and skills	389	1	7	6.04	1.123
I am actively pursuing personal growth and improvement	389	1	7	5.88	1.115
I seek challenges and new experience	389	1	7	5.85	1.210
I am open-minded and responsive to change and new ideas	389	1	7	5.93	1.224
I do reflection on my mistakes and learn from them	389	1	7	5.90	1.173

Table 4.9 shows the level of employee learning agility in the Nepalese service sector employees. The overall average score is 5.88 which show that Nepalese employees are ready for new change and willing to learn new things for new circumstances. The score varies from 5.75 to 6.08 that also depicts that employee are ready to practice what is learned in new situation. All the items mean score is above 5 that implies employee who shows learning agility quality can deliver the better performance at the work place.

Table 4.10*Descriptive statistics of learning culture*

Learning Culture	N	Minimum	Maximum	Mean	S.D
In my organization, people are rewarded for learning	389	1	7	4.50	1.704
In my organization, people spend time building trust with each other	389	1	7	4.89	1.470
In my organization, teams/groups revise their thinking as a result of group decisions or information collected	389	1	7	5.12	1.384
My organization makes its lessons learned available to all employees	389	1	7	4.93	1.489
My organization recognizes people for taking initiatives.	389	1	7	4.86	1.549
My organization works together with the outside community to meet mutual needs	389	1	7	4.89	1.629
In my organization, leaders continually look for opportunities to learn	389	1	7	5.04	1.641

Table 4.10 shows the status of learning culture prevailing at the Nepalese service sector. The overall average score is 4.89 which imply that learning culture in the service sector is satisfactory level. The score varies from 4.86 to 5.12 that show there is consistency in the response of the respondents. However, there is a lot of scope that to build the learning culture in the Nepalese service sectors.

4.7 Normality Test

4.7.1 Shapiro-Wilk test

Table 4.11

Shapiro-Wilk test

Variables	Shapiro-Wilk		
	Statistics	df	Sig.
Task Performance	.902	389	.000
Adaptive Performance	.944	389	.000
Contextual Performance	.891	389	.000
Absorption	.956	389	.000
Dedication	.950	389	.000
Vigor	.964	389	.000
Learning Agility	.829	389	.000
Learning Culture	.954	389	.000

Table 4.11 depicts the results of the Shapiro-Wilk test for normality test. The results show p-value less than 0.05 that illustrates the test is statistically significant. Therefore, data is not distributed normally. Normality plot helps determine whether or not a data set is distributed normally with the help of graphical representation (Chambers et al., 1983).

Figure 4.1

Histogram of Task Performance (TP)

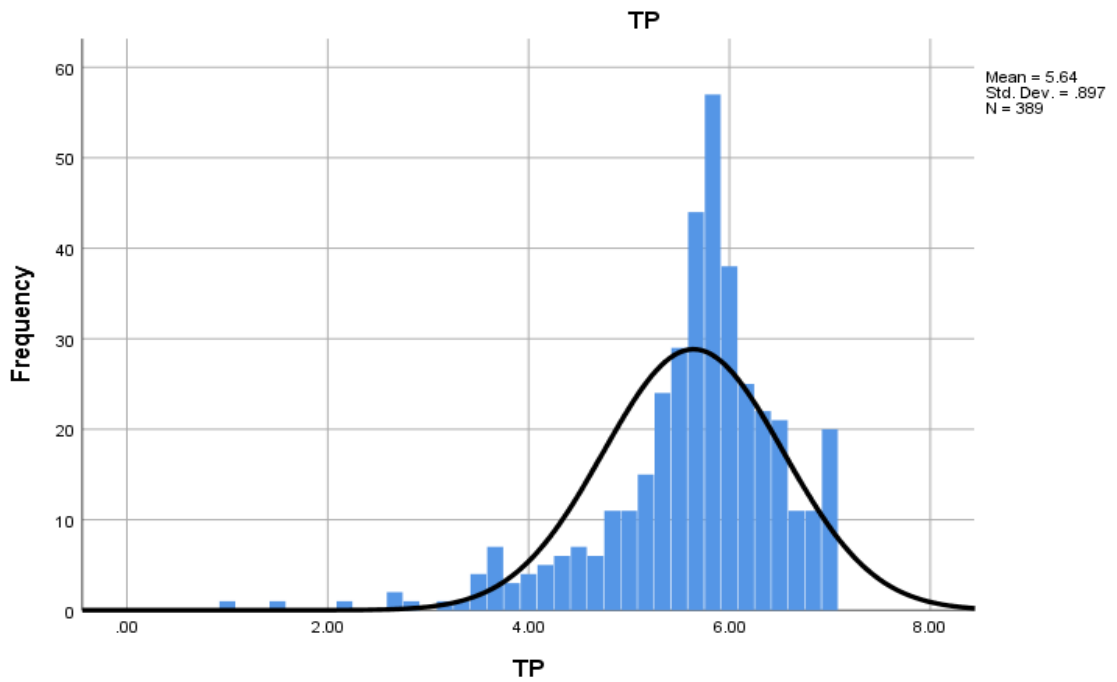


Figure 4.1 shows that data is left skewed and thus data is not distributed normally.

Figure 4.2

Histogram of Adaptive Performance (AP)

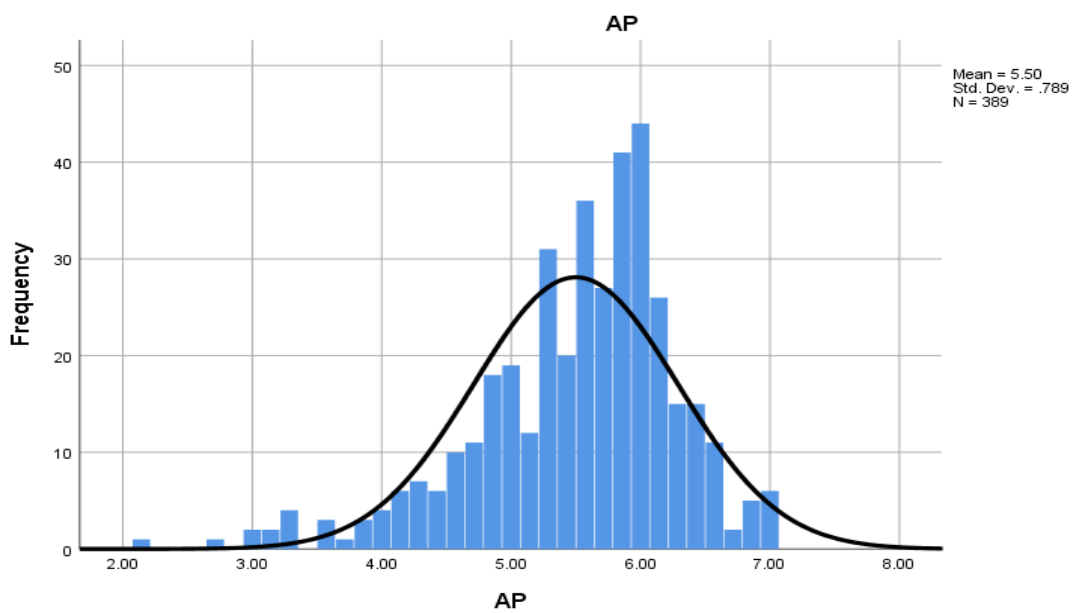


Figure 4.2 shows that data is slightly left skewed and thus data is not distributed normally.

Figure 4.3

Contextual Performance (CP)

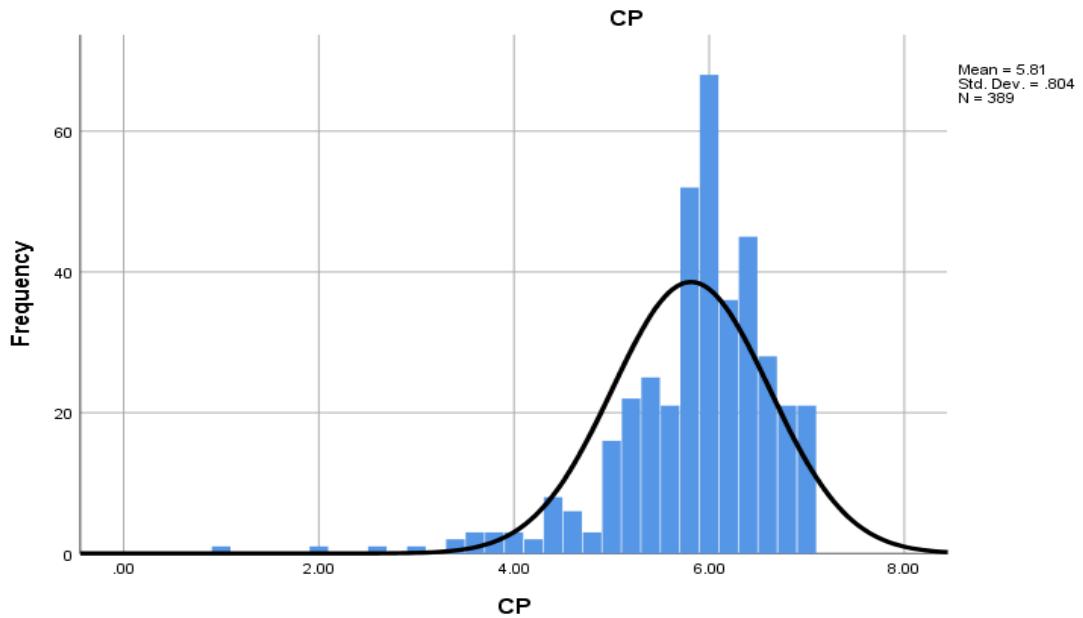


Figure 4.3 shows that data is left skewed and thus data is not distributed normally.

