ISTANBUL OKAN UNIVERSITY

INSTITUTE OF GRADUATE SCIENCES

ORGANIZATIONAL LEARNING CULTURE AND EMPLOYEE PERFORMANCE: A CASE STUDY ON INDUSTRIAL COMPANIES IN NIGERIA

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THESIS

FOR THE DEGREE OF

MASTER OF BUSINESS ADMINSTRATION IN BUSINESS PROGRAM

ADVISOR

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CONTENTS

ABSTRACT

Impact of Organizational Learning Culture on Employee Performance: A Case Study on Industrial Companies in Nigeria

The aim of this study is to determine the impact organizational learning culture has on employee performance. Accordingly, the population of the research consists of largely workers (managerial, non-managerial) of industrial companies in Nigeria. Convenience sampling method is used in the research as a data collection tool. Within the scope of this research, 384 questionnaires are accepted as valid and were duly evaluated. Related hypotheses are tested and analyzed using SPSS (Statistical Package for Social Science) software. Furthermore, organizational learning culture scale and employee performance scale as developed by literature are used. In addition, reliability and validity analyzes of the related scale are also conducted. To determine whether or not organizational learning culture and employee performance varies with demographic variables, T-test and ANOVA are used. To determine differences in more than two groups, ANOVA was used, and also, a Post-Hoc test to determine what particular group caused the difference, while a T-test was used in determining difference among two groups, and according to the analysis, a statistically significant result is observed. Also, Pearson Moment Correlation test is carried out to check for the relationship between both variables. Organizational learning culture of the respondents varies by gender, age, educational qualification, working experience and management level where as employee performance varies by all except for management level. As a result of the analysis conducted to achieve the aim of study, it is determined that the sub dimension of organizational learning culture scale such as continuous learning, dialogue and inquiry, team learning and collaboration, empowerment, embedded systems, systems Connection and strategic leadership has an a significantly statistical effect on employee performance scales of task, adaptive and contextual sub-dimensions. This study further recommends that organizations should pay more attention to its learning culture as it has a way of affecting its employee's performance.

Keywords: Employee Performance, Organizational Learning Culture.

ÖZET

Örgütsel Öğrenme Kültürünün Çalışan Performansına Etkisi: Nijerya'da Bulunan Endüstriyel İşletmeler Üzerinde Bir Vaka Çalışması

Bu çalışmanın amacı, öğrenen örgüt kültürünün çalışan performansına olan etkisini belirlemektir. Bu doğrultuda araştırmanın evrenini, Nijerya'da bulunan endüstriyel şirketlerde yönetsel ve yönetsel görevi olmayan çalışanlar oluşturmaktadır. Araştırmada veri toplama aracı olarak kolayda örnekleme yöntemi kullanılmıştır. Bu araştırma kapsamında 384 anket geçerli kabul edilmiş ve uygun olarak değerlendirilmiştir. İlgili hipotezler SPSS (Statistical Package for Social Science) yazılımı kullanılarak test edilmiştir. Ayrıca yazarlarca geliştirilen örgütsel öğrenme kültürü ölçeği ve çalışan performansı ölçeği kullanılmıştır. Buna ek olarak ilgili ölçeklerin güvenirlik ve geçerlik analizleri de yapılmıştır. Örgütsel öğrenme kültürünün ve çalışan performansının demografik değişkenlere göre değişip değişmediğini belirlemek için T-testi ve ANOVA analizi yapılmıştır. İkiden fazla grup arasındaki farklılıkları belirlemek için ANOVA, hangi grubun farklılığa neden olduğunu belirlemek için post-Hoc testi, iki grup arasındaki farkı belirlemek için t testi kullanılmıştır ve analize göre demografik özelliklere göre farklılıklara ilişkin istatistiksel olarak anlamlı sonuçlar gözlenmiştir. Ayrıca her iki değişken arasındaki ilişkiyi kontrol etmek için Pearson Moment Korelasyon analizi yapılmıştır. Katılımcıların örgütsel öğrenme kültürü cinsiyete, yaşa, eğitim durumuna, iş deneyimine ve yönetim düzeyine göre değişiklik gösterirken, çalışan performansı yönetim düzeyi dışındaki tüm faktörlere göre farklılık göstermektedir. Çalışmanın amacına ulaşmak için yapılan analiz sonucunda örgütsel öğrenme kültürünün sürekli öğrenme, diyalog ve sorgulama, takım halinde öğrenme ve işbirliği, güçlendirme, sistemin bütünleşikliği, sistemin bağlantısallığı ve stratejik liderlik alt boyutlarının çalışan performansı üzerindeki etkisi istatistiksel olarak anlamlı bulunmuştur. Bu çalışma ayrıca, örgütsel öğrenme kültürünün çalışanlarının performansını etkilemesinin bir yolu olduğu varsayımı ile kuruluşların öğrenme kültürüne daha fazla dikkat etmesi gerektiğini önermektedir.

Anahtar Kelimeler: Çalışan Performansı, Örgütsel Öğrenme Kültürü

LIST OF SYMBOLS

α: Cronbach Alpha Coefficient

%: Frequency

p: p-value

SD: Standard Deviation

t: t-score

N: Population Size

n: Sample Size

R^2: Coefficient of determinant

r: Correlation coefficient of a sample

F: Frequency

Sig: Significance

Std: Standard deviation

df: Degree of Freedom

t: Calculated Difference

H: Hypothesis

ABBREVIATIONS

EP: Employee Performance

OL: Organizational Learning

OLC: Organizational Learning Culture

ANOVA: Analysis of Variance

SPSS: Statistical Package for Social Science

S/N: Serial Number

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CHAPTER ONE

INTRODUCTION

In today's modern times, an implicit expectation of any kind of organization is that of a management improvement program that introduces a learning culture which often time involves some relatively permanent type of changes over a long period of time, positively affecting employee performance.

An organization; a place that can be seen as a discernible social unit whose members follow several goals and aspirations cooperatively. The undertaking of these goals is mostly done collectively through harmonized activities and relationships; hence, an organization is made up of people, materials and goals that are achieved through proper coordination by providing goods and services that people desire (Adewole et al., 2019). Often times these goods and services are a sum total of the product of the behaviors of workers occupying different levels of organizational structure having different culture, educational backgrounds, perception, as well as values and expectations.

Elucidated by Islam et al., (2013) as an avenue where individuals unceasingly increase their abilities to produce the outcomes they accurately desire, where innovative and wide-ranging patterns of thinking are bred, and where people are constantly learning, organizational learning culture cannot be over emphasized in regards to enhancing employee's commitment towards a progressive organization.

As it is exceedingly broad, including all elements of organizational transformation, the notion of organizational learning culture has been defined in a wide variety of literature today.

However, its importance on employee performance cannot be overlooked. In chapter three of this research, we will take a dive into employee performance and its relationship with a culture of learning within an organization.

Furthermore, taking a look at some variables of learning an organization's culture such as openness to change, innovation and others as are available in literatures, this research aims to find a correlation amongst organizational learning culture and employee performance in industrial companies using available and collected data.

1.1 Background of the Study

Theorists around the world have given varying definition to the word culture. It is seen as that umbrella that encompasses social behavior and inherent norms found in the society, together with beliefs, laws, customs, capabilities and habits of individual elements found in these societies. According to the research done by Hussein et al., (2016), it "relates to an organization adopting change in order to attain distinctiveness in the face of competition posed by a global education market." According to Pawluczuk and Ryciuk (2015), culture is the sum of inherited ideas, beliefs, values, and knowledge that form the common grounds of social behavior; more specifically, it explains the norms to which a society responds to events and occurring. In a short and simple term, we can define culture as the way of life within a domain.

Like a society that is govern by certain cultural norms, organizations which also make up key units of the society have cultures that defines who they are. During its creation, an exact kind of organizational culture eventually surfaces along the line and its aim is to improve an organization's economic performance by stimulating the employee's creativity and thrive to deliver on the job. Individuals may be inspired by and benefit from a company's culture,

which is a personification of its shared systems and conventions, beliefs, myths and rituals (Idowu et al., 2020).

Cultural norms in a society though unique and complex are learnt with time, and same goes with organizational culture. As postulated by Hussein et al., (2016), the idea of learning an organization culture has been broadly used in organizations, principally those who endeavor for existence in competitive environment and this has yielded positive results over time as there is an increase in employee performance in such organizations.

Organizational learning culture has been shown to have a beneficial effect on an organization's development and growth. Hussein et al., (2016) carried out research that explored the degree of organizational learning culture in a higher education institution. In addition, Kumari & Singh (2018); Sangperm & Jermsittiparsert, 2019; Škerlavaj et al., 2007; and Ying (2012) examined the influence of a learning organizational culture on employee performance. To determine the impact of a learning organizational culture on employee performance, it is important to examine the processes involved and the outcome on employee performance, hence the drive of this study.

1.2 Statement of the Problem

It is no longer news that all over the world, organizations are constantly under competitive burdens and forced to have a re-evaluation of their underlying business processes and models and as such, the management team begins to amongst other things focus on the cautious running of internal processes by redefining their competence and efficacy, which are today needed more than ever.

In actualizing the above stated, the management focuses on its basic constituent unit, which is the employee by introducing an organization learning culture to promote strong development of

the organization, and actively mobilize the performance of employees to make them work with more interest that in turn will yield better turn overs for the organization.

Hence, the problem question of this study can be determined like: Is there relationship between organizational learning culture and employee performance?

1.3 Purpose of the Study

It is worthy of note that, to stay ahead of players, organizations must continuously improve the way they operate. But most performance driven organizations fail than succeed because many top-level managements fail to understand that maintainable enhancement requires a commitment to learning.

The importance of learning culture in organizations cannot be over-emphasized, because if culture can be opened for learning, then it can affect organizations in different ways (Lin & Huang 2021).

A working learning culture in an organization will consistently experience positive, significant, direct and indirect benefits on a person's sense of performance, performance of team, and overall performance of the establishment (Nam & Park, 2019).

In furtherance to the above stated, the purpose of this study will be of two-folds. First is to identify the learning culture within the scope of study, followed by examining how organizational learning culture can affect and influence employee performance in industrial companies situated in Nigeria as a case study. Its objectives include understanding what an organization learning culture entails in its totality, the factors that can influence it and effects it can produce in an organization.

1.4 Importance of the Study

This research is significant to industrial companies in Nigeria as top management of the organization will be able to identify and understand dimensions of organizational learning culture that will offer a competitive advantage for their organization as it relates to employee performance. Also, this will accord them the opportunity of conducting checks and focusing their resources to the right dimension.

A work environment driven by organizational culture is created by purpose and clear expectations. As a consequence, employees are encouraged and inspired to become more engaged in their jobs and connections with others. It also leads to a high level of staff engagement, which increases productivity. A strong bond with a business and its workers creates a pleasant atmosphere that is tough to ignore (Iseul, 2020).

Employees who have the resources and tools they need to flourish are also more productive and perform better overall. Organizational culture influences workplace structure in ways that bring people with comparable skill sets together. When it comes to business activities, individuals with similar backgrounds and skills may be able to collaborate more quickly (Nam et al., 2019).

For those in the academia, this study will give a pragmatic evidence of organizational learning culture available in the scope of study and will further identify areas suitable for future research.

1.5 Structure of the Dissertation

This study comprises of four (4) chapters and other sections, its framework is as follows: Chapter one discusses a brief introduction to the topic of discuss, it also gives an insight into the problem statement, research aim and objectives, purpose and importance of the work.

Chapter two, Literature Review dives into organizational learning culture in proper, its concepts, definition and importance.

Chapter three introduces employee performance, factors affecting it and the relationship between employee performance and organizational learning culture.

Chapter four discusses the Research Methodology of the study, research objectives, questions, hypothesis, framework, Data collection and analysis of the research.

In the last chapter, you'll find discussion, results, limitation, conclusion and further research recommendations sections.

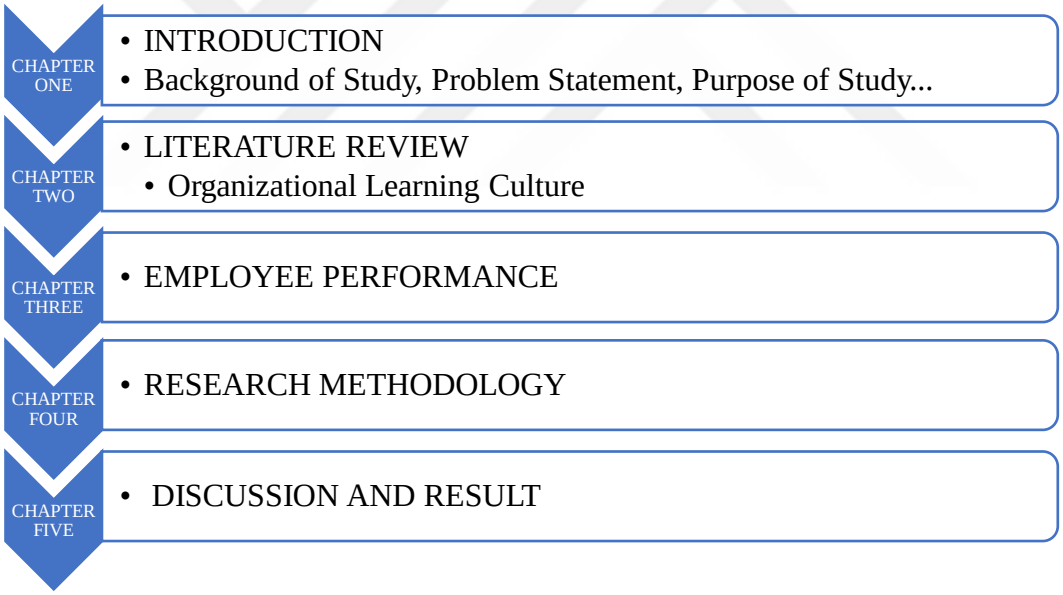


Figure 1. 1 Structure of Thesis

CHAPTER TWO

ORGANIZATIONAL LEARNING CULTURE

2.1 ORGANIZATIONAL LEARNING CONCEPT AND DEFINITION

Learning starts with individual, and the procedure of distinct learning has a considerable effect on the perception of organizational learning. Dated back to the early 1900's the concept of learning organization has been projected as a process by philosophers, business professionals, psychologists and others (Mohr & Dichter, 2001). Among those whom work has helped advance organizational learning as a concept is a philosopher named John Dewey, who stressed the importance of pragmatic and progressive learning. To accomplish a learning process, Dewey suggests that one must exhibit continuity and interaction. Continuity, an act where practice makes one perfect, making future work easy. Interaction on the other hand, depicts a situation when experiences of the past intermingle with current situation. Adding to the thought of organizational learning, Douglas McGregor introduces theories of individuals at work. In his book released in 1960 title "the human side of enterprise", McGregor scrutinizes two models termed the "X" and the "Y" theories, respectively. The first model adopts the notion that an average man, if given the avenue will evade work because by nature, he has an intrinsic dislike for work. Given the right condition, in model two, an employee can be determined and enthusiastic in assuming responsibilities. These models over time have been somewhat influential in helping organization correct methods of inspiring its employees, and also the effect motivation can have within the organization.

