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**Organizational Learning Culture and Employee Work
Attitude in Deposit Money Banks in Rivers State**

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Abstract

Purpose: This study examined organizational learning culture and employee work attitude in deposit money banks in Rivers State.

Methodology: A systematic review of extant literature on variables such as proactivity, commitment to cultural diversity, job satisfaction and employee involvement were done. The study adopted the correlational research design. A population of six hundred and seventy-eight (678) employees of deposit money banks in Rivers State was obtained. The Spearman test statistics was employed in examining the four formulated hypotheses. A structured questionnaire was adopted as the research instrument. The hypotheses were tested using the Spearman's Rank Order Correlation Coefficient. The tests were carried out at a 0.05 significance level.

Findings: The study revealed that proactivity influences employee involvement and job satisfaction. Further, the study showed that commitment to cultural diversity influences employee involvement and job satisfaction respectively. Based on the findings, the study concluded that organizational learning culture influences positive employee work attitude in the understudied deposit money banks in Rivers State.

Recommendation: Following the findings and conclusion, the study recommended that deposit money banks should enhance the proactivity levels of the employees through practices such as workshops, trainings, deference to expertise and tolerance to risk taking. This helps in encouraging positive work attitudes such as employee involvement and job satisfaction. Commitment to cultural diversity (through, work socialization, effective communication, inclusion, openness, and fairness) is a strategy to attain desired positive work attitudes such as employee involvement and job satisfaction.

Keywords: *Commitment to cultural diversity, employee involvement, job satisfaction, organizational learning culture, proactivity, work attitude*

INTRODUCTION

The intense global competition, rapid innovations in technology, and increasingly unpredictable fluctuations in economic and consumer trends, has made the contemporary business environment to face unprecedented changes (Dekoulou & Trivellas, 2015; Malik & Garg, 2017). In this context, organizations need to be able to continuously update and preserve their human capital, ensuring a workforce who can adapt to dynamic challenges, while maintaining a positive state of mental health and functioning so that they can successfully contribute to innovation and performance. Such an environment calls for a focus on both organizational and individual learning. Organizational learning culture is a major source of sustained competitive advantage, which is centered on the organization's ability to continuously modify established guidelines based on new knowledge and experiences (Dekoulou et al., 2015).

Many companies, being aware of this fact, focus on building and improving technical systems and infrastructure that support knowledge creation and dissemination, so as to establish learning as a continuous process (Lopez, Peon & Ordas, 2004). However, they often fail to focus on individual and social processes of learning, and the cultural and relational context in which it unfolds. There is no learning, whether individual or organizational that does not involve critical thinking skills. Gyalam and Grange (2005) describe that in organizations, the development and improvement of critical thinking skills is the responsibility of the managers, and its development the primary objective of organizations (Schraw & Olafson, 2003). Managers with good critical thinking skills may inculcate their skills and abilities in their subordinates, and these skills help the worker shape their work attitudes.

The inability of organizations to cope with some operational challenges is reflected in its dismal performance (Sana, Manzoor, Sumra & Momina, 2011). Organizational learning brings innovation, and innovations come with its challenges and uncertainties and many organizational approaches towards learning for increased performances have not yielded the desired returns (Siam, 2006). Uncertainties have affected the orientation of organizations towards innovation and their activities making innovation not being implemented leading to reduction of organizational returns on investment, equity and performance generally. Organizational performance and growth are tied to workers' activities, and workers' activities are central to their attitudes. Employee work attitudes are the feelings and beliefs that largely determine how employees will perceive their environment, commit themselves to intended actions, and ultimately behave.

Work attitudes form a mental set that affects how individuals view something else. It has an impact on how we view and judge our surroundings at work. Managers of organizations are vitally interested in the nature of the attitudes of their employees toward their works, toward their careers, and toward the organization itself. Work attitudes of the employees are most important to achieve the individual and organizational objectives through their performance. Furthermore, a work satisfaction of employees within a scope of the organization is one of the determining factors to improve the performance of employees; someone tends to work energetically if a satisfaction can be gained from his work. Work satisfaction of employee is a key driver of morale, discipline, and work performance of employees in supporting the achievement of corporate objectives (Hasibuan, 2011).