Figure 4.4

Absorption (AB)

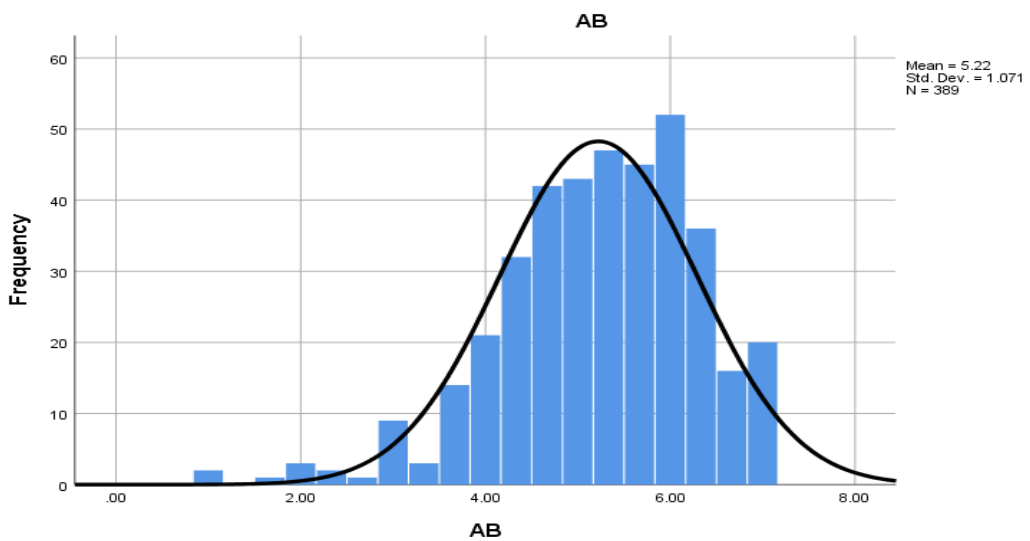


Figure 4.4 shows that data is left skewed and thus data is not distributed normally.

Figure 4.5

Dedication (DE)

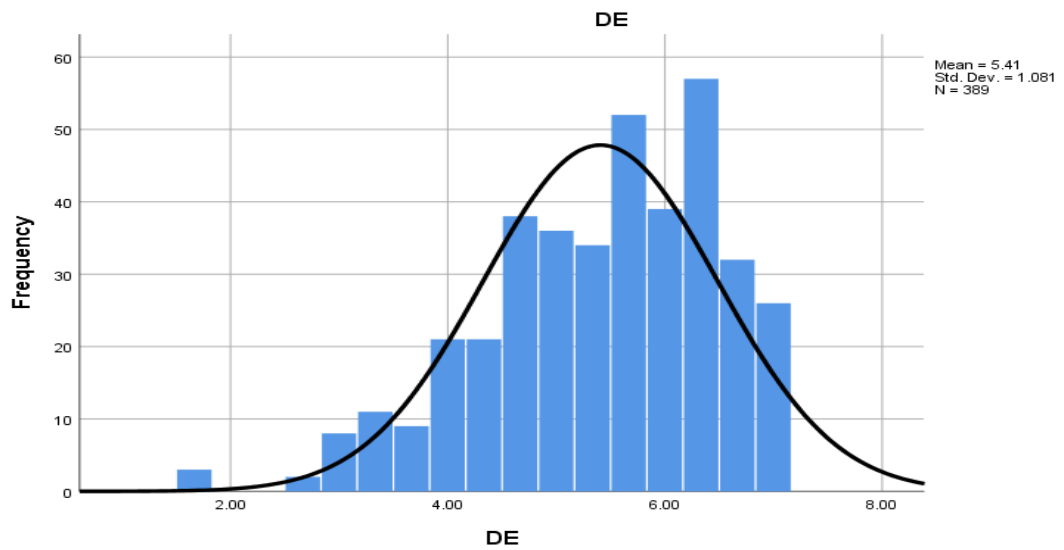


Figure 4.5 shows that data is left skewed and thus data is not distributed normally.

Figure 4.6

Vigor (VI)

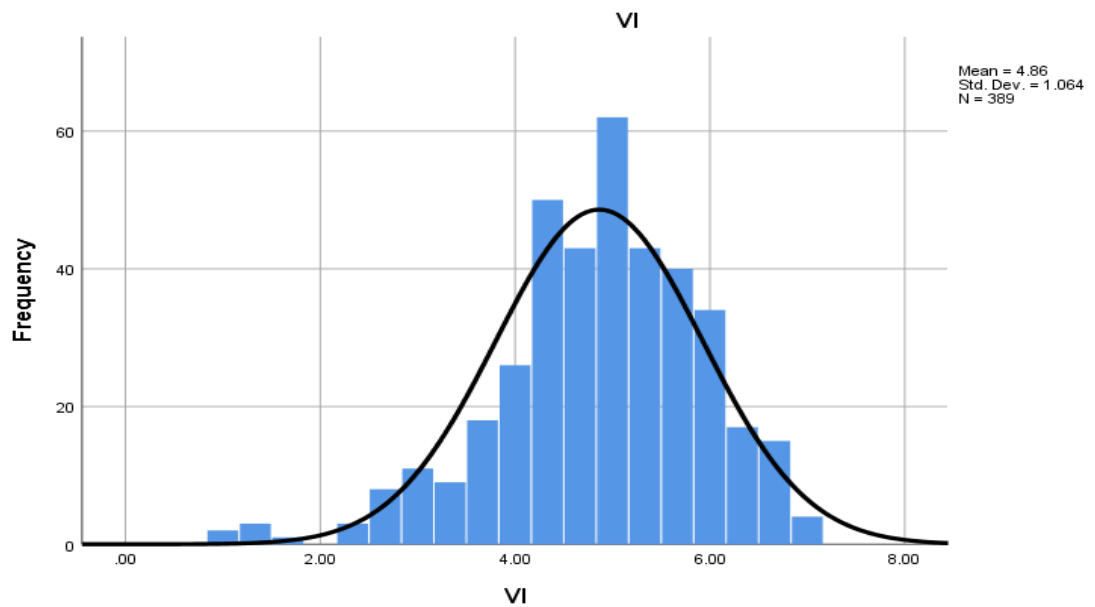


Figure 4.6 shows that data is left skewed and thus data is not distributed normally

Figure 4.7

Learning agility (LA)

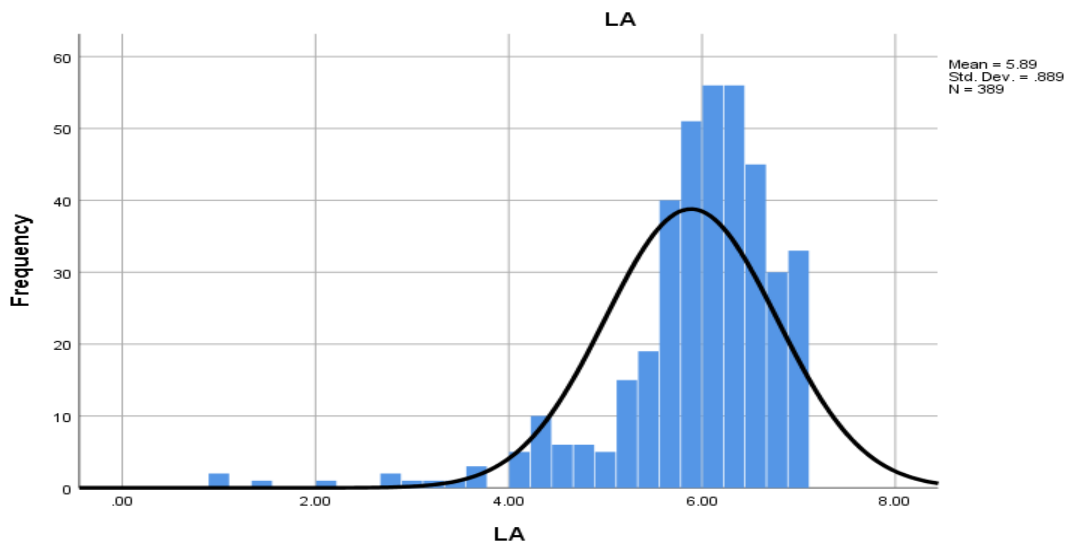


Figure 4.7 shows that data is left skewed and thus data is not distributed normally.

