

**ORGANIZATIONAL LEARNING ON EMPLOYEE PERFORMANCE AMONG
SELECTED EMPLOYEE IN EDO STATE**

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BENIN CITY**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS
ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF
BENIN IN PARTIAL FULFULMENT OF THE REQUIREMENT FOR THE AWARD
OF B.Sc IN BUSINESS ADMINISTRATION**

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CERTIFICATION

We the undersigned certify that this project was carried out by ISALAH OCHUKO EJITAGHA MGS1503364 of the Department of Business Administration, Faculty of Management Sciences, University of Benin, Edo State and that it is adequate in scope and quality for the partial fulfilment of Bachelor Degree in Business Administration.

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DEDICATION

This research work is dedicated to Almighty God Jehovah, the creator of Heaven and Earth for making this project work a success.

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ABSTRACT

The broad objective of this study is to examine the effect of organizational learning on employee performance among selected employee in Edo state. The geographical scope of this study is Edo State of Nigeria. The employees in the University of Benin form the population of the study. This study employs the cross sectional survey research design. The population of this study is made up of all teaching and non-teaching in University of Benin, in Benin City, Edo state. Primary data are obtained from personal interviews and the use of questionnaire to concerned individual. The major instrument used for data collection during the research is Likert type questionnaire. Based on this, the study revealed that there is a relationship between shared vision and improved employee performance; there is a relationship between transfer of knowledge and employee performance; there is no relationship between team learning and employee performance and; finally, there is no relationship between system thinking and employee performance. The study recommended that training in the discipline of strategic thinking is recommended, along with the focus of building synergy by creating teams in the organization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For organizations to survive, they adapt themselves to the changes in the environment, competition and dynamic customer preferences (Wageeh, 2015). These changes have occurred not only in the external environment, such as in products, services, and technologies, but also in the internal environment, like the way people think, their visions, values, and goals (Al-Faouri1, 2015). In order to be empowered to deal with these changes, organizations should focus on organizational learning. This is why attention to concepts of organizational learning has grown and been emphasized more strongly in recent years (Kocoglu, Imamoglu, & Ince, 2011). Hsiu-Chuan and Yuan-Duen (2017) observed that organisation learning has been applauded as a tool to acquire competitiveness in an ever-changing business environment for which new management techniques and developmental strategies are needed in order to remain effective and relevant. The organizational learning platform interacts with different corporate resources and evolves from the unique combination of the firm's business strategy, competitive forces, corporate history and culture, and technological complexity.

Ziemak (2015) agreed that organizational learning is dominated by contributions stressing the competitive advantages that organizations can reap from engaging in learning and the rewarding experience employees can expect to enjoy in learning organizations. He sees this as the reason why the competitive organizational learning is not easily imitated by competitors and the learning-based competitive advantage would be likely sustainable. Also, Al -Faouril (2015), agrees that organizations should have the ability to engage in organizational learning processes to reach long-term competitive advantage, by encouraging innovation, particularly within dynamic and competitive environments. Organizations

encourage employees to learn new skills continually to be innovative and to try new processes and work methods in order to the strategic business objectives of the organization.

Mohd-Shamsul and Kassim, 2013) sum this up by stating that organizational learning is important for employee performance, defining it as a process through which managers try to increase organizational members' capabilities in order to understand better and manage an organization and its environment to accept decisions that increase organizational performance on a continuous basis. Naveed and Bahaudin, (2013) suggest managerial policies that can improve the propensity for learning; and the need for practicable frameworks that can inform competitive strategies. They developed many approaches and technologies that can be used for assessing, managing, and developing organizational learning. They argued that now available is a more sophisticated and varied set of alternatives for understanding and directing organizational learning than ever before. They presented a present a paradigm to order this array in terms of basic dimensions of organizational learning

1.2 Statement of the Research Problem

The highly competitive environment and increased customer demand and expectation have threatened the survival of organizations and put the firms in a mode of continuously finding the ways to succeed and achieve a sustainable competitive advantage. Managers follow different strategies to compete but the learning in the organizations can be the only best way of achieving a sustainable advantage (Kocoglu, Imamoglu & Ince, 2011). The main dilemma facing organizations is the fast changing environment and the key decision to the management is creation of a culture that supports organisational learning. Such requires continuous learning to help in overcoming stagnating culture. The first empirical works Wageeh (2015) and Yasar, Ahmed and Emhan (2014) *on* organisational learning and employee's performance were limited to the analysis of the dimensions of organizational

learning. They have disregarded the dimensions of organizational learning and turned their attention to the analysis of organizational learning the entire organisation and refer to the entire employee's performance (Ziemak, 2015).

Only in the context dimensions of organizational learning are we able to fully understand the contribution of organisational learning to shaping employee's performance (Yasar, Ahmed & Emhan, 2014). Similarly, the majority of the studies like; Mohd-Shamsul and Kassim (2013); Ziemak (2015) did not examine dimensions of organizational learning which indeed have a significant influence on the employee's performance. Hence, main purpose of this study is to examine the influence of organizational learning on employee's performance. This relationship is constructed based on the four dimensions of organizational learning namely; intra-organizational knowledge sharing, shared vision, commitment to learning and open mindedness and the two dimensions of firm performance explicitly; market performance and employee satisfaction.

Naveed and Bahaudin (2013) argued that there is a more sophisticated and varied set of alternatives for understanding and directing organizational learning than ever before. They presented a present paradigm to order this array in terms shared vision, transfer of Knowledge, team learning and system thinking as basic dimensions of organizational learning.

1.3 Research Questions

In light of the above, the research questions are:

1. To what extent does shared vision affect employee performance?
2. Is there any relationship between transfer of Knowledge and employee performance?
3. What is the relationship between team learning and employee performance?
4. How does system thinking influence employee performance?

1.4 Objectives of the Study

The broad objective of this study is to examine the effect of organizational learning on employee performance among selected employee in Edo state. The specific objectives of the study are to:

1. To examine if there is any relationship between shared vision and employee performance among selected employee in Edo state.
2. To evaluate if there is any relationship between transfer of knowledge and employee performance among selected employee in Edo state.
3. To determine if there is any relationship between team learning and employee performance among selected employee in Edo state.
4. To ascertain if there is any relationship between system thinking and employee performance among selected employee in Edo state

1.5 Research Hypotheses

The following null hypotheses will be tested:

H₀₁: There is no relationship between shared vision and improved employee performance.

H₀₂: There is no relationship between transfer of knowledge and employee performance.

H₀₃: There is no relationship between team learning and employee performance.

H₀₄: There is no relationship between system thinking and employee performance.

1.6 Significance of the Study

This study will be beneficial to the different stakeholder's in the following ways:

Employees: The findings from this study would assist employees of companies in carrying out their duties and in making decisions that will affect employee's performance. It provides vital information that would encourage motivation, job satisfaction and self-actualization.

Management: The effect of organizational learning on employee performance will provide additional information that could be used by firms to leverage on human resource management. Similarly, the study has also covered various dimensions of organizational learning such as shared vision, transfer knowledge, and financial risk, this information is useful to investors in Nigeria.

Policy Maker: In terms of policy making, the findings from this study will be relevant to the human resource department in the formulation of policies relating to organizational of personnel that will help to develop and maintain a quality work life

Government: As part of national planning strategy, this study will assist the government to identify those areas where it can be of assistance to corporate bodies in Nigeria with respect to human capital development.