Learning is needed for the individual worker in relation to his/her work attitude, and also for the growth of the organization. Empirical studies proves that the organizational learning culture

contribution, noted that it has the ability to trigger employee participation (Thompson, 2000; Park, 2011), critical thinking skills (Sabri et al., 2015), job satisfaction (Wang, 2005; Dirani, 2007; Hsu, 2009; Malik & Danish, 2010; Islam et al., 2014), work engagement (Hsu, 2009; Malik & Danish, 2010), organizational change (Miller, 2015), employee’s turnover intention (Islam et al., 2013) and internal service quality (Xie, 2005), organizational performance (Fuentes, 2008; Cho, 2009; Coats, 2015), innovativeness (Bates & Khasawneh, 2005; Lin, 2006; Cerne et al., 2012; Sabir & Kalyar, 2013) and customer satisfaction (Pantouvakis & Bouranta, 2013; Islam et al., 2014; Malike, 2016). Therefore, this paper examined organizational learning culture on employee work attitude in deposit money banks in Rivers State with the following developed hypotheses and conceptual framework;

- H01:** There is no significant relationship between proactivity and employee involvement in deposit money banks in Rivers State.
- H02:** There is no significant relationship between proactivity and job satisfaction in deposit money banks in Rivers State.
- H03:** There is no significant relationship between commitment to cultural diversity and employee involvement in deposit money banks in Rivers State.
- H04:** There is no significant relationship between commitment to cultural diversity and job satisfaction in deposit money banks in Rivers State.

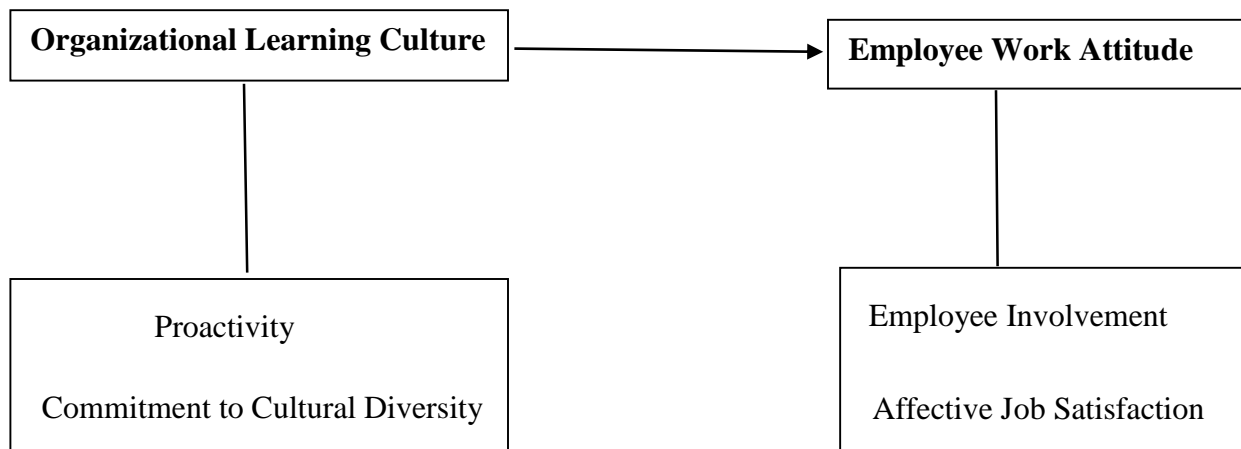


Figure 1: Conceptual framework for organizational learning culture and employee work attitude

Source: Desk Research, 2022.

LITERATURE REVIEW

Organizational Learning Culture

A learning culture is a set of values, systems, and practices of an organization that supports and encourages individuals and the organization to improve knowledge, competence, and performance level on an ongoing basis. This in turn encourages a continuous improvement and supports the achievement of business goals, innovation, and the ability to overcome changes (Reardon, 2010). In other words, a learning culture also encourages individuals or an organization to carry out

continuous learning or lifelong learning. An organizational learning culture can be defined as a set of norms and values about the functioning of an organization that supports a systematic, deep approach to reach a higher level (Eisenberg, Ignatjeva & Ilisko, 2018). A learning culture is also defined as a collective, dynamic system from the basic assumptions, values, and norms that direct one's learning in an organization (Verduijn & Heijboer, 2016). A learning organization can be defined as an organization with constant learning and improvement orientation (Eisenberg, Ignatjeva & Ilisko, 2018). A learning organization is also defined as an organization that is able at creating, acquiring, and transferring knowledge, and modifying its behavior to reflect new knowledge and insights (Garvin, 1993).