As a long-term course, scholars believe that a learning organization is linked to knowledge acquisition as well as improved performance, there are varying definitions as to this regard.

Research indicates that with an increased learning in an organization comes an increased performance, and in this instance, organizational learning here is drawn from;

- Social dimensions,
- Knowledge acquisition,
- Data distribution and interpretation, and
- Memory of the Organization (Khadhraoui et al., 2018).

Rousseau (1997) in his study argues that for organizations to last and thrive in a in a high-pressure situation, there is a necessity to learn at a progressively rapid rate, as a result, organizational learning is a critical component of long-term organizational success.

Also, in a study targeted at top and middle-level managers and their workers, Lin & Lee (2017) proposes that, "despite the importance of organizational learning, job engagement has a significant impact on individuals' creative behavior". The authors defined organizational learning along with four scopes which includes being dedicated to learning, sharing a vision, open mindedness, and sharing of knowledge as a procedure of nonstop actions that views learning as the most essential value of an organization that inspires members to be inventive beyond rules. Organizational learning is no doubt one of the factor that enables an organization to succeed as it enables a firm or organization to quickly adapt to a constantly changing economic environment (Yusuf, 2012), and for an organization who still wants to be in business, there is a need to always anticipate future change.

Garvin (2001) in a Harvard Business Review further discusses that, though diverse scholars have tried to give meaning to the definition of organizational learning and its concepts, a lot have focused on high philosophy and grand themes leaving out the critical "three M's" that can guarantee a firmer foundation for launching learning organization, and these M's includes:

- Meaning: A well-grounded definition that must be easy to apply and actionable.
- Management: Moving away from high aspirations of achieving a learning organization to a clearer guideline.
- Measurement: To guarantee an organization's development, tools and concepts must be in place to evaluate its degree of learning.

Furthermore, Reilly (1998) in his study explains that learning is a type of enrichment program that can be adopted in an organization, and this involves some relatively permanent type of change that cuts across behavior, attitude and cognitive. He further took a look into three kinds of organizational learning in his study namely management training, management development and organization development, though not mutually exclusive, each complement the other.

Organizational learning concepts can be understood from various stand points, and this is largely affected by individual learning. Widely recognized individual learning according to Wang & Ahmed (2002) are the Behavioral theory (guidelines to understanding principles on which human behavior is understood and maintained), Intellectual theory (association between environmental cues and expectancy), Social Cognitive theory (integration between social and intellectual processes to comprehend inspiration, emotions and actions), and the Gestalt theory (the human nature being organized into forms). Each of these theories on its own reproduces different degree of human activeness in learning.

In the words of Wang & Ahmed (2002), organizational learning “is defined as the process that organizations apply to continually query current systems and product, identify calculated positions, also apply innumerable means of learning in other to achieve a competitive advantage.”, and just as Rome was not erected in a day, learning organization are also a product of carefully planned attitudinal changes, commitment and management processes, so a learning organization

should commit to advance the learning framework and also create marketplace-based competency to strategically strengthen the organization. Putting all these together will help break loose from barriers that impede learning, thereby moving an organizational higher.

2.2 Perception on Organizational Culture

Culture being one of the crucial stable factors within a body plays a vital part in the day-to-day operations of a company. In a bid to provide a point of departure in the quest for an understanding of the phenomenon of discuss, a basic definition is necessary and though there is no single definition for the concept, there are several as agreed upon by (Eröcal, 2005; Li, 2015; Morcos, 2018; Nam & Park, 2019; Sun, 2009).

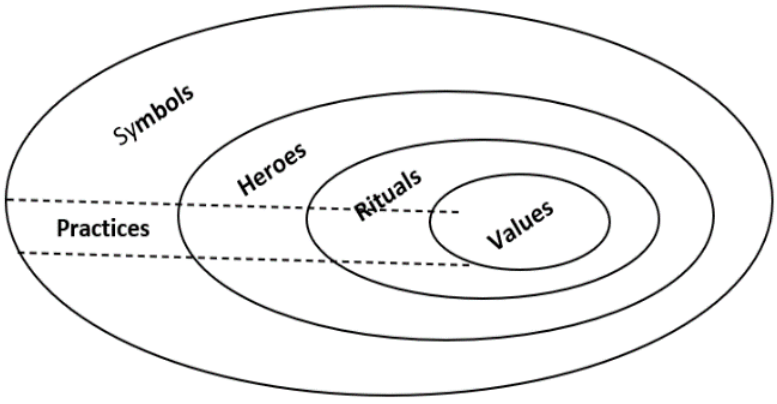
In the study of Sun (2009), culture of an organization is defined as "a theory of significant morals, beliefs, and considerations that followers or members in a community or an organization share in common, culture itself provides a better way of reasoning, sensation and responding that could help managers to make decision for an organization". The amount of work an employee puts in an organization should be recognized and rewarded, and this can be determined by a set of theories put in place in the first place. In one of his work, Sun posits that manager can use organizational culture as a management tool by selecting symbols, stories and shared standards to direct and control worker behavior thereby building vow to organizational goals and objectives.

Organizational culture as define by Morcos (2018) are set of characteristics and tangible personality traits originating from every organization. In other words, companies and organizations are known by specific workplace traits, attitude, protocols of interactions and values. Morcos argues that though others may see organizational culture as what cannot be quantified or controlled, it is in fact tangible as it can be deliberately designed and to effect moral and employee

performance, thereby affecting profitability and when duly leveraged upon and made a priority, it can also completely differentiate the extraordinarily successful organizations from others.

Furthermore, in a study postulated by Li (2015), organizational culture is defined as “a means that differentiates associates of one cluster from another and it gives a form of identity to an organization”. This goes a long way in impacting motivation, promoting individual learning and improving on organizational values and decision-making processes.

The concept of culture was represented in four aspects by Hofstede (2010) in an onion model, and this includes symbols, heroes, rituals and values. The outer layer represents cultural symbols such as flags, trademarks or clothing. The next layer is made up of heroes of culture, usually persons who are highly recognized, representing many of such culture's belief systems. Rituals make up the next layer, and this describes how people interact, practice religion and also get acquainted. The core of the onion are cultural assumptions and values that influences other layers, this makes up the harder to recognize part of the model. The figure 2.2 below shows the onion diagram as postulated by Hofstede.



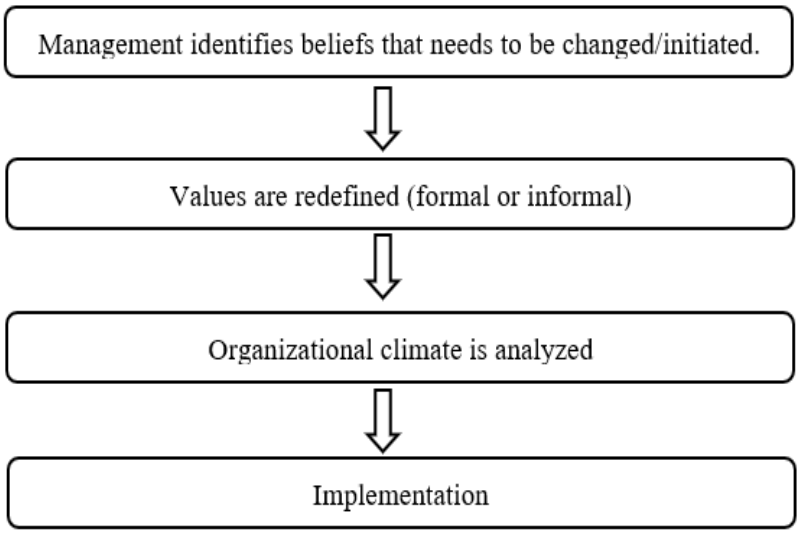
Taken From: Hofstede, Cultural Dimension Score (2010)

Figure 2. 1 The Onion Diagram Depicting Concept of Culture

Unlike the last author, Robin (2010) gives seven key primary characteristics of an organization's culture, and these are; Innovation, precision orientation, achievement orientation,

fairness orientation, collaboration orientation, competition and stability. Employee are always enjoined to be risk takers and, in the process, paying attention to details, in other to maintain the status que in contrast to growth.

Organizational cultures just do not fall from the sky, often times they are as the results of actions taken directly or indirectly by founders of these organization. Also, organizational cultures can be developed in a number of ways according to (Idowu et al., 2020; Kumari & Singh, 2018; Mohr & Dichter, 2001), it usually involves some or all of the following processes as displayed in figure 2.3 below;



Taken From: Robin, Organizational Behaviour (2010)

Figure 2. 2 Organizational Culture Implementation

Different scholarly articles classify organizational cultures into various types ranging from four to eight (Boyle, 2008; Škerlavaj et al., 2007), however for the purpose of this research, we will focus on the Quinn and Cameron's four types that are widely accepted because of its influence on variations.

Table 2. 1 Organizational Culture Types

Types	Clan Culture	Adhocracy	Market Culture	Hierarchy Culture
Primary Focus	Teamwork and Mentorship	Risk-taking and invention	Competition and growth	Structure and stability
Defining Qualities.	Discretion and flexibility; internal focus and integration.	Risk-taking and invention Discretion and flexibility: external focus and differentiation.	Control and stability; extremal focus and differentiation	Control and stability; internal focus and integration
Motto	All in this together.	Risk before biscuit.	In it to win it.	Do it right.
Advantage	Due toa highly adaptable environment, there is possibility for market growth.	Based on creativity, hence there is room for professional development.	Employee's work towards a key objective due to extremality of the organization.	Well-defined processes that cater to the company's main objectives
Disadvantage	Day-to-day operations can be disorderly because of the horizontal nature of leadership structure.	It fosters competition between employees as the pressure to come up with new ideas mounts.	There is a difficulty for employee to engage with their work and live out professional purpose because a number is always tied to every decision.	There is little or no room for creativity and lack of employee feedback channels.

Taken From: Quinn & Cameron, The Competing Value Framework (1999)

The clan culture as represented on table 2.1 can be found in startups and small companies that are just starting out. Organizations that adopt the adhocracy culture are found in companies that embodies external focus and risk-taking, examples being most of these tech giants. Since the goal of the market culture is to be the best in its industry, these are often adopted by larger corporation, looking to make an edge over its peers. The hierarchical organizational culture is seen mostly in organizations that are interested majorly in the day to day business operations (Gaál, Z., Szabó, L., Kovács, Z., Obermayer-Kovács, N., 2010).

Robust culture will attract and keep the exact employees on the job. Though fashioning a winning organizational culture can consume time and effort, it is a must have, as it specifies the goals and objectives of the society, qualities that are of value to the organization and also, it reflects the overall mission of the organization.

2.3 Organizational Learning Culture Concept

Universally, it is an agreed upon spectacle that a creative and advanced labor force plays a vivacious part in the development and accomplishment of any organization. Workers in such an organization applies their theoretical and technical background to keep such an organization running if the environment seem favorable to them, and to keep such workers committed, asides rewards, a better work environment and remuneration, such an organization needs to introduce a learning culture.

A learning organization culture, described as the missing bridge between corporate process change and performance in an organization is defined as set of values and norms in a functioning organization (Škerlavaj et al., 2007). Organizations that place a high emphasis on learning and development have discovered that they are more efficient because they have put in place systems to obtain a competitive edge over their competitors.

Also described as an environment where people continuously increase on their ability to create a desired result and where new ways of thinking are harnessed (Islam et al., 2013), invariably, a learning culture within an organization provides a breeding ground for idea growth and development.

The organizational learning process consists of four segments as stated by Škerlavaj et al., (2011). First is the information acquisition phase, usually for companies with a robust learning culture, it is of importance to achieve technical, operational and calculated information. The next

stage is that of information circulation, where the systems or people in the organization allocates acquired information evenly. Information interpretation is the third phase and this is where the attained and allocated information is converted into expressive statements. The fourth and final phase is that of employees' behavioral and cognitive changes, here employees begin to think and act in accordance to the acquired information.

Egan et al., (2004) proposed that the notion of the learning organization includes several different but interrelated aspects associated with people and structure, hence they define a learning organization culture as one that has the ability to integrate people and structure in order to drive an organization toward continuous learning and development. From a different perspective, (Tianya, 2015) quotes a learning culture in an organization to be the process of thinking that helps organizations in establishing one member from another on the basis of cognitive thinking. All of this indicates that the structural and process elements of learning within an organizational environment will be described by organizational learning culture.

It's possible to achieve a common vision in a learning company. Blackwood (2014) gave actions necessary for creating a working learning culture to include, having an assessment of the current situation of the organization, thereby making learning an essential component of the organization, starting with the top leadership. Also, a shared strategy that allows for accountability needs to be put in place to ensure consistency of values. Blackwood further suggests key learning events that are specifically connected to the organization's objectives to be develop, allowing for recognition of those who are exceptional at work to be rewarded as this will boost the morale of employees.

Therefore, organizations must collect information first, analyze it, and thereafter fully grasp its connotation before converting it into facts (Škerlavaj et al., 2007).

2.4 Importance of Organizational Learning Culture

In practice, it is understood that enterprise learning culture has a substantial impact on an organization, and its future development of business. Numerous authors have tried to take a look at the impact the topic of discuss have on a broader scale, and they have all come up with their own perspective of the importance organizational learning culture in an enterprise (Idowu et al., 2020; Khadhraoui et al., 2018; Sangperm & Jermsittiparsert, 2019).

Khadhraoui et al., (2018) in a study carried out on employees of an IT company concludes that organizational learning indeed does contribute positively to performance in an organization in terms of "value, quantity, appropriateness, and information" based on three (3) variables of organizational learning, which comprises of information procurement, supply and interpretation.

According to Idowu et al., (2020), there appears to be a positive connection amongst learning organizational culture and employee performance because it aids in the maintenance of a culture of obedience, commitment, and obligation, facilitating positive performance in a goal-oriented organization.

A benefit of a working organizational learning culture is that it challenges employees to think outside the box, it ignites a passion in them to tests the status quo and overcome a usual way in which work is done in an organization, hence they are propelled to create capacity, and malleability needed for change. Blackwood, (2014) listed benefits of creating a strong organizational learning culture, and this includes but not limited to;

- Individuals and teams have a greater capacity to embrace and familiarize to change.
- Organization will experience an increased in profit.
- Loyalty to commitment will be increased within the organization.

- Leaders at all sections will be developed, hence making succession planning a step easier.
- Productivity will be increased as efficiency will be gained in all levels.
- A culture of inquiry, adaptive ability, and information sharing, resulting in the elimination of knowledge hoarding.

Pourshahid et al., (2019) believes that organizational learning should be an incessant process because if education stops, innovation also stops, and if this happens, so does the progress of the organization. In 9 elements of learning and growth culture model developed by the authors, they discovered two key importance of having a learning culture in an organization. First, a culture of learning allows for building great work teams who over a period of time have come to learn that they in turn can build skills needed to get work done. Secondly, having a learning culture helps with employee engagement and retention as this gives an avenue to freely display exceptional skills, thereby making such an employee a better one.