Figure 4.8

Learning culture (LC)

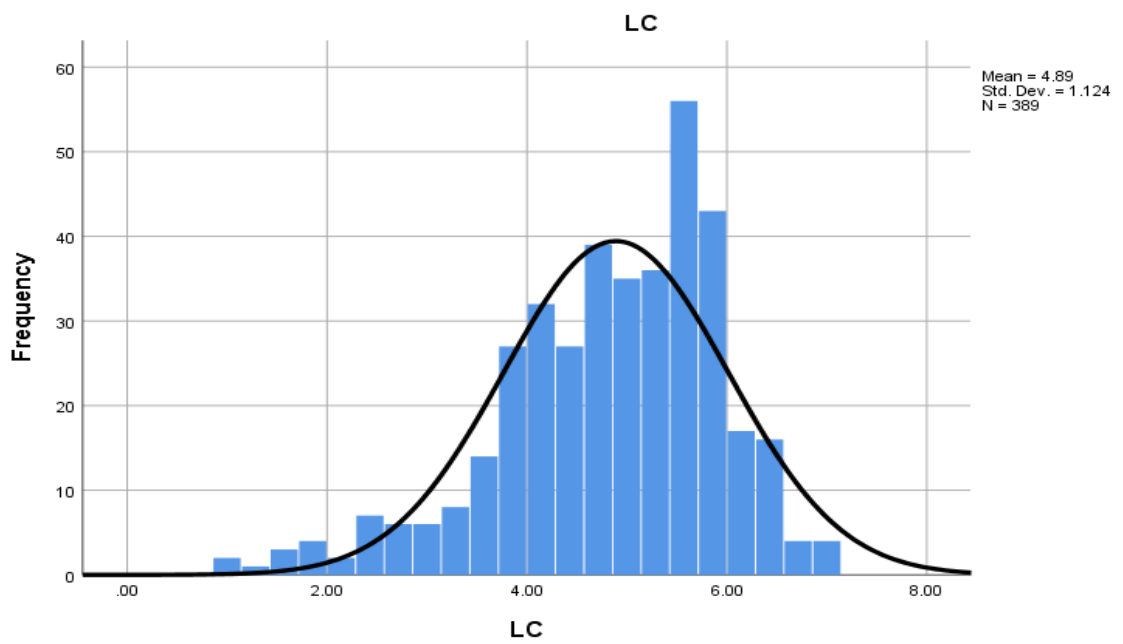


Figure 4.8 shows that data is left skewed and thus data is not distributed normally.

4.8 Measurement Model

The measurement model determines how the latent variable and manifest variables are associated with each other. It examines psychometric properties like outer loading, Cronbach's alpha, Composite Reliability and Average Variance Extracted (AVE).

4.8.1 Construct Reliability and Validity

Table 4.12

Construct Reliability and Validity

Construct and Items	Loading	rho_A	rho_C	AVE
Task Performance		0.869	0.896	0.591
TP 1				
TP 2				
TP 3				
TP 4				
TP 5				
TP 6				
Adaptive Performance		0.768	0.851	0.581
AP 9	0.740			
AP 10	0.764			
AP12	0.784			
AP 13	0.782			
Contextual Performance		0.911	0.924	0.550
CP 14	0.744			
CP 15	0.652			
CP 16	0.769			
CP 17	0.751			
CP 18	0.781			
CP19	0.673			
CP 20	0.794			
CP21	0.789			
CP 22	0.751			
CP 23				
Absorption		0.754	0.795	0.581
AB 1	0.876			
AB 2	0.873			
AB 3	0.460			
Dedication		0.663	0.783	0.553
DE 4	0.821			
DE 5	0.553			
DE 6	0.823			
Vigor		0.685	0.832	0.714
VI 7	0.774			
VI 8	0.910			

Learning Agility		0.906	0.922	0.567
LA 1	0.773			
LA 2	0.774			
LA 3	0.684			
LA 4	0.751			
LA 5	0.769			
LA 6	0.733			
LA 7	0.785			
LA 8	0.803			
LA 9	0.696			
Learning culture		0.854	0.885	0.525
LC 1	0.695			
LC 2	0.745			
LC 3	0.758			
LC 4	0.741			
LC 5	0.726			
LC 6	0.720			
LC 7	0.686			

Table 4.12 shows the reliability and validity of constructs. However, items VI9 and AP11 were dropped because their outer loading was below 0.40 and on removing them there were not significant change in composite reliability, so items with below 0.40 should always need to eliminate from the construct (Bagozzi, Yi & Phillips,1991; Hair et al.,2001). Similarly, each latent variable composite value is greater than 0.7 (Henseler, J. Ringle, CM., and Sarstedt, M, 2015) that confirms the composite reliability of the construct. Additionally, for the confirmation of convergent validity of the construct AVE value need to be above 50% that implies half of the manifest variable correctly defines the essence of the construct, a threshold point was established by Fornell and Larcker (1981). Here, all the construct AVE value is greater than 50% that indicates convergent validity has been confirmed. Finally, convergent validity has been confirmed with the help of outer loading of the indicators and average variance extracted (AVE).

4.8.2 Discriminant Validity

Table 4.13

Fornell- Larcker Test

Variables	AB	AP	CP	DE	LA	LC	TP	VI
AB	0.762							
AP	0.535	0.768						
CP	0.576	0.742	0.758					
DE	0.528	0.463	0.453	0.743				
LA	0.629	0.639	0.726	0.471	0.753			
LC	0.334	0.395	0.393	0.397	0.385	0.724		
TP	0.592	0.728	0.763	0.521	0.739	0.427	0.769	
VI	0.427	0.498	0.457	0.440	0.443	0.390	0.525	0.845

Table 4.13 shows the Fornell- Larcker criterion that helps to demonstrate the discriminant validity. The criteria is that variance of construct should be higher than that of its correlation with other constructs in the model. The square root of construct AVE (in bold) is bigger than the correlation with other component of the model (Fornell & Larcker, 1981; Hair, Hult, Ringle, & Sarstedt, 2014) that validate in this study their exists discriminant validity between the constructs.

4.8.3 Heterotrait- Monotrait Ratio (HTMT)

Table 4.14

Heterotrait-Monotrait Ratio (HTMT)

Variables	AB	AP	CP	DE	LA	LC	TP	VI
AB								
AP	0.729							
CP	0.714	0.907						
DE	0.777	0.640	0.576					
LA	0.769	0.765	0.796	0.614				
LC	0.425	0.483	0.442	0.515	0.432			
TP	0.733	0.891	0.860	0.671	0.834	0.491		
VI	0.626	0.701	0.591	0.621	0.580	0.532	0.686	

The simulation studies conducted by Hensler, Ringle, and Sarstedt (2015) found that discriminant validity is better identifying with the help of new technique called Heterotrait- Monotrait (HTMT) ratio. The result of this study reported in the Table

4.14 that shows HTMT value below or equal to 0.90. The HTMT value lesser or equal to confirms their exist discriminant validity between the construct (Gold et al., 2001).

