

Research Article

Assessment of Learning Climate in Nepalese Banking Sectors

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A B S T R A C T

Organizational performance and creativity have been connected to learning organizations. Successful organization will be able to stay up with changes and advancements in the business environment by learning. Base on this statement study examined Nepal's public and private banking sectors' learning atmosphere. This study was objectivity, cross sectional base in nature. 250 structure questionnaires were distributed, among that 210 Managerial level employee reply the questionnaire. Mean and std. deviation was used to measure the perception of employee towards learning organization, reward and motivation. Result reveled that Organizational learning environments were found to be average 3.1716 in both the public and private sectors of the financial industry, Reward system to foster learning organization in the banking industry seems like regular 3.5286, employee motivation in learning organizations, appears average 3.5469. The average opinion of Nepal's learning environment among employees of public and private banking sectors was conclusion.

Keywords: Learning Organization, Reward, Motivation, Banking Sectors

Introduction

Organizational learning has been an important research topic within organization studies (Basten & Haamann, 2018). The current interest in the subject among academics and practitioners reflects the idea that firms need to improve their products and processes constantly in order to create and maintain competitive advantage (Teece, 2018). Recently, the resource based view has focused on intangible resources as a source of heterogeneity among organizations (Rua & França, 2017).

Business dynamics is changing and resources assuring business effectiveness is changing (Mishra 2019: Mishra, 2021). The changes may be favourable if capacity of HR in terms of number and productivity matches in group not at

individual level (Mishra, 2019: Maskey and Mishra, 2018: Mishra and Mishra, 2018). Organizational learning is an area of knowledge within organizational theory that studies models and theories about the way an organization learns and adapts (Bratianu, 2015). Thus, organizational learning has been evaluated as a strategic capability (Onağ, Tepeci, Başalp, 2014) which can lead to sustainable development which create, transfer and institutionalization of tacit knowledge which is valuable, rare, inimitable and non-substitutable (Pérez-Nordtvedt, Kedia, Datta, Rasheed, 2008). Organizational learning capability is directly linked to the firm's human resources (Gomes & Wojahn, 2017). Likewise, the different dimensions that we can identify within organizational learning capability (CM. learning commitment, systems thinking, knowledge transfer and

integration, openness and experimentation) may be positively affected by concrete human resources policies (Chiva, Alegre, Lapiedra, 2007). Thus, human capital become a strategic factor, human resource management a fundamental tool for leading the organization towards a culture of learning (Diaz-Fernandez, Pasamar-Reyes, Valle-Cabrera, 2017). Organization is shifting towards green financing and promoting CSR through learning and teaching regarding environmental aspects through HRM (Mishra and Aithal, 2022; Mishra and Kushwaha, 2022).

Literature Reviews

Study examined organizational learning and effectiveness's impact on operations, employee productivity, management performance. Samples were selected randomly and stratified. Using a questionnaire, confirmatory factor analysis and hierarchical multiple regression were used to analyze data. The data shows a positive correlation between organizational learning and effectiveness, operations, employee productivity, management performance, indicating that organizational learning impacts all staff at every level (Tan & Olaore, 2022).

Verify that absorptive ability moderates the link between organizational learning and product innovation in small and medium-sized enterprises (SMEs). The descriptive quantitative study included surveys and questionnaires on 233 small and medium-sized business owners (SMEs). Smart-PLS examined data using structural equation modeling. Organizational learning improved product innovation and absorption capacity in the researched organizations. In the researched SMEs, absorption capacity has not been shown to moderate the link between organizational learning and product innovation performance (Cassol & Marietto, 2021).

Study of organizational learning diseases, examines the barriers to organizational learning that arise during the organizational learning process, suggests solutions to these barriers in order to help companies develop (Yuan & Chayanuvat, 2021).

Research delves at the link between organizational learning and employee productivity. Partial Least Squares and Descriptive Analysis are used (PLS). Results show Positive and significant effects of organizational learning on employee performance and organizational commitment are supported by the mediation impact of commitment on the connection between the two (Wiyana & Sriathi, 2021).

Examined whether small, medium-sized IT organizations' creativity, organizational learning, job motivation vary by gender. A non-probability purposive selection approach was used to pick 200 individuals aged 25–35, 100 of whom (50 men and 50 women) worked in small IT organizations and 100 in larger IT companies. Small and medium-sized organizations had a substantial correlation

between innovation climate, organizational learning, work motivation ($p < 0.05$). The research highlights the relevance of non-monetary aspects in a company's work happiness, learning, productivity, performance, growth (Fernandes, Sanyal, Ramanathan, 2016).

Study on the effects of organizational learning, climate, justice on teachers' extra-role performance. 150 public and private university permanent and part-time faculty members provided data. Results showed that organizational fairness and atmosphere are strongly and positively connected to higher education institutions' defective members' extra-role activity (Danish, Munir, Ishaq, Arshad, 2014).