The reputation of organizational learning culture cannot be overlooked as it also plays a role in enhancing employee commitment towards work. In a study by Islam et al., (2013), such an organization;

- Offers a shared learning.
- Promotes dialogue sharing.
- Encourages employees to openly share common values and vision, and
- Utilizes leaders who promote learning at all levels.

Organizational learning is never a completed project, rather, it is a dynamic and a continuing process which should be of the organization's gene. A learning culture provisions a municipal of learners, in which everyone learns, teaches and shares knowledge, and also are reward.

Organizations who embrace these are able to first, gain, and secondly, tolerate a competitive advantage over their equals.

2.5 Factors Affecting Organizational Learning Culture

Organizations differ greatly in all areas, hence establishing an understanding of factors that influences or affects organizational learning culture for the vast majority of organizations is tremendously valuable as this would afford persons on the management team in those organizations have a better clue on implementing ideas and values that will better the overall setting of the work place.

For the purpose of this work, we will be consider the study curated by (Sunyoung & Gary N., 2010), were factors affecting workplace learning were outlined and subdivided into three (3) and these are based on organizational, functional and personal levels.

Organizational Level which involves cultural type and environment, exposure to changes and demands, learning opportunities and participation

Functional Level on the other hand has to do with role clarity of human resource department, managerial responsibilities, feedbacks and management support for learning, committed Management and leadership, and guided learning at work.

Communication, reward, skills, attitude, motivations, and people relationships are all itemized under Personal Level.

Organizational level relates to the factors that has to do with the core values of the organization, those laid out by the managerial team. Those that relates to the running of the workplace are the functional factors, while personal level has to do with those inherit to the employee.

Furthermore Ankrah et al., (2015) outlined factors that affects organizational culture in a construction project perspective as;

1. Training: This is an important tool in refining a desired culture as this can be used to convey and embed what should be prioritized in employees
2. Size: This is described as the sole most important variable in defining the culture of an organization as it has an influence on the composition of an organization.
3. History, Crises and successes: An organization with history of successes does have good culture and continued successes will lead to emergence of a culture that reflects the vision that led to the success.
4. Ownership and founder: Robust leadership is a determinant that is important in creating an organizational culture as it echoes on the founders' values, philosophy and degree at which the organization has been centralized since creation.
5. Objectives and goals: Set objectives and goals can be a decisive determinant of the culture withing an organization, as a charity organization with community service goals will not have the same culture as a telecommunication company with profit goals (Ankrah et al., 2015).

Findings suggest that long term organizational learning culture is influenced by many factors, and these factors can be articulated in both positive and negative ways (Sambrook, 2002), studied above are some of the factors that needs to be considered because of the effects they have in developing and maintaining a learning culture within an organization.

2.6 Results of Organizational Learning Culture

Establishing a working learning culture in an organization comes with its own result. Its impact on employee performance cannot be over emphasized as it contributes to the overall performance of the organization thereby yielding profit or value as the case may be.

Garvin (2001) in early research concludes that organizational learning when properly harnessed contributes to work performance as it enables employee do their job better. Based on analysis of research carried out by (Hasan & Nikmah, 2020), it was resolved that effectively implementing a learning culture has the capability of interrelating creativity with employee's performance as it gives greater space for an employee to develop and improve on performance.

Furthermore, top management with organizational learning may improve employee job engagement, influencing employee innovation behavior, according to Lin & Lee (2017) in a report. Managers can take advantage of this good achievement.

Understanding the idea of organizational culture makes for an obtainable base for defining who survives in a business environment within the same national culture, hence the result it will yield

2.7 Related Studies about Organizational Learning Culture

Below is a rundown of some of the most related studies as regards to organizational learning culture.

Table 2. 2 Organizational Learning Culture (OLC) Related Studies.

S/N	TITLE	AUTHORS /YEAR	PROBLEM STATEMENT	RESULTS	RECOMENDATION
1	Impact of Employee Learning Organization Culture on Organizational Performance: Evidence from Commercial Banks in Lagos State, Nigeria.	Dayo et al., (2020)	Organizational cultural issues being disregarded in banking industry, hence a need to investigate its impact.	The proposed and verified hypothesis showed that company culture has a significant impact on employee performance.	Few banks were studied. Future works should examine employee attitude towards adoption of organizational learning culture.
2	Factors Influencing Job Performance: Organizational Learning Culture, Cultural Intelligence, and Transformational Leadership.	Kyoung-Ah Nam, PhD, Sunyoung Park, PhD (2019)	The effects of OLC, cultural intelligence, and transformational leadership on job performance are being studied.	Findings indicated that OLC, CQ and TL positively influenced employee job performance.	Limited generality because sample population was drawn from South Korean alone. Larger sample population should be looked into.
3	Employee turnover intentions and job performance from a planned change: the effects of an organizational learning culture and job satisfaction	Chu-Yu Lin, Chung-Kai Huang (2021)	This study explored the connections between an OLC, job gratification, turnover intents, and job performance during administrative transformation to fill this research vacuum.	They were less likely to quit and did better on the job when they worked in an atmosphere where there was an emphasis on learning.	Few Companies were considered.

4	Moving beyond Mandates: Organizational Learning Culture, Empowerment, and Performance	Iseul Choi (2020)	Using employee empowerment as a mediating factor, this research examines whether organizational learning culture is related to organizational performance.	The results recommend that having a more learning-friendly corporate culture is related with perceived performance in an indirect and favorable way.	Sample size was few, hence further researches can use more samples.
5	Probing the Effects of Transformational Leadership on Employees Job Satisfaction with Interaction of Organizational Learning Culture	Saif-Ur-Rehman et al., (2020)	Examine how different aspects of leadership style are utilized to assess organizational performance.	The study stresses the importance of personal qualities of leaders as a key driver of employee happiness.	NIL

Table 2.2 presents a summary of the problem statement tackled, limitations and recommendations/future work of the study under considerations. Inputs from the researches will be studied in other to undergo the study at hand comprehensively.

CHAPTER THREE

EMPLOYEE PERFORMANCE

3.1 Performance Definition and Development

Organizations are always on the lookout for ways to enhance their performance. This therefore shows how imperative organizational performance is. Because of its polysemous nature, organizational performance proves to be an idea/concept too tough to utterly categorize, hence its definition is sometimes vague, universal or even intangible.

In recent decades, performance as a concept has gained increasing attention due to its permeating nature in almost all spheres of human endeavor, and multiple study into it over time is often due to the importance and/or need for improvement within all entities. This concept, though often used in scholarly literature, its definition is rarely fully realized as it is puzzled up with ideas such as profitability, effectiveness, productivity, economy and others. Due to this cause, it is progressively contended on a clear-cut definition of the concept.

First used in defining sporting contest in the 19th century when the term performance first emerged, it has since evolved to represent many things encompassing the widest sense of what can be perceived (Osteras et al., 2007). " Vector of performance variables, each representing a quantitative characteristic of a product or its component components," according to Osteras et al. In their own opinion, performance of a product is a combination of other various subsystems, so achieving overall performance depends on the successful performances of these subsystem.

Muda et al., (2014) describes organizational performance as a sign that determines the capability of an organization to efficiently achieve its independent goals and this can be calculated in regards of quality, quantity and knowledge an individual put into achieving work. Muda and the

other authors discuss that through a level of productivity, an employee performance can be determined. In the opinion of Shaikh et al., (2017), it is an essential component of an organizational success as it can be recognized as job performance of a worker at a workplace. In essence, the productivity and success experienced in an organization fully depends on the performance of the employee.

When we discuss performance of teams and individuals, we must consider both inputs (behavior) and outputs (results). It has been said that performance is the output generated by a certain functional unit or individual activity over a defined period, not the personal qualities of employees who execute their task, according to Yusuf (2012). Thus, the author defines performance closely related to conduct and results. Mashal & Saima (2014) argued that performance is affiliated to the endurance and success of an organization over time whether within a team or an individual, and this can be measure based on score cards metrics. Grounded on the available data, the management of the organization is able to determine if they are on the right track, which invariably helps to make better decisions. Mashal & Saima, citing Chavan (2009) listed quality, performance and services provided and feedbacks from customers as those score cards.

As cited by Maria & Elena-iuliana (2016), Annick Bourguignon (1997) failed to give a distinct definition to the concept of performance, but instead, acknowledged three main ideas to performance:

- Success is performance: In this sense, performance is non existential as it verily is represented by achieved success.
- Performance is the result of action: measuring performance is understood by an assessment of achieved outcome as it only pertains to value.

- Action is performance: This identifies performance as not just an outcome, but a series of process aimed at achieving a desired outcome.

Annick's definition portress the fact that performance is linked to set objectives, hence it will be hard isolating a distinct definition to its concept.

In developing an employee performance within an organization, Osteras et al., (2007) classifies it into three broad areas which sees performance go from desired, to predicted and eventually being actualized.

1. Desired Performance: This can be defined as that statement that states what performance is desired of an organization. To top management, this forms the basis for which ideas, cultures and values will rely and to customers, it defines the extent at which a continued reliance will be placed on services provided in the organization. The extent at which top management is able to fulfill these expectations will eventually determine how satisfied a customer will be.
2. Predicted performance: Achieved through periodic analysis and testing, this phase is the proposed performance. Using predicted performances depending on available factors, the top management is able to evaluate whether a desired performance will be met.
3. Actual performance: This is the final outcome of an employee performance.

The developmental processes are sequentially linked together.

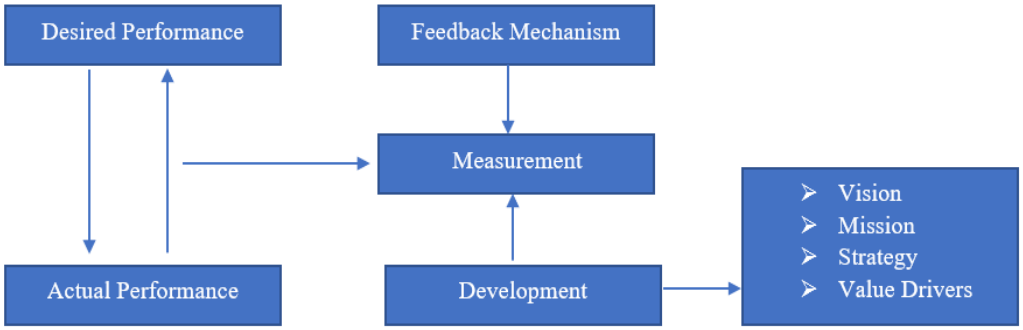


Figure 3. 1 Performance Development

Source: (Ying, 2012) citing Ashford, S.J. and Cummings, L.L. (1983), "Feedback as an individual resource: personnel strategies of creating information", Organizational Behavior and Human Performance, Vol. 32, pp. 370-98.

In the version postulated by Ying (2012), there is a comparison between desired and actual performance. As shown by figure 3.1 above, a feedback mechanism is provided to employees based on set measurement metrics that takes into cognizance, the organizations vision, mission, strategy and value drivers.

Performance can be calculated in relations to profit gained, market capitalization shares, return on investment, quality and product improvements, all depending on an organization's nature. Sustaining performance entails nourishing effective thru-put structures to improve output as every organization is interested on gaining competitive edge and also to attain its organizational goals (Idowu et al., 2020).

3.2 Importance of Employee Performance

In today's business world, people are considered to be a success factor in any organization. For this cause, distinguished organizations try their possible best to hire the best of employee available in the labour pool as the importance of having such persons in the business cannot be over emphasized. Measuring employee performance is an essential function in business management process.

Employee performance is seen as a sign of the capability of any organization to efficiently achieve its objective. In the opinions of Muda et al., (2014), the success and productivity of an organization depends fully on how its employee performs as this will distinguish it from its pairs. An organization with a yielding performance of employee experiences growth, sees an achievement of goals and objectives.

3.3 Factors Affecting Employee Performance

In seeking to improve throughput in an organization, employee performance is an important consideration. Organization needs to be able to assess and understand the effect its organizational culture has on its employee performance, and to this end, this unit seeks to understand from literature, aspects that affect the performance of workers in an organization.

In the opinion of (Muda et al., 2014; Shaikh et al., 2017), employee performance are affected by three(3) distinct factors. Figure 3.2 gives a conceptual framework to these factors as job stress, motivation and communication respectively.

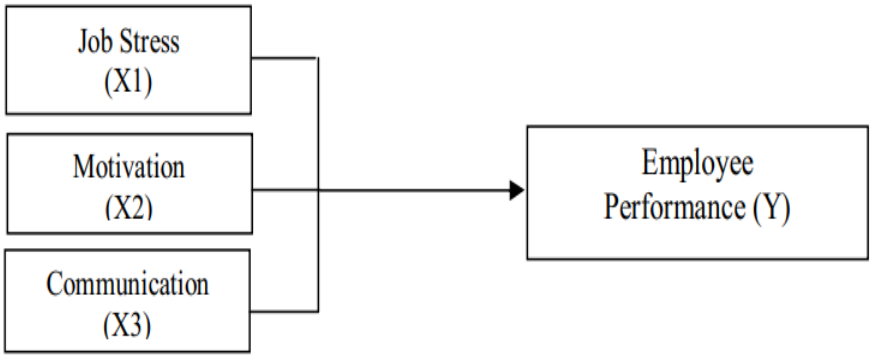


Figure 3. 2 Employee Performance Factors
Source: (Muda et al., 2014)

1. **Job Stress**: factor1 gives a definition to this as what is produced when one lacks a coordination between resources available on the job and personal capabilities to work. Also, job stress can be gotten from a bad working environment. Furthermore, this particular factor can be identified as a social issue that constantly interrupts the employee's physical

and psychological nature, thereby affecting his or her productivity at work(Shaikh et al., 2017).

2. **Motivation**: Defines as a push to do work, organizations who have taken time to practice this factor has seen an increase in willingness to meet the organizational goals and objectives by the employees. This has a way of increasing job involvement, thereby making employees more productive, leading to an improvement in performance. According to (Tran & Thao, 2015), there are six (6) elements of motivation capable of creating a greater understanding between employees and management these are pay, rewards, profit sharing, promotion, job enrichment and recognition.
3. **Communication:** This refers to the nature of interaction between individuals or employees in an organization in passing information, meaning and understanding (Fisher, 1980). The importance of communication has a boundless effect on performance and it is linked with work productivity (Shaikh et al., 2017). An organization with an effective communication system is able to achieve coordination between teams, thereby leading to improved performance when work is given, on the other hand, an absence of it leads to problems in executing business operations.

These three factors according to (Muda et al., 2014; Shaikh et al., 2017) has a way of determining the quality and quantity of work put in by employees of any organization, and they act as an assessment system for determining performance.

Another factor that can collectively or individually affect employee performance includes leadership. This is a long-term process whereby a head influences a collection of persons to work towards achieving a common goal. This also involves a laid down pattern of dealing with followers which in turn can have an encouraging or inhibiting consequence on the performance of staff in

an organization (Tran & Thao, 2015). The authors also describe participation as another factor. He explains that when employees are carried along in the method through which an organization makes decisions, this creates a sense of belonging within them, capable of potentially strengthening a positive performance. In instances where they are not, the employees merely see themselves as subordinates, which can have negative effect on their performance.