In other words, a learning organization is an organization that always learns in processing existing knowledge and/or seeking new insights to improve its quality. An organizational learning culture cannot be realized without the support of the organization itself for its members. There are twelve tips that can be done related to the development of a learning culture for individuals, groups, and organizations, namely: assess and recognize the need for continuous learning; provide active learning energy to students; develop self-awareness; be open to new ideas, take time to learn; the teams, departments, and organizations must provide protected time for learning; develop a vision of the team, department, or organization together; develop leadership skills; think of the wider environment; learn from mistakes; take time to smell the roses (Stinson, Pearson & Lucas, 2006).

Based on these tips, an organization plays an important role in developing continuous learning for the individuals in it. It will be difficult for the members of an organization to develop without encouragement, involvement, and opportunity from the organization, and it is also possible to inhibit the development of the organization itself. In addition to the twelve tips above, there are also several steps that can be applied to help an organization shape a continuous learning culture. These steps include: make a plan; communicate the plan; provide resources and time; improve front-line managers' coaching skills; synchronize learning and business goals; set the employees or members' goals; encourage innovation; suggest external networks; support career development, and; provide facilitation (Jain & Martindale, 2012).

Commitment to Cultural Diversity

Dasanyaka and Mahakalanda (2008) cultural diversity has been characterized as the portrayal, in one arrangement of individuals with unmistakably extraordinary gathering affiliations of cultural criticalness. Earley and Mosakowski (2000:12) noted that it could be seen from the sneak peaks conversation that cultural diversity is an inexorably significant marvels that has expanded consideration and significance in the 21st century. There are significant realities and patterns that move this in the start of this century, and one of the basic significant realities is globalization (Thomas & Inkson, 2009).

Allwood, Lindstrom, Borjesson, Edeback, Myhre and Voionmaa (2007) noted that cultural diversity is not a "mixture" but "multiculturalism", which implies accepting everyone as a fundamental piece of a general public. The capacity to deal with the cultural diversity assumes a significant outcome in the accomplishment of any organizational objective (Stewart, 2007; Parvis, 2003). The cultural diversity is regularly seen as "a cultural reality", as in an organization, "it comprises of employees with various social foundations" (Roth & Hertzberg, 2010). Such observation acknowledges the way that the organization has workers from multicultural foundation, instead of it being treasured of its multi-social nearness and thinking about it as an

essential asset. Hamde (2008) posits that cultural diversity is experienced and managed at individual, social and at professional level increasingly in organizations.

Proactivity

Organizations need proactive employees who actively seek to “alter and improve their work environment” and seek to capitalize and “make things happen” that will lead to greater organizational outcomes (Parker & Wang, 2015; Ghitulescu, 2018; Wihler, Blickle, Ellen, Hochwarter & Ferris, 2017). The most impactful employees are self-starting, forward-thinking, and willing to actively contribute (Schmitt, Den Hartog, & Belschak, 2016). Hong, Liao, Raub & Han (2018) introduced proactive personality as a dispositional construct that identifies differences among people to the extent that they take action to influence their environments. People are not able to simply be passive recipients of environmental constraints on their behavior and are no longer able to simply abide by job descriptions, policies and procedures, instructions and direction, and rules and routines. Rather, they must be able to intentionally engage and take initiative to directly change their current circumstances for the better (Crant, 2000; Hong, Liao, Raub & Han, 2018).

Proactive behavior is influenced by one’s belief in their ability to overcome constraints by situational forces and the ability to affect positive and beneficial changes in the environment (Thomas, Whitman, & Viswesvaran, 2010). Proactivity or proactive behavior by individuals refers to anticipatory, change-oriented, and self-initiated behavior in situations. Proactive behavior involves acting in advance of a future situation, rather than just reacting or adapting. It means making things happen rather than just watching things happen or waiting for something to happen. Proactive behavior can be contrasted with other work-related behaviors, such as proficiency, the fulfillment of predictable requirements of one’s job, or adaptability, the successful coping with and support of change initiated by others in the organization. Whereas adaptability is about responding to change, proactivity is about initiating change (Parker, Bindl, & Strauss, 2010; Parker & Collins, 2010).