Research Gap

Majority study show the relationship, impact between organizational learning and organization performance, but this study cover the perception of learning organization indicating three factors organization support for learning, organization rewards for learning and organization role to motivate employees for learning.

Objectives

- To assess the environment for learning organization in Nepalese public and private sectors
- To identify the reward for learning organization in Nepalese Public and private sectors
- To measure the employees motivation for learning organization in Nepalese Public and Private Sector

Research Methodology

This is a descriptive research study, which uses a survey design. Employees at supervisory and higher levels, as well as those in management positions (Mahat & Aithal, 2022), working in Nepal's private and public sectors were included as respondents in this research. There are 210 responses from two sectors, with five public and five private sector entities accounting for 70% of the total. To achieve the study's aims, an opinion survey technique is used to gather primary data. For the employees, a thoroughly structured questionnaire was created. It contained likert scale questions (with 7 indicating Strongly Agree and 1 indicating Strongly Disagree). The study's Cronbach's alpha was determined to be 0.853, which is close to 1, indicating a very satisfactory outcome. As a result, the questionnaire is regarded as highly trustworthy, indicating that the dependent and independent variable measures are consistent. The data was analyzed using the mean and standard deviation.

Result and Discussion

Descriptive analysis regarding the perception and attitude of the respondent towards organizational learning in Nepal that play an important role in drawing conclusion has been presented in this section. For the convenience,

the questionnaire was divided into six categories namely support for learning, dissemination of knowledge and information, reward, employees' motivation, organizational performance and employees' performance which are further subdivided individually. The mean shows the central tendency of the variable whereas standard deviation and minimum- maximum shows the dispersion of variable from its mean value. These values are presented in the tabular form in the questionnaire section.

Support for Learning

Support for Learning (SL) is an important component of overall learning environment in an organization. Early research demonstrates a strong emphasis on the role of individual learning in organizational learning. At the extreme end, the organizational learning system is viewed as one depending wholly on individual learning as against practice of knowledge sharing for all the organizational

members (Shrivastava, 1983).

As the mean value for the questionnaire five is higher than that of others it shows that the priority is given to the questionnaire; organization sponsors if any training program similar to job requirement organized in the city. On the other side the mean value for the questionnaire three is lesser than others it shows that the respondent has given less priority to the questionnaire; my colleagues are an important source of learning and exposure for me.

Figure 1, show the aggregate mean value of support for learning (independent variable) which is 3.1716 implying that many respondent believe that support for learning is also important factor in Nepalese public and private sectors to gain organizational learning .This may be due to the learning attitude, technological innovation etc. So, support for learning is a good measure to enhance organizational learning.

Table I.Descriptive Study of Support for Learning

S.No.		N	Mean	Std. Dev	Maximum	Minimum
1.	My supervisor discusses learning and development needs with me	210	3.0810	1.4797	7	1
2.	My supervisor helps me to put my learning into practice	210	2.9238	1.3882	7	1
3.	My colleagues are an important source of learning and exposure for me	210	2.6190	1.3369	7	1
4.	Supervisor can be contacted any time whenever needed	210	2.6905	1.4425	7	1
5.	Organization sponsors if any training program similar to job requirement organized in the city	210	3.4905	1.6288	7	1