An organization with a strong culture should experience an increase in employee performance since it encourages adaptation and promotes employee performance by encouraging the employees towards a shared objective, according to the authors. According to (a study of influence cross level exam), norms and values of a strong organizational culture obtainable in an organization is helpful for development of an innovative mindset in employees, which will ultimately result in a shift of performance. With a culture in place management can be able to predict its employee behavior and reactions to certain strategic actions.

An organization that is serious with seeing a positive performance from its employees needs to have a type of systematic and planned activities in place so as to enhance its employees' level of competence, skills and knowledge, and as cited by Tran and Chiou-shu, Gordon (1992) describes these activities as training. Furthermore, existing literatures presents evidence of training as a tool in developing employee performance, and managers purpose for training can be classified into three, firstly, it is to increase performance and productivity of the workforce; secondly in achieving organizational goals and objectives; lastly, it is a form of investment in the employees so as to succeed in turbulent business times.

In contributing to the work of other researchers, LI (2015) also gave insights on factors that could affect performance of employees. The researcher in his study categorized these factors into themes, of which on a long-term basis, Earnings, recognition, working area, and employment security came tops as those factors that will affect performance. Based on individualism and

collectivism, the respondents listed personal time, training, communication and physical conditions as those important factors that are capable of making them perform well on a job. Li's research collaborated with previous researchers work.

3.4 Performance Management in Organizations

Related with predetermined goals and objectives of an organization and what the outputs or employees should be, performance administration is defined as that calculated and integrated approach towards performance of employees at bringing their finest for the overall victory of the institution (Qureshi & Hassan, 2013). Pulakos (2004) describes performance management as the "Achilles heel" of managing human resources in an organization as it involves employee development and performance appraisal. In the words of Aditi et al., (2020), "it is that wide-ranging gathering of events intended to exploit personal and by extension, the organization's performance". Usually, this process involves putting mechanisms in place overtime to use in decision making. Its ultimate purpose is to align personal labors of employees in achieving organization's goals. Bhushan (2014) sees performance management as “a continuous process where both employees and management work hand in hand to strategize, monitor and evaluate an employee's job objectives or goals, as well as his or her overall contribution to the company”. Also, Bhushan agrees that it is majorly to sponsor and advance worker effectiveness.

Performance management is a key determinant for an organization because it is that avenue at which employees are intimated with the desired goals, targets and organization’s objectives, at such, efforts will be channeled into the right direction for the achievements of such objectives. Employees are aware that management will compare real results with desired results, and on this basis, judgment will be made, also they are in the know that payments and packages will be determined by the system of management performance.

Before embarking on the development of a real performance administrative system, the mangers need to first consider the presence of a functional human resource management practices capable of supporting the intended process. These practices according to Bhushan (2014) includes having a well written job descriptions, supportive work environment, effective supervision and a comprehensive employee training. In developing an effective performance management system Pulakos (2004), drawing from the best of academic research literature came up with a practice guideline involving five (5) processes as displayed in figure 3.5 below.

Figure 3. 3 Performance Management Process
Source: Pulakos (2004), pp. 16.

At the start of the circle is performance planning, here expected behavior as required by the management are reviewed. Remember that behaviors are important since they show how an employee will approach their task, such as how they will participate in a teamwork or communicate with management. Managers must make sure that their employees grasp the behavioral norms that pertain to their unique job description in order for them to be effective. An essential part of a successful performance management system is continuous feedback, which is regarded as the single most significant element in the success or failure of a system. In order for this to function,

there must be two-way communication. Employee input stage involves getting the employees to provide a self-rating on performance standard or preparing statements of key results which are then compared with management's ratings. Employee accomplishments should include challenges faced, actions taken to achieve a particular result and also impact of their accomplishments on work. Evaluating performance using competency models that includes knowledge, abilities, skills and other factors instrumental for work, and also a review of performance on a constant basis in other to determine where changes are needed are the fourth and fifth processes.

If done effectively, however, performance management may have a positive impact on an organization's bottom line (Dorsey & Mueller-Hanson, 2017). These outcomes as postulated by Pulakos, (2004) includes;

- Provisional basis for creating operational capital decisions.
- Group and individual productivity will be enhanced.
- Job responsibilities and expectations will be clarified.
- An improvement in communication link between employees and management.
- Through effective feedbacks, employee capabilities are developed to the fullest potentials.

One that tries to attain too many goals will likely die of lack of attention and weight. For every business, there isn't a single method or set of goals that works well. Performance management objectives should take into account business requirements, culture of the establishment and the system's relationship with other human resource supervision systems.

3.5 Performance Related Studies

It is easy to deduce that the concept of employee performance is a vital issue in organizational management because of the importance in achieving laid down goals and objectives. There should be an early effort in understanding the need of implementing a

management process to checkmate activities of employees, also a need to understand the dependent relationship of employee performance on organizational learning culture. Table 3.1. summarizes some of the studies as relates to performance.

Table 3. 1 Employee Performance in Literature

Year	Research Name	Author (s)	Variables	Results
2008	Factors affecting employee performance– evidence from petrovietnam engineering consultancy J.S.C	Le Tran Thach Thao and Chiou-shu J. Hwang	Leadership, organizational culture, working environment, motivation and training.	Out of the variables analyzed, leadership, motivation and training affected employee performance the more, and they have mutual interactions.
2009	The Effect of Organizational Learning on Organizational Commitment, Job Satisfaction and Work Performance	Raduan Che Rose, Naresh Kumar and Ong Gua Pak	Learning Organization, organizational commitment, work performance.	Organizational learning positively relates to work performance, also variables as commitment and job satisfaction had a partial consequence on employee performance.
2012	Relationship between learning culture and organizational performance in Iran's Ministry of Sports and Youth	Naser Bai and Zynalabedin Fallah	OLC, performance.	The result indicates that learning is a strategic process, capable of helping to achieve a long-term result on excellent performance

2013	Impact of performance management on the organizational performance: An analytical investigation of the business model of McDonalds.	Amber Qureshi and Mubashir Hassan	Organizational performance, Selection	Implementation of performance in the case study arrived at a conclusion that appraising performance is an important tool in providing correct output (employee performance).
2014	The Relationship between Organizational Culture and Employee Performance: Case of Sri Lanka	R.S Weerarathna and I. A. P. H Geeganage	Performance, Organizational culture	Corporate culture and performance have a positive relationship. Organizational culture influences performance.
2014	Performance Management: A roadmap for developing, implementing and evaluating performance management systems.	Elaine D. Pulakos	Performance	A administration process for determining organizational strategies and goals.
2014	Product performance and specification in new product development	T. Osteras, d. N. P. Murthy and M. Rausand	Product performance	On the other hand, a model for specifying specifications that guarantees desired business objectives are met was presented.
2014	Factors Influencing Employees' Performance: A Study on the Islamic Banks in Indonesia	Iskandar Muda, Ahmad Rafiki and Martua Rezeki Harahap.	EP, motivation, communication and job stress.	Job stress, motivation, and communication variables all affect employee performance, according to the study findings.

2016	The Impact of Organizational Culture on Corporate Performance	Tewodros Bayeh Tedla	Responsibility, organizational culture, Corporare performance	Social It yielded strategies that managers could use to sustain and improve employee standards.
2017	Factors Affecting to Employee's Performance. A Study of Islamic Banks	Muhammad Rafique Shaikh, Raza Ali Tunio and Imran Ahmed Shah	Job stress, motivation and communication	Workplace motivation and communication have a limited impact on employee performance, whereas work-related stress and communication have a limited impact.
2020	Performance Management that makes a difference: An evidence-based approach	Aditi, D. G., Jennifer, L., and Kevin, M.	Performance	Yielded best practices of performance management that can be implemented in an organization.

3.6 The Relationship Between Organizational Learning Culture and Employees' Performance

Employees are seen as a significant asset in an organization as they play vital roles in operational performance, whether current or future. Organizational culture on the other hand is that factor that determines the success and effectiveness in performance of any establishment. That being said, they both go hand in hand, as employee performance is a dependent variable and organizational learning culture as the independent variable (Weerarathna & Geeganage, 2014).

Organizational culture is seen as the image of an association, and defines the way it functions. It is an embodiment that comprise of values and belief system that repositions employee performance in an organization. Furthermore, a learning culture emphasizes the importance of creating appropriate systems that will enable uniformity of achieving organizational goals by the employees. Maleki (2016) in his study agrees, based on empirical evidence that there exists a link between a learning culture an employee performance as learning facilitates behavioral changes, the productivity and effectiveness of the staff is improved as a result.

In establishing a link between culture and organizational learning, Pawluczuk & Ryciuk (2015) explains that learning in an establishment should be seen as "a comparison rather than a different type of form whereby employee consciously study common processes for recurrently creating, retesting and leveraging discrete and shared knowledge to advance performance". A company that is focused on learning is more likely to create an advanced culture that emphasizes learning and development of its workers, and encourages them to pursue information as well as other activities to improve their creative skills is proposed by Lin & Lee (2017)

It was discovered in the findings identified in a study postulated by Tedla (2016) that a learning culture could have possibility for monetary increase in a lower economy and may go as far as contributing to social changes with approaches business administrators may use to withstand business and improve the living standards of employees and the local community in general, because learning itself is a process that results in changes in performance via the accumulation of information, experience, and training. This gradually eliminate old mindset and belief systems through awareness raising able to catapult growth in economy as a result of improved employee performance (Maleki, 2016; Naser Bai, 2012; Shaikh et al., 2017).

Furthermore, the findings by Halid and Farika (2019) indicates that organizational learning culture, and staff innovation are all linked to employee performance. The indirect connection

between organizational cultures and employee performance via organizational learning and creativity is greater than the direct relationship between them, according to the relationship among the studied variables. It is critical to track employee performance in order to understand the overall success of the company. Adding to available literatures, (Idowu et al., 2020; Kumari & Singh, 2018) at separate times all agree that employees who understand the organization's culture have a substantial effect on organizational performance as this will boost the way they function and put in efforts.

CHAPTER FOUR

RESEARCH METHODOLOGY

Research methodology is the specific techniques adopted by a researcher to identity, select, process, and analyze data about a particular topic. The methodology allows for a careful evaluation of a study's overall validity and reliability. It must be noted that the nature of a problem being addressed by research determines the adoption of a particular research method(s). This study adopts three main approaches which include measurable, qualitative, and mixed methods. The adoption of these approaches by the researcher is informed by the fact that the researcher is convinced that the findings will be free from any prejudice while meeting objectivity as demanded of a rigorous and accurate academic activity.

4.1 Significance of the Study

This study tends to investigates the relationship between employees' organizational learning culture levels and employee performance levels. It is significant to business organizations because a fruitful organizational learning culture conveys together the people at a corporation and keeps them united. Organizational culture can set the prospects for how employees behave and work together, and how people perform their assigned functions as a team.

The findings of the study will further expose how organizational culture can reduce the limitations that exist between teams while guiding policy and decision-making processes and improving the total workflow. This will further caution organizations against the intricacies of a toxic organizational culture.

The findings of the study will also explore how a well-functioning culture supports boarding in an organization. Organizational culture also has the competencies of acting as a

catalyst particularly with the case of new employees who usually have to put some substantial thought into the type of culture they are venturing into.

Furthermore, scholars have argued in some quarters that, culture impacts performance and employee welfare. The findings of this research will also demonstrate that company culture has a consistent outcome on performance and, more importantly, employee well-being. A healthy culture handles complex problems in an organization by striking the right balance depending on the company's principles. Employee happiness policies have the ability to be very beneficial to both workers and corporations. For efficiency, the study will show that culture needs to be holistically developed, consistent with the culture of an organization that is favorable to business success.

Finally, the study is significant because it underwrites the academic discourse on the interaction between organizational learning culture and employee performance. The findings will reinforce existing studies thus, providing useful insights to academics and organizations alike.

4.2 Research Objective

This study investigates how organizational learning culture may affect employee performance. To attain this aim, the following objectives will guide the study;

i. To study the variables of organizational learning culture that affects the selected industrial company.
ii. To study the variables of employee performance that results in an overall organizational performance.
iii. To study the impact of organizational learning culture on employee performance.

4.3 Research Hypotheses

The underlisted hypotheses guided the conduct of the study.

H_1: Organizational learning culture can be varied with demographic factors.

$H_{1.1}$: Organizational learning culture can be varied with gender.

$H_{1.2}$: Organizational learning culture can be varied with age.

$H_{1.3}$: Organizational learning culture can be varied with educational level.

$H_{1.4}$: Organizational learning culture can be varied with working experience.

$H_{1.5}$: Organizational learning culture can be varied with management level.

H_2: Employee performance can be varied with demographic factors.

$H_{2.1}$: Employee performance can be varied with gender.

$H_{2.2}$: Employee performance can be varied with age.

$H_{2.3}$: Employee performance can be varied with educational level.

$H_{2.4}$: Employee performance can be varied with working experience.

$H_{2.5}$: Employee performance can be varied with management level.

H_3: There is a significant relationship between organizational learning culture levels and employee performance levels.

4.4 Population and Sampling methods

The study's population comprises all employees from the bottling company arm of Industrial Companies in Nigeria. The convenience sampling method was utilized as a way to obtain research data from a readily accessible group of respondents. According to (Adewole et al., 2019; Ibrahim et al., 2017) due to its speed, simplicity, and low cost, this sampling approach is the most often employed as members are frequently approached for inclusion in study. The researchers did

not go about administering the instrument on any member of the population but rather administered the instrument on members of the population that meets the sample definition.

The survey system's sample size used in this study is a total of three hundred and eighty-four population at all levels of the sample scope comprising the top, middle and non-managerial employees. The bottling company in Nigeria has according to Adewole et al., (2019) about 220,600 employees making up this study's universe of participants. Using this as the population of study with an estimate that 95% confidence and level of margin error been 5% limit ought to be adopted for the purpose of precision (Ibrahim et al., 2017) , we arrive at a sample size of 384 participants.

4.5 Data Collection Method of the Research

The dimension of organizational learning culture and employee performance has been selected from the literature. In this study, questionnaires with 43 items and 6 demographic questions using paper-pencil and computer-based options were distributed to employees of industrial companies in Nigeria. A total of 467 surveys were collected. The final response rate was 76% (384), with 83 unusable responses rejected. The concepts used in this study have already been developed in the literature. Item 1-21 evaluated organizational learning culture constructed on scales of continuous learning, dialogue and inquiry, team learning, and the research's cooperation and empowerment construct (Leufvén et al., 2015). Questions ranging from 13 to 43 assessed employee performance based on scales of task performance, adaptable performance, and contextual performance (Pradhan & Jena, 2017).

4.5.1 Organizational Learning Culture Scale and Sub-dimensions

Organizational learning culture scale was generated with watchful reflection the review of related literature and knowledge gap identified in the literature. The research objectives and questions guided the construct of this scale. See Table 4.1 below.

