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IMPACT OF ORGANISATIONAL LEARNING ON JOB PERFORMANCE: A STUDY OF EDUCATION SECTOR

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Abstract *The purpose of this study is to examine the impact of organisational learning on job performance. Organisational learning include a) knowledge acquisition, b) knowledge distribution, c) knowledge interpretation and d) organisational memory. Census method has been used for data collection from teachers working in education sector in Jammu city. Questionnaires were sent to 250 employees, 226 useable questionnaires were returned back and response rate was found to be 90%. The scales have been duly validated with the help of confirmatory factor analysis (CFA) and reliability has been checked through Cronbach's alpha and composite reliability. The hypotheses were tested with the help of structural equation modelling. The results showed that organisational learning is reflected through knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory. Further, organisational learning has a significant impact on job performance. The major limitation of this study is that it is conducted in the education sector only.*

Keywords: *Knowledge Acquisition, Knowledge Distribution, Knowledge Interpretation, Organisational Memory, Job Performance*

Introduction

In recent decades, knowledge has become one of the most important intangible assets in the business world, which enables organisations produce better quality products or services in order to attain the competitive advantage. Researchers such as Noruzy et al. (2013), Baker and Sinkula, (2002); Huber, (1991) have argued that the new knowledge and skills obtained through learning improve firm's innovative capabilities thus enhancing the organizations' competitiveness and performance. In other words, organizational learning is the process by which the firm develops new knowledge and insights from the common experiences of people in the organisation, and has the potential to influence behaviours and improve the firm's capabilities (Slater & Narver, 1995). It has been emphasised that organisational to learn faster and respond to rapid change in the environment, otherwise they will suffer various losses (Yeo, 2003).

Further, all the aforesaid mentioned studies have been conducted in manufacturing companies, banks, universities, etc. No study related to organisational learning has been conducted in education sector in developed and developing settings. Education sector, where organisational learning plays very important role in improving the job performance has yet to be explored. Thus, the aim of this study is to examine the effect of organisational learning (knowledge perspective) on job performance in the education sector of India.

Literature Review

Organisational Learning

Organisational learning can be considered as an organisational process through which individuals, groups, teams, communities and the organisations itself learn (Firestone and McElroy, 2004). It is an effective strategy for sustaining and improving a firm's competitive edge and performance (Sinkula et al., 1997). It is dynamic as it involves basic elements of organisational development and growth (Holland & Salama, 2010). Alerga and Chiva (2008) have identified that it is a process through which organisation can learn and this learning indicates entire change in organisational structure that relates to the improvement or preservation of organisation performance. Generally, it occurs through acquisition of new knowledge by employees who are able and willing to apply that knowledge in decision-making or influencing others in the organisation (Miller, 1996). Further, it aims at creating, acquiring and transferring knowledge within an organisation (Mashmoum et al., 2019; Jimenez-Jimenez & Sanz-Valle, 2011, Muhammed et al., 2011). Organisations are seen as

learning institutions by encoding inferences from history into routines that guide behaviour (Levitt & March, 1988). Tempelton et al. (2002) have considered that it is the set of actions like knowledge acquisition, information distribution, information interpretation and organisational memory within the organisation that consciously and subconsciously influence positive organisational change. Fiol and Lyles (1985) defined organisational learning as the development of new knowledge or insights that have the potential to influence behaviour. It is a dynamic concept that gradually changes from individual learning to organisational learning (Saeidipour et al., 2012). Lopez et al. (2005) explained organisational learning from knowledge perspective using four components viz., knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory. This conceptualisation is also cemented by Jimenez-Jimenez and Sanz-Valle (2011). Knowledge acquisition refers to acquire new knowledge internally and externally. Knowledge distribution means transferring/sharing of the acquired knowledge. Further, knowledge interpretation refers to incorporate significant aspects of knowledge through shared understanding and co-ordination for effective decision-making. Organisational memory refers to store knowledge for future use either in organisational system designed for this purpose or in the form of rules, procedures, and other systems. Besides this, Chiva et al. (2010); Slater and Narver (1995) have linked organisational learning with two components-adaptive learning and generative learning. Adaptive learning is known as single-loop learning. It helps the company to identify ways to deliver new products and services to all customers more efficiently and effectively. Similarly, generative learning is also known as double-loop learning. It helps the company to identify new customers and market to serve and new products and services to offer to existing and potential customer.