Proactivity is an individual’s ability to think ahead, foresee, initiate a change or take a first mover leap rather than being reactionary or defensive in its strategic position. Proactivity refers to an ongoing perspective where a firm actively seeks to anticipate and take advantage of opportunities to develop and introduce new products and implement changes to existing firm’s strategies and tactics. It also involves the ability to detect future market trends while securing first-mover advantage in the short-term and shaping the direction of the market environment in the long-term (Lyon, Lumpkin and Dess 2000; Lumpkin and Dess 2005; Hughes and Morgan 2007). A strong proactive behaviour gives firms the ability to anticipate needs in the market place and the capability to anticipate competitor’s needs (Eggers, Kraus, Hughes, Laraway & Snyckerski, 2013). Proactiveness is active to influence and lead the future rather than waiting to be influenced by future. It involves exploiting opportunities and accepting the responsibility of failure (Kuratko, Hornsby & Goldsby, 2007).

Work Attitude

Aries and Rizqi (2013) defined attitude toward work as the feelings of the workers toward different aspects of the work environment. It is their feelings, emotions, belief, judgment, appraisals, opinions toward the work and its environment. While Önal, (2015) as cited by Akcay et al. (2016)

defined attitude toward work as "tendencies occurring based on individuals' evaluations of their work". In line with the definition of Ajzen (1993), Myers (2013), Perloff (2016), Liska (1974), attitude toward work means a cognitive, affective, and conative response of the worker toward the work. It is what employees believe, and feel about the work which affects their behaviour toward the work. The response or the judgment of the employees toward the work may be positive or negative depending on their experience with the work (Abun et al., 2021). Akcay et al. (2016) also pointed out that the attitude of employees toward their work affects their work. Those findings suggest that the management must be able to change the attitude of employees toward their work to improve their performance level. Improving employees' attitude toward work can lead to job satisfaction, commitment and workaholism, and turnover intention (Borst, et.al, 2019). Therefore, negative attitudes toward the work must be reversed to become positive because it can affect their performance (Menon & Priyadarshini, 2018). A positive attitude toward work enhances the performance of the employees (Almeida et al., 2012).

In order to evaluate an attitude, its three components can be studied; affect, behaviour and cognition (Kim & Stepchenkova, 2015). Affect generally regards emotions or feelings toward an attitude object, whereas cognition refers to thoughts or beliefs about it, and behaviour refers to a person's actions in relation to it (Kim et al., 2015). They can further be explained as feeling, knowing and doing (Solomon et al., 2013). Furthermore, while evaluations can be expected to find a positive correlation between the three components, this is not always the case, and the evaluation of one attitudinal component can vary greatly from the other two (Kim et al., 2015). However, recent research argues that rather than attitudes consisting of said three components, the two attitudinal components of affect and cognition influence behaviour (Kim et al., 2015).

An attitude can be defined as a positive or negative emotion or mental state of readiness that is learnt and organized via experience and exerts a specific influence on how a person responds to other people, objects, and events. Positive job attitudes contribute to the prediction of constructive behaviours, while negative job attitudes contribute to the prediction of undesired behaviours. Attitudes toward work refer to how we feel about various aspects of the work environment (Carpenter, Talya & Erdogan, 2009).

Job Satisfaction

Susanty, Miradipta and Jie (2013) explains that affective job satisfaction is an emotional state of pleasant or positive result of the assessment of a person's job and work experience. Sopiah (2008) states that job satisfaction is an emotional response to the work situation and condition; this responses can be in the form of a feeling of satisfaction (positive) or not satisfied (negative). Voon, et al. (2011), divides the components of job satisfaction into two aspects, working conditions (extrinsic) and assignments (intrinsic). The purpose of the working conditions is a work environment that includes the relationships of the management functions, mentoring systems and others. Therefore, a good working condition, as a key factor for workers to develop value, will improve the performance and increase the retention of staff within the organization. Meanwhile, work duties (assignment) is referred to the task or job given to the employees, so that they must carry out their duties with a high commitment and productive.

Parvin and Kabir (2011), explain that there are many factors influencing a person's level of job satisfaction, such as level of salary and incentives, the perceived fairness of the promotion system within a company, crotch bag working conditions, leadership and social relationships, and the

existing job. According to Budianto and Oetomo (2011), the indicators of job satisfaction consist of the work itself, promotion of employment, the relationship between employees (co-workers) and working conditions.

Employee Involvement

Employee involvement means that every employee is regarded as a unique human being, not just a cog in a machine, and each employee is involved in helping the organization meet its goals (Nwoko & Emerole, 2017). Nachiket (2014) views employee participation as ‘a range of processes designed to engage the support, understanding and optimum contribution of all employees in an organization and their commitment to its objectives’ to enable them contribute to the continuous improvement and the ongoing success of their work. Agyeman (2012) sees employee participation as a unique human being not just a part in a machine and each employee is involved in helping the organization meet its goals. He further explained that each employee’s input is solicited and valued by his or her management. Employees and management recognize that each employee is involved in running the business.