4.8.4 Cross Loading

Table 4.15

Cross Loading

Variables	AB	AP	CP	DE	LA	LC	TP	VI
AB1	0.877	0.478	0.534	0.483	0.578	0.327	0.52	0.377
AB2	0.873	0.469	0.499	0.48	0.558	0.269	0.556	0.387
AB3	0.459	0.217	0.197	0.135	0.19	0.122	0.164	0.147
AP10	0.379	0.764	0.638	0.337	0.538	0.241	0.577	0.329
AP12	0.375	0.784	0.52	0.337	0.448	0.303	0.496	0.406
AP13	0.484	0.782	0.592	0.386	0.471	0.382	0.537	0.417
AP9	0.399	0.740	0.575	0.358	0.502	0.284	0.624	0.376
CP14	0.436	0.527	0.725	0.337	0.526	0.227	0.536	0.291
CP15	0.389	0.505	0.635	0.269	0.41	0.38	0.512	0.386
CP16	0.479	0.62	0.761	0.343	0.555	0.305	0.579	0.388
CP17	0.464	0.626	0.751	0.376	0.573	0.354	0.634	0.414
CP18	0.429	0.56	0.789	0.359	0.582	0.264	0.581	0.352
CP19	0.438	0.522	0.663	0.305	0.433	0.276	0.551	0.304
CP20	0.432	0.57	0.796	0.345	0.59	0.266	0.596	0.268
CP21	0.436	0.549	0.791	0.374	0.517	0.259	0.559	0.312
CP22	0.376	0.53	0.748	0.301	0.576	0.301	0.532	0.297
CP23	0.397	0.601	0.739	0.342	0.582	0.295	0.566	0.376
DE4	0.516	0.408	0.407	0.821	0.42	0.367	0.458	0.301
DE5	0.175	0.183	0.179	0.553	0.237	0.148	0.206	0.127
DE6	0.403	0.387	0.371	0.823	0.363	0.318	0.438	0.486
LA1	0.526	0.513	0.57	0.405	0.773	0.332	0.557	0.367
LA2	0.477	0.42	0.514	0.376	0.774	0.34	0.589	0.368
LA3	0.463	0.439	0.476	0.322	0.684	0.292	0.515	0.274
LA4	0.457	0.505	0.577	0.377	0.751	0.245	0.582	0.305
LA5	0.472	0.514	0.567	0.314	0.769	0.318	0.534	0.32
LA6	0.429	0.486	0.544	0.371	0.733	0.315	0.578	0.377
LA7	0.488	0.459	0.54	0.346	0.785	0.277	0.537	0.336
LA8	0.489	0.542	0.611	0.37	0.803	0.263	0.606	0.335
LA9	0.457	0.439	0.507	0.299	0.696	0.223	0.502	0.31
LC1	0.164	0.245	0.205	0.212	0.199	0.695	0.286	0.28
LC2	0.259	0.297	0.325	0.297	0.309	0.742	0.372	0.336
LC3	0.279	0.338	0.339	0.331	0.343	0.758	0.347	0.296
LC4	0.253	0.317	0.325	0.269	0.318	0.741	0.315	0.289
LC5	0.236	0.241	0.202	0.345	0.224	0.726	0.266	0.265
LC6	0.248	0.284	0.299	0.263	0.249	0.72	0.297	0.266
LC7	0.238	0.265	0.264	0.285	0.279	0.686	0.262	0.238
TP1	0.502	0.594	0.625	0.44	0.616	0.391	0.806	0.42
TP2	0.361	0.471	0.479	0.253	0.457	0.239	0.674	0.297

TP3	0.495	0.576	0.603	0.517	0.578	0.364	0.784	0.494
TP4	0.477	0.615	0.617	0.425	0.622	0.324	0.828	0.412
TP5	0.487	0.605	0.626	0.372	0.593	0.305	0.792	0.424
TP6	0.386	0.481	0.553	0.357	0.524	0.329	0.719	0.347
VI7	0.257	0.321	0.291	0.212	0.307	0.294	0.318	0.774
VI8	0.437	0.496	0.457	0.484	0.426	0.36	0.535	0.91

Table 4.15 displays that cross-loading of indicator with each other's construct items. However, there seems cross loading problem between adaptive performance and contextual performance and researcher dropped items AP7 and AP8 with help of technique suggested by Gefen and Straub, 2005 and Farrell, 2010 i.e., difference between loading on parent construct and next highest loading then dropping those items whose value lesser or below 100. Afterwards there were not issue of cross loading that signifies that items are measuring latent variable correctly. In this way, discriminant validity has been demonstrated with the help of Fornell-Larcker, HTMT ratio and cross loadings.

4.9 Collinearity Test

Table 4.16

Collinearity Test Statistics

Variables	VIF
AB1	1.545
AB2	1.547
AB3	1.091
AP10	1.483
AP12	1.641
AP13	1.574
AP9	1.399
CP14	1.948
CP15	1.606
CP16	2.053
CP17	1.871
CP18	2.228
CP19	1.571
CP20	2.335
CP21	2.37
CP22	1.988
CP23	1.993
DE4	1.243
DE5	1.146

DE6	1.33
LA1	2.087
LA2	2.146
LA3	1.662
LA4	1.935
LA5	2.075
LA6	1.798
LA7	2.154
LA8	2.24
LA9	1.737
LC1	1.602
LC2	1.675
LC3	1.68
LC4	1.669
LC5	1.742
LC6	1.583
LC7	1.499
TP1	1.995
TP2	1.545
TP3	1.868
TP4	2.164
TP5	1.994
TP6	1.638
VI7	1.242
VI8	1.242

Table 4.16 depicts that all the manifest variable of each construct VIF score is below 3. The variance inflation factor (VIF) below 3.3 (Diamantopulos & Siguaw, 2006) shows that their no correlation between the manifest variable. So, manifest variables of the construct retain for the further research.

4.10 Model Fit

Standardized root mean square residual (SRMR) was developed by the Henseler et al (2014) to examine square disparity between observed correlation and model-implied correlation and its value below 0.08 indicates good fit but no threshold has been defined in PLS-SEM context yet.

Table 4.17*SRMR Index*

	Original Sample (O)	Sample Mean (M)	95%
Saturated Model	0.058	0.044	0.049
Estimated Model	0.072	0.046	0.051

The threshold value for the model fit is below 0.10 (Hu and Bentler, 1999). Table 4.17 shows that SRMR below 0.10 that indicates the model fitness and suitable for the further investigation.

4.11 Correlation Matrix

Table 4.18*Correlation Matrix*

	AB	AP	CP	DE	LA	LC	TP	VI
AB	1							
AP	0.535**	1						
CP	0.576**	0.758*	1					
DE	0.528*	0.463	0.453	1				
LA	0.629*	0.639*	0.726*	0.471*	1			
LC	0.334**	0.395	0.393	0.397*	0.385*	1		
TP	0.592**	0.728*	0.763*	0.521**	0.739*	0.427	1	
VI	0.427*	0.498*	0.457**	0.44*	0.443*	0.39*	0.525*	1

** Correlation is significant at the 0.05 and * significant at 0.01 level (2-tailed)

Table 4.18 shows p-value significance at 0.001 and 0.05 between different latent variables.

4.11.1 Correlation between Learning Agility and Task Performance

There is strong correlation between that learning agility and task performance of the employees ($r = 0.739$). The obtain p-value for task performance is below 0.01 cut off that indicates there is strong linkage between the learning agility and task performance of the individual employee. It shows that higher the learning agility nature of employee higher will be task performance of that individual.

4.11.2 Correlation between learning Agility and Adaptive Performance

There is moderate correlation between that learning agility and Adaptive performance of the employees ($r= 0.639$). The obtain p-value for adaptive performance is below 0.01 cut off that indicates there is strong linkage between the learning agility and adaptive performance of the individual employee. It shows that higher the learning agility nature of employee higher will be adaptive performance of that individual.

4.11.3 Correlation between learning Agility and Contextual Performance

There is strong correlation between that learning agility and contextual performance of the employees ($r= 0.726$). The obtain p-value for task performance is below 0.01 cut off that indicates there is strong linkage between the learning agility and contextual performance of the individual employee. It shows that higher the learning agility nature of employee higher will be contextual performance of that individual.

4.11.4 Correlation between the Learning agility and Absorption

Learning agility and absorption has moderate degree of correlation ($r= 0.629$). Absorption has p-value below 0.01 that indicates that their substantial association between the learning agility and absorption level of the employees at work. That shows that learning agility employee's feels engaged at their work place than employee who are not agile for learning.

4.11.5 Correlation between the Learning agility and Dedication

Learning agility and dedication has low degree of correlation ($r= 0.471$). Dedication has p-value below 0.01 that indicates that their substantial association between the learning agility and dedication level of the employees at work. That shows that learning agility employee's feels dedication towards work compare to the employee who are not agile for learning.

4.11.6 Correlation between the Learning agility and Vigor

Learning agility and Vigor has modest degree of correlation ($r= 0.443$). Vigor has p-value below 0.01 that indicates that their substantial association between the learning agility and vigor level of the employees at work. That shows that learning agility employee's feels vigor towards work compare to the employee who are not agile for learning.

4.11.7 Correlation between the Learning agility and Learning Culture

There is weak linkage between ($r= 0.385$) between learning agility and learning culture but the p-value significance is below 0.01 level of significance, that indicates that there is weak correlation between them but statistically significant. It indicates that learning culture in the organization helps to make employee more agile towards the learning activity.

