

Organizational Learning, Employee Motivation and Organizational Performance: Indian IT Industry

Dr Rajnish Ratna^a, Dr Navin Shrivastava^b

^a Associate Professor (HR & BRM), Gedu College of Business Studies, Royal University of Bhutan
Email: rajnish.ratna@gmail.com, rajnish.gcbs@rub.edu.bt

^b Assistant Professor Bimtech, Greater Noida
Email: profnks3010@gmail.com

Abstract

Organizational learning is important for any growing organization as its mechanism is to capture quality knowledge from different sources of learning process and make use of these knowledge for fruitful future decisions. The level of employee motivation is crucial for taking advantage of organizational learning mechanism that yields better organizational performance.

The objectives of this study was to discover the impact of learning organization on organizational performance and employee motivation; and also to know the impact of employee motivation on organizational performance in Indian IT Sector. This investigation likewise targets inspecting the intervening role of employee motivation between organizational learning and organizational performance.

The data was drawn from 210 employees of IT sector from 10 leading companies using structured questionnaire.

The results of data analysis confirmed that there is positive and significant impact of organizational learning on organisational performance and employee motivation. Employee motivation has partial mediation role between leaning organization and organizational performance and it is also having significant positive impact on organisational performance.

It is recommended to human resource manager to keep and maintain high level motivation of employee for better organizational performance through mechanism of organizational learning..

Keywords: Learning Organization, Organizational Performance, Employee Motivation, Hygiene factors, motivators, IT sector.

1. Introduction

In dynamic business environment, there has been a growing need to build a system of organizational learning to meet the future challenges effectively. Organizational learning is important for any growing organization as its mechanism is to capture quality knowledge from different sources of learning process and make use of these knowledge for fruitful future decisions. Pedler, Burgoyne and Boydell (1989) argued that organizations must develop a climate of learning to enable employees to develop their full potential. For a sustainable organization a well-articulated organizational learning system is the need of the hour. It is evident from the prevalent practices followed by the organizations to poach experienced and skilled employees from their competitors. So as to counter this practice, and manage the human capital of organization it is essential for any organization to

adopt such organizational learning mechanism because these practices would be helpful for organization in the process of preparation for future. In this light, effective organizational learning mechanism brings a ray of hope for better organizational performance. It allows adaptation of teams and individuals as unit. The concept of organizational learning is receiving an increasing amount of attention in IT industry. Khan and Abetti (2011) predicted possible development scenario of the Indian IT industry in the years to come. Development can never be thought without such parameters needed to infuse motivational paradigms.

The current research is conducted under the realms of Herzberg's motivation theory. This study has been designed to understand the impact of motivator and hygiene factors on performance of employees along with organizational learning for better organizational performance. In their work Sharma and Gupta (2015) remarked that performance measurement as a successful business tool to have the competitive advantage in fast moving competitive environment. They revealed the phenomenal growth of IT sector in India over the past decade. Next, Mukundan and Thomas (2016) highlighted that there is significant contribution of India IT sector to economic growth of India in the last two decades. Later Agrawal and Thite (2003) suggested that there is need of organizational strategies to create learning opportunities for effective management and motivation of professionals of Indian software services industry. In another work by Saraswathy and Natarajan (2011) they conducted a study on IT industry in Indian perspective and argued that employees are the most valuable resource of organization in the face of advances in technology and salient changes in economy.

2. Theoretical Frame work

Organizational Learning and Organizational Performance

Organizational learning helps to acquire, retain, and use inputs for its development, and the process results in an enhanced capacity for continued self-learning and self-renewal (Argyris and Schon, 1987). Vasenska (2013) claimed that organizational learning is a systematic process by way of which an organization learns and adapts. It is also suggested that organizational learning helps the organization to strive through the turbulence of environmental, social and economic changes. Opoku and Fortune (2011) suggested that organizational performance can be improved by learning as it has potential to improve organizational performance. This study also suggested that organizations should engage in learning that embraces sustainability.

Hoy (2008) revealed that organizational learning has positive relationship with performance of employee and experience curve. Chen (2005) argued that learning in an organization is an ongoing process which allows the organizations to adapt change by utilization of knowledge resources of the organization. Organizational learning allows adaptation of teams and individuals as unit.