Researchers: In Nigeria today, the desire of rapid economic development and technological advancement make this study a subject of significance to other researchers in the field of human resources management in Nigeria. The study will assist in expanding the scope of existing literature on employee performance and employee performance in Nigeria.

1.7 Scope of the Study

The scope of the study is defined in terms of:

Subject Matter: The study focused on the investigation of the effect of organisational learning on employee performance among selected University of Benin teaching and non-teaching staff employees in Edo state.

Geographical Scope: The geographical scope of this study is Edo State of Nigeria. The employees in the University of Benin form the population of the study.

Time Frame: The study covers a period of one year.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related and relevant literature of the study, which is divided into three sections. Closely following the introduction is the section one which presents conceptual framework of the dependent and the independent variables; section two presents the theoretical framework on the study, and section three which presents previous empirical studies on organizational learning on employee performance.

2.2 Conceptual Framework

2.2.1 Concept of Employee's Performance

Performance is associated with quantity of output, quality of output, timeliness of output, presence/ attendance on the job, efficiency of the work completed and effectiveness of work completed (Akhtar, Arif, Rubi & Naveed, 2011). Employee Performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment (Jiang & Li, 2008). Jiménez-Jiménez and Sanz-Valle (2011) cite that performance is about behaviour or what employees do, not about what employees produce or the outcomes of their work. Employee performance represents the general belief of the employee about his behaviour and contributions in the success of organization.

A good performance by employee is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment (Al-Faouri1, 2015). Even though employee performance and productivity and seems to be related, performance is in some cases measured as the number and value of goods produced. However, in general, productivity tends to be associated with production-oriented terms

(profit and turnover) while employee performance is linked to efficiency or perception-oriented terms (supervisory ratings and goal accomplishments). Organizations need good employees and appropriate structure that will enhance their performance.

On the other hand, Argote (2011) said employee's performance is a rating system used in many corporations to decide the abilities and output of an employee. Good employee performance has been linked with increased consumer perception of service quality, while poor employee performance has been linked with increased customer complaints and brand switching. Employee performance could be simply understood as the related activities expected of a worker and how well those activities were executed. Then, many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help employees identify suggested areas for improvement.

Kocoglu, Imamoglu and Ince (2011) opine that employee performance is measured by supervisory ratings, supervisory ratings quality, and quantity, dependability and job knowledge and goal accomplishments even though they are highly subjective. This study however will however adopt the variables of employee's performance to include; supervisor's ratings, quality, quantity, effectiveness, efficiency, dependability, job knowledge and goal accomplishments.

2.2.2 Concept of Organizational Learning

Organisational learning has become an important concept for organizational survival in this competitive environment (Liao & Wu, 2009). Organizational learning is considered to be one of the most promising concepts in modern organizational and leadership literature. The concept of organizational learning has grown dramatically, generating a great deal of debate and research (Malek-Shah, 2005). Organizational learning is a process of acquiring information, interpreting information, and using information to guide decisions (Michna,

2009). It is a continuous testing of experience and its transformation into knowledge available to whole organizations and relevant to their mission (Wageeh, 2015). Organizational learning is a combination of information acquisition, information distribution, information interpretation and organizational memory (Mohd-Shamsul & Kassim, 2013).

Zandi and Sulaiman (2015) defined organizational learning as all systems, mechanisms and processes used to improve the potentials of individuals continuously so as to achieve specific goals relating to individuals and the organization. He proposed four levels for organizational learning; (1) learning facts, knowledge processes and procedures so as to confront simple change cases, (2) learning skills needed for new businesses so as to adapt with changes in the environment, (3) learning for adaptation, this applies to dynamic cases that need new solutions. It is related to the need for experimentation and inferring lessons from previous successes and failures, and (4) it is learning for learning, this level requires creativity and innovation.

Therefore, a learning-oriented employee can look for the innovative thinking and approach for resolving a problem via the process of interacting with the group so as to enhance and achieve the realization of personal accomplishment goal. Tsai and Chen (2010) also proposed that it is easier for an learning-oriented organization to form an innovative culture, which stresses the learning and developments of its members, encourages the generation of new knowledge, diffuses and transforms the knowledge for the application to the improvement of the organization's activities so as to enhance the innovation capability. Yasar, Ahmed and Emhan (2014) selected vendors in the knowledge-intensive industry including high tech manufacturing industries and individuals, producer services as their research targets and found that organizational learning has a significantly positive influence on knowledge sharing and new product developments.

Organizational learning is a mechanism by which the organization transforms the individual knowledge of employees into social knowledge (Wageeh, 2015). Organizational learning is an activity and process via which the organization may attain learning (Tsuey-Ping, 2007). Organizational learning may take place due to the continuous interaction among individuals through learning. This helps them acquire experiences. Organizational learning may reflect the process of learning in an organization among all employees and at all levels. It is the product of organizational members' involvement in the interaction and sharing of experiences and knowledge (Tam & Gray, 2016). Thus, it is imperative for organizations to promote a bottom-up philosophy where suggestions for change start at the bottom of the organization and work their way up to the top. This shared form of knowledge implies that individual learning is a necessity, but not a sufficient condition for organizational learning to occur. The information distributed through the organization's members is shared and interpreted in a systematic way.

Organizational learning is one of the tools that may be used to accomplish the competitive edge of the organization (Nwosu, 2015). Organizational learning is the product of organizational members' involvement in the interaction and sharing of experiences and knowledge. Many organizations focus much of their resources on peak performance management also known as productivity levels or efficiency levels relating to job performance (Naveed & Bahaudin, 2013). Organizational learning is dynamic as it involves basic elements of organizational development and growth. Organizations can grow in the traditional sense of increased capital or revenues.

From a learning perspective, however, organizations grow when there is an increase in shared understanding involving the organization, its environment and the relationship between the two (Mohd-Shamsul & Kassim, 2013). Organisational learning represents a complex interrelationship among people, their actions, symbols, and processes within the organization.

It aims to generate, disseminate, and apply knowledge in an organization. It consists of five learning cycles. They are individual, individual/group, group, group/organizational, organizational (Michna, 2009). Organizational learning works as a catalyst to guide the organization in a progressive way. Organizational learning leads to enhanced productivity and performance measured through financial and non-financial variables (Nwosu, 2015).

Organizational learning is a process of information acquisition, information interpretation and resulting behavioural and cognitive changes, which should in turn have an impact on employee performance (Perez Lopez, Peon & Ordas, 2005). Organizational learning enhanced knowledge, decision making and how to meet performance objectives, improved internal communication and exchange, engagement and cooperation, as well as motivation and commitment to the employee performance (Imran, Rizvi & Ali, 2011). According to Jiang and Li (2008) organizational learning can help organizations align their strategic intentions, internal culture, structure, processes, and external competitive environment. Jerez-Gomez, Cespedes-Lorente and Valle-Cabera (2005) proposed three major types of learning.

