

# The Relationships between Organizational Learning and Organizational Performance in Yaba College Of Technology Nigeria

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**Abstract:** This study investigates the relationships between organizational learning and organizational performance in Yaba College of Technology, Nigeria. Data were obtained from three hundred and thirty two (320) selected respondents who are staff of the college by use of experts-validated questionnaires. The sampling techniques used is judgemental sampling method, data collected were analyzed using Pearson Product Moment Correlation (PPMC) via Statistical Package for Social Sciences (SPSS). Two hypotheses were tested and the finding shows that there is a significant relationship between organizational learning and organizational performance, and that there is a significant association between employee experience and organizational performance. It was conclude from the result that organizational learning has a significant relationship with organizational performance. The study therefore recommends that government should provide adequate funding for tertiary institutions in order to become active learning organizations in order to promote learning activities at organizational level to enhance quality of teaching and research.

**Keywords:** Organizational learning, organizational performance, experience, higher institution

## I. INTRODUCTION

The increasing struggle in the market has obligated organizations to develop aggressively coping strategies which will enhance their performance with a view to gain a competitive advantage in the market (1). It was often noticed that many organizations are promoting learning environment in order to cope and survive pressure from the customers demand as well as competition from other competitors. Learning has performed a pivotal function in almost all the fields but suddenly there has been a drastic fall in the standard of education in the educational sector which has become a great concern in this recent time. It is pertinent that University and Polytechnics are citadel of learning that built covertly as well as overtly on the concept of learning at all levels, integrating knowledge, growth, creativity and improvement (2).

Different stakeholders in the education sector have contributed immensely to transforming and developing organizational learning with their learning experiences in achieving the organizational goals and objectives without stress (3). The organization's ability to learn, acquire knowledge and innovate has occurred as an imperative factor inducing organizational performance and survival (4).

Based on the submissions of (5) and (6) organizational learning is correlated to organizational performance, invention and competitiveness of companies in different countries. Previous studies indicated that several studies have been carried out on organizational learning in different sectors but only few of such studies were carried out in educational institutions (7). However, it is important to emphasize the role of organization learning in fostering individual, team, and organization which in turn enhance performance outcomes (8) and (9).

Moreover, with rapid globalization and technological advancements, it has become critical for organizations to focus on adaptation, and engagement of quality employees to remain ahead of competitors (10). The employee's knowledge and experience gathered both at individual, group and organizational levels are very vital for organization to cope with change, compete with other competitors and to achieve organizational goals. Therefore organizational learning is a function of individual and organization knowledge and experience acquired over time and its application to organizations present actions (11).

## II. STATEMENT OF PROBLEM

Previous studies revealed that organizational learning has been identified as one of the ways by which organization can cope with change and remain a head of competitors (11; 10). Despite the fact that different learning approach for turning organizations into learning models have been developed and applied, the concept of organizational learning itself still remain a researchable area that require an urgent need for a holistic model of organizational learning. Most organizations have placed much emphasis on individuals learning instead of concentrating on organization learning which involves learning at all levels; individual learning, group and organization level (5). However, most institutions in Nigeria seems not to have been fully become learning organization when compared with other institutions in developed countries due inadequate funding of tertiary institutions by the government or the private owners of institutions. It has often debated that there is drastic fall in the standard of education in our tertiary institution.

Considering the benefits of organization learning on students, lecturers and the institutions as a whole, yet this approach has

not been fully explored. Past studies shows that most studies conducted on organization learning were carried out mainly in the non-educational sector such as manufacturing industry, banking, SMes, and so on, while only few of such conducted in educational institutions were foreign based (7). In view of the above, there exists a glaring gap in knowledge which needs to be filled. Thus this study examines the relationship between organizational learning and organization performance using Yaba College of Technology as case study.

### III. OBJECTIVES OF THE STUDY

The followings objectives will guide this study:

1. To examine relationship between organization learning and organizational performance.
2. To examine relationship between employee experience and organizational performance.

### IV. RESEARCH QUESTIONS

1. Is there any significant relationship between organization learning and organization performance?
2. Is there any significant relationship between employee experience and organizational performance?

### V. RESEARCH HYPOTHESES

*Ho<sub>i</sub>*: There is no significant relationship between organizational learning and organization performance.

*Ho<sub>ii</sub>*: There is no significant relationship between employee experience and organization performance.

### VI. LITERATURE REVIEW: ORGANIZATION LEARNING

A more recent concept highlighted organizational learning, which is related to learning organization (3) as a process or capacity within organization which enables it to acquire access and revise organizational memory thus providing directions for organizational action (12).

Organizational learning is defined as the key and as the basis of obtaining sustainable competitive advantages to the firm performance (5).