Table 4. 1 Organizational Learning Culture Scale and Its Sub-dimensions

S/N	STATEMENT
	Continuous Learning
1	In my organization, people assist each other learn.
2	In my company, people are provided time to assist learning.
3	People in my company are recognized for their efforts to learn.
	Dialogue Enquiry
4	People give open and honest feedback to each other in my organization.
5	Whenever people express their views in my organization, they also provide opportunity for others to express their views.
6	Trust is built by spending time with each other
	Team Learning and Collaboration
7	Teams/groups are free to change their objectives as they see fit in my company.
8	As a consequence of group interactions or knowledge gathered in my company, teams evaluate their ideas.
9	In my company, teams/groups feel self-assured that the organization will act on their suggestions.
	Empowerment
10	In my company, people are acknowledged for taking the initiative.
11	People in my organization are granted authority over resources in order to do their tasks.
12	Employees are supported in my organization to take on calculated risks.
	Embedded Systems
13	In my company, the outcomes of training time and resources are assessed.
14	All workers have access to the lessons learned.
15	Systems are developed to assess the difference between present and anticipated performance.
	Systems Connections
16	When addressing issues, people are encouraged to seek solutions from throughout the company.
17	In my company, employees are encouraged to think globally.

18	We collaborate with the outside community to fulfill common needs.
	Strategic Leadership
19	Leaders ensures that organization's actions are unswerving with organization value.
20	Those being lead are mentored and coached by leaders.
21	Leaders repeatedly look for chances to learn in my organization.
Total Number of Participants = 384	

4.5.2 Employees Performance Scale and Sub-dimensions

Employee Performance Scale (EP) was developed based on careful observations of the research questions and objectives and the different gaps identified in the reviewed literature. See Table 4.2 below.

Table 4. 2 Employee Performance Scale and Sub-dimensions

S/N	STATEMENT
	Task Performance
1	I like upholding high standards in my job.
2	I do tasks without the need for supervision.
3	I am obsessed with my job.
4	I am competent of managing numerous tasks in order to achieve corporate objectives.
5	My tasks are completed on schedule.
6	My peers see me as a top performer.
	Adaptive Performance
7	I mobilize collective intelligence for active teamwork in my organization.
8	When it comes to change at work, I handle it extremely well.
9	In the face of change, I successfully manage my work team.
10	I believe that mutual understanding may lead to feasible solutions in the company.
11	I hate criticism so I lose my temper when I am criticized by my team members.
	Contextual Performance
12	I am very contented with job flexibility.
13	I love extend a helping hand to my co-workers when they request for my help and even when they do not request for help.
14	I love taking extra responsibilities.
15	I commiserate and understand with my co-workers when they are faced with challenges.
16	I enthusiastically participate in group deliberations and in work meetings.

17	I love to praise my co-workers for their good work.
18	I feel satisfied nurturing my junior colleagues in my organization.
19	I love to share ideas with my team members.
20	When interacting with my coworkers, I maintain excellent synchronization.
21	I like guiding new colleagues beyond the scope of my work.
22	I successfully interact with my colleagues in order to solve issues and make choices.
Total Number of Participants = 384	

4.6 Analysis of Main Research

The data gathered by the questionnaire was analyzed using the IBM SPSS software. The data was prepared in Google Form before the analysis, and the survey data was entered accurately. The data was then downloaded as a CSV file and converted to an Excel file, where it was organized into a format that could be analyzed in IBM SPSS. The Alpha coefficient, which was used to evaluate the reliability of the questions in this study, was found to be fairly high, ranging from 0.977 and 0.964 for organizational learning culture scales and employee performance. Furthermore, descriptive statistics such as average, percentage, and frequency were utilized to analyze the data for various questionnaire responses. To test the hypothesis, regression analysis and correlations were used.

Before the main analysis to test for the hypothesis, a test of normality was conducted on the gathered data, this is because various statistical methods used for data analysis makes assumptions about normality.

Table 4. 3 Distribution of Variables Data

Scale	Statistic	Sd	p	$\bar{x}$	Median	Skewness	Kurtosis
OLC	0.180	384	0.000	3.70	3.93	-1.281	1.193
EP	0.179	384	0.000	3.80	4.00	-1.460	1.717

In determining the distribution of the collected data, central tendency measures were used. Based on the finding, it is discovered that the data was normally distributed as the values of mean and median are relatively close as shown in the table 4.3 above, also, the skewness and kurtosis values lies between the required limits of ±2 (Nam & Park, 2019).

4.6.1 Descriptive Analysis

This section discusses the gathered data on the demographics questions which are gender, age distribution, educational qualification, working experience, management levels and departments of respondents.

Table 4. 4 Gender of Respondents

		f	%
Valid	Female	141	36.7
	Male	243	63.3
	Total	384	100.0

The analysis of table 4.4 above demonstrates the distribution of the respondents by their respective gender. 141 respondents indicating 36.7% were of the female gender whereas 243 respondents were of the male gender, representing 63.3% of the whole respondents, which reveals the significance of future relationship between gender and other nominal data obtained.

Table 4. 5 Age Distribution of Respondents

		f	%
Valid	18 - 20	103	26.8
	21 - 30	219	57.0
	31 - 40	52	13.5
	Above 40	10	2.6
	Total	384	100.0

Table 4.5 reveals outstandingly that distribution of the age bracket of the respondents to research question. 108 respondents representing 26.8% were between the ages of 18 and 20 years, 219 respondents which altogether represent 57.0% were between the ages of 21 - 30 years.

In addition, 52 respondents which actually represent 13.5% of whole respondents were between the ages of 31 - 40 years. 10 respondents which represent 2.6% are of above 40 years. This reveals the manner in which persons from varying age bracket respond to the questionnaire.

Table 4. 6 Educational Level of Respondents

		f	%
Valid	ND/HND	87	22.7
	B.Sc.	235	61.2
	M.Sc.	48	12.5
	PhD	14	3.6
	Total	384	100.0

In table 4.6 above, the bulk of the respondents are graduates with B.Sc. qualifications making up 61.2% of the entire population, while ND/HND, M.Sc. and PhD holders are 22.7%, 12.5% and 3.6% respectively.

Table 4. 7 Respondents Working Experience

		f	%
Valid	Less than 1 year	76	19.8
	1 - 5 years	204	53.1
	6 - 10 years	80	20.8
	11 - 15 years	14	3.6
	Above 15 years	10	2.6
	Total	384	100.0

Out of the 384 respondents, Table 4.7 displays that 204 has between 1 – 5 years making 53.1% of the total respondents. 80 people have 6 – 10 years, making 20.8%, while 11 – 15 years and above 15 years have 14 and 10 persons with a percentage of 3.6 and 2.6 respectively.

Table 4. 8 Management Level of Employee

		f	%
Valid	Top Level Employee	44	11.5
	Middle Level Employee	81	21.1
	Non-managerial employees Employee	259	67.4
	Total	384	100.0

Considering the scope of study, non-managerial employees formed the bulk of respondents with 67.4%. While Top level and Middle level employees with 11.5% and 21.1% respectively as displayed in table 4.8 above are the managerial employees.

Table 4. 9 Respondents Department

		f	%
Valid	Information Technology	44	11.5
	Marketing/Sales	25	6.5
	Customer Service	14	3.6
	Human Resources	76	19.8
	Finance	20	5.2
	Operations	170	44.3
	Others	35	9.1
	Total	384	100.0

Table 4.9 above gives a vivid description to the departments of employees in the industrial company. Considering its nature, operations department had the highest respondents with a total of 44.3%, while the rest where almost evenly distributed.

Table 4. 10 Mean Scores and Standard Deviations for Impact of Organizational Learning Culture and Employee Performance

Items	N	Mean	Std. Deviation
In my organization, people assist each other learn.	384	3.64	.999
In my company, people are provided time to assist learning.	384	3.62	.975
People are compensated for learning in my organization.	384	3.53	.969
People give open and honest feedback to each other in my organization.	384	3.59	.946
Whenever people express their views in my organization, they also provide opportunity for others to express their views.	384	3.60	.915
Trust is built by spending time with each other	384	3.70	1.140
Teams/groups are free to change their objectives as they see fit in my company.	384	3.58	.916
As a consequence of group interactions or knowledge gathered in my company, teams evaluate their ideas.	384	3.66	.993
In my company, teams/groups feel self-assured that the organization will act on their suggestions.	384	3.55	.921
In my company, people are acknowledged for taking the initiative.	384	3.84	1.097
People in my organization are granted authority over resources in order to do their tasks.	384	3.80	1.022
Employees are supported in my organization to take on calculated risks.	384	3.72	.955
In my company, the outcomes of training time and resources are assessed.	384	3.85	1.027
All workers have access to the lessons learned.	384	3.77	1.006
Systems are developed to assess the difference between present and anticipated performance.	384	3.72	.879
When addressing issues, people are encouraged to seek solutions from throughout the company.	384	3.68	1.013
In my company, employees are encouraged to think globally.	384	3.77	.964
We collaborate with the outside community to fulfill common needs.	384	3.72	1.014
Leaders ensures that organization’s actions are unswerving with organization value.	384	3.70	.903
Those being lead are mentored and coached by leaders.	384	3.91	1.078
Leaders repeatedly look for chances to learn in my organization.	384	3.65	.921
I like upholding high standards in my job.	384	3.75	.928
I do tasks without the need for supervision.	384	3.90	.899
I am obsessed with my job.	384	3.69	.912
I am competent of managing numerous tasks in order to achieve corporate objectives.	384	3.67	.899

My tasks are completed on schedule.	384	3.74	1.044
My peers see me as a top performer.	384	3.63	.887
I mobilize collective intelligence for active teamwork in my organization.	384	3.80	.898
When it comes to change at work, I handle it extremely well.	384	3.81	.803
In the face of change, I successfully manage my work team.	384	3.94	1.025
I believe that mutual understanding may lead to feasible solutions in the company.	384	3.91	.780
I hate criticism so I lose my temper when I am criticized by my team members.	384	3.47	1.011
I am very contented with job flexibility.	384	4.00	.921
I love extend a helping hand to my co-workers when they request for my help and even when they do not request for help.	384	4.02	.867
I love taking extra responsibilities.	384	3.98	.949
I commiserate and understand with my co-workers when they are faced with challenges.	384	3.72	.893
I enthusiastically participate in group deliberations and in work meetings.	384	3.76	.913
I love to praise my co-workers for their good work.	384	4.10	.995
I feel satisfied nurturing my junior colleagues in my organization.	384	3.75	.805
I love to share ideas with my team members.	384	3.71	.904
When interacting with my coworkers, I maintain excellent synchronization.	384	3.73	.905
I like guiding new colleagues beyond the scope of my work.	384	3.68	1.055
I successfully interact with my colleagues in order to solve issues and make choices.	384	3.70	.900

Overall Mean: 3.75

Overall Standard Deviation: 0.95

Table 4.10 above presents a report of respondents' views as analyzed using mean scores and standard deviations. Lower and upper boundary decision rules are used in interpreting the result in the table. It can be deduced from the results that the mean score for items 1-21 which measured organizational learning cultures concerning dimensions of dialogue and inquiry, team learning and collaboration, continuous learning, and empowerment indicated that all the sub-dimensions were rated above 2.50 which is the standard for accepting the statement. This shows that the organizational learning culture is measured based on dimensions of dialogue and inquiry,

team learning and collaboration, continuous learning, and employee empowerment in business organizations in Nigeria.

Also, the table above revealed that organization performance is measured based on employees' task performance, adaptive performance, and contextual performance. From the results, the mean score for all the variables (items 13-43) was rated above the 2.50 benchmark for accepting the statement. This is indicative that organizational learning culture influences employee performance.

4.6.2 Validity and Reliability of Scales

To ascertain the validity and reliability of the scales, the scales were presented to the thesis supervisor who scrutinized items for face, content and constructs validity. The thesis supervisor also checked the language construct level of the items. Advise were made that some of the items should be restructured and irrelevant items are deleted while more appropriate items are added. Thereafter, the Cronbach's Alpha coefficient of reliability was used to check for internal constancy reliability. Naser Bai (2012) have reported that reliability estimates for Cronbach's Alpha coefficient of reliability lie between 0.5 and 0.9 above; and these are acceptable. Correlation analysis was utilized to decide the level of connection between all variables of the study. The probability (p-value) is the results observed at a significance level of 0.05. A $p \leq 0.05$ is a generally acceptable level.

For the purpose of testing the reliability of the instrument, a test re-test technique was employed/adopted in which 20 copies of the questionnaire were first of all distributed to the organization under study. The instruments were retrieved and administered for the second time a few days later. As a result of the pre-test questionnaire, the researcher concluded that the questions and replies indicated that the instrument was trustworthy.

The collected data was evaluated using the IBM Statistical Package for Social Sciences version 20.0 (SPSS) and the calculated overall Cronbach Alpha Correlation Coefficient was 0.977 for organizational learning culture indicating that the research instrument was reliable for a study as supported by Naser Bai (2012) that any research instrument with a correlation coefficient of 0.50 and above signifies that the instrument is reliable to be used for a study. Table 4.11 below shows the results of the individual sub-dimension.

Table 4. 11 Cronbach Alpha Reliability Analysis for Organizational Learning Culture Scale

Sub-dimensions	Cronbach's Alpha	N of Items
Continuous Learning	.898	3
Dialogue and inquiry	.883	3
Team Learning and Collaboration	.880	3
Empowerment	.898	3
Embedded Systems	.876	3
Systems Connection	.920	3
Strategic Leadership	.913	3
Total	.977	21

Also, based on the data collected, the overall value of Cronbach's Alpha for the employee performance is given as 0.964 showing that the instrument is reliable to be used for the study. Table 4.12 below shows the alpha values of employee performance sub-dimension result as obtained from SPSS consisting of 22 items in total.

Table 4. 12 Cronbach Alpha Reliability Analysis for Employee Performance Scale

Sub-dimensions	Cronbach's Alpha	N of Items
Task Performance	.910	6
Adaptive Performance	.885	6
Contextual Performance	.946	10
Total	.964	22

4.6.3 Test of Hypotheses

H_1: Organizational learning culture can be varied with demographic factors as follows;

$H_{1.1}$: Organizational learning culture can be varied with gender.

Since the gender has two options: male and female, Independent T test is done to test whether organizational learning culture varies with gender. Table 4.13 below shows the mean and standard deviation of both genders.

Table 4. 13 Mean and Standard Deviation of Gender

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	141	3.8281	.67641	.05696
Male	243	3.6187	.87484	.05612

As displayed in table 4.13 above, the mean for female numbering 141 of the total population and males numbering 243, is given as 3.8281 and 3.6187 respectively.

Table 4. 14 Independent Sample T Test for Organizational Learning culture

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Organizational Learning Culture	Equal variances assumed	9.434	**.002**	2.449	382	.015	.20944	.08552	.04130	.37759
	Equal variances not assumed			2.619	351.887	.009	.20944	.07997	.05217	.36671

As seen in Table 4.14, it was determined that the differences in organizational learning culture levels according to gender were significant (t=2.449; p=0.015<0.05), the hypothesis **$H_{1.1}$** is thereby accepted. This is majorly attributed to the male gender as its mean and standard deviation is given as 3.6197 and 0.875 respectively.