First, single-loop learning involves detecting and correcting errors (performance gaps) so an organization can carry on or achieve its present policies or objectives. In single loop learning, which is appropriate for the routine and repetitive jobs because it helps get everyday jobs done, outcomes are measured against organizational norms and expectations. Double-loop learning occurs when the organization is willing to challenge long-held assumptions about its mission, customers, capabilities, or strategies. The deutero-learning is concerned about how to carry out single-loop and double-loop learning. Deutero-learning is a proactive learning process where there is a continuous effort to strive for perfection (Jiménez-Jiménez & Sanz-Valle, 2011). During the era of knowledge economy, the key to industrial competitions is no longer based on resources but rather the accumulation and utilization of knowledge within an organization. The expectation is to acquire more knowledge through learning so as to

enhance its competitiveness (Bhatnagar, 2006). Therefore, within an organization, it is extremely important to be good at creating, acquiring, transforming, and utilizing knowledge so as to correct its behaviour by organizational learning in order to cope well with the rapid-changing environment (Huber, 1991). Moreover, organizational learning is a critical factor to an organization's long-term performance and survival (Hsiu-Chuan & Yuan-Duen, 2017). Harrim (2010) proposed that, an organization collects knowledge and information from various sources and ensure their activity and the guidance for application in future operations. They proposed four constituent elements for organizational learning as the criteria for assessment described as follows. (1) The commitment to learning: Learning should be viewed as the major rooted value for a company and should be deep rooted in the organizational culture. This value also affects how much actively its members will act with the learning attitude (Gómez, Lorente, Céspedes & Valle, 2004). (2) Shared vision. The management should share the company's vision for future developments and further provide the learning direction so as to make commitments to the company and achieve the goal. (3) Open mind: This deals with creative thinking beyond the rules and the degree of belief and assumption to actively challenge the existing conventions that have been held for a long term (Frank, Kessler, Mitterer & Weismeier-Sammer, 2012). (4) Knowledge sharing within the organization: The overall belief of the organization can be enhanced by the learning and knowledge diffusion across departments. The knowledge and experiences of different departments should be accumulated and stored in the organizational memory so as to enhance organizational performance.

A review of the literature reveals diverse definitions of organizational learning. Organizational learning is defined as the ability to detect and correct error; the way firms build, supplement, and organize knowledge and routines around their activities and within their culture adapt and develop organizational efficiency by improving the use of the broad

skill of their workforces (Harrim, 2010); the continual expansion of the organization's capacity to create its future (Imran, Rizvi & Ali, 2011); the skill of creating, acquiring and transferring knowledge (Jiang & Li, 2008); the process by which the organizational knowledge base is developed and shaped (Liao & Wu, 2009); the development or acquisition of new knowledge or skills in response to internal or external stimuli that leads to a more or less permanent change in collective behaviour and that enhances organizational efficiency and/or effectiveness (Michna, 2009), and the acquisition of knowledge by any of its units that is recognized as potentially useful (Nwosu, 2015).

In addition, there are a number of debates concerning the terms of learning organizations and organizational learning. Spicer (2004) differentiates between organizational learning and learning organizations classifying work focused on organizational learning as being descriptive, analytical and academic in approach, whilst work that consistently subscribes to the learning organization is noted as normative, action orientated and practice driven. Spicer states that organizational learning is how organizations learn; the mechanisms and the processes that allow for and add to learning across organizations, while work that concentrates on the learning organization tends to be concerned with the attributes of an organization that allow it to learn effectively (Argote, 2011).

Alegre and Chiva (2007) and Chiva *et al.* (2007) consider organizational learning as tangible and intangible resources or skills that the organization uses to achieve new forms of competitive advantage. These skills enable and facilitate the process of organizational learning. These facilitators, which have been outlined by both organizational learning and learning organization literature, are experimentation, risk taking, interaction with the external environment, dialogue and participative decision-making. Goh (1997) argued that organizational learning is a long-term activity that will build competitive advantage over time

and requires sustained management attention, commitment, and effort. He discussed five core building blocks of a learning organization which are mission and vision, leadership, experimentation, teamwork, cooperation, and transfer of knowledge. Mission and vision gives a clear indication that the individual actions should be aligned with organizational goals and objectives, and make them responsible to apply creative energies. It provides empowerment for decision making and innovation (Al-Faouri1, 2015). Leadership in a learning organization means involving employees in decision making so that employees are encouraged to take calculated risks.

Leadership should be viewed as coaches and facilitators and empower employees to make the best decisions (Harrim, 2010). Experimentation, which usually requires questioning the status quo, is an important ingredient of a learning organization and should be rewarded and supported at all levels. Transfer of knowledge means that knowledge is diffused throughout the organization regardless of the source of information creation and relevance so that creative thinking is fostered. Teamwork and cooperation brings the individual expertise and skills at one place to solve the problems. Parek (2003) defines organizational learning as the process by which an organization acquires, retains, and uses inputs for its development, and the process results in an enhanced capacity for continued self-learning and self-renewal (Hsiu-Chuan & Yuan-Duen, 2017).

His framework discusses eight components: holistic frame which enable managers to think systemically and identify patterns rather than discrete events; strategic thinking helps managers to view the strategic impact of each activity and to think of consequences of their actions; shared vision should be inspiring, linked with employee's goals, and generate commitment; empowerment is concerned with the appropriate authority, direction, and support to accomplish their task; information flow means that all critical and authentic

information must be shared at all levels; emotional maturity means control over most parts of ones' destiny, optimism, self-discipline, commitment, and moderate risk-taking; learning means conducive environment that encourages dialogue and discussion, and people can present their ideas; and synergy means collaboration and teamwork where people are willing to suspend their assumptions and think together, and cross-functional teams are used throughout the organization.

Imran, Hasan, Rizvi, and Ali (2011) identified six essential features of an organizational learning: continuous learning at the systems level; knowledge generation and sharing; critical, systemic thinking; a culture of learning; a spirit of flexibility and experimentation; and being people centered. The systems level continuous learning entails the synthesis of people's knowledge and changing it into organizational memory. Knowledge generation and sharing from individual employees are encouraged and all employees have access to the strategic information. Mohd-Shamsul and Kassim (2013) identified five organizational characteristics and management practices that promote organizational learning: Clarity of purpose and mission that is understood throughout the organization, and each employee should be committed to these goals; leadership commitment and empowerment means leaders help employees to identify performance gaps and then help set goals that encourage the search for knowledge to narrow and solve these performance gaps; experimentation and rewards means experimenting with new ideas must be encouraged, and risk-taking and innovation should be rewarded; transfer of knowledge means information acquired and distributed should be related with organizational problems and passed onto each unit and function. Communication should be clear, fast and focused.

2.3 Dimensions of Organizational Learning

In different studies, researchers have identified different dimensions as the indicators that provide opportunity for organizations to learn. Michna (2009) define the dimension of

organizational learning as experiment, knowledge transfer, teamwork, leadership and mission clarity. Nwosu (2015) focused on five disciplines, their dimensions being orientation, system orientation, learning orientation and memory orientation. Gomez *et al.* (2005) identifies different dimensions within organizational learning as learning commitment, system thinking, knowledge transfer and integration and openness and experimentation. Naveed and Bahaudin (2013) have shown that the following dimensions of learning influence organizations: shared vision, system thinking, learning organizational culture, flexible structure, personal mastery, transformational leadership and sharing knowledge.