(13) contended that organizational learning occurs in reaction to the individual members' understanding of their environment as well as by their attitudes towards the structures and systems put in place to facilitate their learning in the face of unrelenting change. However, if the systems and structures in place reinforce negative attitudes and behaviors, organizations may find that the effort they have made to encourage learning has proven to be counter-productive and that they struggle to deal with their changing environment. It is therefore important that organizations have some concept of the issues related to change and understand that they need to support staff, not only in making the changes required to business processes, but also in providing the structures and systems required to allow individuals to understand the

revised processes within the context of a changed environment. Often it is this element of change which is neglected and which then leads to change initiatives being deemed to have failed, because staff are not provided with the understanding they require to adapt successfully to change. Organizational learning is holistic in nature taking into account the individual's dynamic use of knowledge to direct behaviors in ways that would help the organization to adapt to the changing scenarios and leading to the organizational improvement and performance (14).

### VII. ORGANISATIONAL PERFORMANCE

Organizational performance has been defined differently by numerous scholars according to their views and perspective. (15) defines organizational performance as the product of interactions of different parts or units in the organization. In the context of this study, organizational performance refers to the outcomes of various organizational processes which occur in the course of its daily operations. Therefore, organizational performance is represented by various magnitudes such as school reputation, quality of students, research results and social responsibility (16). Organizational learning has been identified to be of immense benefit to organization as it helps organization to achieve competitive advantage and responsiveness to change. (17) .organization learning also help organization in innovation, continuous improvement to meet challenges, and improvement in the general performance of organization (14).

### VIII. RELATIONSHIP BETWEEN ORGANISATIONAL LEARNING AND ORGANISATIONAL PERFORMANCE

Several studies have been carried out on organization learning which show strong relationship with organizational performance (8)(19) conducted research on correlation between organizational learning and firm performance, they found that not only does organizational learning have a direct influence on firm performance but also, they suggested that there are indirect relationships between organizational learning and firm performance. In 2002, Ellinger and other researchers published a paper "The Relationship between the Learning Organization Concept and Firms' Financial Performance: An Empirical Assessment" and analyzed the relationship between organizational learning and firm financial performance. Their research approved that there are a positive and significant relations between organizational learning and a firm's financial performance.

(20) conducted a study on analysis of relationships between organizational learning and organizational performance in Nigeria banking sector. A survey research method with statistical treatment was conducted in this study. To test the model, except demographic variables, a 21-items questionnaire was conducted using random sampling method to the employees of various banks in Nigeria. A total of 203 completed questionnaires were evaluated for analysis. The data analysis revealed that there is a positive relationship between organizational learning and organizational

performance. The findings of the study indicated that, there is a relationship between organizational learning and organizational performance. According to demographic variables, bank managers have higher learning perception than other employees. The paper offers practical suggestions of how management can improve organizational performance by improving the organizational learning of the organization. Survey was not all-inclusive to contain all potential bank employees in Nigeria. For that reason, this research is limited to the banks and the results can take a wide-ranging outlook to banking sector (21) conducted study on organizational learning on performance of public university in Vietnam. The objective of the study was to examine the impact of employee participation on the organizational learning process and the relationship between the organizational learning and performance of a public university in Vietnam. A survey of 136 employees of a public university in Hanoi, targeted at managers, lecturers and researchers having more than a 5-year working experience.. Multiple regression techniques were used to analyze the data. The study findings indicate that the organizational learning process is positively influenced by employee participation in decision making and significantly associates with the performance of the university

(22)conducted study on organizational learning and performance of selected paint manufacturing industries in Lagos State, Nigeria. The objective of was to ascertain the extent to which knowledge utilization relates to product diversification of the selected paints manufacturing firms in the Lagos State, Nigeria and to determine the extent to which knowledge sharing relates to product quality improvement of the selected paint manufacturing firms in Lagos State, Nigeria. The study employed correlation design in an attempt to determine the degree of relationship between studied variables. Structured questionnaire were administered to the sample of two hundred and seventy three (273), out of which, two hundred and sixty five (265) copies of the questionnaire were returned and subsequently used for the analysis. The data collected were analyzed with Product Moment Correlation Coefficient Via SPSS version 20.0. The study found a significant relationship between knowledge utilization and product diversification ( $r = 0.76$ ) and significant relationship between knowledge sharing and product quality improvement ( $r=0.64$ ) of the selected paint manufacturing firms in the Lagos State, Nigeria. From the findings therefore, the study concluded that organizations could sustain superior performance, if organization learning is implemented effectively. The study recommended that the management of these firms should provide a sustainable framework that will allow for organizational learning among organizational workers for cross-fertilization of innovative ideas, thus assemblage of these ideas would enable organization to come up with new ideas and improved on already existing line of business.

## IX. METHODOLOGY

A research design is a blueprint for conducting research or for information gathering. Research design is the framework which specifies the type of information to be collected, the source of the data and data collection procedure references. The research design used in the study was survey method and judgmental sampling techniques. This is considered suitable as the study involves collection of information from participants. The researcher administered questionnaires to three hundred and thirty two (332) staff (Teaching and Non-Teaching) of Yaba college of Technology but only three hundred and twenty (320) were returned which represent 96.3%. The data collected were tested and analyzed using Pearson product moment correlation via statistical package for social science.