$H_{1.2}$: Organizational learning culture can be varied with age.

The age of employees is characterized into four different clusters according to the intervals. Thus, ANOVA test of mean is carried out to determine whether organizational learning culture varies with employee ages.

Table 4. 15 ANOVA for Organizational Learning Culture Varies with Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.233	3	7.744	12.798	**.000**
Within Groups	229.950	380	.605		
Total	253.183	383			

As shown in table 4.15, significant value is less than 0.05 for organizational learning culture. Thus, organizational learning culture has a relation with years of employee working experience, Hence, **$H_{1.2}$** is accepted

Table 4. 16 Post-hoc Summary for Organizational Learning Culture Varies with Age

Dependent Variable: OL Scheffe						
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
(I) Age	(J) Age					
18 - 20	21 - 30	-.52760*	.09294	**.000**	-.7886	-.2666
	31 - 40	-.26710	.13233	.255	-.6387	.1045
	Above 40	.24096	.25766	.832	-.4826	.9645
21 - 30	18 - 20	.52760*	.09294	**.000**	.2666	.7886
	31 - 40	.26050	.12000	.196	-.0765	.5975
	Above 40	.76856*	.25155	**.026**	.0622	1.4749
31 - 40	18 - 20	.26710	.13233	.255	-.1045	.6387
	21 - 30	-.26050	.12000	.196	-.5975	.0765
	Above 40	.50806	.26861	.312	-.2462	1.2623
Above 40	18 - 20	-.24096	.25766	.832	-.9645	.4826
	21 - 30	-.76856*	.25155	**.026**	-1.4749	-.0622
	31 - 40	-.50806	.26861	.312	-1.2623	.2462

*. The mean difference is significant at the 0.05 level.

Table 4.16 above shows the post-hoc summary indicating mean differences comes from age groups 18 – 20, 21 – 30 and above 40 years respectively as their significance values are less than 0.05.

Table 4. 17 Descriptive for Hypothesis 1.2

OL								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
18 - 20	103	3.3648	.74671	.07358	3.2188	3.5107	1.00	4.95
21 - 30	219	3.8924	.67603	.04568	3.8023	3.9824	1.43	5.00
31 - 40	52	3.6319	1.10838	.15370	3.3233	3.9404	1.00	4.71
Above 40	10	3.1238	1.09517	.34632	2.3404	3.9072	1.24	4.81
Total	384	3.6956	.81305	.04149	3.6140	3.7771	1.00	5.00

Table 4.17 shows the descriptive of the analyzed data giving the mean of the distribution. Age range of 21 – 30 has the highest mean with a total of 219 out of the entire population.

$H_{1.3}$: Organizational learning culture can be varied with educational level.

Educational level of employees in the organization were categorized into four different groups. Thus, ANOVA is done whether organizational learning culture varies with the level of education as per these groups.

Table 4. 18 ANOVA For Organizational Learning Culture Varies Educational Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.186	3	4.729	7.519	.000
Within Groups	238.996	380	.629		
Total	253.183	383			

The significant value for organizational learning culture as shown in table 4.18 is .000 which is less than 0.05. Thus, organizational learning culture varies with years of employee working experience, hence, **$H_{1.3}$** is accepted. Table 4.19 below shows the post-hoc test in other to determine where the actual difference lies.

Table 4. 19 Post-hoc Summary for Organizational Learning Culture Varies Educational Level

Dependent Variable: OL Scheffe						
(I) Educational Level	(J) Educational Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
ND/HND	B.Sc.	-.28644*	.09953	**.042**	-.5659	-.0070
	M.Sc.	-.13978	.14259	.811	-.5402	.2606
	PhD	.60654	.22837	.072	-.0347	1.2478
B.Sc.	ND/HND	.28644*	.09953	**.042**	.0070	.5659
	M.Sc.	.14666	.12562	.714	-.2061	.4994
	PhD	.89298*	.21818	**.001**	.2803	1.5056
M.Sc.	ND/HND	.13978	.14259	.811	-.2606	.5402
	B.Sc.	-.14666	.12562	.714	-.4994	.2061
	PhD	.74632*	.24089	.023	.0699	1.4227
PhD	ND/HND	-.60654	.22837	.072	-1.2478	.0347
	B.Sc.	-.89298*	.21818	**.001**	-1.5056	-.2803
	M.Sc.	-.74632*	.24089	**.023**	-1.4227	-.0699

*. The mean difference is significant at the 0.05 level.

As displayed above on table 4.19, it can be deduced that all groups are significantly different from one another as their mean difference is less than 0.05.

Table 4. 20 Descriptive for Hypothesis 1.3

OL								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
ND/HND	87	3.5249	.77800	.08341	3.3591	3.6907	1.14	4.95
B.Sc.	235	3.8113	.72773	.04747	3.7178	3.9049	1.00	5.00
M.Sc.	48	3.6647	.98412	.14205	3.3789	3.9504	1.00	5.00
PhD	14	2.9184	1.16019	.31007	2.2485	3.5882	1.00	4.81
Total	384	3.6956	.81305	.04149	3.6140	3.7771	1.00	5.00

Participants with educational qualifications of B.Sc. majorly influenced the analysis as it accounted for 235 of the total respondents with a mean of 3.81 as shown at table 4.20.

$H_{1.4}$: Organizational learning culture can be varied with working experience.

Since the working experience were characterized into five diverse groups according to the intervals. Thus, ANOVA is done to test whether organizational learning culture varies with years of working experience.

Table 4. 21 ANOVA for Organizational Learning Culture Varies with Working Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.285	4	3.571	5.666	**.000**
Within Groups	238.898	379	.630		
Total	253.183	383			

As shown in table 4.21, significant value is less than 0.05 for organizational learning culture. Thus, organizational learning culture has a relation with years of employee working experience, Hence, **$H_{1.4}$** is accepted.

Table 4. 22 Post-Hoc Summary for Organizational Learning Culture Varies with Working Experience

Dependent Variable: OL Scheffe						
(I) Working Experience	(J) Working Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 1 year	1 - 5 years	-.23661	.10669	.298	-.5669	.0937
	6 - 10 years	-.38803	.12717	.056	-.7817	.0056
	11 - 15 years	.40772	.23091	.539	-.3071	1.1225
	Above 15 years	.35602	.26707	.777	-.4707	1.1827
1 - 5 years	Less than 1 year	.23661	.10669	.298	-.0937	.5669
	6 - 10 years	-.15142	.10473	.719	-.4756	.1728
	11 - 15 years	.64432	.21935	.073	-.0347	1.3233
	Above 15 years	.59262	.25715	.259	-.2034	1.3886
6 - 10 years	Less than 1 year	.38803	.12717	.056	-.0056	.7817
	1 - 5 years	.15142	.10473	.719	-.1728	.4756
	11 - 15 years	.79575*	.23001	**.019**	.0838	1.5077
	Above 15 years	.74405	.26629	.101	-.0803	1.5684
11 - 15 years	Less than 1 year	-.40772	.23091	.539	-1.1225	.3071
	1 - 5 years	-.64432	.21935	.073	-1.3233	.0347
	6 - 10 years	-.79575*	.23001	**.019**	-1.5077	-.0838
	Above 15 years	-.05170	.32872	1.000	-1.0693	.9658
Above 15 years	Less than 1 year	-.35602	.26707	.777	-1.1827	.4707
	1 - 5 years	-.59262	.25715	.259	-1.3886	.2034
	6 - 10 years	-.74405	.26629	.101	-1.5684	.0803
	11 - 15 years	.05170	.32872	1.000	-.9658	1.0693

*. The mean difference is significant at the 0.05 level.

Groups with years of experience between 6 – 10 years and 11 – 15 years have mean difference of 0.19 which is less than 0.05 as displayed in table 4.22 above, hence the difference is caused by this groups.

Table 4. 23 Descriptive for Hypothesis 1.4

OL								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Less than 1 year	76	3.5132	.71906	.08248	3.3488	3.6775	1.00	4.95
1 - 5 years	204	3.7498	.74077	.05186	3.6475	3.8520	1.00	5.00
6 - 10 years	80	3.9012	.91191	.10195	3.6983	4.1041	1.00	5.00
11 - 15 years	14	3.1054	1.00430	.26841	2.5256	3.6853	1.00	4.24
Above 15 years	10	3.1571	1.04979	.33197	2.4062	3.9081	1.00	4.81
Total	384	3.6956	.81305	.04149	3.6140	3.7771	1.00	5.00

The scope studied had 204 of the respondents with a mean of 3.75 having 1 – 5 years of experience as displayed on the above table 4.23.

$H_{1.5}$: Organizational learning culture can be varied with management level.

Considering the values for the management were classified into three, an ANOVA will be used to test this hypothesis. In table 4.24 below, the significant value is .0002 which is lesser than 0.05, hence it is statistically significant and accepted.

Table 4. 24 ANOVA for Organizational Learning Culture Varied with Management Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.299	2	4.150	6.456	.002
Within Groups	244.884	381	.643		
Total	253.183	383			

The Post-Hoc test on careful evaluation to determine their mean difference is given in table 4.25 below. The actual cause in difference is in the Middle level group as it is statistically different from working and top-level groups respectively.

Table 4. 25 Post-hoc Summary for Organizational Learning Culture Management Level

Dependent Variable: OL Scheffe						
					95% Confidence Interval	
(I) Management Level	(J) Management Level	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Top Level Employee	Middle Level Employee	.39092*	.15014	**.035**	.0220	.7599
	Non-managerial employees	.03708	.13073	.961	-.2842	.3583
Middle Level Employee	Top Level Employee	-.39092*	.15014	**.035**	-.7599	-.0220
	Non-managerial employees	-.35384*	.10206	.003	-.6046	-.1030
Non-managerial employees	Top Level Employee	-.03708	.13073	.961	-.3583	.2842
	Middle Level Employee	.35384*	.10206	**.003**	.1030	.6046

*. The mean difference is significant at the 0.05 level.

As shown in table 4.25 above, there is a significant difference between the three groups with a 0.35, 0.35 and 0.003 levels respectively which is lesser than the mean difference of 0.05, hence leading to an acceptance of the hypothesis.

Table 4. 26 Descriptive for Hypothesis 1.5

OL								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Top Level Employee	44	3.8030	1.06244	.16017	3.4800	4.1260	1.00	4.95
Middle Level Employee	81	3.4121	.91396	.10155	3.2100	3.6142	1.00	5.00
Non-managerial Employees	259	3.7659	.70853	.04403	3.6793	3.8526	1.00	5.00
Total	384	3.6956	.81305	.04149	3.6140	3.7771	1.00	5.00

With a lower and upper bound of 3.68 and 3.85 respectively, non-managerial employees of bottling companies in Nigeria had the highest of respondents.

H_2: Employee performance can be varied with demographic factors.

Demographic variables can also influence employee performance. Independent T test and ANOVA are used to examine the link between organizational employee performance and demographic variables, based on the variance in each demographic component with regard to each performance.

$H_{2.1}$: Employee performance can be varied with gender.

Table 4. 27 Independent Sample Test for Gender and Employee Performance

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Employee Performance	Equal variances assumed	.396	.530	2.800	382	**.005**	.20425	.07295	.06081	.34770
	Equal variances not assumed			2.883	319.140	.004	.20425	.07086	.06485	.34366

The standard deviation of the female is given as 0.67641 and 0.87484 for the males, while their respective means are given as 3.8281 and 3.6187. From this, in table 4.27, it was determined that the differences in employee performance according to gender were significant (t=2.800; p=0.005<0.05), hence we accept the hypothesis **$H_{2.1}$**.

$H_{2.2}$: Employee performance can be varied with age.

Table 4. 28 ANOVA for Age of Employee and Employee Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.102	3	5.367	12.067	.000
Within Groups	169.031	380	.445		
Total	185.134	383			

In table 4.28, the significant value is equal to .000, which is less than 0.05, age of employee and their performance are very well related, hence the hypothesis, **$H_{2.2}$** is accepted.

Table 4. 29 Post-hoc Summary for Employee Performance Varies with age

Dependent Variable: EP
Scheffe

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 - 20	21 - 30	-.3849*	.07969	**.000**	-.6087	-.1611
	31 - 40	-.0233	.11346	.998	-.3419	.2953
	Above 40	.3426	.22091	.493	-.2777	.9630
21 - 30	18 - 20	.3849*	.07969	**.000**	.1611	.6087
	31 - 40	.3616*	.10289	**.007**	.0727	.6505
	Above 40	.7275*	.21567	**.011**	.1219	1.3331
31 - 40	18 - 20	.0233	.11346	.998	-.2953	.3419
	21 - 30	-.3616*	.10289	**.007**	-.6505	-.0727
	Above 40	.3659	.23030	.472	-.2808	1.0126
Above 40	18 - 20	-.3426	.22091	.493	-.9630	.2777
	21 - 30	-.7275*	.21567	**.011**	-1.3331	-.1219
	31 - 40	-.3659	.23030	.472	-1.0126	.2808

*. The mean difference is significant at the .05 level.

All age groups at one point or the other as displayed in table 4.29 above shows the post-hoc summary indicating a significant mean difference of less than 0.05.

Table 4. 30 Descriptive for Hypothesis 2.2

EP								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
18 - 20	103	3.5790	.65466	.06451	3.4510	3.7069	1.00	5.00
21 - 30	219	3.9639	.58497	.03953	3.8860	4.0418	1.27	5.00
31 - 40	52	3.6023	.91544	.12695	3.3474	3.8571	1.00	4.95
Above 40	10	3.2364	.94154	.29774	2.5628	3.9099	1.86	5.00
Total	384	3.7927	.69525	.03548	3.7230	3.8625	1.00	5.00

Table 4.30 gives the descriptive data for hypothesis 2.2 with the mean of the distribution.

$H_{2.3}$: Employee performance can be varied with educational qualification.

Table 4. 31 ANOVA for Educational Qualification and Employee Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.265	3	2.088	4.437	.004
Within Groups	178.868	380	.471		
Total	185.134	383			

In table 4.31, the significant value is not less than 0.05, hence qualification of employee and their performance are related. The hypothesis, **$H_{2.3}$** is accepted.

Table 4. 32 Post-hoc Summary for Employee Performance Varies with Educational Level

Dependent Variable: EP Scheffe						
					95% Confidence Interval	
Educational Level	Educational Level	Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
ND/HND	B.Sc.	-.22473*	.08610	**.040**	-.4665	.0170
	M.Sc.	-.05424	.12336	.979	-.4006	.2922
	PhD	.28545	.19757	.555	-.2693	.8402
B.Sc.	ND/HND	.22473*	.08610	**.040**	-.0170	.4665
	M.Sc.	.17049	.10867	.483	-.1347	.4756
	PhD	.51018	.18875	.064	-.0198	1.0402
M.Sc.	ND/HND	.05424	.12336	.979	-.2922	.4006
	B.Sc.	-.17049	.10867	.483	-.4756	.1347
	PhD	.33969	.20839	.449	-.2455	.9249
PhD	ND/HND	-.28545	.19757	.555	-.8402	.2693
	B.Sc.	-.51018	.18875	.064	-1.0402	.0198
	M.Sc.	-.33969	.20839	.449	-.9249	.2455

*. The mean difference is significant at the .05 level.