According to Pyman (2015), the involvement of employees in the organizational operations not only motives them but also enables them to contribute more effectively and efficiently. Further, he explains employee as a process involving participation, communication and decision-making which leads to industrial democracy and employee motivation. Employees with high level of involvement could be described as one whose job is the center of his/her life. As such, many theorists have hypothesized that employees with high level of involvement will put forth substantial effort towards the achievement of organizational objectives and less likely to lead to turnover (Komal, 2013; Komal, Samina & Akbar, 2011).

METHODOLOGY

This research adopted a correlational sturdy design. Correlational research design refers to studies in which the purpose is to discover relationships between variables through the use of correlational statistics. A correlational research design is useful in determining the degree to which two variables are related. According to Creswell (2009) correlational research does not prove a relationship; rather, it indicates an association between two or more variables. In correlational research, the investigator deliberately seeks to examine links (or relationships) between variables without introducing an intervention. For this study, the population is the total number of employees in deposit money banks in Rivers State. According to the Central Bank of Nigeria, Statistical Bulletin (2022), first quarter, there are twenty-four commercial banks in Nigeria, with the exclusion of Microfinance banks. All the mentioned banks have regional offices in Rivers State, except Parallax Bank Limited. The population of the banks will be examined from the zonal offices of each of the banks, and this will amount to six hundred and seventy-eight (678).

Table 1: Population distribution of workers in the various bank’s zonal offices

S/N	Deposit Money Banks	Rivers
1	Access Bank Plc	35
2	Citibank Nigeria Limited	23
3	Ecobank Nigeria Plc	38
4	Fidelity Bank Plc	29
5	First Bank Nigeria Limited	37
6	First City Monument Bank Plc	23
7	Globus Bank Limited	34
8	Guaranty Trust Bank Plc	38
9	Heritage Banking Company Limited	27
10	Keystone Bank Limited	22
11	Polaris Bank Plc	23
12	Premium Trust Bank	30
13	Providus Bank	24
14	Stanbic IBTC Bank Plc	36
15	Standard Chartered Bank Plc	28
16	Sterling Bank Plc	28
17	SunTrust Bank Nigeria Limited	25
18	Titan Trust Bank Limited	29
19	Union Bank of Nigeria Plc	31
20	United Bank for Africa Plc	38
21	Unity Bank Plc	28
22	Wema Bank Plc	22
23	Zenith Bank Plc	30
TOTAL		678

Source: Field Survey, (2022)

The Taro Yamane’s formula was applied to determine the total sample size from the accessible population. The total sample size is calculated mathematically using Taro Yamane’s formula as shown below.

$$n = \frac{N}{1+N(e)^2}$$

The sample size for this study is two hundred and fifty-two (252). The data needed for this study was obtained from the primary source only. The primary source is mainly the research questionnaire. The variables of the study, both predictors and criterion variables, are measured using the 5-point Likert scale (where, 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The Spearman test statistic was used to test the hypotheses raised through the use of the social science statistical package (SPSS), version 23.

DATA ANALYSIS AND ANALYSIS

Decision rule for Hypotheses testing: The decision rule which applies for the analysis test outcomes is stated as follows: where $P < 0.05$, reject hypothesis on the basis or evidence significant relationship; and where $P > 0.05$, accept hypothesis on the basis of insignificant relationship between the variables. The extent of correlation is on this basis assessed using the rho interpretations provided by Bryman and Bell (2003) as shown in table 2.

Table 2: Description on range of correlation (rho) values and the corresponding level of association

Range of r with positive and negative sign values	Strength of Association
± 0.80 – 0.99	Very Strong
± 0.60 – 0.79	Strong
± 0.40 – 0.59	Moderate
± 0.20 – 0.39	Weak
± 0.00 – 0.19	Very Weak

Source: Adopted from Ahaiauzu & Asawo, 2016, *Advance Social Research Methods*

Table 3: Correlation matrix between proactivity and the measures of work attitude

		Proactivity	Involvement	Satisfaction	
Spearman's rho	Proactivity	Correlation Coefficient	1.000	.811**	.659**
		Sig. (2-tailed)	.	.000	.000
		N	252	252	252
Involvement		Correlation Coefficient	.811**	1.000	.758**
		Sig. (2-tailed)	.000	.	.000
		N	252	252	252
Satisfaction		Correlation Coefficient	.659**	.758**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	252	252	252

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

Source: Research Data, 2022

H01: There is no significant relationship between proactivity and employee involvement in deposit money banks in Rivers State.