Rao (2005) defined performance, "as the expectation of output delivered by an employee or team within a time limit". Here the term 'expectation' refers to "results achieved, quality of work, meeting specifications, generating required quantity of output". Gavrea, Ilies and Stegorean (2011) suggested that continuous performance is the objective of any organization because only through performance organizations can grow. So for existence of organization its performance is rather very essential.

Sampe (2012) studied organizational performance and organizational learning and its antecedents that are organizational culture, leadership and empowerment. The study was conducted on developing countries with Asian cultural background SME's. Study came out with conclusion that organizational learning impacts the overall organizational performance in small and medium sized Enterprises of Indonesia.

Akhtar, Arif, Rubi, and Naveed (2011) set up connection between organizational learning and performance and uncovered that the organizational learning impacts performance in instructive institutes. Organizational learning produces significant yields on ventures as it increases present expectations of performance.

Cho (2010) studied the impact of organizational learning on the employee performance which there by impacts the overall organizational performance. It is revealed that organizations where learning is facilitated about the implementation and introduction of new system technologies becomes much easier.

Jones (2000) clarified that organizational learning is a cycle by which directors comprehend organizational climate and change their activities consequently to improve organizational performance. It is additionally uncovered that through organizational learning an organization extends its own information base. Aragon, Jimenez and Valle (2014) found positive association of organizational learning on performance based on study conducted on Spanish firms. In an earlier work Rose, Kumar, and Pak (2009) indicated a positive relationship of organizational learning with job satisfaction and job performance. Also, Yeo (2003) concluded that organizational learning influences organizational performance by increasing the competence of employee so that there must be perfect match between job requirements and skill requirements as decided by corporate mission and vision.

Hernaus, Skerlavaj and Dimovski (2008) conducted study to examine the relationship between organizational learning and organizational performance on 202 companies of Croatia. Each company taken under this study had more than 50 employees. Based on empirical data, it is revealed significant positive and strong relationship between organizational learning and organizational performance. Further, Werlang and Rossetto (2019) found that organizational learning is having positive relationship with organizational performance based on 162 managers of hotels and lodging establishments in Santa Catarina.

O₁. To assess the impact of Organizational Learning on Organizational Performance in IT Industry of India.

Organizational Learning and Employee Motivation

Aworemi, Abdul-Azeez and Durowoju (2011) suggested that good working condition, interesting work, and good pay are key factors to higher employee motivation. Their study confirms the importance of motivation in getting best out of the employees. To motivate the employees the efforts must be made to understand their needs.

According to Robbins (2001), term motivation is defined as a process of satisfying the needs of the employees. It involves understanding the motives, needs of employees and working on them to motivate employees. Further, Yeo (2003) concluded that Employee motivation is cognitive and behavioural outcome of organizational learning. Herzberg's motivation-hygiene theory is known as the two-factor theory. It was given by analysis of two hundred engineers and accountants working in 9 companies of the United States. Respondents were made to explain their job experiences as bad or good and rated their feelings. The factors that bring satisfaction among employees were generally related to motivators, and factors that bring dissatisfaction were associated with hygiene factor. Herzberg's motivator includes aspects like recognition, achievement. Hygiene factors were extrinsic part of the job, such as salary, supervision, interpersonal relations and company policies. These separate 'needs' are the necessity to avoid discomfort. A shortage of the motivating factors that absolutely encourage workers, can cause workers to specialize in alternative, non-job connected 'hygiene' factors. Motivators are those characters directly related to satisfaction: Achievement, Recognition, Level of responsibility, Opportunity for advancement, Work itself, and Feedback.

Motivators result in satisfaction due to the requirement for growth, employee development and work satisfaction. If motivators are not managed in an organization, then it requires more emphasize on hygiene factors. Hygiene factors result in discontent with employment due to the requirement to avoid unpleasantness. These are referred to as spoken as hygiene factors as a result of that these will be avoided or prevented by the employment of 'hygienic' methods. Hygiene factor do not bring positive motivation but helps in avoiding unpleasantness. Hygiene factors also are usually referred as 'dissatisfiers' because they're involved with factors related to the task itself however aren't directly an area of it. Hygiene factor commonly includes: Job security, Working conditions, Organization's policies, Administrative task, Interpersonal relationship, and Salary.