Rose, Kumar and Pak (2009) stated five activities of the learning organization in his model of organizational learning which are systematic problem-solving, transfer of knowledge learning from experience and history, learning from others, and experimentation. Systematic problem solving means that the members of the same department or business-unit team, and the tools are applied to real problems facing the groups. This helps provide a common vocabulary for team members while demonstrating and reinforcing a consistent approach to problem solving. Experimentation means systematic and scientific approach to seeking knowledge but unlike problem solving experimentation is motivated by opportunities and expanding horizons, not by current difficulties (Tam & Gray, 2016). Learning from experience and history concerns the maintenance and assessment of the company history of success and failure and giving employees access to this record. Learning from others' perspective gives the opportunity to look outside the organization to see the best practices around the industry and incorporate them into the processes. Transfer of knowledge component stresses the idea of sharing of information across the departments so that maximum benefit can be achieved.

Transfer of Knowledge

Tohid and Mandegari (2012) identified leaning as a transfer of knowledge from an expert (teacher) to the learner (student). The majority of authors cited in particular the ability of the

organization to transfer knowledge and information as one of the most important factors of the organisational learning (Škerlava & Dimovski, 2006). Knowledge transfer refers to the internal spreading of knowledge acquired at an individual level, mainly through debate, dialogue, communication and interaction between individuals (Yasar, Ahmed & Emhan, 2014). Thus, dialogue, debate, team working and communication of employees are useful in transferring knowledge.

Indeed, communication cause information related to organizational problems and opportunities transfer across functional and structural boundaries within the organization. Transfer, gathering and interaction of knowledge and experience of individuals create a group of knowledge that is preserved in the organizations and others can use it (Zandi, & Sulaiman, 2015). Information related to organizational problems and opportunities should be transferred across functional and structural boundaries within the organization. An organization's ability to effectively leverage its knowledge is highly dependent on its employees, who actually create, share and use the knowledge. Leveraging knowledge is only possible when people can share the knowledge they have and build on the knowledge of others (Ziemak, 2015). It is essentially the act of making knowledge available to others within the organization. Knowledge sharing is important, because it provides a link between the individual and the organization by moving knowledge that resides with individuals to the organizational level. Knowledge sharing is defined as an activity of transferring or disseminating knowledge from one person or group to another (Lee, 2001).

Frank, Kessler, Mitterer and Weismeier-Sammer (2012) describes the learning organization as an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights. Sharing knowledge implies the internal spreading of knowledge acquired at an individual level, mainly through conversation and

interaction among individuals, that is, through fluid communication, dialogue and debate. These seven components, as the indicators that can provide the means for becoming a learning organization, are investigated in this paper within Iranian agricultural faculties.

Shared Vision

The organization as a whole and each unit within it needs to have a clearly articulated vision. Argote (2011) states that building a shared vision, especially a vision of a future desired state, creates tension that leads to learning. Shared vision is a factor that causes the abilities and useful energies of members in an organization to be directed in a shared path. As a result, the sense of mentality, thinking about their organization will change to our organization. Furthermore, this serves as a collective consciousness of what is common and what is complimentary.

System Thinking

Systemic thinking means that people are always encouraged to think in new ways and use productive reasoning skills systemically in order to see critically in order to identify assumptions. It is ability to see the big picture and to distinguish patterns instead of conceptualizing change as isolated events (Chan, 2003). However, system thinking is necessary to build organizations that can truly learn and continually enhance their capacity to realize their highest aspirations. System thinking entails bringing the organization's members together around a common identity. In this way, organizational learning goes beyond the employees' individual learning and takes on a collective nature.

Team Learning

Team learning should be perceived as the engagement of team members in the monitoring of aims achieved from the perspective of fulfilling fixed aims, gaining new information, creating new possibilities (Hsiu-Chuan & Yuan-Duen, 2017). It also means involving its individual

members in the process of the skill development of an entire team and adjusting it to the needs resulting from set goals (Harrim, 2010). Members of an organization acquire knowledge individually, the effects of which are the individual experiences, individual skills, notes or memory of an individual. At a team level learning takes place through information distribution and its interpretation.

In their theoretical considerations, Al-Faouril(2015) strived toward a better understanding of role of team learning concerning comprehensive learning organization. They came up with the assumption that an individual broadens their knowledge during so called individual learning cycle, with the use of which develops their interpretational and intuitive skills. However, high levels of individual learning, the evidence of which are the acquired interpretational and intuitive skills, facilitates team learning (Bhatnagar, 2006). They focused on teams presenting those skills as mechanisms that improve and develop the integrational skills of their members. They assumed as well that individual and organizational learning depended on the effectiveness of the team. Individuals being members of dynamic learning teams gather together in order to achieve certain organizational goals, their aim is to achieve or exceed team goals as well as organizational requirements. Thus, the question is whether team learning can serve as a bridge between individual and organizational learning in traditional organizations as well (in which not the ability to learn but acquired knowledge and expertise are decisive factors concerning team membership). Teamwork means that employees share their knowledge and become aware of needs of others, and nature of work in different parts of the organization. Teams should have the ability to work cross-functionally.

2.4 Review of Empirical Studies

Kocoglu, Imamoglu and Ince (2011) in their empirical study on relationship between learning organization dimensions and employee performance identified learning characteristics as open communication and information sharing, risk taking and new idea promotion, support

and recognition for learning and development, resource availability to perform ones job in a professional manner, availability of high performance team, reward for learning and performance, positive training transfer and continuous learning climate and knowledge management. Also comparable operational dimensions were identified as adaptability to change, quick product or service introduction and bottom line organization performance. The statistical based method survey, indicated positive relation between the identified organizational learning characteristics and employee performance.

In the study carried out by Mohd-Shamsul and Kassim, (2013) examined organizational learning on employee performance in the Nigerian public service aimed at identifying the experience of Nigerian public services on organizational learning with a view to understanding the problems being faced. The researchers found out that organizational learning helps to ensure that organizational members possess the knowledge and skills they needed to perform their job effectively, taken on new responsibilities, and adapt to changing conditions. They also found that the experience of organizational learning in the Nigerian public service has been more of use and waste. They recommended that the government should avoid the use of quack consultants in training the public servants.

Nwosu (2015) examined organizational learning as a driving force for investment in training and management development in the banking industry. The population was made up of 320 old and new generation banks. Simple random sampling techniques were used. The study relied on both qualitative and quantitative analysis of data. He found that organizational learning is really one of the driving forces for investment in training and management development. He recommended that it is vital that managers, senior executive, as well as all employees receive organizational learning.

Tohid and Mandegari (2012) conducted a research on the effect of organizational learning on employee performance. The study used secondary data. Four hypotheses were developed to see the impact of all the independent variables on the employee performance. The results show that organizational learning has positive significant effect on employee performance. Presented a report on the impact of organizational learning investments on company productivity and other performance indicators using a meta analysis, the study yields a clear result that investment in learning have a positive and significant impact on employee performance. This result confirms the key role attributed to the investment in skills in the European strategy for smart and sustainable growth, Europe 2020, and the initiative agenda for new skills and jobs.