1. *Organizational Learning Scale:* (23) developed a scale that has been used in many studies and it confirmed its validity and reliability of instrument as a measure of organizational learning. Organizational learning was measured using 5 questions. A five-point Likert scale was used for each of the 5 questions, scored from 1 to 5 where the number (1) means Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree. The five-point Likert scale was again used for all these questions. The Cronbach's alpha score for Justice is 0.73. This concept was measured with 5 items.
2. *Organizational Performance Scale:* (24) scale was adopted comprises of a five-point Likert scale for each of the 5 questions, scored from 1 to 5 where the number (1) means Strongly disagree, (2) Disagree, (3) Undecided, (4) Agree, (5) Strongly Agree The Cronbach's alpha score for justice is 0.81.

According to (25) a survey population is an aggregate of elements from which the sample is actually selected” This study was carried out among teaching and non- teaching staff of Yaba college of Technology. The population comprises of seven hundred and twenty nine (  $n=729$ ) of Teaching staff and one thousand two hundred and seventeen (  $n=1217$ ) of Non-teaching staff which is made up of both male and female staff of the institution.Given the population of the study, the Taro Yamani's Statistical Formula was applied.

Equation .....i

The sample size was derived from the formula below;

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

Where N = Sample size

N = Population of study

B = Maximum acceptable margin of error or margin of tolerable error

l= A constant value

(Margin of error is assumed to be 5%)

$$N = \frac{1946}{1+1946(0.05)^2}$$

$$N = \frac{1946}{5.865}$$

N = 331.79

Approx. 332 both teaching and non-teaching staff in selected institution

In this study, the survey instrument consisted of questions derived from the literature. There were 5 questions in organizational learning, 5 questions in employee experience, and 5 questions in organizational performance. There was also a demographic information part in the instrument.

### X. DISCUSSION AND FINDINGS OF THE STUDY

#### Hypothesis One

HO: Ho<sub>1</sub>: There is no significant relationship between organizational learning and performance organization performance.

Table 4.1: Summary of Pearson Product Moment Correlation Test Showing relationship between organizational learning and Organization performance.

|                          |                     | Organizational Learning | Tertiary Institution Performance |
|--------------------------|---------------------|-------------------------|----------------------------------|
| Organizational Learning  | Pearson Correlation | 1                       | 0.491**                          |
|                          | Sig. (2-tailed)     |                         | .000                             |
|                          | N                   | 320                     | 320                              |
| Organization Performance | Pearson Correlation | 0.491**                 | 1                                |
|                          | Sig. (2-tailed)     | .000                    |                                  |
|                          | N                   | 320                     | 320                              |

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

The analysis of Pearson product moment correlation from table 4.1 above shows that the Pearson Correlation is significant since its value (p=0.000). The PPM value of 0.491\*\* and significant (p= 0.000) suggest that there is statistically significant relationship between Organizational Learning and performance of Yaba College of Technology. Since the P value of Pearson Correlation is less than the benchmark of 0.05, the stated hypothesis is rejected and alternate is accepted.

#### Hypothesis Two

Ho: There is no significant relationship between employee experience and organizational performance.

Table 4.2: Summary of Pearson Product Moment Correlation Test Showing relationship between employee experience and organizational performance

|                          |                     | Employee Experience | Organizational Learning |
|--------------------------|---------------------|---------------------|-------------------------|
| Employee Experience      | Pearson Correlation | 1                   | 0.343**                 |
|                          | Sig. (2-tailed)     |                     | 0.000                   |
|                          | N                   | 320                 | 320                     |
| Organization performance | Pearson Correlation | 0.343**             | 1                       |
|                          | Sig. (2-tailed)     | 0.000               |                         |
|                          | N                   | 320                 | 320                     |

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

From table 4.1, the correlation coefficient of Employee Experience and Organizational Learning is 0.343\*\* and p value of 0.000(p=0.000). This suggests that there is statistically significant relationship between Employee experience and Organizational performance. Since the P value of Pearson Correlation is less than the benchmark of 0.05, the stated hypothesis is rejected and the alternate is accepted.

### XI. CONCLUSION

Based on the findings, it was concluded that organizational learning is playing a significant role in improving organization performance. Organization learning is very germane to the success of organizations, hence, the need for tertiary institutions in Nigeria to be more proactive to learning and research in order to promote level of educational development. In the study, a strong relationship exist between organizational learning and organizational performance because performance of organization increases with the rate at which organization acquired knowledge and experience which leads to improve of organizational performance.

The present study also revealed that there is relationship between organization learning and organizational performance in Yaba college of Technology but there are many more variables that influence organization performance.

Organizations that are well equipped with flexible and responsive structures provided by organization learning are able to react to new challenges and changes much faster than their competitors. Assiduous learning is also of great importance to accommodate the organization or firm performance enhancement of market information processing activities (26).

### XII. RECOMMENDATIONS

Based on the findings and conclusion of this study, organizational learning is vital for the overall performance of an organization, It is hereby recommended for all tertiary institutions in Nigeria to imbibe organizational learning culture by creating enabling learning environment which will

facilitate learning both at individual and organizational level. Government should increase funding of tertiary institutions to enable them become an effective learning organization and also to be able to compete with other tertiary institutions in the world.

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