Job Performance

According to Campbell (1990), performance refers to those activities, which are under the control of the individuals, contribute to the organisation's goals and objectives, and can be measured according to the individual's level of skills. Job performance can be considered as the quantity and quality of the achievement that an individual or a group contributes to the organisation (Kumar, 2020; Schermerhorn et al., 2000). Job performance is dependent on the skill, knowledge and experience of the employees to achieve efficiency, effectiveness, innovation, satisfaction of the employees and customers, quality of products or services, and ability to maintain a unique human pool (Chib & Sehgal, 2019; Absar et al., 2010). Ngah and Ibrahim (2010) have described job performance, as comparing the expected outcome with the actual ones, measuring individual performance and examining progress made towards achieving the targeted aims and objectives. Daft (2000) has defined organisational performance as an organisation's ability to accomplish its aim by using resources in competent and efficient manner (Cited in Abu-Jarad et al., 2010). It is an indicator, which determines how well an enterprise attain its goals.

Job performance has been measured in the literature from financial, employee and operational performance aspects. The financial perspectives has been used by majority of the researchers (Liao & Wu, 2009; Mohamad et al., 2009; Lopez et al., 2005; Venkatraman & Ramanujam, 1986) and include measures like profitability, return on investment, sales growth, revenue growth. Similarly employee performance (Sadikoglu & Zehir, 2010; Venkatraman & Ramanujam, 1986) include measures like level of satisfaction, employee turnover, employee effectiveness, level of absenteeism, employee participation and overall performance. Finally operational performance (Wright et al., 2003; Delaney & Huselid 1996; Venkatraman & Ramananjum, 1986) includes number of product/service defects, number of customer complaints, market share and product and service quality.

Research Framework and Hypotheses

On the basis of the literature presented, a conceptual model shows that organisational learning affects job performance as proposed by the present study. The framework consists of two latent constructs, that is, organisational learning and job performance. Organisational learning consists of four manifest variables and job performance consists of three manifest variables as shown in Fig.1.

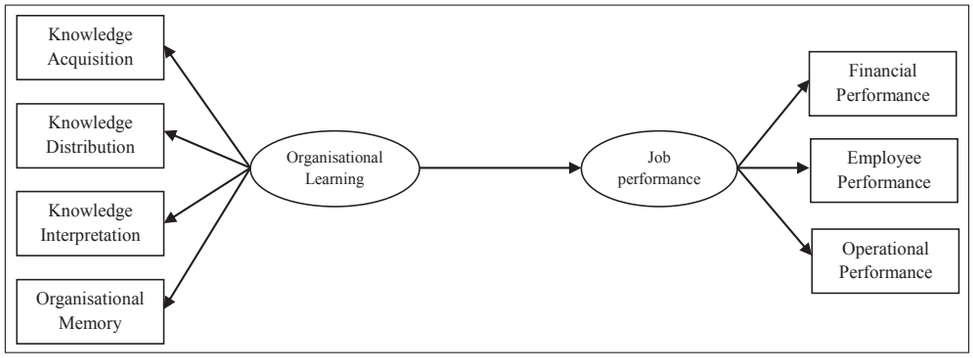


Fig. 1: Theoretical Framework

Hypotheses Development

Organisational learning is the function of acquiring, transferring, sharing, and using the knowledge within an organisation to ensure that learning is used effectively and efficiently for the long-term benefit of an organisation (Kumar, 2019; Lopez et al., 2005; Slater & Narver, 1995). Researchers have identified different dimensions of organisation learning. For instance, organisational learning has been conceptualised in terms of exploration learning and exploitation learning (Dixon et al., 2007; March, 1991); adaptive learning and generative learning (Chiva et al., 2010); and single-loop learning and double loop learning (Greenwood, 1998; Argyris, 1976). Besides bi-dimensional categorisation, organisational learning is also categorised on the basis of different phases through which information passes before recognised and considered as an organisational memory. Huber (1991) considered knowledge acquisition, information distribution, information interpretation and organisational memory as the integral elements of organisational learning. Researchers have also recognised four phases of organisation learning process viz., knowledge acquisition, distribution, interpretation and translation into organisational memory (Jimenez-Jimenez & Sanz-Valle, 2011; Lopez et al., 2005; Tempelton et al. 2002). Since majority of researchers have revealed that knowledge is an important base of organisational learning, the hypothesis, based on comprehensive life cycle of information, is:

Hypothesis 1: Organisational learning is reflected through knowledge acquisition, distribution, interpretation and organisational memory.

Gonzales (2001) remarked that organisational learning is a powerful technique to improve employees' performance within the organisation. In other words organisation learning is an important process to improve job performance and reinforce competitive advantage (Real et al., 2014). Inkpen (1998) believed that organisations, which learn more efficiently, have a better long-term performance than their competitors. The process of organisational learning i.e. knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory pave way for enhanced job performance (Santos-Vijande et al., 2012). Many authors such as Sisnuhadi and Nasir (2013); Noruzy et al. (2013); Jimenez-Jimenez & Sanz-Valle (2011); Salim and Sulaiman (2011); Liao and Wu (2009); Lopez et al. (2005) have revealed that organisational learning is positively related to job performance in varied sectors. Further Tippins and Sohi (2003) revealed that five-stages of organisational learning process which include information acquisition, information dissemination, shared interpretation, declarative memory and procedural memory have positive influence on firm performance. Decarolis and Deeds (1999) viewed that knowledge generation, accumulation and application can lead to better performance. They found positive relationship between knowledge flows, stocks and job performance. Bontis et al. (2002) identified that stocks of learning at all administration levels have a positive relationship with job performance. They also revealed that misconfiguration in an organisational learning system is negatively associated with performance of the business. Lopez et al. (2005) found that the entire process of organisational learning produces better performance. As a consequence, learning organisations are always equipped to cope up with complex challenges or to respond to new challenges than the competitors (Slater & Narver, 1995), which help the firms to achieve long-term success. Hence, the next hypothesis is:

Hypothesis 2: Organisational learning has a significant impact on job performance.

Research Methodology

Sample and Data Collection

The data were collected from six Government higher secondary school in Jammu region. All the respondents were contacted personally with due permissions from their respective institution heads. Census method was used for data collection. Questionnaires were sent to 250 employees, 226 useable questionnaires were returned and response rate was found to be 90%. The sample included 68% males, 77% respondents are between 30-40 years of age. Majority of respondents are married (69) and post graduates (72%) and about 70% have 1-5 years of work experience. Majority of respondents belonged to two income groups that is below Rs. 20,000 (46%) and Rs 20,000-40,000 (51%). Rest belonged to above Rs. 40,000.

Generation of Scale Items

The generation of the scale items were finalised after reviewing the existing literature, detailed discussions with the subject experts and interaction with the heads of the leading education organisations. The items generated for different constructs are discussed as under:

Organisational Learning

The scale developed by Lopez et al. (2005), consisting of twenty-five items related to four dimensions of organisational learning viz., knowledge acquisition (seven items) (Sample item: The company is in touch with professionals and expert technicians); knowledge distribution (five items) (Sample item: All employees are informed about the aims of the company); knowledge interpretation (five items) (Sample item: All the members of the organisation share the same

aim to which they feel committed) and organisational memory (eight items) (Sample item: Databases are always kept up-to-date) has been used for measuring organisational learning.

Job Performance

Job performance was measured with help of subjective variables. Venkatraman and Ramanujam (1986) scale, comprising four items for financial performance (Profitability has increased); six items for employee performance (Level of satisfaction has increased) and four items for operational performance (Service quality has increased), was used to measure job performance.

A 5-point Likert scale was used for all the items of the two constructs, with 5 as strongly agree and 1 as strongly disagree.

Control Variables

Age, qualification, work experience of the respondent, size of the firm and age of the firm have been taken as control variables as these can possibly influence job performance (Inmyxai & Takahashi, 2010).