Akhtar, Arif, Rubi and Naveed (2011) studied the effects of organizational learning as a tool for enhancing employee's performance in Ashaka cement company, Nigeria. The study provides a review of the current evidence of such a relationship and offers suggestions for further investigation. They reviewed extensive the literature in terms of research findings from studies that had attempted measuring and understood the impact that organizational learning has on employee performance across various sectors. The focal point of their review was on organizational learning practices and employee productivity and their relationship. The outcome of their findings varied. While some studies reported a positive association between organizational learning and employee performance, some reported negative and some no association whatsoever.

Hsiu-Chuan and Yuan-Duen (2017) conducted a study on organizational learning and firm performance in Pakistan. First, the study confirms that a positive relationship between organizational learning and firm performance exists, not only at the level of the individual employee, as demonstrated in previous studies, but also at company level. More specifically,

organizational learning will improve the knowledge, skills, abilities and behaviour of employees leading to positive organizational performance. The major findings indicate that companies that implemented organizational learning in 2012 have increased sales, productivity of manufacturing companies by 0.18 percent. The manufacturing companies that implemented organizational learning programmes after 2014 increased its total sales and productivity per year between 2012 and 2015 by 0.32 percent. They concluded that companies should pay more attention to organizational learning policy if they wish to succeed.

Al-Faouri1,(2015) attempts to find out whether organizational learning has any implication in job performance, behaviour, attitudes, skills, knowledge and achievement of the goals of a business organization in Nigeria. The sample size was determined on the basis of three categories of staff namely: general staff, senior staff and management staff. He uses chi-square to test the postulated hypothesis. He shows that effective organizational learning leads to acquisition of skill and knowledge required for employee to perform effectively on the job. His result reveals that organizational learning has a high positive impact on employee and reduces the nature of hazards on the job in the accomplishment of corporate objectives.

Studies by Liao and Wu (2009) empirically investigated the impact of firm provided organizational learning on both wages and productivity, by using a firm level data set of more than 170,000 firms active in Belgium and revealed that organizational learning boosts marginal productivity of an employee more than it increases its wage. Thus, productivity premium for a trained employee is on average around 23% while the wage premium is only 12%.

2.5 Theoretical Framework

In this section, social learning theory is presented that can be used to explain organisational on employee performance.

2.5.1 Social Learning Theory

In social learning theory, employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable (Nwosu, 2015). The theory posited that learning is influenced by persons self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, oral persuasion, logical confirmation, observation of others (Rose, Kumar & Pak,2009). The theory believes that learning is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation, creativity as a result of training attended (Wageeh, 2015).

The social learning theory advocated that an organisation can gain competitive advantage by attracting and retaining competent human resources and as well identify relevant learning for them that will keep improving their capacity for optimal performance. By implications, the effectiveness of training and learning depends on the pattern of the job related knowledge, skills, capability, competencies and behaviour that are important for greater performance which invariably is capable of influencing organizational success.

CHAPTER THREE METHODOLOGY

3.1 Introduction

This chapter presents the methods, procedures and sequential steps that shall be adopted in order to achieve the objectives of the study. The chapter presents a description of the research design, population, sample and sampling techniques, research instrument, and sources of data and method of data analysis.

3.2 Research Design

This study employs the cross sectional survey research design. To be specific, the cross sectional survey research design is adopted to gather the required information. A cross sectional survey research design here is a fact-finding type of research design with the aid of questionnaire and it describes the prevailing conditions that are in existence at a particular point in a certain time period. The choice of this design is based on the fact that questionnaire is used to collect the data analysis and described in a coherent manner.

3.3 Population of the Study

Population is made up of all possible elements, subjects and observations relating to a particular fact of interest to the researcher from which sample and conclusions are drawn. The population of this study is made up of all teaching and non-teaching in University of Benin, in Benin City, Edo state. One hundred (100) respondents were chosen from the population of study. The respondents were required to indicate the extent of their agreement or disagreement with each of the statements on a score of one (1) to five (5). A score of one (1) represented strong disagreement with the statement, while a score of five (5) represented strong agreements.

3.4 Sample and Sampling Technique

Sampling is the choice of part of the population in such a way that the part is a representative of the whole, so that judgments about the whole areas are made based on a part. In

considering sample size, Saunders and Thornhill (2003) suggested that a minimum number of thirty (30) for statistical analyses provides a useful rule of thumb. The study uses a combination of stratified random sampling and convenience sampling. A sample of hundred (100) respondents will be selected for this study; which consists of teaching and non-teaching staff in University of Benin, Benin City, Edo state.

3.5 Sources of Data

In this study, primary data are obtained from personal interviews and the use of questionnaire to concerned individual. The data will be put in table so as to aid analysis and hence promote wise and meaningful inferences. The primary data is sourced through questionnaire and personal interviews conducted with some lecturers, and non- teaching staff in library, bursary, exams and records, post graduates school, and others departments of University of Benin. The study will be undertaken in Edo State, Nigeria. Edo State is chosen because of its proximity to the researches in order to achieve the relative convenience and administration of the research instrument

3.6 Research Instrument

The major instrument used for data collection during the research is Likert type questionnaire. This is a special type of multiple choice questions suitable for obtaining the respondents' evaluation on the assessment of the issues raised in the questionnaire. It indicates the extent to which the respondents agree or disagree to the given statement. The answers range from strongly agree, agree, undecided, disagree and strongly disagree. The questionnaire contains questions for the purpose of the study. It is divided into two (2) sections that is, sections A and B. Section A comprises of the background information and activities of the organization. Also, personal information about the respondents is given. Section B contains questions relating to the organizational learning on employee's performance.

3.7 Method of Data Analysis

Descriptive statistical tools will be used for the data presentation, which include tables and frequency distribution. The inferential statistical tool used in testing the hypotheses formulated in the study is the chi-square technique. Since the data used in this study were not in absolute values but in frequency distribution, chi-square is considered to be most appropriate. Chi-square measures the difference between the expected and the observed frequencies and was calculated as follows:

$$\chi^2 = \sum_{i=0}^n \frac{(f_o - f_e)^2}{f_e}$$

χ^2 = Chi-square

Σ = Summation (sigma)

f_o = Observed frequencies.

f_e = Expected Frequencies

The chi-square test will be used to test and explain how the observe frequencies agree with the expected from the result gotten from the questionnaire.

Decision Rule

Decision rule at any level of significance is that the null hypothesis is rejected if the calculated chi-square (χ^2) is greater than or equal to the critical value from the chi-square table, otherwise the null hypothesis is retained. The calculated χ^2 is compared with the tabulated value to arrive at the acceptance or rejection conclusion. The decision will be such that if the chi-square (χ^2) calculated is greater than the tabulated value, accept and if otherwise reject.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter examines detailed analysis of the collated result of questionnaire retrieved and analysed using chi-square. Issues discussed include data analysis and presentation, estimation of results and testing of the various hypotheses formulated earlier in chapter one. The outcome of various analysis and results are presented in suitable form and precise to enhance better understanding of the study. The use of tabulation and simple percentage as stated in the previous chapters were employed in analysing the background characteristic of responses while the statistical tool chi-square was used in testing the hypothesis

4.2 Data Presentation and Interpretation

The outcome of questionnaire administered and retrieved which were prepared in likert-scale questions form (strongly agreed, agreed, undecided, disagreed and strongly disagreed) were analysed based on the objectives of the study. The first part of the analysis is concerned with details that reveal the socio- demographic data of the respondents and the second part of the analysis is concerns stated research questions and the research hypotheses. A total of one hundred (100) questionnaire were administered to the respondents and all were properly filled and returned. The analysis and interpretation of data as well as testing of hypotheses is based on the one hundred (100) questionnaire retrieved which represent 100 per cent response rate as shown below.