O₂. To assess the impact of Organizational Learning on Employee Motivation of employees in Indian Industry.

Employee Motivation and Organizational Performance

Solomon, Hashim, Mehdi, and Ajagbe (2012) studied the impact of employee's motivation on overall organizational performance. The study was conducted on multinational companies in Nigeria of manufacturing sector. Sample size of study was 87. The data was analyzed on the basis of Pearson's product moment correlation. The study actually showed impact of effective employee motivation initiatives on performance.

Latt (2008) suggested a judicious selection of factors that motivate employees and impacts the performance of an organization. It was suggested that employees are motivated through different medium as different individuals have different needs in life. In a recent study by [Pang](#) and [Lu](#) (2018) they established significant positive relationship between employee motivation and organizational performance based on study conducted on container shipping companies in Taiwan.

O₃. To assess the impact of Employee Motivation on Organizational Performance of employees in Indian Industry

Organizational Learning, Employee Motivation and Organizational Performance

Aragon, Jimenez and Valle (2014) concluded that organizational learning mediates the relationship between training and performance.

O₄. To assess the mediating effect of Employee Motivation between Organizational Learning and Organizational Performance of employees of Indian Industry.

Conceptual model and hypotheses

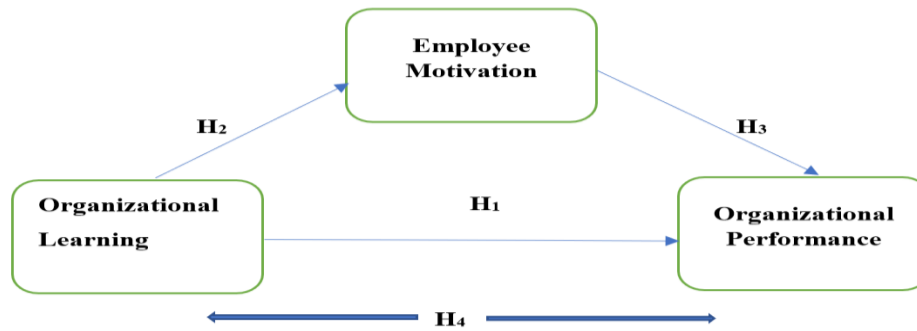


Figure 1. Conceptual Model

3. Research methodology

Research Design: This research uses the Exploratory and the Descriptive research. Questionnaires are used to collect the responses of employees from IT sector working in India.

The sample size consisted of 210 respondents, the data was collected through convenience sampling (non-probability) from selected IT companies of India. For the survey a well design questionnaire based on Likert 5-point scale (5- Strongly agree, 4 – agree, 3 neutral, 2 – disagree and 1 strongly disagree) was used for data collection. Analysis was done with statistical Tools SPSS 21 and Amos 21.

4. Data analysis and interpretation

Reliability Analysis

Reliability analysis is conducted to test internal consistency of instruments used for measuring study variables. Please refer Table 1.

Table 1: Reliability Results

S.N.	Study Variables	Cronbach Alpha	No. of Item
1	Organizational Learning	0.77	6
2	Motivator Factor	0.811	10
3	Herzberg Factor	0.809	12
4	Motivation	0.737	22
5	Organizational Performance	0.793	18

According to Cronbach (1951), the recommended value of Cronbach’s alpha for reliable instrument is above 0.7. In the table 1, the values of Cronbach’s alpha for all study variables are in above recommended value, revealing that these instruments are having high internal consistency and reliable.