Common Method Variance

The common method bias for all the constructs in the study have been examined through common latent factor method (Podsakoff et al., 2003). The results revealed that there is no item, whose difference is greater than 0.20. Therefore, common method bias is not the problem in this study.

Results

Before testing the hypotheses, we assessed the reliability and validity of the constructs with the help of confirmatory factor analysis (CFA). CFA was conducted to assess the measurement model fit and structural model has been estimated for hypotheses testing.

Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) has been used to test whether a relationship exist between the manifest and latent variables. It is used to provide a confirmatory test to our measurement theory. It is a way of testing how well-measured variables represent latent constructs. Measurement models were developed for all constructs, namely, organisational learning and job performance. The value of standardised regression weights (SRW) are above the threshold value (0.50) for all the constructs. Goodness of Fit of the measurement models has been assessed with various global fit indices like goodness of fit index (> 0.90), adjusted goodness of fit index (> 0.90), comparative fit index (> 0.90), normed fit index (> 0.90), root mean square error (<0.05) and root mean square error of approximation (<0.08). All the models resulted in excellent fit by meeting all the above described parameters (Table 1).

Table 1: CFA Results of Organisational Learning and Job Performance

Constructs	χ2/df	GFI	AGFI	CFI	RMR	RMSEA
KA	2.591	.964	.917	.947	.028	.085
KD	2.473	.989	.943	.982	.018	.081
KI	0.200	1.000	.995	1.000	.004	.000
OM	1.925	.979	.937	.981	.020	.065
OL	1.776	.908	.877	.917	.033	.050
FP	0.834	.998	.981	1.000	.005	.000
EP	1.502	.981	.955	.986	.021	.048
OP	1.324	.997	.970	.999	.017	.038
JP	2.165	.926	.887	.943	.034	.072

Note: KA-Knowledge Acquisition; KD-Knowledge Distribution; KI-Knowledge Interpretation; OM-Organisational Memory; OL-Organisational Learning; FP-Financial Performance; EM-Employee Performance; OP-Operational Performance; JP-Job performance; DF-Degree of Freedom; GFI- Goodness of Fit Index; AGFI-Adjusted Goodness of Fit Index; CFI-Comparative Fit Index; NFI-Normed Fit Index; RMR-Root Mean Square Error; RMSEA-Root Mean Square Error of Approximation.

Reliability and Validity

Reliability of the constructs has been checked through cronbach alpha and composite reliability (CR). The values of cronbach alpha and composite reliability equal to or greater than 0.70 indicate good reliability (Hair et al., 2010). In the present study alpha and composite reliability values of all constructs are greater than 0.70 (Table 2), indicating that the scales are quite reliable. Convergent and discriminant validity were assessed as a part of construct validity. A

scale with 0.5 or above average variance extracted (AVE) and standardise regression weights (SRW) values establish convergent validity (Hair et al., 2010). As shown in Table 2, the values of AVE and standardised loadings are all above 0.5. Further, discriminant validity has also been proved by comparing the average variance extracted with squared correlations amongst different constructs. The average variance extracted for all the constructs should be higher than the squared correlation thereby proving discriminant validity (Hair et al., 2010). Variance extracted for each construct organisational learning (0.791) and job performance (0.622) is greater than their squared correlations (0.386), proving the significant discriminant validity.

Descriptive Analysis of Constructs

On the basis of responses gathered from the employees, mean score and standard deviation of organisational learning and job performance are presented in Table 2. Organisational learning are being practised in education organisations (M = 4.06, Table 2). organisational learning consisted of four sub-scales i.e. knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory. Employees viewed that knowledge acquisition is an important source of new knowledge of the firm (M = 4.01). It is found that management is in touch with professionals and expert technicians in order to acquire new knowledge. The perception of employees about knowledge distribution is high (M = 4.11) as the superiors discuss with their employees regarding latest innovations and inform them about the aims of the organisation and spread knowledge and information across different departments that help in achieving the organisations' goal. Further, Knowledge interpretation is an important part of organisational learning (M = 4.08). Employees explain and discuss their new experiences and knowledge between each other for continuous analysis. further, education organisations also stress on maintaining and updating organisational memory (M = 4.03). These maintain data bases to stock its experiences and knowledge to use them later. Further, directories or e-mails databases are also maintained according to the specialisation fields, which make it easy for employees and management to find an expert on specific concrete issues at any time.