TAB 4.1 Analysis of questionnaire retrieved

Option	No of respondents	Response Rate (%)
Returned	100	100
Not returned	-	-
Total	100	100

Source: Field work, 2021

Background Information

In terms of the age of respondents, the table below shows that 45 respondents, (or 45 per cent of the total) respondents falls on the age bracket of 21-30, 38 respondents representing 38 per

cent, falls on the age bracket of 31-40, 13 respondents representing 13 per cent of the total) falls on the age bracket of 41-51 while 4 respondents representing 4 per cent, falls on the age bracket of 51 and above.

Table 4.2: Age distribution

Age distribution	Frequency	Percentage (%)
21-30	45	45
31-40	38	38
41-50	13	13
51 and above	4	4
Total	100	100

Source: Questionnaire, 2021

As reported in table 4.3 below, of the one hundred (100) respondents, 57 were males representing 57 per cent of the total while the remaining 43, which represents 43 per cent of the total were females. This implies that more male respondents from the sampled area were used for the study.

Table 4.3: Gender distribution of the respondents

Sex	Frequency	Percentage (%)
Male	57	57
Female	43	43
Total	100	100

Source: Questionnaire, 2021

In terms of the academic qualification of respondents, the table below shows that 38 respondents, (or 38 per cent of the total) respondents possess NCE/OND certificate and below, 56 respondents representing 56 per cent possess HND/BSc, while 6 respondents representing 6 per cent, possess MSc/MBA.

Table 4.4 Educational status of respondents

Options	Frequency	Percentage (%)
NCE/OND	38	38
HND/B.SC	56	56
M.SC/MBA	6	6
Total	100	100

Source: Questionnaire, 2021

In terms of job status of the respondents, 36 respondents, or (36.0 per cent) of the respondent are senior staff, 52 respondents representing (52.0 per cent) are junior staff while 12 respondents, representing (12.0 per cent) represent casual staff.

Table 4: Job cadre

Options	Frequency	Percentage (%)
Senior staff	36	36
Junior staff	52	52
Casual staff	12	12
Total	100	100

Source: Questionnaire, 2021

4.3 Hypotheses Testing

In this section, the hypotheses formulated in chapter one are presented and tested. The testing of the hypotheses will reveal whether to reject or not reject the hypotheses. As stated in the previous chapter, chi-square technique will be employed to carry out the hypotheses testing. It is a measure of discrepancy existing between observed and expected frequencies of two or more frequencies. Chi-square formula is denoted by

$$x^2 = \sum_{i=0}^n \frac{(f_o - f_e)^2}{f_e}$$

Where;

χ^2 = Chi-Square

Σ = Summation

f_o = Observed frequency

f_e = Expected frequency

Level of significance = 5% = 0.50

Degree of frequency, DF = (R-1)(C-1)

Where:

R=Row;

C= Column

4.4 Testing For Hypothesis 1

H₀₁: There is no relationship between shared vision and improved employee performance.

H_{A1}: There is a relationship between shared vision and improved employee performance.

Question 1, 2, 3, 4 and 5 of our questionnaire are used to test this hypothesis.

Table 5: Observed frequency value

Question	Response			Frequency	
	SA	A	U	D	SD
Q1	32	30	10	8	20
Q2	35	40	5	10	10
Q3	20	35	7	20	18
Q4	32	35	5	12	16
Q5	29	31	12	19	9

Source: Questionnaire, 2021

The related contingency table for the observed frequencies above is presented below. It should be noted that in the contingency table, strongly agreed and agreed responses are considered as YES, while strongly disagree and disagreed responses are considered as "NO"

This will enable us to present and analyse the chi-square for the data.

Table 6: Contingency 1

	YES	No	Total
Q1	62	28	90
Q2	75	20	95
Q3	55	38	93
Q4	67	28	95
Q5	54	35	89
Total	313	149	462

Source: Questionnaire, 2021

In order to carry out the hypothesis testing, the chi-square analysis table is reported below.

Table 7: Chi-square analysis table

Responses	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Q1:1	62.00	60.97	1.03	1.0609	0.0174
Q1:2	28.00	29.03	-1.03	1.0609	0.0365
Q2:1	75.00	64.36	10.64	113.2096	1.7590
Q2:2	20.00	30.64	-10.64	113.2096	3.6948
Q3:1	55.00	63.01	-8.01	64.1601	1.0183
Q3:2	38.00	29.99	8.01	64.1601	2.1394
Q4:1	67.00	64.36	2.64	6.9696	0.1083
Q4:2	28.00	30.64	-2.64	6.9696	0.2275
Q5:1	54.00	60.30	-6.30	39.6900	0.6582
Q5:2	35.00	28.70	6.30	39.6900	1.3829
Total					11.0423

Source: Researcher’s Computation, 2021

Calculate $\chi^2 = 11.04$

$$Df=(R-1)(C-1) = (5-1)(2-1) = 4 (1) = 4$$

At 5 per cent level, the critical χ^2 value with 4 degree of freedom = 9.488

Interpretation

From the analysis above, the calculated χ^2 is 11.04 while χ^2 tabulated =9.49

Decision: Since the calculated χ^2 (11.04) is greater than the table value χ^2 (9.49), the null hypothesis (H_0) is rejected, while we do not reject the alternate hypothesis (H_A). There is a relationship between shared vision and improved employee performance

4.5 Testing For Hypothesis 2

H_{02} : There is no relationship between transfer of knowledge and employee performance

H_{A2} : There is a relationship between transfer of knowledge and employee performance

Section B: questions 6, 7, 8, 9 and 10 of our questionnaire are used to test this hypothesis

Table 8: Observed frequency value

Question	Response		Frequency		
	SA	A	U	D	SD
Q6	48	24	18	8	2
Q7	20	46	21	7	6
Q8	54	35	4	3	4
Q9	36	22	27	9	6
Q10	24	36	10	19	11

Source: Questionnaire, 2021

The related contingency table for the observed frequencies above is presented below. It should be noted that in the contingency table strongly agreed and agreed responses are considered as “YES” while disagreed and strongly disagreed responses are considered as “No”. This will enable us to present and analyse the chi-square for the data.