4.12 SEM-Path Analysis

Figure 4.9

Graphical output for Measurement Model

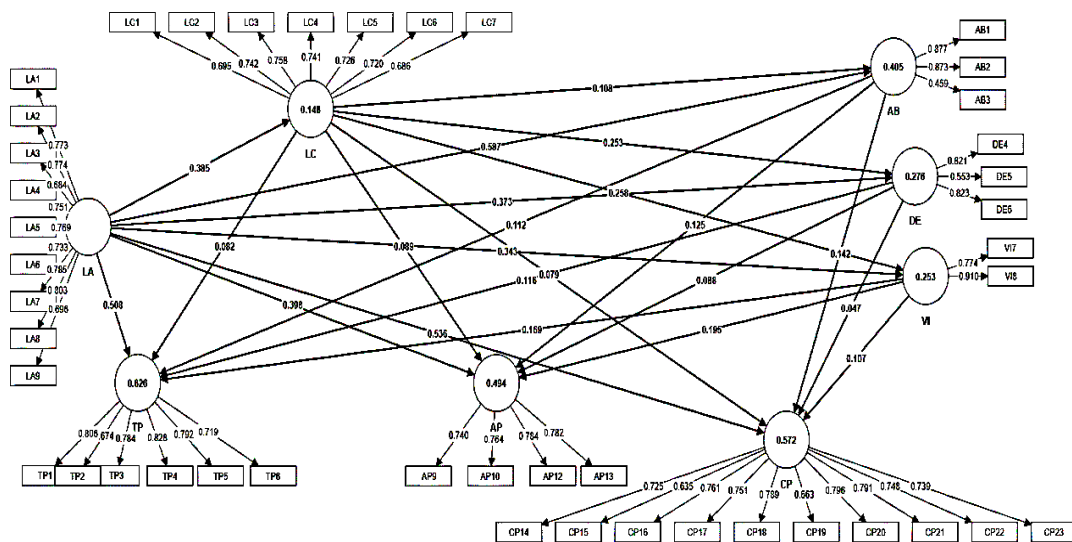


Figure 4.9 shows the path coefficient between the different construct in the measure model devise for the study. As, articulated in the figure 4.9 value of R square examine the predictive power which represents the degree of variance in the endogenous latent variable responsible for the mode (Hair et al., 2017). The figure shows that Task Performance has R square 0.626 that indicates that 62.6% of variation in task performance can be explained by the independent value linked with it. Likewise, Adaptive performance value of R square is 0.494 that shows 49.4 % variation in Adaptive performance depends on its independent latent variables. Similarly, the R square value for the contextual performance is 0.572 that indicates 57.2 % variation in contextual performance is explained by the independent variables. Additionally, R square for the absorption, dedication and vigor is found to be 0.405, 0.276, 0.253 that

indicates that 40.5%, 24.6% and 25.3% variation in absorption, dedication and vigor explained by their respective independent variables.

4.13 Structural Equation model Analysis

Table 4.19

SEM-Path Analysis

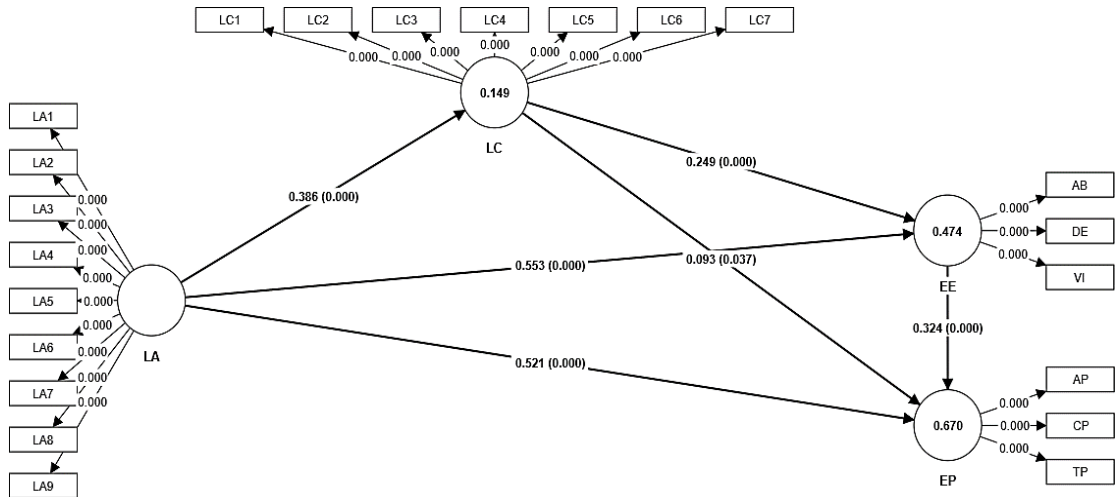
	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	CI 2.5%	CI 97.5%
AB -> AP	0.125	0.059	2.126	0.033	0.011	0.24
AB -> CP	0.142	0.051	2.785	0.005	0.041	0.241
AB -> TP	0.112	0.054	2.092	0.037	0.01	0.219
DE -> AP	0.088	0.062	1.429	0.153*	-0.034	0.208
DE -> CP	0.047	0.063	0.758	0.449*	-0.07	0.172
DE -> TP	0.116	0.049	2.353	0.019	0.021	0.215
LA -> AB	0.587	0.051	11.471	0.000	0.48	0.681
LA -> AP	0.398	0.058	6.799	0.000	0.275	0.504
LA -> CP	0.536	0.057	9.39	0.000	0.415	0.638
LA -> DE	0.373	0.08	4.647	0.000	0.195	0.514
LA -> LC	0.385	0.065	5.943	0.000	0.249	0.504
LA -> TP	0.508	0.06	8.458	0.000	0.387	0.625
LA -> VI	0.343	0.063	5.426	0.000	0.22	0.469
LC -> AB	0.108	0.051	2.127	0.033	0.011	0.211
LC -> AP	0.089	0.059	1.513	0.13*	-0.022	0.21
LC -> CP	0.079	0.047	1.679	0.093	-0.008	0.175
LC -> DE	0.253	0.057	4.452	0.000	0.137	0.359
LC -> TP	0.082	0.047	1.749	0.08	-0.003	0.181
LC -> VI	0.258	0.065	3.97	0.000	0.126	0.381
VI -> AP	0.195	0.053	3.649	0.000	0.088	0.297
VI -> CP	0.107	0.042	2.581	0.01	0.024	0.187
VI -> TP	0.169	0.047	3.608	0.000	0.076	0.259

Table 4.19 shows that p-value of learning agility and task performance is lower than 0.05, it indicates that learning agility has a significant impact on the task performance of the employee at the 0.05 level of significance. Similarly, p-value of learning agility and adaptive performance is below 0.05, it implies there is significant linkage between the learning agility and adaptive performance level of employee also it has observed that there is significant influence of learning agility on the contextual performance of employee. However, the dedication doesn't have significant influence on the adaptive and contextual performance of the employee because p-value is

greater than 0.05 and seems that there is negative impact of dedication on the adaptive and contextual performance of the employees.

Figure 4.10

Graphical output for structural Equation Model



The structural equation model was conducted with bootstrapping method with 10,000 sub samples to obtain required p-values and confidence interval for pre-define hypothesis (Hair et al., 2022). Figure 4.10 shows the structural equation model with required mediation construct.

4.14 Mediation Analysis

Mediation occur when there is intermediate variable in between dependent and independent variable. There is impact on the mediator when changes happen in the exogenous variable which eventually impacts the endogenous variable in the PLS structural model. As an outcome, the mediating variable has impact on the relationship between the independent and dependent variable. There could be full and partial mediation in the structural model and partial mediation is further classify into the complimenting and competitive based on impact on mediator between the independent and dependent variables.

Table 4.20*Mediation Analysis*

Paths	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	CI 2.5%	CI 97.5%
LA -> LC -> EE	0.096	0.028	3.459	0.001	0.05	0.16
LA -> EE -> EP	0.179	0.034	5.32	0.000	0.12	0.25
LC -> EE -> EP	0.081	0.022	3.725	0.000	0.04	0.13
LA -> LC -> EP	0.036	0.018	2.053	0.04	0.01	0.08
LA -> LC -> EE -> EP	0.031	0.01	3.073	0.002	0.02	0.06

From table 4.20 it can be concluded that there is direct significant relation between the learning agility and performance of the employees. Additionally, p-values shows that there is path significant between learning agility, learning culture and employee engagement but when calculating VAF it obtained 0.14 that implies there is no mediation effect of learning culture between the learning agility and employee engagement. If VAF is below 0.20 then there is no mediation (Zhao, 2010).

Likewise, LA -> EE -> EP has also significant path relation in refers to p-value significance, when calculating VAF its value is 0.25 that implies theirs is significant impact of employee engagement between the learning agility and employee performance. Since, VAF value is above 0.20 that implies there is partial mediation (complimentary) effect on employee engagement between the learning agility and employee performance. If the VAF value is above 0.20 to 0.80 that indicates partial mediation exists in the model (Zhao, 2010).