From table 4.32 above, it can be deduced that employees with ND/HND and B.Sc. contributed to the change in differences due to the less than 0.05 significant levels.

Table 4. 33 Descriptive for Hypothesis 2.3

EP								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
ND/HND	87	3.6588	.69400	.07440	3.5109	3.8067	1.27	4.82
B.Sc.	235	3.8836	.64469	.04205	3.8007	3.9664	1.00	5.00
M.Sc.	48	3.7131	.77832	.11234	3.4871	3.9391	2.05	5.00
PhD	14	3.3734	.94948	.25376	2.8252	3.9216	1.00	5.00
Total	384	3.7927	.69525	.03548	3.7230	3.8625	1.00	5.00

As displayed in table 4.33 above, the mean values for the educational levels are given as 3.66, 3.88, 3.71, and 3.37 for ND/HND, B.Sc., M.Sc., and PhD respectively.

$H_{2.4}$: Employee performance can be varied with working experience.

Table 4. 34 ANOVA for Working Experience and Employee Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.662	4	3.166	6.956	.000
Within Groups	172.471	379	.455		
Total	185.134	383			

In table 4.34, the significant value is obtained as .000, which is not less than 0.05. Hence, working experience is significantly related to employee performance. The hypothesis, **$H_{2.4}$** is accepted.

Table 4. 35 Post-hoc Summary for Employee Performance Varies with Working Experience

Dependent Variable: EP Scheffe						
		Mean			95% Confidence Interval	
(I) Working Experience	(J) Working Experience	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Less than 1 year	1 - 5 years	-.29748*	.09066	**.031**	-.5781	-.0169
	6 - 10 years	-.05529	.10806	.992	-.3898	.2792
	11 - 15 years	.40063	.19620	.385	-.2067	1.0080
	Above 15 years	.24414	.22692	.885	-.4583	.9466
1 - 5 years	Less than 1 year	.29748*	.09066	**.031**	.0169	.5781
	6 - 10 years	.24219	.08899	.118	-.0333	.5177
	11 - 15 years	.69812*	.18638	**.008**	.1212	1.2750
	Above 15 years	.54162	.21849	.191	-.1347	1.2180
6 - 10 years	Less than 1 year	.05529	.10806	.992	-.2792	.3898
	1 - 5 years	-.24219	.08899	.118	-.5177	.0333
	11 - 15 years	.45593	.19543	.247	-.1490	1.0609
	Above 15 years	.29943	.22626	.781	-.4010	.9998
11 - 15 years	Less than 1 year	-.40063	.19620	.385	-1.0080	.2067
	1 - 5 years	-.69812*	.18638	**.008**	-1.2750	-.1212
	6 - 10 years	-.45593	.19543	.247	-1.0609	.1490
	Above 15 years	-.15649	.27931	.989	-1.0211	.7081
Above 15 years	Less than 1 year	-.24414	.22692	.885	-.9466	.4583
	1 - 5 years	-.54162	.21849	.191	-1.2180	.1347
	6 - 10 years	-.29943	.22626	.781	-.9998	.4010

	11 - 15 years	.15649	.27931	.989	-.7081	1.0211

*. The mean difference is significant at the 0.05 level.

The difference in between groups is caused by working experiences of less than 1 year, 1 – 5 years, 11 – 15 years respectively as they all have significant level of less than 0.05 as shown in table 4.35 above.

Table 4. 36 Descriptive for Hypothesis 2.4

EP								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Less than 1 year	76	3.6441	.64575	.07407	3.4966	3.7917	1.27	5.00
1 - 5 years	204	3.9416	.58829	.04119	3.8604	4.0228	1.27	5.00
6 - 10 years	80	3.6994	.73761	.08247	3.5353	3.8636	1.00	4.91
11 - 15 years	14	3.2435	1.15799	.30949	2.5749	3.9121	1.00	4.95
Above 15 years	10	3.4000	1.08157	.34202	2.6263	4.1737	1.00	5.00
Total	384	3.7927	.69525	.03548	3.7230	3.8625	1.00	5.00

Employee performance as varied with years of experience has an overall mean of 3.79 as shown in table 4.36 above.

$H_{2.5}$: Employee performance can be varied with management level.

Table 4. 37 ANOVA for Management Level and Employee Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.702	2	2.351	4.965	**.070**
Within Groups	180.431	381	.474		
Total	185.134	383			

In table 4.37, the significant value is not less than 0.05, management level of employee and their performance are not related, hence the hypothesis, **$H_{2.5}$** is rejected.

Table 4. 38 Descriptive for Hypothesis 2.5

EP								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Top Level Employee	44	3.6302	.97003	.14624	3.3352	3.9251	1.00	5.00
Middle Level Employee	81	3.6352	.77693	.08633	3.4634	3.8070	1.00	4.95
Working Level Employee	259	3.8696	.59611	.03704	3.7967	3.9425	1.27	5.00
Total	384	3.7927	.69525	.03548	3.7230	3.8625	1.00	5.00

H_3: There is a significant relationship between employees' organizational learning culture levels and employee performance levels.

In analyzing the connection amongst two variables, in this case, organizational learning culture and employee performance, the Pearson Moment Correlation is employed to test the viability of this hypothesis. The coefficient number ranging from -1 to +1, where -1 is perfect negative correlation, and 0 has no correlation, and +1 is perfect positive correlation.

Table 4. 39 Pearson Moment Correlation Test for The Relationship Between Organizational Learning Culture Levels and Employee Performance Levels

		Organizational Learning Culture	Employee Performance
Organizational Learning Culture	Pearson Correlation	1	.632**
	Sig. (2-tailed)		.000
	N	384	384
Employee Performance	Pearson Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	384	384
**. Correlation is significant at the 0.01 level (2-tailed).			

From Table 4.39 above, a Pearson product-moment correlation was run to ascertain the connection between organizational learning culture levels and employee performance levels. The correlation of organizational learning culture levels with itself (r=1), and the number of non-missing observations for organizational learning culture levels is n=384 while the correlation of employee performance levels with itself (r=1) and the number of non-missing observations for employee performance levels are n=384.

There was a significant link between organizational learning culture and employee performance which was statistically significant ($r_{(384)}$=.632, P = 0.000). The Pearson's correlation coefficient was statistically significant as P < .05 (that is, P-value = 0.000 which means P < 0.05), satisfies the common cut-off for statistical significance of P<0.05. From the analysis, therefore, there is a substantial relationship between employees' organizational learning culture levels and employee performance levels.

4.6.4 Confirmatory Factor Analysis

To carry out a Confirmatory Factor Analysis, in determining our ultimate research question of the impact organizational learning culture has on employee performance in industrial company, we utilize linear regression. Table 4.40 below gives the R, R^2, adjusted R^2, and the standard error of the estimate, is used to evaluate how the regression model fits the data.

The simple correlation is represented by the R value, which is .632, suggesting a modest degree of connection. The R^2 number shows how much variance in the dependent variable, employee performance, can be represented by the independent variable, organizational learning culture. In this instance, 40% of the variance can be explained, which is extremely low.

Table 4. 40 Model Summary of Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632[a]	.400	.398	.53938

a. Predictors: (Constant), Organizational learning culture

The ANOVA table is represented below, and it shows how the regression equation fits the data, in other words, predicts the dependent variable, and this is displayed below;

Table 4. 41 ANOVA[a] Table of Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.997	1	73.997	254.346	.000[b]
	Residual	111.136	382	.291		
	Total	185.134	383			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Organizational learning culture

In the ANOVA table above, the F-ratio determines if the overall regression model is a good match for the data. According to the table, the independent factors statistically substantially predict the dependent variable, F (1, 382) = 254.346, p (.000) < .05 (i.e., the regression model is a good fit of the data).

The Coefficients table below displays the information needed to predict employee performance based on organizational learning culture, as well as determine whether organizational learning culture contributes statistically significantly to the model by observing the sig. column under the unstandardized coefficients column as displayed below;

Table 4. 42 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.795	.128		13.994	.000
	Organizational learning culture	.541	.034	.632	15.948	.000

a. Dependent Variable: Employee performance

From the values obtained, we present the regression equation as:

Employee Performance = 1.80 + 0.541(Organizational Learning Culture)

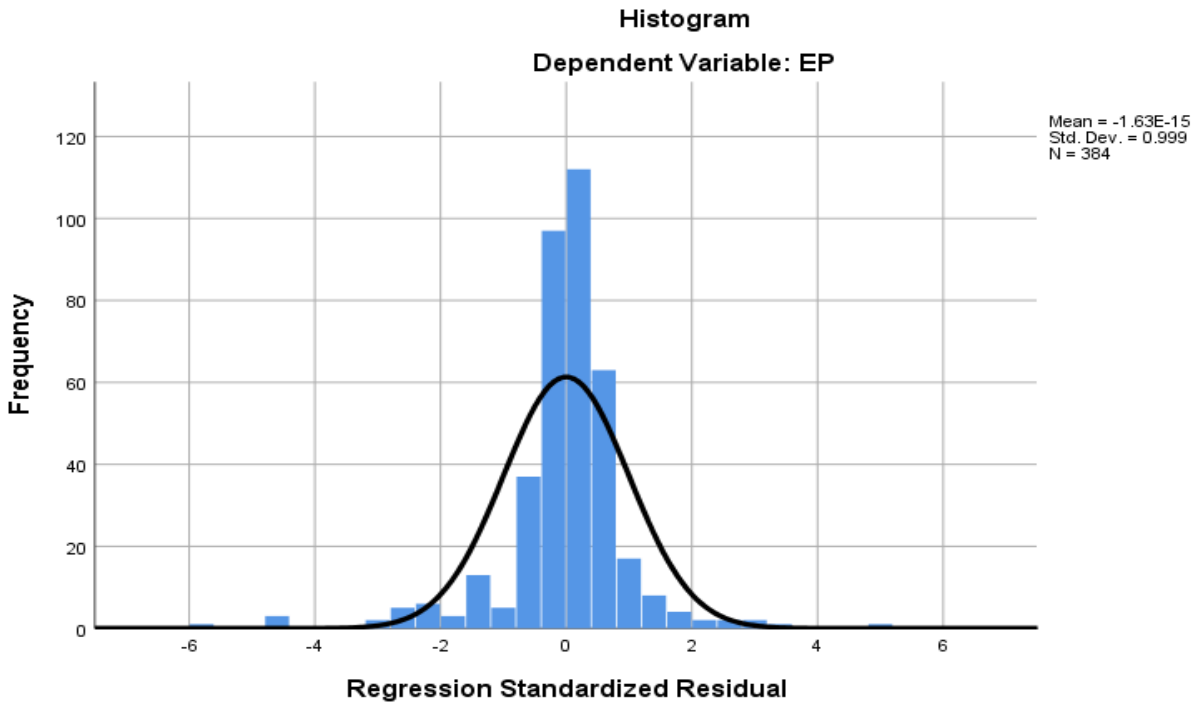


Figure 4. 1 Linear Regression Analysis Chart

4.6.5 Summary of Findings Regarding Hypotheses Tests

This study examines the impact of organizational learning culture on employee performance levels. From the analysis in the preceding sections of this chapter, some striking revelations were discovered. Table 4.42 below further shows a summary of findings regarding hypothesis tests, the situation and reference table. As displayed, all demographics characteristics has a positive effect on organizational learning culture, while for employee performance, all others with the exception of management levels had a positive effect. In essence, all accepted hypothesis varied positively with either with organizational learning culture or employee performance. Also,

based on the data collected and the analysis done, there is a significance level of relationship between organizational levels and employee performance.

Table 4. 43 Summary of Findings Regarding Hypotheses Tests

Hypothesis	Situation	Reference Table
H_1: Organizational learning culture can be varied with demographic factors.		
$H_{1.1}$: Organizational learning culture can be varied with gender.	Accepted	Table 4.14
$H_{1.2}$: Organizational learning culture can be varied with age.	Accepted	Table 4.15
$H_{1.3}$: Organizational learning culture can be varied with educational level	Accepted	Table 4.18
$H_{1.4}$: Organizational learning culture can be varied with working experience.	Accepted	Table 4.21
$H_{1.5}$: Organizational learning culture can be varied with management level.	Accepted	Table 4.24
H_2: Employee performance can be varied with demographic factors.		
$H_{2.1}$: Employee performance can be varied with gender.	Accepted	Table 4.27
$H_{2.2}$: Employee performance can be varied with age.	Accepted	Table 4.28
$H_{2.3}$: Employee performance can be varied with educational Level	Accepted	Table 4.31
$H_{2.4}$: Employee performance can be varied with working experience.	Accepted	Table 4.34
$H_{2.5}$: Employee performance can be varied with management level.	Rejected	Table 4.37
H_3: There is a significant relationship between employees' organizational learning culture levels and employee performance levels.	Accepted	Table 4.39

CHAPTER FIVE

DISCUSSION AND RESULT

This section will discuss about the implemented evaluation of the relationship that exist amongst organizational learning culture and employee performance in industrial company and also, further reveals the significant results from this company in demonstrating how it relates.

Conducted to examine the impact of organizational learning culture on employee performance, this research achieves the main goal of the study using three (3) objectives. These includes:

i. To study the variables of organizational learning culture that affects the selected industrial company.
ii. To study the variables of employee performance that results in an overall organizational performance.
iii. To study the impact of organizational learning culture on employee performance.

The research adopted a cross-sectional survey design that tries to study the impact of organizational learning culture on employee performance. Consequently, quantitative data became eminently relevant. The population for this study comprised all employees of industrial companies in Nigeria and a sample fraction of 65% was adopted in the selection of 384 employees for the study. Two scales titled Organizational Learning Culture Scale (OLCS) and Employees Performance Scale (EPS) were developed and used for data collection from respondents. The data collected were analyzed using mean scores, correlation analysis, and one-way analysis of covariance (ANOVA).

The proposed hypothesis was then evaluated using regression analysis and Pearson's correlation coefficient test on the obtained data. Regression analysis was used to examine the impact of the independent variable on the dependent variable.

The findings revealed that organizational learning culture is measured based on the dimensions of empowerment, team learning, dialogue, continuous learning, collaboration and inquiry. All the sub-dimensions of organizational learning culture were rated above the benchmark for accepting the statements. The implication is that organizational learning culture is measured based on these dimensions in business organizations in Nigeria. This is indicative of the fact that organizational learning culture as argued by scholars is a system of shared values that significantly influences behavior in the workplace as its core (Tohidi & Jabbari, 2012).