Descriptive Analysis

Table 2: Descriptive Statistics

Variables	N	Mean	Std. Deviation	Minimum	Maximum
Employee motivation	210	3.48	.598	1	5
Herzberg’s Hygiene Factor	210	3.33	.640	1	5
Herzberg’s Motivating Factor	210	3.62	.645	1	5
Organizational Learning	210	3.56	.517	1	5
Organizational Performance	210	3.47	.399	1	5

In table 2, the mean of each variable is reported above average. In the two dimensions of employee motivation, Herzberg’s motivating factor has higher mean as compared with hygiene factors of motivation, it is inferred that motivating factors are dominating in employee of IT sector. Organizational learning is also reported higher as compared to other two study variables – employee motivation and organizational

performance. The mean of employee motivation is 3.48 with standard deviation of 0.713 while the mean value of organizational performance is 3.47 with standard deviation of 0.395. The mean of organizational learning is 3.56 with standard deviation of 0.511.

Regressions Analysis

Regression analysis is conducted to test the proposed hypothesis of this study.

Impact of Organizational Learning on Organizational Performance

In this analysis, organizational learning is taken as independent variable and dependent variable is organizational performance.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481 ^a	0.231	0.228	0.351
a. Predictors: (Constant), Organizational Learning				
b. Dependent Variable: Organizational Performance				

In the table 3, the value of R is 0.481 indicates a moderate relationship between learning organization and organizational performance. The value of R² = 0.231 explains that 23.1 % of the variation in organizational performance is explained by organizational learning while 76.9 % remain unexplained. Thus, the predictive ability of the model is moderate.

Table 4: ANOVA result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.732	1	7.732	62.887	.000 ^b
	Residual	25.573	208	0.123		
	Total	33.305	209			
a. Dependent Variable: Organizational performance						
b. Predictors: (Constant), Organizational learning						

In the table 4, the value of p (.000) is less than .05 and F value (62.887) is more than 1. It is inferred that there is significant impact of organizational leaning on organizational performance.

Table 5. Coefficients results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.144	0.169		12.716	0
	Organizational Learning	0.372	0.047	0.481	7.93	0
a. Dependent Variable: Organizational Performance						

In the table 5, the value of p in coefficient result table is less than .05 and standardized coefficient (Beta) value is 0.481. It is revealed that there is significant positive impact of organizational learning on organizational performance and standardized coefficient values indicated that independent variable impacts dependent variable by 48.2 %. Thus, the alternate hypothesis **H₂ is accepted** and null is rejected.

Impact of Organizational Learning on Employee Motivation

In this analysis, organizational learning is taken as independent variable and employee motivation as dependent variable.

Table 6. Model summary result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.344 ^a	0.118	0.114	0.563
a. Predictors: (Constant), Organizational Learning				

In the table 6, the value of R is 0.344 indicates a weak relationship between organizational learning and employee motivation. The value of R² is .118 which explains that 11.8 % of the variation in employee motivation is explained by organizational learning while 88.2 % remain unexplained. Thus, the predictive ability of the model is weak.

Table 7. ANOVA result

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.842	1	8.842	27.858	.000 ^b
	Residual	66.021	208	0.317		
	Total	74.863	209			
a. Dependent Variable: Employee Motivation						
b. Predictors: (Constant), Organizational Learning						

In the table 7, the value of p (.000) is less than .05 and F value (23.39) is more than 1. It is inferred that there is significant impact of organizational learning on organizational performance.

Table 8. Coefficients result of Organizational Learning on Employee Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.049	0.271		7.562	0
	Organizational Learning	0.398	0.075	0.344	5.278	0
a. Dependent Variable: Motivation						

In the table 8, the value of p (.000) is less than .05 and standardized coefficient beta value is 0.344 which signifies that independent variable have significant and positive impact on dependent variable by 34.4 %. Thus, the alternate hypothesis **H₃ is accepted** and null hypothesis is rejected.

Impact of Employee Motivation on Organizational performance

In this analysis, employee motivation is taken as independent variable and organizational performance.

Table 9. Model Summary result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	0.552	0.549	0.268
a. Predictors: (Constant), Employee motivation				

In the table 9, the value of R is .743 indicates a strong relationship between employee motivation and organizational performance. The value of R² is .552 explains that 55.2 % of the variation in organizational performance is explained by employee motivation while 44.8 % remain unexplained. Thus, the predictive ability of the model is strong.