Similarly, LC -> EE -> EP has also significant path relation in refers to p-value significance, when calculating VAF its value is 0.46 that implies theirs is significant impact of employee engagement between the learning culture and employee performance. Since, VAF value is above 0.20 that implies there is partial mediation (complimentary) effect on employee engagement between the learning agility and employee performance. If the VAF value is above 0.20 to 0.80 that indicates partial mediation exists in the model (Zhao, 2010). Furthermore, LA -> LC -> EP has also

significant path relation in reference to p-value significance, when calculating VAF its value is 0.06 which is quite below than threshold i.e., 0.20. So, it can be concluded that there is no mediation effect of learning culture between learning agility and employee performance.

The findings (p- value significance) also indicate that there is serial mediation of LA - > LC -> EE -> EP in this study model. That indicates that there is serial mediation effect of learning culture and employee engagement between the learning agility and employee performance. At last, we can conclude that employee engagement is prominent factor that determines the performance of the employee.

4.15 Results of Hypothesis Testing

Table 4.21

Result of Hypothesis Testing

Hypothesis	β	P Value	Results
H1: LC -> LA	0.553	0.000	Accepted
H2: LA -> EE -> EP	0.179	0.000	Accepted
H3: LA -> LC -> EE	0.036	0.001	Rejected
H4: LA -> LC -> EE -> EP	0.031	0.002	Accepted

Table 4.21 shows the summary of the hypothesis testing of this study. It can be seen that H1, H2, H4 has been accepted whereas H3 has been rejected. Hypothesis first has been accepted where value of beta (β) is positive and the value of p is lower than 0.05 that indicates that there is significant effect of learning agility on the performance of the employees.

Similarly, Employee engagement has shown mediation effect in between the learning agility and performance of the employee which is in consistent with previous empirical evidence. However, learning culture has no mediation effect between the learning agility and the performance of the employee which low beta (β) value. So, it can be concluded that employee engagement is the prominent factor that determines the performance level of the employees.

At last, hypothesis summary shows that there exists serial mediation effect of learning culture and employee engagement between learning agility and performance of the employees.

4.16 Major Findings

The key findings of data analysis are:

- Based on data collection of 389 respondents, 66.8 percent were male and others 33.2 percent were female that shows that male respondent's participation is more compare to female in this study. Similarly, almost half (48.1%) of the respondents fall under the category less than 30 years of age followed by age group of 30-39 who were 26.5 percent of the total respondents and least were from age group of 40-45 i.e., 15.2 % of total respondents. In conclusion, the participation of youth in service sector is high.
- Out of 389 respondents, more than half (52.7%) respondent's qualification is master degree followed by bachelor degree i.e., 45.0 and least were from PhD or equivalent. From this we can conclude that employee working in the service sector of Nepal is highly educated and capable to deliver the service.
- In an organization category, 50.9 % of the respondents belong from the private service sector followed by government sector with 43.2% of total respondents. This implies that the engagement of private sector in the service-related business is high compare to government.
- Among 389 respondents, 52.6% of the respondents were working in the organization that was established more than 15 years ago and followed by 5-10 years with 20.6% of total respondents, further least were from the organization whose duration of establishment is 11-15 years. This indicates that many of service sector have a lot of experience in the field of business and service delivery.
- Out of 389 respondents, more than one -third (34.7%) have less than 2 years' experience and least were from 6-10 years that shows that in recent year youth are beginning their professional career.
- Among 389 respondents, 42.2% believe that learning culture in an organization employees to share knowledge that enhance their performance and 25.7% believe that learning organization helps to cope with situational

change. Thus, it is clear employee views knowledge as resource for enhancing their performance.

- Out of 389 respondents, based on multiple choice option majority of marked that Activity based/ team work (31.4%) learning approach is popular at their organization and least marked interdepartmental interaction (11.2%). This shows that participatory learning and group learning is popular in the Nepalese service sector.
- Among 389 respondents, based on Kolb experiential learning theory majority of the marked themselves that active experimentation (39.8%) approach they would adopt for learning new things which is in consistent with the findings of research in south-Asian culture and only practice of brainstorming and imagination seems low i.e., 15.2% of total respondents. Thus, it is clear that Nepalese employee have habit of learning through experimentation.
- The average mean score for the Task Performance, Adaptive Performance and contextual performance is 5.64, 5.49 and 5.81 respectively that indicates that learning agility and employee engagement has dominating effect on the contextual performance of the individual employees.
- The average mean score for the Employee Engagement is 5.51 which indicates that majority of the respondents believe that they feel engaged with their current work which is going to affect overall performance of the employees.
- The mean score for the learning agility of employee is 5.88 which shows that majority of employees are willing to learn new things that demand the new situation, this eventually going to improve the performance of the employees.
- The mean score for the learning culture in the organization is 4.89 which shows that still Nepalese service is not being able to develop proper learning environment at the workplace that going to affect negatively to the employee engagement.
- There is significant positive relationship between the learning agility and the performance of the employee. It shows that employee possessing high learning agility can deliver better performance at their work place. This result is in consistent with the empirical evidence.
- It is found that Employee engagement has mediation effect between the learning agility and performance of the employee. This means that employee

who feels engaged at their work deliver better performance in the organization. However, there is no mediation effect of learning culture between the learning agility and performance of the employee. We can conclude that employee engagement is prominent for the better employee performance.

- There is serial mediation in this study. This means that learning culture and employee engagement have serial mediation effect between the learning agility and performance of the employee. This finding also supports that employee engagement is crucial for better performance of the employee.

CHAPTER V

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

This chapter has been separated into the three different sub-sections. Firstly, it begins with discussion on the major findings of this study and the findings of the study supported with previous study that has been conducted in the similar field. Afterwards, the conclusion based on summary of this study and the discussion that carried out at the beginning has presented. Lastly, implication of the result that has been found in this study has been presented.

5.1 Discussion

The aim of this study is to examine the impact of learning agility and leaning organizational culture on the employee engagement that eventually impact the performance of the employees at work place.

The study findings support the hypothesis (H1) and shows that there is positive impact of learning agility on the performance of the employee at work place. This finding is in consistent with the previous study carried by Ifari (2021) in Indonesia with sample of customer service representative employee and found that performance of the employee influence by learning agility traits of individual. Additionally, similar nature of study carried by Meryka and Yuzarion (2021) to analyzed the performance of teachers aged group 27-55 years working in Indonesia also supported the findings of our study with argument that learning agility plays a significant role for improving quality of education through better performance of the teachers. All this recent findings are in consistent with finding of bedford (2011) who states that learning agility has significant positive impact on the performance of the employees. All these empirical evidence and findings of this study lead to the conclusion that there is significant impact of learning agility on the performance of the employee at the workplace.

Similarly, the findings of our study support another hypothesis (H2) that employee engagement has positive mediation effect in relation with the learning agility and employee performance at the workplace, this findings is in consistent with scholars who first used the terminology employee engagement Kahn (1990) says that increasing learning agility of the employees will have higher work engagement

compare to the employees who doesn't possess the quality of learning agility. Recent study conducted by Tripathi (2020) with sample of employee working in IT sector reveals that learning agility and turnover intention has negative relationship that indicates employee with high learning agility feels engaged with their work. The findings of Tripathi (2020) were in consistent with qualitative research (Smollan and Sayers, 2009) that explore that organizational culture has significant influence on the level of employee engagement. The findings of our study has been in relation with the empirical evidences that shows that employee engagement has been considered as prominent factor that impact performance of the employee at the workplace Anitha (2014) and Bedarkar and Pandita (2014). In this way we can conclude that employee engagement plays mediating role in relation with learning agility and performance of the employees.

The study findings rejected the hypothesis (H3) that there is significant mediation of organizational learning culture in the relationship between learning agility and employee performance. This finding has been further validated by f square value data analysis that shows there is insignificant relationship between the learning culture and performance of the employees. However, the result of these findings is inconsistent with the empirical evidence that shows organizational learning culture improves the performance of the employees. So, Researcher recommends conducting similar type of study either to support or not supporting findings of this study.

The findings of this study supported the hypothesis (H4) that there is serial mediation between learning culture and employee engagement in relation between the learning agility and performance of the employee. This finding is in consistent with Glen (2006) that states continuous opportunity for growth and development within an organization has a significant impact on the work engagement of the employee. Further these findings supported by Song et al. (2014) results that shows there is mediation effect of employee engagement in relation between the team performance and learning culture. In Conclusion, we can say that by creating conducive learning environment and employee engagement can have positive impact in relation with learning agility and the performance of the employees.