Furthermore, the research discovered that task performance, adaptive performance, and contextual performance are all used to assess employee performance. The employee performance scale (EPS) and sub-dimensions were rated above the 2.50 benchmark for accepting the statements. The finding also indicated a strong, positive correlation between organizational learning culture levels and employee performance levels. The implication is that organizational culture has the potentials of enhancing employee performance and it can provide opportunities for employees of an organization to get acquainted with an organization’s history as well as present methods of operation and this precise direction gifts the employee’s guidance, the expected and accepted organizational norms and behaviors (Yin et al., 2016). This is indicative of the fact that organizational culture does have an impact on the performance levels of employees in an organization as it performs the role of internal incorporation and management between the organization's operations and employees. An organizational learning culture is a strong determinant of adaptation among employees and this enhances employee performance by

motivating them to work towards a common goal and objective while determining and directing employees' behavior in a precise direction.

Findings further revealed that there is a statistically significant disparity in employee performance levels according to the demographic characteristics of the employees except for that of management levels. Tables 4.27 through to table 4.36 displayed the result of the analysis and whether there is a statistically significant variation between the group means for performance levels of the employees according to the demographic characteristics of the employees. In support of this finding, Hussein et al., (2016) noted that demographic features are generally recognized as affecting employee performance levels. (Idowu et al., 2020; Khadhraoui et al., 2018; Rose, 2009) also reiterate that demographic characteristics momentously influence how well an employee performs although employees might be having other factors determining their performance levels. According to them, demographic characteristics such as gender, sex, educational background, and age will in no small measure, determine employee performance levels in the organization. This is because distinctions in singular qualities prompt disparity which represents a test in accomplishing solidarity in segment climate and in tackling the segment attribute to improve representative execution levels. The inability to draw in segment attributes like race, sexual orientation, level of schooling, calling, ethnic connection, and strict association can regularly lead to contrasts in pay, preparing, advancements, turnover, acknowledgment, and different types of disparity in an association.

In addition, the findings also revealed that organizational learning culture levels of the employees vary significantly according to the demographic characteristics of the employees. Gender for instance, had 243 males and 141 females who were part of the sample size. Discoveries likewise uncovered that presentation levels of representatives fluctuate fundamentally as indicated by the sexual orientation of the workers. This implies that gender also can influence representative

execution. Ages 18 – 20, 21 – 30 and above 40 years played a major part in the significance difference that led to this demographic characteristic having an effect on organizational learning culture. Organizational learning culture varies with years of employee working experience as the post-hoc analysis showed that all groups are significantly different from one another as their mean difference was less than 0.05, hence, this demographic has a positive effect one learning in the organization. Those with working between 6 - 15 years of experience has a far better way of learning organization's culture faster than those with lesser years or above. According to Shaikh et al,. (2017), a knowledge of this demographics and how they further affect organizations will better inform top level managers to achieve further productivity.

This finding implies that employees' length of work experience on the job will enhance their job performance since they would have acquired a greater deal of organizational learning culture. Also, as noted earlier, employees with long years of work experience stand a better chance to transfer learning to new employees. Organizational learning culture levels of experienced employees will influence the work experience of new employees and their job performance as postulated by Idowu et al,. (2020).

All learning organization culture characteristics were substantially related with the dependent variable, employee performance, according to the findings of correlation analysis between variables. This implies that for greater organizational performance, all learning organization characteristics are equally significant. The top two factors that correspond with organizational performance are collaboration and team learning, as well as inquiry and conversation. Respondents who thought they were part of a team that worked and learned together were more likely to have a positive view of the organization's learning culture.

Teams are given greater access and authority to undertake projects than individuals, which contributes to the organization's desire to promote fresh ideas and expertise. Based on prior

research, such as Nam (2019), management is more encouraged to promote innovative thinking because inquiry and conversation build collaborative thinking and efficient communication. To put it another way, a culture that fosters two-way communication, opinion, and inquiry is strongly preferred in fostering organizational innovation. The findings back up previous research (Pourshahid et al., 2019; Sangperm et al., 2019) showing knowing organizational culture is important to improve employee performance. Hypothesis 3 is thus completely supported.

5.1 Results

The result of this study can be summarized under three outcomes. First and foremost, all demographics characteristics considered had some certain degree on the organizational learning culture of the sampled organization of which 384 responses were analyzed as seen in hypotheses 1.1 through to 1.5 of the study The male gender contributed more to this study with a 63.3% whereas females made up 36.7% as postulated in hypothesis 1.1 and the result of the independent t test shows that it is statistically significant. After an ANOVA and Post-hoc analysis, it was discovered that employees within the age groups of 18 - 20, 21 - 30 and above 40 had a better idea of what an organizational learning culture is to an organization, with emphasis on age group of 21 – 30. If organizations focus more on these age groups, there will be a further understanding of how to better improve on performance. Also, the post-hoc values of all employee showed that learning culture is evenly distributed irrespective of qualifications, though those with B.Sc. tends to be more aware as displayed by the descriptive of the analysis as well as the statistically significant ANOVA test conducted. Mean differences between employees with work experience of 6 - 10 years and 11 - 15 years respectively caused a major difference in the groups of employees age as it relates to learning culture within organizations, even though those with less than 5 years' experience made up a higher number of the sampled data. This later will adapt more easily to a learning culture. Also, non-managerial employees have a higher chance of adapting to a learning organization as

this is the least of management levels, hence a sense of learning is instilled in them for survival purposes.

Secondly, the study emphasized three dimensions of employee performance, which are task, adaptive and contextual performances, and in terms of application, the suggested dimensions and its results are intended to offer information for developing organization-specific policies to improve employee performance (Khadhraoui et al., 2018), all of which demographics like gender, age, educational qualification and working experience had significantly varied on, except for management levels. The standard deviation of the female is given as 0.67641 and 0.87484 for the males, while their respective means are given as 3.8281 and 3.6187, with a significant value of 0.005 which lead to accepting hypothesis 2.1. It was also discovered that ages of employees were not a determinant factor of performance as a post-hoc analysis showed that all ages are capable of performing well under the right organizational culture, hence an acceptance of hypothesis 2.2. The level of employees with ND/HND and B.Sc. grades have performance perception more than other employees. It can be inferred from there that these educational levels affect the general performance of the organizational. In the light of this, hypothesis 2.3 was accepted. Also, post-hoc analysis shows that employees with working experiences of less than 15 years our performed those with experiences of above 15 years. The hypothesis 2.4 is accepted with a p-value of 0.000, and also inferred that organizations can focus more on employees under this category for better yields. Furthermore, ANOVA results for management levels of employees showed a value that was not statistically significant, hence why hypothesis 2.5 was rejected. Descriptive shows that the means of the levels were closely related. In essence, organizations of bottling companies should pay close attention to how those on its level utilizes a learning culture that can further yield a better performance.

Finally, from result obtained, all organization learning culture levels were significantly associated with employee performance and because collaboration and empowerment are valued in management literature and learning organization models, this should be of concern for a company striving to become a learning organization (Adewole et al., 2019; Hasan & Nikmah, 2020; Idowu et al., 2020). With is a modest degree of connection between dependent and independent variables of 63%, and a 40% variance in the way both variables can be represented, hypothesis 3 was accepted as it is statistically significant with a p-value of 0.000. This can be inferred that there is a link between organizational learning culture and employee performance as there is a substantial relationship between both, based on the collated and analyzed data.

5.2 Limitations of Research

This research was conducted on a single sector in Nigeria, thus making the study constrained and the findings may not be generalizable to other sectors such as service-oriented businesses. It is therefore likely that a different result will be obtained in other sectors if this study is replicated in them. Also, difficulty in data collection was encountered.

Despite the outcome of this thesis, there are however limitations in the variables of the thesis. Therefore, an addition of new variables and constructs could also be added in future research. Areas such as the impact of departmental levels, on organizational learning culture of employees and employee performance levels could be investigated in future researches. Secondly, the nature of the thesis is yet another limitation. The thesis employed cross-sectional data. Therefore, future researcher works can enhance its scope to achieve better and more rational results in the future. This is because the data was collected from a sample population relying solely on their perception which could lead to errors and biases.

5.3 Conclusion

As mentioned earlier in this study's preceding section, the research outcome revealed a significant relationship between organizational learning culture and employee performance, demographic characteristics of employees and organizational culture, demographic characteristics of employees, and employee performance. The demographic characteristics considered of employees vary significantly concerning organizational learning culture and employee performance. Conclusions can therefore be made that organizational learning culture as shown in literature, supports and develop employee performance by motivating them. Also, organizational learning culture is affected by demographic characteristics of gender, age, work experience, educational qualification and management levels. Therefore, the demographic characteristics of employees must be considered for effective organizational learning culture in business organizations. Organizational culture performs the role of integration and coordination between a firm's human resources department and employees.

Based on the findings of this research, the underlined suggestions are made:

i. The findings of this revealed that employee performance levels vary expressively according to their demographic characteristics except for management levels. It is recommended that organizations should recognize the demographic characteristic of employees and appreciate the considerable impact on employee performance levels and by extension, organizational performance.

ii. The findings of this study indicated that organizational learning culture significantly impacts employee performance levels. It is therefore recommended that employees must always be on the notice if there is a need for modifications in organizational culture. This will enable employees to learn the old culture and the new modifications.

iii. To effectively assemble a learning society, employees need to feel that the administration upholds it. One approach to do this is by making learning a characterized fundamental belief. Fundamental beliefs drive dynamics and guide the activities associations make. It is recommended that organizations should focus on adapting additionally by committing to offer the resources required to support employee Learning and Development.

iv. It was found that organizational learning culture levels of employees vary significantly according to the working experience of the employees. It is recommended that employees with lesser working experiences should be mentored by those who have higher working experiences. This will aid in training them to develop enhanced skills which can lead to an increase in self-confidence and create a sense of equality among other employees. When companies provide coaching and mentoring, it aids in the identification of career prospects and the development of customized learning programs. This is a good approach to steer self-directed learning in the proper direction while also exploring resources and holding learning responsible.

v. Organizational leaders are always in an important position. Therefore, they must engage and dedicate themselves to continuous learning. This will reinforce a learning culture in an organization. This can be done by setting learning goals, talking about training taken and encouraging employees to do the same; willingness and openness to corrections and reaction, and reflecting on errors made at some point.

vi. Organizations should likewise empower information sharing as this is a major piece of making a learning society. Employees energized and compensated for sharing information will be more occupied with learning. This will assist with building a solid hierarchical learning society.

In retrospect, this study was conducted in other to check what impact organizational learning culture has on employee performance especially in the bottling company arm of industrial companies in Nigeria. The result obtained can be useful to organizations as it gives a basis of what is expected of them in knowing factors that can influence a learning culture in other to achieve a positive performance of their employees. Also, for the academia, this research provides a basis to carrying out research in the industrial company sector in Nigeria.

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APPENDIX

THE IMPACT OF ORGANIZATIONAL LEARNING CULTURE ON EMPLOYEE PERFORMANCE: A Case Study on Industrial Companies in Nigeria

QUESTIONNAIRE

Greetings, participant.

The questionnaire form you see here is from Istanbul Okan University's Business Administration Graduate Program, which I created with supervisor's Asst. Prof. Canan Koçer Durmaz's help. The research portion of the course is comprised of a thesis titled " The Impact of Organizational Learning Culture on Employee Performance: A Case Study of Industrial Companies in Nigeria." Evaluations that are converted into statistical information and data as a consequence of the survey will only be utilized in scientific studies. As a result, the validity and reliability of the research are very important in completing the questionnaire and returning the sensitivity you would exhibit in submitting it.

Thank you for taking out the time to help contribute to this body of knowledge. Wishing you the best of luck in your endeavors.

Please tick (√) in the boxes provided for the most appropriate answers.

SECTION A: DEMOGRAPHIC DATA

1 Gender

Male ☐

Female ☐

2 Age (In years)

18-20 ☐

21-30 ☐

31-40 ☐

Above 40 ☐

3 Level of education

ND/HND ☐

B.sc ☐

M.sc ☐

PhD ☐

4. Working experience (In years)

Less than 1 ☐

1-5 ☐

6 - 10 ☐

11- 15 ☐

Above 15 ☐

5. Management Level

Top-level management ☐

☐

Middle-level management ☐

Non-managerial Employees

6. Department

Information Technology ☐

Marketing/Sales ☐

Customer care ☐

Human resources ☐

Finance ☐

Operations ☐

Others ☐

SECTION B

Instruction: Please tick [√] in the space provided and write where necessary.

Key:

SD	=	Strongly Disagree	(1)
D	=	Disagree	(2)
NA	=	Neutral	(3)
A	=	Agree	(4)
SA	=	Strongly Agree	(5)

S/N	STATEMENT	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	In my organization, people assist each other learn.					
2.	In my company, people are provided time to assist learning.					
3.	People are rewarded for learning in my organization.					
4.	People give open and honest feedback to each other in my organization.					
5.	Whenever people express their views in my organization, they also provide opportunity for others to express their views.					
6.	Trust is built by spending time with each other					
7.	Teams/groups are free to change their objectives as they see fit in my company.					
8.	As a consequence of group interactions or knowledge gathered in my company, teams evaluate their ideas.					

9.	In my company, teams/groups feel self-assured that the organization will act on their suggestions.					
10.	In my company, people are acknowledged for taking the initiative.					
11.	People in my organization are granted authority over resources in order to do their tasks.					
12.	Employees are supported in my organization to take on calculated risks.					
13.	In my company, the outcomes of training time and resources are assessed.					
14.	All workers have access to the lessons learned.					
15.	Systems are developed to assess the difference between present and anticipated performance.					
16.	When addressing issues, people are encouraged to seek solutions from throughout the company.					
17.	In my company, employees are encouraged to think globally.					
18.	We collaborate with the outside community to fulfill common needs.					
19.	Leaders ensures that organization's actions are unswerving with organization value.					
20.	Those being lead are mentored and coached by leaders.					
21.	Leaders repeatedly look for chances to learn in my organization.					
22.	I like upholding high standards in my job.					
23.	I do tasks without the need for supervision.					
24.	I am obsessed with my job.					
25.	I am competent of managing numerous tasks in order to achieve corporate objectives.					
26.	My tasks are completed on schedule.					
27.	My peers see me as a top performer.					
28.	I mobilize collective intelligence for active teamwork in my organization.					
29.	When it comes to change at work, I handle it extremely well.					
30.	In the face of change, I successfully manage my work team.					
31.	I believe that mutual understanding may lead to feasible solutions in the company.					
32.	I hate criticism so I lose my temper when I am criticized by my team members.					
33.	I am very contented with job flexibility.					
34.	I love extend a helping hand to my co-workers when they request for my help and even when they do not request for help.					
35.	I love taking extra responsibilities.					
36.	I commiserate and understand with my co-workers when they are faced with challenges.					
37.	I enthusiastically participate in group deliberations and in work meetings.					
38.	I love to praise my co-workers for their good work.					

39.	I feel satisfied nurturing my junior colleagues in my organization.					
40.	I love to share ideas with my team members.					
41.	When interacting with my coworkers, I maintain excellent synchronization.					
42.	I like guiding new colleagues beyond the scope of my work.					
43.	I successfully interact with my colleagues in order to solve issues and make choices.					