Table 10. ANOVA result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.369	1	18.369	255.803	.000 ^b
	Residual	14.936	208	0.072		
	Total	33.305	209			
a. Dependent Variable: Organizational Performance						
b. Predictors: (Constant), Employee Motivation						

In the table 10, the value of p (.000) is less than .05 and F value (255.803) is more than 1. It is inferred that there is significant impact of employee motivation on organizational performance.

Table 11. Coefficient result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.752	0.109		16.09	0
	Employee Motivation	0.495	0.031	0.743	15.994	0
a. Dependent Variable: Organizational Performance						

In the table 11, the value of p (.000) is less than .05 and standardized coefficient beta value is 0.743 which signifies that employee motivation have significant and positive impact on dependent variable. Thus, the alternate hypothesis **H₄ is accepted** and null hypothesis is rejected.

Mediation Analysis

This section analyses the role of employee motivation as mediation variables between input variable (organizational learning) and outcome variable (organizational performance).

The result of regression estimates between input variable and outcome variable without mediator is presented in table 12 and result of regression estimates between input variable and outcome variable with mediator is presented in table 13 followed by discussion.

Table 12. Regression Estimates of the Proposed Model (Without Mediator)

Variable	Direction	Variable	Estimate	C.R.	P
Organizational performance	<---	Organizational learning	.236	4.286	***

(CR=Critical Ratio, *** significant at p<0.001)

The value of p and critical ratio in table 12 revealed that there is significant impact of **organizational learning** on organizational performance in direct relation.

Table 13. Regression Estimates of the Proposed Model (With Mediator)

Variable	Direction	Variable	Estimate	C.R.	P
Employee motivation	<---	Organizational learning	0.876	16.959	***
Organizational performance	<---	Employee motivation	.171	3.885	***
Organizational performance	<---	Organizational learning	.102	3.359	***

(CR=Critical Ratio, *** significant at p<0.001)

The value of p and critical ratio in table 13 revealed that there is significant impact of input variables (**organizational learning**) on outcome variable (Organizational performance) with mediator (Employee motivation). The relationship between **organizational learning** and employee motivation; and relationship between employee motivation and organizational performance are significant in indirect effect. The value of estimate is lower in indirect relation as compared to direct as presented in respective tables. It confirms the partial mediation of employee motivation between **organizational learning** and organizational performance. Therefore, **the alternate hypothesis H₅ is accepted**.

5. Conclusion and recommendation

The investigation demonstrated that organizational learning positively affected the performance of organization. In the event that organization chips away at the learning viewpoints it can at the same time improve the performance. In light of this investigation and as per Herzberg hypothesis of motivation, the studied employees consider cleanliness components of motivation, more critical than the help. The motivation level of employees has positive impact on the general performance of any organization. Employee motivation has

positive impact on the organizational learning in an organization. So, organizations should work on its employee motivation strategies and techniques to motivate employees. Employee motivation mediates the relationship between organizational learning and organizational performance.

Organizations should emphasize on initiative to promote culture of organizational learning. Organizations should focus on hygiene factors so that employees should feel more motivated. As study shows that employee motivation impacts the organizational learning and organizational performance. So, organizations should work on motivating employees by working on both hygiene factors and motivators as defined in Herzberg's motivation theory. According to employee's perception, organizational learning and hygiene factors of motivation are not addressed effectively in their organization. So, organization should work to address it as there is significant impact of employee motivation and organizational learning on organizational performance. It is recommended to human resource manager to keep and maintain high level motivation of employee for better organizational performance through mechanism of organizational learning.

6. Limitations and future scope

The research was conducted in a short span of time therefore the research is not wide to include all the aspects of the study. The study cannot be generalized due to the fact that the study does not cover proportionate age, experience level and other diversities of region and gender. This study is limited to sample size of 215 respondents from IT sector of India only.

In order to make the findings of this study more effective so as to make it more generalized for the population, a larger sample size may be considered the next time such a research is carried out on the related field. Larger sample size leads to better randomized distribution of responders. This study can be extended to other sectors also. A greater variety of respondents across multiple age brackets and varied occupational backgrounds and levels would only bring dynamism to the study. This dynamism would lead to a more concrete study about the topic.

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