5.2 Conclusion

The aim of this study is to examine the impact of learning agility and organizational learning culture on the employee engagement among the employees working in the service sector in Nepal. Further, researchers tried to examine the mediation effect of learning organizational culture and employee engagement in the relationship between the learning agility and the performance of the employee at the workplace. Therefore, self-administered research questionnaires were circulated through digital medium and printed hard copy all across Nepal and data were collected from the employees working in the Nepalese service sector. The findings of this study revealed that in the Nepalese context active experimentation seems to be a popular self-learning approach i.e., convergers learner based on experiential learning theory which is consistent with finding of Anupam, et al. (2002) in Indian context. Additionally, exploring the dimension of learning culture, the average score is 4.89 which imply Nepalese organizations still don't have a conducive learning environment. However, the desire and potential to learn new things and be able to apply during situational changes i.e. Learning agility of employee average score is 5.88. It can be concluded that employees are willing to learn and apply new things but the organization is failing to provide a conducive learning environment for their employees.

The result of the study shows the performance level of employees, the average score of contextual performance of employees is 5.81 which is higher than task performance and adaptive performance. These findings show that employees have pro social behavior that focus on collective growth of employees. If an organization can provide a suitable environment that can foster their pro social behavior then overall growth can be achieved. Furthermore, employee engagement level of employees also shows that the level of absorption, dedication and vigor of employees towards their work in Nepalese service sector is at satisfactory level but if organization provides favorable environment that can help to full fill employees extrinsic and intrinsic motivation than optimum engagement level can be achieved.

The hypothesis result of this study shows that there is a significant positive relationship between the learning agility traits of employees and their performance at the workplace. The means that employee possessing high learning agility can deliver better performance at their work place. The study's findings also supported mediation effect of employee engagement in relation between learning agility and performance

of the employee at workplace but mediation effect of organizational learning culture was not supported in between learning agility and performance of the employees. This means that for the better performance of the employee at the workplace it is necessary to feel engaged by the individual with his/her work. So, organizations can create a suitable environment that could make employees engaged at their work. Additionally, findings also support that there is a serial mediation effect of learning culture and employee engagement in relation between learning agility and performance of the employees. So, if we could create that suitable learning environment that could make employees engaged then optimum performance can be delivered by the employee at work. The findings of this study play a significant role in understanding that factor that can play a significant role in creating a learning culture in the organization. Creating organizational learning culture only doesn't contribute to the better performance of employees. Therefore, it is necessary to analyze prominent factors that could impact the performance of employees with the help of literature review and empirical evidence similar to this. At last, it is important for Human Resource Development (HRD) to be aware of the important factor that could affect the performance of the employee in the learning organization culture.

5.3 Implications

The results of this study have significant implication in the field of Human resource, policy maker, academician and researcher who engaged them in developing human resource planning and development for the organization. This research provides necessary solution to the problem of employee performance and engaged that is prevailing in the dynamic business environment.

5.3.1 Managerial Implication

This study supports that learning agility has significant impact on the performance of the employees. Additionally, study also examines the mediating effect of both learning culture and employee engagement it is found that there were no mediation effect of learning culture between learning agility and employee performance. However, there were mediation effect of employee engagement in between learning agility and performance of the employee. So, it necessary to evaluate by manager to what extent employee engagement could impact their performance in the current dynamic business environment or what factor of learning culture can mediate the

relation between learning agility and performance of the employee, this area for the future research for the manager through the findings of this study. Similarly, majority of respondents still believe that still in their organization they don't find suitable learning culture that could harm their learning agility traits. So, it is necessary to consider matter of fact by the manager while planning Human resource development program in their organization.

The study findings shows that activity based/ team work learning is popular in Nepalese service sector, its duty of manager to evaluate whether such type of learning approach really engaging their or whether that negatively impacting their performance. Study also shows that majority of respondents prefer active experimentation to learn new things by themselves. So, it is necessary to create conducive environment by the manager that can facilitate their learning through active experimentation.

5.3.2 Future Research Implication

The Present study highlighted the learning related culture and impacts on the performance of the employees through their engagement at work. The future studies can be conducted based on the limitations of the present study.

Some of future prospects for conducting similar studies:

- This research conducted with 389 respondents from the service sector organization in Nepal, future researcher can conduct similar type of study with large sample and including employee working in different sector other than service sector.
- This research focus on employee performance in reference to learning agility and learning culture, future researcher can conduct similar study in refers to organizational performance.
- The value of R-square shows that there are still some other parameters that were not explained by model used in this study. Hence, future researcher can incorporate other in the same model.
- This research didn't the moderating factor in the model. So future researcher can examine the moderating effect on the performance of the employees.

REFERENCES

- Ahmed, M. Z., Ahmed, O., Aibao, Z., Hanbin, S., Siyu, L., & Ahmad, A. (2020, June). Epidemic of COVID-19 in China and associated psychological problems. *Asian Journal of Psychiatry*, 51, 102092. <https://doi.org/10.1016/j.ajp.2020.102092>
- Atkinson, P., Hizaji, M., Nazarian, A., & Abasi, A. (2020, November 15). Attaining organisational agility through competitive intelligence: The roles of strategic flexibility and organisational innovation. *Total Quality Management & Business Excellence*, 33(3–4), 297–317. <https://doi.org/10.1080/14783363.2020.1842188>
- B. Schaufeli, Salanova, Gonzalez-roma, & B.Bakker. (2002, March). The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3, 71–92.
- Baard, S. K., Rench, T. A., & Kozlowski, S. W. J. (2013, May 29). Performance adaptation. *Journal of Management*, 40(1), 48–99. <https://doi.org/10.1177/0149206313488210>
- Bakker, A. B., & Demerouti, E. (2008, May 9). Towards a model of work engagement. *Career Development International*, 13(3), 209–223. <https://doi.org/10.1108/13620430810870476>
- Bedarkar, M., & Pandita, D. (2014, May). A study on the drivers of employee engagement impacting employee performance. *Procedia - Social and Behavioral Sciences*, 133, 106–115. <https://doi.org/10.1016/j.sbspro.2014.04.174>

- Conway, J. M. (1999, February). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology*, *84*(1), 3–13. <https://doi.org/10.1037/0021-9010.84.1.3>
- De Meuse, K. P. (2017, December). Learning agility: Its evolution as a psychological construct and its empirical relationship to leader success. *Consulting Psychology Journal: Practice and Research*, *69*(4), 267–295. <https://doi.org/10.1037/cpb0000100>
- De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010, June). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, *62*(2), 119–130. <https://doi.org/10.1037/a0019988>
- DeRue, D. S., Ashford, S. J., & Myers, C. G. (2012, September). Learning agility: in search of conceptual clarity and theoretical grounding. *Industrial and Organizational Psychology*, *5*(3), 258–279. <https://doi.org/10.1111/j.1754-9434.2012.01444.x>
- Elkjaer, B., & Brandi, U. (2018, August 29). Knowledge sharing viewed through a pragmatist lens: the case of management consultancy. *Teoria E Prática Em Administração*, *8*(2), 80–102. <https://doi.org/10.21714/2238-104x2018v8i2s-40727>
- Gagné, M., & Deci, E. L. (2005, April 14). Self-determination theory and work motivation. *Journal of Organizational Behavior*, *26*(4), 331–362. <https://doi.org/10.1002/job.322>
- Gil, A. J., Rodrigo-Moya, B., & Cegarra-Navarro, J. G. (2020, September 17). The mediating role of transformational leadership between learning culture and

- knowledge application. *Kybernetes*, 50(7), 2093–2105. <https://doi.org/10.1108/k-05-2020-0270>
- Glen, C. (2006, January 1). Key skills retention and motivation: the war for talent still rages and retention is the high ground. *Industrial and Commercial Training*, 38(1), 37–45. <https://doi.org/10.1108/00197850610646034>
- Gravett, L. S., & Caldwell, S. A. (2016, April 20). *Learning Agility: The Impact on Recruitment and Retention*. <https://doi.org/10.1057/978-1-137-59965-0>
- Islam, T., Khan, S. U. R., Ungku Ahmad, U. N. B., Ali, G., Ahmed, I., & Bowra, Z. A. (2013, November). Turnover intentions: the influence of perceived organizational support and organizational commitment. *Procedia - Social and Behavioral Sciences*, 103, 1238–1242. <https://doi.org/10.1016/j.sbspro.2013.10.452>
- J., A. (2014, April 8). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management*, 63(3), 308–323. <https://doi.org/10.1108/ijppm-01-2013-0008>
- Jaju, A., Kwak, H., & Zinkhan, G. M. (2002, July). Learning styles of undergraduate business students: A cross-cultural comparison between the US, India, and Korea. *Marketing Education Review*, 12(2), 49–60. <https://doi.org/10.1080/10528008.2002.11488787>
- Joo, B. K. B., & Shim, J. H. (2010, September). Psychological empowerment and organizational commitment: the moderating effect of organizational learning culture. *Human Resource Development International*, 13(4), 425–441. <https://doi.org/10.1080/13678868.2010.501963>