Further, job performance is also above average (M = 3.60, Table 2). It consisted of financial performance, employee performance and operational performance. The mean value of financial performance is high (M = 4.10) followed by employee performance (M = 3.40) and operational performance (M = 3.31). The analysis revealed that the profitability, sales growth, and revenue growth show positive trend in education sector with respect to financial performance. Moreover, increase in the level of employees' satisfaction and the employees' effectiveness is also observed in the education organisations. Lastly, the mean of operational performance is moderate (3.31) in education sector because of low score of items measuring customer complaints and products and services defects. Employees viewed that these areas are not being looked properly.

Table 2: Descriptive Statistics, Reliability and Validity Analysis of Constructs

Factor	Mean	SD	SRW	AVE	C.R	Alpha value
Organisational Learning	**4.06**			**0.880**	**0.952**	**0.899**
Knowledge Acquisition	**4.01**	**0.51**	**0.919**	**0.593**	**0.842**	**0.761**
KA1	4.26	0.77				
KA2	3.72	0.86				
KA3	3.97	0.79				
KA4	4.13	0.73				
KA5	4.02	0.74				
KA6	3.98	0.77				
Knowledge Distribution	**4.11**	**0.54**	**0.907**	**0.624**	**0.816**	**0.716**
KD1	4.32	0.73				
KD2	4.21	0.74				
KD3	4.00	0.79				
KD4	3.92	0.78				
Knowledge Interpretation	**4.08**	**0.59**	**0.942**	**0.684**	**0.841**	**0.751**
KI2	4.17	0.75				
KI3	3.95	0.92				
KI4	4.09	0.73				
KI5	4.12	0.85				

Factor	Mean	SD	SRW	AVE	C.R	Alpha value
Organisational Memory	**4.03**	**0.54**	**0.799**	**0.645**	**0.871**	**0.817**
OM2	4.16	0.73				
OM3	4.01	0.81				
OM4	4.12	0.76				
OM5	3.91	0.89				
OM6	3.89	0.79				
OM7	4.13	0.83				
Job performance	**3.60**			**0.887**	**0.941**	**0.887**
Financial Performance	**4.10**	**0.64**	**0.853**	**0.735**	**0.885**	**0.832**
FIN1	4.20	0.78				
FIN2	4.09	0.74				
FIN3	4.09	0.79				
FIN4	4.02	0.83				
Employee Performance	**3.40**	**0.57**	**0.909**	**0.627**	**0.853**	**0.793**
EM1	3.89	0.81				
EM2	2.22	0.90				
EM3	3.90	0.77				
EM4	2.29	0.87				
EM5	4.03	0.84				
EM6	4.07	0.78				
Operational Performance	**3.31**	**0.72**	**0.902**	**0.537**	**0.688**	**0.670**
OP1	2.61	1.18				
OP2	4.04	0.82				
OP3	2.58	1.22				
OP4	4.02	0.82				