Table 9: Contingency 2

	YES	NO	Total
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Q6	72	10	82
Q7	66	13	79
Q8	89	7	96
Q9	58	15	73
Q10	60	30	90
Total	345	75	420

Source: Questionnaire, 2021

In order to carry out the hypothesis testing, the chi-square analysis table is reported below

Table 10: Chi-square table analysis table

Responses	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Q6:1	72	67.36	4.64	21.53	0.3196
Q6:2	10	14.64	-4.64	21.53	1.4706
Q7::1	66	64.89	1.11	1.23	0.0190
Q7:2	13	14.11	-1.11	1.23	0.0872
Q8:1	89	78.86	10.14	102.82	1.3038
Q8:2	7	17.14	-10.14	102.82	5.9990
Q9:1	58	59.96	-1.96	3.84	0.0640
Q9:2	15	13.04	1.96	3.84	0.2945
Q10:1	60	73.93	-13.93	194.04	2.6246
Q10:2	30	16.07	13.93	194.04	12.0747
Total					27.3299

Source: Researcher's Computation, 2021

$$\text{Calculate } \chi^2 = 27.33 \quad \text{Df} = (R-1)(C-1) \quad = (5-1)(2-1) \quad = 4$$

At 5 per cent level, the critical χ^2 value with 4 degree of freedom = 9.488

Interpretation: From the analysis above, the calculated χ^2 is 27.33 while tabulated value of $\chi^2 = 9.49$

Decision: Since the calculated χ^2 (27.33) is greater than the table value χ^2 (9.49), the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_A) is not rejected. This implies that there is a relationship between transfer of knowledge and employee performance

4.6 Testing For Hypothesis 3

H_{03} : There is no relationship between team learning and employee performance.

H_{A3} : There is a relationship between team learning and employee performance.

Section C: Question 11, 12, 13, 14 and 15 of our questionnaire are used to test this hypothesis.

Table 11: Observed frequency value

Question	Response			Frequency	
	SA	A	U	D	SD
Q11	33	29	6	18	14
Q12	24	36	10	19	11
Q13	37	32	7	6	18
Q14	19	37	6	21	17
Q15	28	31	5	21	15

Source: Questionnaire, 2021

The related contingency table for observed frequencies above is presented below. It should be noted that in the contingency table strongly agreed and agreed responses are considered as ‘yes’ while disagree and strongly disagreed responses are considered as ‘No’, this will enable us to present and analyse the chi-square for the data.

Table 12: Contingency 3

	Yes	No	Total
Q11	62	32	94
Q12	60	30	90
Q13	69	24	93
Q14	56	38	94
Q15	59	36	95
Total	306	160	466

Source: Questionnaire, 2021

In order to carry out the hypothesis testing the chi-square analysis table is reported below.

Table 13: Chi-square analysis table

Responses	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Q11:1	62	61.73	0.27	0.0729	0.0012
Q11:2	32	32.27	-0.27	0.0729	0.0023
Q12:1	60	59.10	0.90	0.81	0.0137
Q12:2	30	30.90	-0.90	0.81	0.0262
Q13:1	69	61.07	7.93	62.88	1.0296
Q13:2	24	31.93	-7.93	62.88	1.9693
Q14:1	56	61.73	-5.73	32.83	0.5318
Q14:2	38	32.27	5.73	32.83	1.0174
Q15:1	59	62.38	-3.38	11.42	0.1831

Q15:2	36	32.63	3.37	11.42	0.3500
Total					5.1246

Source: Researcher’s Computation, 2019

Calculated $\chi^2 = 5.12$ Df = (R-1)(C-1) = (5-1)(2-1) = 4 (1) 4

At 5 per cent level, the critical χ^2 value with 4 degree of freedom = 9.488

Interpretation: From the analysis above, the calculated χ^2 is 5.12 while the table value χ^2 is 9.49

Decision: Since the calculated χ^2 (5.12) is less than the table value χ^2 (9.49), we do not reject the null hypothesis (H_0), while we reject the alternate hypothesis (H_A). This implies that there is no relationship between team learning and employee performance.

4.7 Testing For Hypothesis 4

H_{04} : There is no relationship between system thinking and employee performance

H_{A4} : There is a relationship between system thinking and employee performance

Section B: questions 16, 17, 18, 19 and 20 of our questionnaire are used to test this hypothesis

Table 12: Observed frequency value

Question	Response				
	SA	A	U	D	SD
Q16	58	34	18	8	2
Q17	20	46	21	7	6
Q18	54	35	4	3	4
Q19	36	22	27	9	6
Q20	24	36	10	19	11

Source: Questionnaire, 2021

The related contingency table for the observed frequencies above is presented below. It should be noted that in the contingency table strongly agreed and agreed responses are considered as “YES” while disagreed and strongly disagreed responses are considered as “No”. This will enable us to present and analyse the chi-square for the data.

Table 13: Contingency 2

	YES	NO	Total
Q16	72	10	82
Q17	66	13	79
Q18	89	7	96
Q19	58	15	73
Q20	60	30	90
Total	425	85	510

Source: Questionnaire, 2021

In order to carry out the hypothesis testing, the chi-square analysis table is reported below

Table 14: Chi-square table analysis table

Responses	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Q16:1	72	67.36	4.64	21.53	0.3196
Q16:2	10	14.64	-4.64	21.53	1.4706
Q17::1	66	64.89	1.11	1.23	0.0190
Q17:2	13	14.11	-1.11	1.23	0.0872
Q18:1	89	78.86	10.14	102.82	1.3038
Q18:2	7	17.14	-10.14	102.82	5.9990
Q19:1	58	59.96	-1.96	3.84	0.0640
Q19:2	15	13.04	1.96	3.84	0.2945
Q20:1	60	73.93	-13.93	194.04	2.6246
Q20:2	30	16.07	13.93	194.04	12.0747
Total					17.3510

Source: Researcher's Computation, 2021

Calculate $\chi^2 = 17.35$ $Df = (R-1)(C-1) = (5-1)(2-1) = 4$

At 5 per cent level, the critical χ^2 value with 4 degree of freedom = 9.488

Interpretation: From the analysis above, the calculated χ^2 is 17.35 while tabulated value of $\chi^2 = 9.49$.

Decision: Since the calculated χ^2 (17.35) is greater than the table value χ^2 (9.49), the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_A) is not rejected. This implies that there is no relationship between system thinking and employee performance

4.8 Discussion of Findings

Considering the individual results of the hypotheses, the findings made from the empirical analyses are: There is a relationship between shared vision and improved employee

performance since the value of chi-square calculated is greater than the table value we therefore do not reject the alternate hypothesis that there is a relationship between shared vision and improved employee performance. The finding is in line with the findings of Nwosu (2015); Iwuoha (2009) who found that there is a relationship between shared vision and improved employee performance in Nigerian banking sector. But contradict the finding of Babaita (2010).

The study also found that there is no relationship between transfer of knowledge and employee performance. This finding is consistent with the findings of Tohid and Mandegari (2012); Igwegbe (2009). Yasar, Ahmed and Emhan, (2014) it is essentially the act of making knowledge available to others within the organization. Knowledge transfer is important, because it provides a link between the individual and the organization by moving knowledge that resides with individuals to the organizational level. Their results also confirm that the knowledge transfer as an activity of transferring or disseminating knowledge from one person or group to another. But this result contradicts the finding of Malaoul and Ogbuabor (2013).

The study also found that there is no relationship between team learning and employee performance. This finding is consistent with the findings of Kocoglu, Imamoglu and Ince (2011); Mohd-Shamsul and Kassim, (2013) they assumed as well that individual and organizational learning depended on the effectiveness of the team. Individuals being members of dynamic learning teams gather together in order to achieve certain organizational goals, their aim is to achieve or exceed team goals as well as organizational requirements. Thus, the question is whether team learning can serve as a bridge between individual and organizational learning in traditional organizations as well (in which not the ability to learn but acquired knowledge and expertise are decisive factors concerning team membership).