- Kahn, W. A. (1990, December 1). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- Kolb, D. (2014, December 12). *Experiential Learning: Experience As the Source of Learning and Development*. Prentice Hall.
- Lin, C. Y., & Huang, C. K. (2020, July 18). Employee turnover intentions and job performance from a planned change: The effects of an organizational learning culture and job satisfaction. *International Journal of Manpower*, 42(3), 409–423. <https://doi.org/10.1108/ijm-08-2018-0281>
- Mack, O., Khare, A., Krämer, A., Burgartz, T., & Krämer, A. (Eds.). (2015, July 15). *Managing in a VUCA World*. <https://doi.org/10.1007/978-3-319-16889-0>
- Mitchell, R. (2008, November). Resource-based theory: creating and sustaining competitive advantage edited by J.B. Barney and D.N Clark oxford university press, Oxford, paperback, 2007; 316 pages, ISBN 978-019-927769-8. *Journal of Public Affairs*, 8(4), 309–313. <https://doi.org/10.1002/pa.303>
- Pantouvakis, A., & Bouranta, N. (2013, January 4). The link between organizational learning culture and customer satisfaction. *The Learning Organization*, 20(1), 48–64. <https://doi.org/10.1108/09696471311288528>
- Pradhan, R. K., & Jena, L. K. (2016, December 13). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69–85. <https://doi.org/10.1177/2278533716671630>

- Salanova, M., Agut, S., & Peiró, J. M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: the mediation of service climate. *Journal of Applied Psychology, 90*(6), 1217–1227. <https://doi.org/10.1037/0021-9010.90.6.1217>
- Santoso, A. M., & Yuzarion, Y. (2021, June 9). Analysis of learning agility in the performance of achievement teachers in yogyakarta. *PEDAGOGIK: Jurnal Pendidikan, 8*(1), 77–122. <https://doi.org/10.33650/pjp.v8i1.2126>
- Saputra, Abdinagoro, S., & Kuncoro, E. (2018, March 12). The mediating role of learning agility on the relationship between work engagement and learning culture. *Pertanika Journal of Social Science and Humanities, 26*(S), 117–130.
- Sarstedt, M. Ringle, & F. Hair. (2021). Partial least squares structural equation modeling. In *Handbook of market research* (pp. 1–40). Springer.
- Schaufeli, W. B., & Bakker, A. B. (2004, March 30). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior, 25*(3), 293–315. <https://doi.org/10.1002/job.248>
- Sidani, Y., & Reese, S. (2018, April 9). A journey of collaborative learning organization research. *The Learning Organization, 25*(3), 199–209. <https://doi.org/10.1108/tlo-01-2018-0015>
- Tam, S., & Gray, D. E. (2016, August 15). The practice of employee learning in SME workplaces. *Journal of Small Business and Enterprise Development, 23*(3), 671–690. <https://doi.org/10.1108/jsbed-07-2015-0099>

- Thompson, J. A. (2005). Proactive personality and job performance: a social capital perspective. *Journal of Applied Psychology*, *90*(5), 1011–1017. <https://doi.org/10.1037/0021-9010.90.5.1011>
- Tripathi, A., Srivastava, R., & Sankaran, R. (2020, May 28). Role of learning agility and learning culture on turnover intention: an empirical study. *Industrial and Commercial Training*, *52*(2), 105–120. <https://doi.org/10.1108/ict-11-2019-0099>
- Watkins, K. E., & Dirani, K. M. (2013, February 22). A meta-analysis of the dimensions of a learning organization questionnaire. *Advances in Developing Human Resources*, *15*(2), 148–162. <https://doi.org/10.1177/1523422313475991>
- Yadav, N., & Dixit, S. (2017, January). A conceptual model of learning agility and authentic leadership development: moderating effects of learning goal orientation and organizational culture. *Journal of Human Values*, *23*(1), 40–51. <https://doi.org/10.1177/0971685816673487>
- Yang, B. (2003, May). Identifying valid and reliable measures for dimensions of a learning culture. *Advances in Developing Human Resources*, *5*(2), 152–162. <https://doi.org/10.1177/1523422303005002003>

APPENDIX

Questionnaire

Dear Respondents

We are undertaking a research study on **Impact of Learning Agility and organizational Learning culture on Employee Engagement in Nepal**. We are Professor and Student of MBA from School of Management, Tribhuvan University. We request to put your views on the questionnaire. This survey will take 10-15 minutes only. The information collected will be kept confidential and used only for research analysis purposes.

Thanking You
Dr. Gangaram Biswakarma
Keshav Subedi

Demographic Information

Gender

- Male
 Female
 Others

Age

- Less than 30
 30-39
 40-49
 50 or older

Qualification

- Bachelor
 Master
 PhD or Equivalent

Organization Type

- Government
 Private
 Community
 Others

How Long has your company been established?

- Less than 5 years
 5-10 years
 11-15 years
 More than 15 years

How long have you worked with this company?

- Less than 2 years
 2-5 years
 6-10 years
 More than 10 years

How does the Learning culture in an organization help to enhance your performance?

- Helps to maintain high standard of work
 Helps to cope with organizational changes that occurs time to time
 Helps to share knowledge and ideas among my team members

Which of the following learning approaches is/are popular in your organization?

(More than one response is accepted)

- Activity based / Team work
- Problem solving
- Coaching and mentoring
- Performance feedback
- Interdepartmental interaction
- Self-directed study
- Others.....

Which Learning style do you prefer for yourself to learn new things?

- Trial and error
- Logic building based on existing theory/information
- Active Experimentation
- Brainstorming and imagination

Please tick inside box for your opinion, From Strongly Disagree [1], Disagree [2], Somewhat disagree [3], Neutral [4], Somewhat agree [5], Agree [6], Strongly Agree [7]

S. N	1= Strongly Disagree, 2- Disagree, 3= Somewhat Disagree,4= Neutral, 5= somewhat agree, 6= Agree and 7= strongly agree							
Learning Culture		1	2	3	4	5	6	7
1	In my organization, people are rewarded for learning							
2	In my organization, people spend time building trust with each other							
3	In my organization, teams/groups revise their thinking as a result of group decisions or information collected							
4	My organization makes its lessons learned available to all employees							
5	My organization recognizes people for taking initiatives.							

6	My organization works together with the outside community to meet mutual needs							
7	I often browse late at night							
8	In my organization, leaders continually look for opportunities to learn							

S. N	1= Strongly Disagree, 2- Disagree, 3= Somewhat Disagree,4= Neutral, 5= somewhat agree, 6= Agree and 7= strongly agree							
Learning Agility		1	2	3	4	5	6	7
1	I am curious and interested to learn new things							
2	I accept and act on feedback obtained from others							
3	I am flexible; adjusts my approach when something doesn't work							
4	I am self-aware about my strengths and limitations							
5	I have strong desire to gain new knowledge and skills							
6	I am actively pursuing personal growth and improvement							
7	I seek challenges and new experience							
8	I am open-minded and responsive to change and new ideas							
9	I am very price conscious while purchasing any product							

10	I do reflection on my mistakes and learn from them							
Employee Engagement								
1	I feel happy when I am working intensely							
2	I am immersed in my work							
3	I get carried away when I'm working							
4	I am enthusiastic about my job							
5	My job makes me dull							
6	I am proud on the work that I do							
7	At my work, I feel bursting with energy							
8	At my job, I feel strong and vigorous							
9	When I get up in the morning, I don't feel like going to work							
10	I like the color blue							

1= Strongly Disagree, 2- Disagree, 3= Somewhat Disagree,4= Neutral, 5= somewhat agree, 6= Agree and 7= strongly agree								
Employee Performance (Respond base on your last three months)		1	2	3	4	5	6	7
1	I used to maintain a high standard of work							
2	I am capable of handling my assignments without much supervision							
3	I am very passionate about my work							

4	I know I can handle multiple assignments for achieving organizational goals							
5	I used to complete my assignments on time.							
6	My colleagues believe I am a high performer in my organization							
7	I used to perform well to mobilize collective intelligence for effective team work.							
8	I could manage change in my job very well, whenever the situation demands.							
9	I could effectively handle my work team, whenever the situation changes							
10	I always believe that mutual understanding can lead to a viable solution in organization.							
11	I used to lose my temper when faced with criticism from my team members							
12	I am very comfortable with job flexibility.							
13	I used to cope well with organizational changes from time to time.							
14	I used to extend help to my co-workers when asked or needed.							
15	I love to handle extra responsibilities.							
16	I extend my sympathy and empathy to my co-workers when they are in trouble.							
17	I actively participate in group discussions and work meetings.							
18	I used to praise my co-							

	workers for their good work.							
19	I derive a lot of satisfaction from nurturing others in organization.							
20	I used to share knowledge and ideas among my team members.							
21	I used to maintain good coordination among fellow workers.							
22	I used to guide new colleagues beyond my job purview							
23	I communicate effectively with my colleagues for problem solving and decision making.							

Thank you for your time and participation!