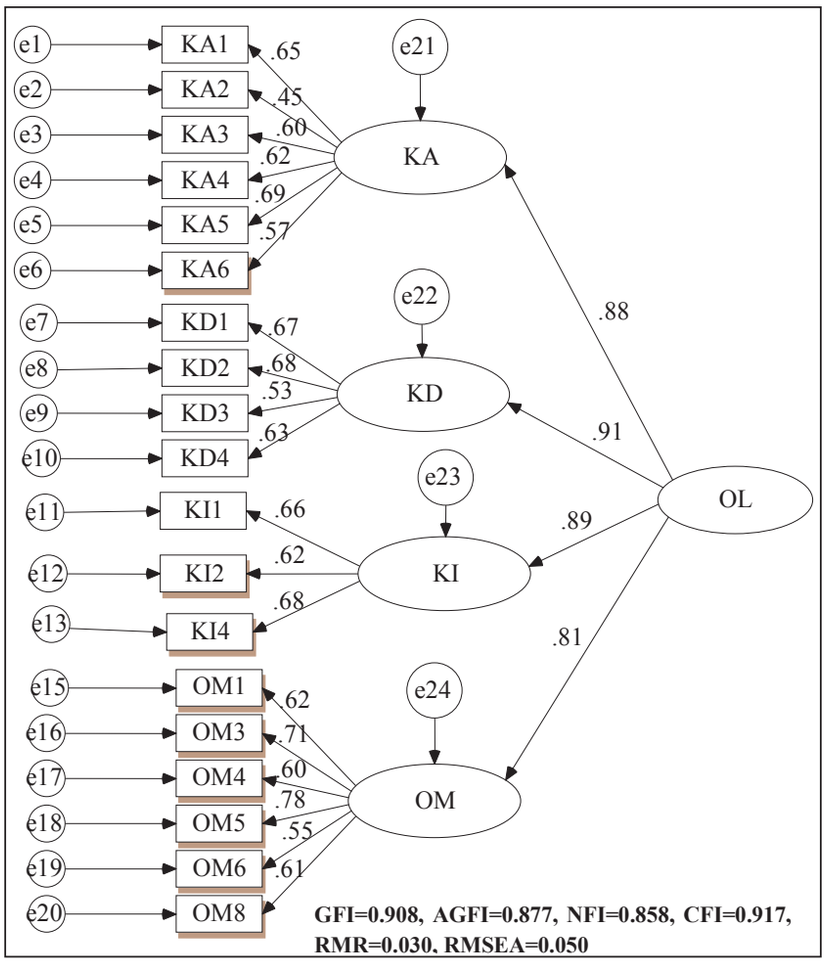
Note: SD-Standardised Deviation, SRW-Standardised Regression Weight, AVE-Average Variance Extracted, C.R-Composite Reliability

Organisational Learning is Reflected through Knowledge Acquisition, Knowledge Distribution, Knowledge Interpretation and Organisational Memory

In order to evaluate whether organisational learning is reflected through knowledge acquisition, knowledge distribution, knowledge interpretation, and organisational memory or not, Second-order model (Fig. 2) have been prepared with the help of AMOS, 17 version. The findings revealed that organisational learning is reflected through knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory (SRW = 0.5, $P < 0.001$). Hence, hypothesis 1 is accepted, which is in line with previous studies such as Santos-Vijande et al. (2012); Jimenez-Jimenez and Sanz-Valle (2011); Cegarra-Navarro et al. (2007); Lopez et al. (2005); Slater and Narver (1995); Sinkula (1994); and Huber (1991). All these studies established that knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory are important factors that are presumed to be caused by organisational learning.

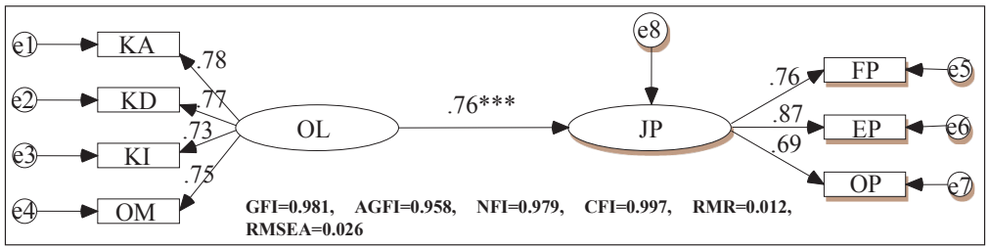
Impact of Organisational Learning on Job Performance

Structural equation modeling (SEM) is considered as one of the important techniques for testing the hypothesised relations. It refers to the relationship of one or more independent variables with one or more dependent variables (Hair et al., 2010). In this study, we have evaluated the impact of organisational learning on job performance. The findings revealed that organisational learning significantly influences job performance (SRW = .758, $p < 0.001$) (Fig. 3). So, the hypothesis 2 stands accepted. It supports the findings of previous study that the organisational learning improves the job performance (Lopez et al., 2005; Fiol and Lyles, 1985) by enhancing organisational members' capabilities. Andrew (2001) also stated that organisational learning through the development of capabilities contribute to key aspects of job performance. Similarly, Liao and Wu (2009) also put forth that with greater organisational learning capabilities, firms can obtain and use knowledge more effectively and efficiently, which enhances the job performance.