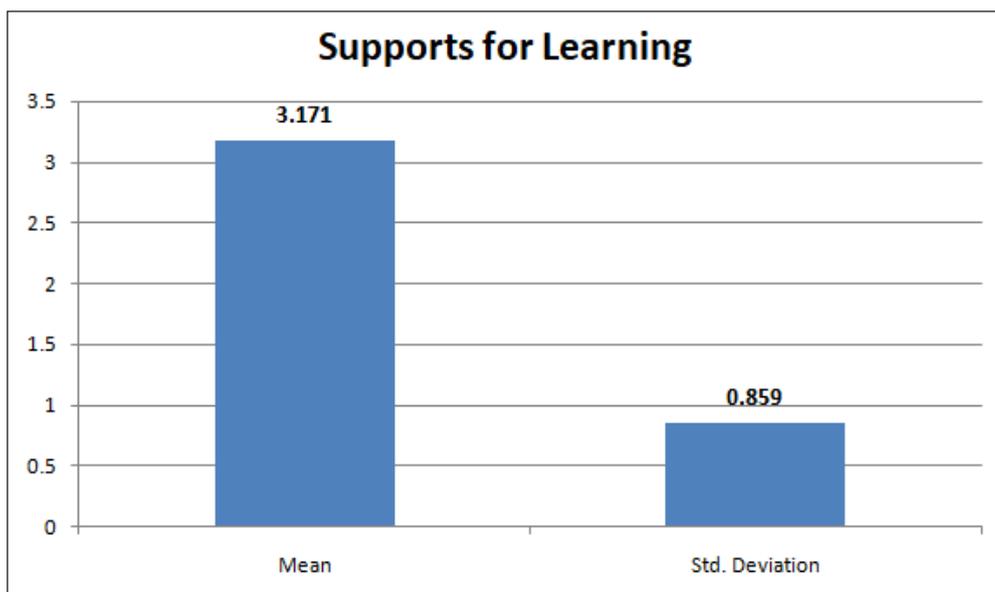


Figure I.Overall Supports for Learning

Reward for Learning

Reward for learning consists of different components such as responsibilities medical insurance, pension, compensation, leave, reward, structure, system for encouragement, commitment, etc. It has been tried to assess the status of reward for learning opportunities in Nepalese private and public sector.

As the mean value for questionnaire fourteen is higher than that of others it shows that the priority is given to the questionnaire; compensation provided by organization is satisfactory. On the other side the mean value for the questionnaire; fifteen is less than others it shows that the respondent has given less priority to the questionnaire; work leave provision provided by organization is satisfactory.

Figure 2, show the aggregate mean value of reward for learning (independent variable) which is 3.5286 implying that many respondents believe that reward for learning is also important factor in Nepalese public and private

sectors to gain organizational learning. This may be due to encouragement, commitment, job satisfaction etc. So, reward for learning is a good measure to support organizational learning

Employees' Motivation

Organizational learning promotes employees' motivation and job satisfaction. Furthermore, it also enhances new knowledge and skills and employee advanced technology. All these components support improved organizational performance. Improved organizational performance also supports continuous learning process. Because of increased performance, organizations ability to spend on learning and development activities also increased. This promotes competitive strength of the organization. As a result, attitude and commitment of top management will be changed for adopting new strategy. Employees' motivation consists of varied components such as responsibilities, current jobs, training and development, opportunities for career development, reward system etc.

Table 2.Descriptive Study of Reward for Learning

S.No.		N	Mean	Std. Dev	Maximum	Minimum
1.	Organization empowers employees to enable them to take on more responsibilities	210	3.2810	1.4317	7	1
2.	Medical insurance provided by organization is sufficient	210	3.5619	1.7079	7	1
3.	Pension plan are realistic	210	3.5429	1.6973	7	1
4.	. Compensation provided by organization is satisfactory	210	3.8952	1.6769	7	1
5.	Work leave provision provided by organization is satisfactory.	210	3.1143	1.5048	7	1
6.	My reward is based on my performance	210	3.7762	1.7642	7	1

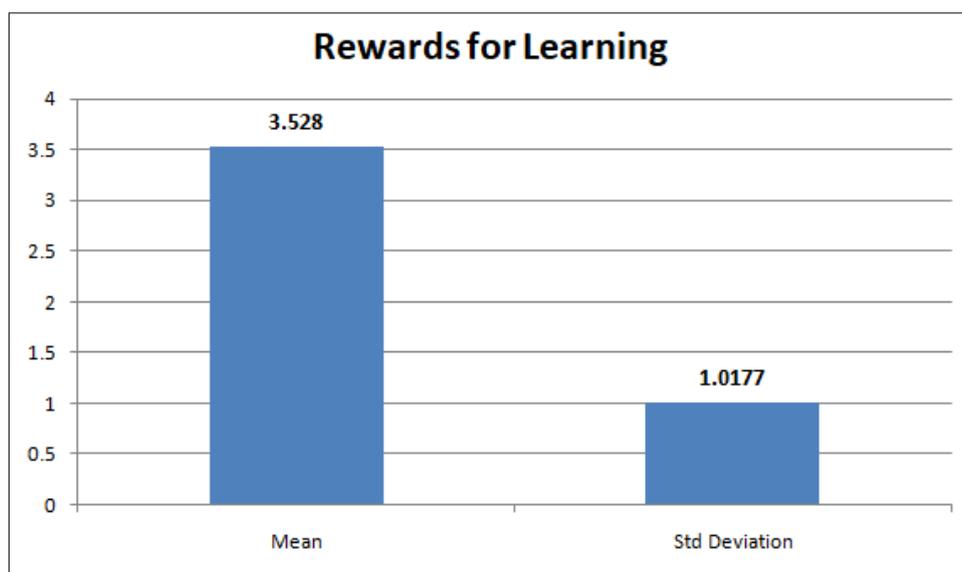


Figure 2.Overall Reward for Learning

As the mean value (4.00) for questionnaire one is higher than that of others it shows that the priority is given to the questionnaire; seventeen that is I am satisfied with my current job. On the other side the mean value (3.0905) for questionnaire eighteen is less than others it shows that the respondent has given less priority to the questionnaire; the practice of training and development activities in organization is satisfactory.