Lastly, there is a relationship between system thinking and employee performance. This finding contradicts the finding of Akhtar, Arif, Rubi and Naveed (2011); Khan, Abbasi, Waseem, Ayaz and Ijaz (2016); Ibrahim and Yemen (2014); Raja, Furqan and Muhammad (2011) that system thinking is necessary to build organizations that can truly learn and continually enhance their capacity to realize their highest aspirations. System thinking entails bringing the organization's members together around a common identity.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, the data collected for the study was analyzed. This chapter aims at summarizing the findings of the study and base on such findings, useful recommendations and conclusion is made. Having reviewed existing literature on this study, and empirical analysis being carried out on primary data gathered, it is necessary to present observations made in respect of training and development on employee's productivity.

5.2 Summary of Findings

In the course of the study the following were discovered;

1. There is a relationship between shared vision and improved employee performance.
2. There is a relationship between transfer of knowledge and employee performance.
3. There is no relationship between team learning and employee performance.
4. Finally, there is no relationship between system thinking and employee performance

5.3 Conclusion

This study examines the effect of organizational learning on employee performance among selected employee in Edo state. A hundred (100) questionnaire is distributed to the students and staff in the junior cadre of the University of Benin, Benin city, Edo state. The sample size of 100 questionnaire is distributed to the students and staff in the junior cadre of the University of Benin, Benin city, Edo state. Besides, the analysis and descriptive statistics of cross tabulation, percentage and sum of values are used to compare and contrast the analysis made from the data designed, a chi-square analysis is also used to find out the effect of organizational learning on employee performance among selected employee in Edo state. In identifying the possible effect of effect of organizational learning on employee performance

among selected employee in Edo state; we conducted descriptive statistics, percentage, sum of values and chi-square analysis.

Specifically, we studied the effect of organizational learning on employee performance among selected employee in Edo state; the relationship between shared vision and improved employee performance, survival and growth of the organisation in Nigeria; relationship between transfer of knowledge and employee performance, relationship between transfer of knowledge and employee performance, relationship between system thinking and employee performance. The study found out that there is a relationship between shared vision and employee performance. Regarding if there is any relationship between transfer of knowledge and employee performance, the findings confirms that there is a relationship between transfer of knowledge and employee performance. There is a relationship between team learning and employee performance and there is a relationship between system thinking and employee performance.

There is dire need to improve all dimensions of organisational learning especially, inquiry and dialogue, empower people towards a collective vision and connect the organization to its environment. Moreover, in a rapidly changing global and uncertain environment organizations must have to develop its capacity of learning culture in order to enhance the performance level of learning. This study further guides that learning organizations would be the best solution for Nigerian based organizations to get success and gain competitive edge.

5.4 Recommendations

In the light of the findings above, the following policy recommendations were suggested:

1. The recommends that training in the discipline of strategic thinking is recommended, along with the focus of building synergy by creating teams in the organization. The results indicate that the main contributors to organizational learning are strategic

thinking and synergy. Strategic thinking and synergy are the variables which should be practiced to further take advantage of these capabilities. Other areas of organizational learning should be focused, that is empowerment, knowledge flow, systems thinking, strategic learning, and internality should be incorporated in the training programs to optimally utilize the potential of all employees;

2. Universities Should encourage employees' empowerment and organizational learning by using certain strategies, including job enrichment, providing opportunities for innovation and creativity for employees, considering learning as a part of all organizational policies and business processes, providing effective teaching through employees' participation and relying on scientific methods, as well as giving rewards to individuals, and team learning;
3. Moreover, faculty members are encouraged to share their knowledge, be flexible within organizational structure and to implement system thinking. With respect to sharing knowledge, providing experiential and practical educational opportunities for students, utilizing expert experiences from external resources, providing perquisites for creating group ideas and supporting creative ideas, as well as forming interdisciplinary research teams are also recommended; and
4. Employee team work, commitment and capabilities may enable Small Medium Enterprise (SME) trade and service organizations to learn faster than their competitors can and may be a source of competitive advantage.

5.5 Suggestion for Further Studies

It is therefore suggested that the study be extended to a longer period and more stakeholders for interview so as to form a stronger basis to adjudge the effect of organizational learning on employees' performance in Edo State.. Future researchers should seek to investigate the

factors that facilitate the implementation of organizational learning in the Nigerian banking sector. There is a need for more research on this topic, mostly in the areas of seeking effective methods, to improve organizational learning programme in Nigeria in general and banking industry in particular. Further research in these areas would not only complement this study, but would also help in bringing about improvement in employee's productivity in the Nigeria. There is need for further research in this field. In fact, the lack of secondary data of training and development and their impact on the general performance of the banks increases the demand for further research studies in this area.

**APPENDIX
Questionnaire**

Department of Business Administration,
Faculty of Management sciences,
University of Benin
Benin City
Edo State
May, 20201

Dear Sir/Ma,

ADMINISTRATION OF QUESTIONNAIRE

I am an undergraduate student of the above named institution currently undertaking research on **organizational learning and employee performance among selected employee in Edo state**. The study is a prerequisite for the partial fulfilment for the award of Bachelor of Science Degree (BSc) in Business Administration.

I therefore crave your indulgence to assist in filling the questionnaire. Any information given will be treated with utmost confidentiality. Your response is highly appreciated.

Yours faithfully,

Instruction

Kindly tick (✓) on that which agrees with your opinion.

Section A (Demographic Data)

1. Age: 21-30(), 31-40(), 41-50(), 51 and above ().
2. Sex: Male (), Female ().
3. Education status: NCE/OND (), HND/B.SC (), M.SC/MBA ().
4. Job Status: Senior staff (), Junior staff (), Casual staff ().

Section B (Opinionated section)

SA= Strongly agree A= Agree U= Undecided D = Disagree SA= Strongly disagree

S/N	Shared Vision and Improved Employee Performance	SA	A	U	D	SD
1	New ideas from staff is mostly welcome as to practice the sharing of knowledge among organization’s community					
2	Staff share new work process with all employees					
3	There is no boundaries in sharing knowledge or skills learned from training with other employees					
4	New skills or new work process that is valuable and benefit the organization is frequently shared with all employees					
5	Higher management and employees are encouraged to discuss and share knowledge as to reflect on action of success and failures					
	Transfer of Knowledge and Employee Performance.					
6	Knowledge is improved and skills are updated in order to achieve organization’s vision and mission					
7	Effective knowledge is acquire and been shared with others					
8	Knowledge about internal clients is acquired					
9	Enhancement of knowledge and skills give benefits to the organization					
10	Workers exchanged knowledge inside and outside the organization					
	Team Learning and Employee Performance					
11	Employees view themselves as partners in charting the direction of the firm.					
12	The organization recognizes that training and development are fundamental functions learning.					
13	Managers agree that the ability to learn is the key to competitive advantage.					
14	The organization is open to ideas and proposals of employees.					

15	The individual is ready to learn from other individual on how to develop methods to work with.					
	System Thinking and Employee Performance.					
16	The organisation maintains its stability by making adjustments based on feedback.					
17	The organisation uses its mistakes as opportunities for learning.					
18	In the department employees work together to change the way the organization responds to challenges					
19	In the organisation learning is emphasised through a unified whole rather than the individuals.					
20	Officials in the department are continuously aware of and interact with their environment.					

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