Note: OL-Organisational Learning; KA-Knowledge Acquisition; KD- Knowledge Distribution; KI-Knowledge Interpretation; OM-Organisational Memory.

Fig. 2: Second-order Model of Organisational Learning



Note. OL-Organisational Learning; KA-Knowledge Acquisition; KD- Knowledge Distribution; KI-Knowledge Interpretation; OM- Organisational Memory; BP-Job performance; FP-Financial Performance; EP-Employee Performance; OP-Operational Performance.

Fig. 3: Impact of Organisational Learning on Job Performance

Discussion

This paper investigates, empirically, the impact of organisational learning on job performance in education sector in J&K (North India). The theoretical model developed, and subsequently validated through the data, revealed that there is a positive impact of organisational learning on job performance, which can be attributed to enrich knowledge and better understanding of business through various components of organisational learning, which is in line with earlier research by Lopez et al. (2005). The level of organisational learning in the organisations is an important criteria for formative development and success. The organisations, which stress organisational learning have

higher performance levels (Dasgupta & Gupta, 2009). In addition, the organisations with employees having ability to learn quickly gain a higher planned potential that facilitate the path towards competitive advantage and boost long-term performance (Noruzy et al., 2013). It is also found that organisation learning is reflected through knowledge acquistion, knowledge distribution, knowledge interpretation and organisational memory which is supported by previous studies as it helps to develop skills through capability enhancement by the acquisition, transfer, dissemination and organisational memory (Sinkula, 1994). Thus, the education employees are satisfied with the organisational learning (knowledge perspective) in their organisation.

Implications

Theoretical Implications

In this research, organisational learning and job performance scales have been validated. Further, relationships between organisational learning and job performance in the education organisations are established, which can be examined in different sectors and settings and further validated in future studies. The uni-dimensionality of organisational learning from knowledge perspective comprising four sub-dimensions-knowledge acquisition, knowledge distribution, knowledge interpretation and organisational memory is also established. Among four manifest variables, knowledge distribution is strongly reflecting organisational learning in education organisations. Thus, it is suggested that superiors should make efforts to share the ideas with their employees, which further help to bring the innovative ideas, in turn to improve the job performance.

Further, the uni-dimensionality of job performance has been checked for financial performance, employee performance and operational performance. Amongst the three, employee performance is strongly reflecting job performance. So, every organisation should be focused on improving the performance of the employees.

Managerial Implications

This study has various implications which are important for practitioners as well as academicians. These are discussed as under:

Knowledge acquisition is found to be an important component of organisational learning. Hence, it is suggested that organisations should organise informal meetings and invite suggestions also from the personnel of the allied sectors to generate innovative ideas and information for the core and supplementary services of the education sector.

It is also suggested that education organisations should stress on prompt and quick availability of databases to the employees for improving organisational memory.

It is well established that satisfied employees are productive employees (Saari & Judge, 2004) but the education employees in our study are found to be less satisfied. So, it is suggested that to improve the level of employees' satisfaction they should be provided both, the intrinsic and the extrinsic benefits. Intrinsic benefits can be in the form of participation of employees in decision-making, recognition (praise from superiors and co-workers), autonomy, feedback, giving challenging task, achievement, responsibility, and personal and professional growth, etc. Whereas extrinsic benefits can be in the form of pay rise, bonuses, paid leaves, competitive salaries, annual recreational plans, fringe benefits, job security, promotions, free internet facilities, flexi-time/place of work, private office space, social climate, etc.

Limitations and Future Research of the Study

All the precautionary efforts were made to ensure the objectivity, reliability, and validity of the study, yet certain limitations could not be ruled out. These limitations need to be considered for any future references regarding the findings and implementations of the study. The major limitations include the following: the study being limited to education sector, can be extended in other sectors such as insurance, banking, healthcare etc. Further, the study is cross-sectional in nature and need to be extended to include longitudinal data in future.

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