The table 3 shows a positive and significant relationship between proactivity and employee involvement with a rho value of 0.811. This indicates that there is a very high strength in correlation between both variables. This shows a very strong relationship between proactivity and employee involvement. However, this statement is true since the level of significance of 0.000 is less than 0.05, therefore, the null hypothesis is rejected, and its alternative form accepted. This states that “there is significant relationship between proactivity and employee involvement in deposit money banks in Rivers State”.

H02: There is no significant relationship between proactivity and job satisfaction in deposit money banks in Rivers State.

The table 3 shows a positive and significant relationship between proactivity and job satisfaction with a rho value of 0.659. This indicates that there is a high strength in correlation between both variables which is considered a strong relationship between proactivity and job satisfaction. However, since the level of significance is 0.000 is lesser than the 0.05, therefore, the null hypothesis is rejected, and its alternative form accepted. This states that “there is significant relationship between proactivity and job satisfaction in deposit money banks in Rivers State”.

Table 4: Correlation matrix between commitment to cultural diversity and the measures of work attitude

		Diversity Involvement Satisfaction			
Spearman's rho	Diversity	Correlation Coefficient	1.000	.771**	.530**
		Sig. (2-tailed)	.	.000	.000
		N	252	252	252
Involvement		Correlation Coefficient	.771**	1.000	.758**
		Sig. (2-tailed)	.000	.	.000
		N	252	252	252
Satisfaction		Correlation Coefficient	.530**	.758**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	252	252	252

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

Source: Research Data, 2022

H₀₃: There is no significant relationship between commitment to cultural diversity and employee involvement in deposit money banks in Rivers State.

The table 4 shows a positive and significant relationship between commitment to cultural diversity and employee involvement with a rho value of 0.771. This indicates that there is a high strength in correlation between both variables. This shows a very strong relationship between commitment to cultural diversity and employee involvement. However, this statement is true since the level of significance of 0.000 is less than 0.05, therefore, the null hypothesis is rejected, and its alternative form accepted. This states that “there is significant relationship between commitment to cultural diversity and employee involvement in deposit money banks in Rivers State”.

H₀₄: There is no significant relationship between commitment to cultural diversity and job satisfaction in deposit money banks in Rivers State.

The table 4 shows a positive and significant relationship between commitment to cultural diversity and job satisfaction with a rho value of 0.530. This indicates that there is a moderate strength in correlation between both variables which is considered a moderate relationship between commitment to cultural diversity and job satisfaction. However, since the level of significance is 0.000 is lesser than the 0.05, therefore, the null hypothesis is rejected, and its alternative form accepted. This states that “there is significant relationship between commitment to cultural diversity and job satisfaction in deposit money banks in Rivers State”.

CONCLUSION

On the basis of the findings, it could be said that organizational learning culture has a positive and significant relationship to employee work attitude in the understudied deposit money banks in Rivers State, and it affirmed that organizational learning may substantially contribute to the attainment of positive employee work attitude. This conclusion was reached based on the observed correlation between the dimensions of organizational learning such as proactivity and commitment to cultural diversity with the measures of employee work attitude, which are job satisfaction and employee involvement. The conclusion pointers in the study findings are:

- i. In deposit money banks in Rivers State, enhanced employees’ proactivity produces an influence in the level of satisfaction derived from the job and results in effective workers’ participation in organizational activities.
- ii. In deposit money banks in Rivers State, increased organizational commitment to cultural diversity contributes an influence in improving the level of satisfaction derived from the job and results in effective workers’ participation in organizational activities.

RECOMMENDATIONS

Based on the findings and conclusions, the following measures were recommended:

- i. That deposit money banks should enhance the proactivity levels of the employees through practices such as workshops, trainings, deference to expertise and tolerance to risk taking as this helps in encouraging positive work attitudes such as employee involvement and job satisfaction.
- ii. Commitment to cultural diversity (through, work socialization, effective communication, inclusion, openness, and fairness) is a strategy to attain desired positive work attitudes such as employee involvement and job satisfaction.

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