Table 3, show the aggregate mean value of employees' motivation (independent variable) which is 3.5469 implying that many respondents believe that employees' motivation is also important factor in Nepalese public and private sectors to gain organizational learning. This may be due to training and development, promotion, salary increase, bonus, incentives, job placement, job satisfaction etc. So, employees' motivation is a good measure to support organizational learning.

Conclusion

The main aim of the study was to assess the learning climate of public and private banking sectors of Nepal. Study was dividing in to three sections, first is to assess the learning environment of the banking sectors, the result show that the learning organization of private and public banking sectors seems average. Second section focuses to identify the reward system that foster the learning organization in banking sectors seems normal. Third section considers the motivation of employee towards learning organization also seem middling. This results show the average perception of private and public banking sectors employee towards the learning climate in Nepal. From the result the financial sectors need to enhance the learning organization practice for the betterment of organization performance. Further researcher can adopt the learning

Table 3.Descriptive Study of Employees' Motivation

S.No.		N	Mean	Std. Dev	Maximum	Minimum
1.	I am satisfied with my current job.	210	3.2810	1.4317	7	1
2.	The practice of training and development activities in organization is satisfactory.	210	3.5619	1.7079	7	1
3.	There are opportunities for career development in my organization.	210	3.5429	1.6973	7	1
4.	There is a proper link between employee performance and reward system.	210	3.8952	1.6769	7	1

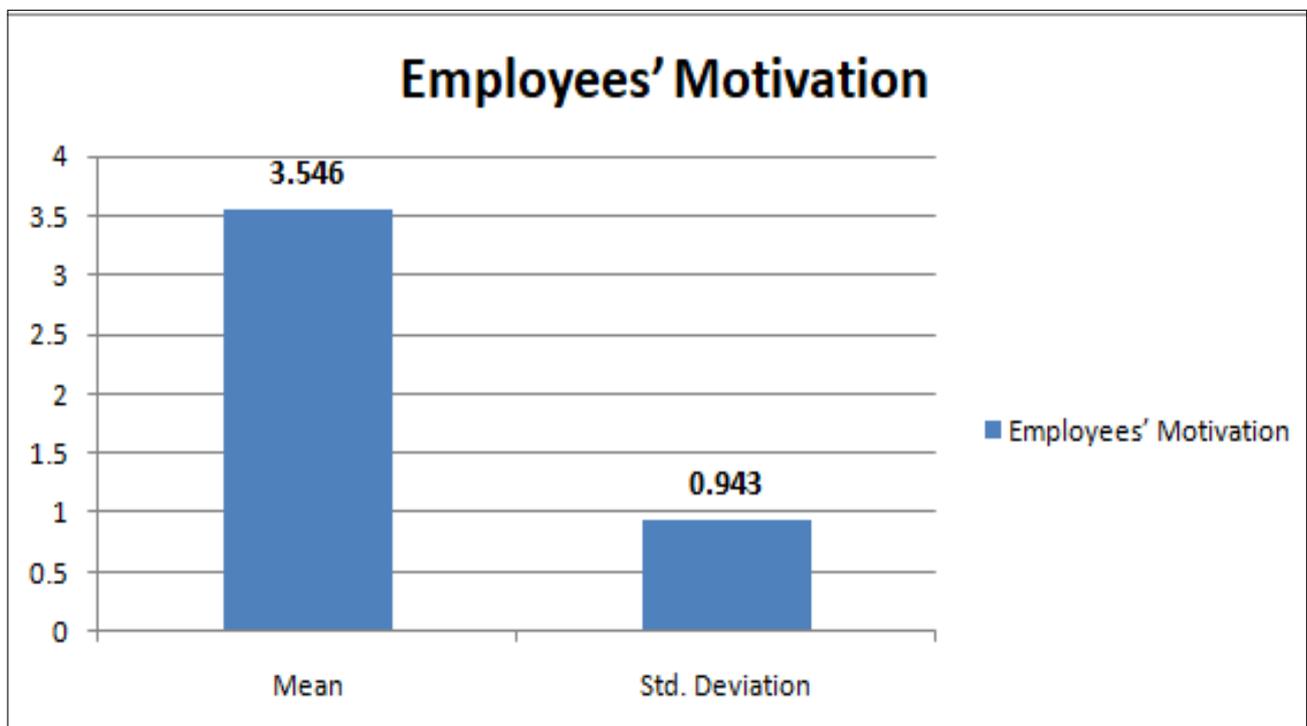


Figure 3.Overall Employees' Motivation

organization study in industry sectors of Nepal. The impact of learning organization with organization performance can be measure for the further researcher.

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