



## Toward a Learning Organization

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### Abstract

*This study was conducted to analyze and define learning capabilities that presently exist in organizations. It attempts to assess learning within the organization by measuring changes in organizational practices and employee performances. Besides other practices, the two widely used are training and development. These are reported by most of the research studies to be linked to organizational learning and employee performance. Snowball sampling procedure was used and 200 employees of four telecom companies were selected as participants of the study. Responses were collected through an adapted 5 points Likert Scale questionnaire. The range of the questionnaire was 1= strongly disagree to 5 strongly agree. The frequency and type of training and learning activities within target firms were identified and perceived employee performance was measured. Factor analysis, Pearson's Correlation and multiple regressions were used for data analysis. The results showed that companies in telecom sector are struggling to provide an environment which is conducive to learning. The study attempted to explain that training is different from learning and individual learning contributes to organization learning.*

**Keywords:** Development, Factor analysis, Multiple regression, Learning, Training.

### Introduction

The world is in the midst of the fourth industrial revolution. Organizations are using numerous ways to experience change. Some use temporary quick fixes while others have long-standing strategic viewpoint. The focus is on the learning aspect of development and the paradigm is shifting toward learning and organizations are striving to become learning organizations. Organizations are fashioning a philosophy of learning in their internal environment. The paradigm is shifting from formal methods of training towards learning. In today's global marketplace, an organization must have certain elements in its infrastructure to actually support and inspire learning in order to survive and compete. Ulrich et al<sup>1</sup> stated that when managers think strategically, they scan business environment continually and enhance their ability to maintain their alignment with the business environment. Continuous improvement is dependent upon the acquisition and dissemination of knowledge<sup>2</sup>. Knowledge management and continuous improvement are used as techniques for acquiring, storing and dissemination of knowledge within the organization<sup>3</sup>. Knowledge management include methods which enable organizations to assimilate and bit valued information in organization for decision making and organizational learning<sup>4</sup>. The alignment of these activities provide strong organizational infrastructure which affect organization long term goals.

Allen and De Grip<sup>5</sup> suggested that to avoid the adverse effects of skill obsolescence, organizations need to invest more in human capital in various ways. Many searches emphasize the use of various formal training methods. Therefore, employee training

has been an important element of the firms HR strategy and plays a key role in improving employee's job related competencies. It is considered as an activity that is instructor-led and conveys certain changes in the conduct of employees for performing their jobs. It is job based and self-directed process. However, tough courses which are problematic for trainees to understand and learn by heart are of little value<sup>6</sup>. Some scholars empirically proved that there is indirect relationship between training and performance. This is one way flow of knowledge from an expert to trainees.

The opponents of this view hold that learning takes place in an informal environment. Learning occur as a by-product as long as employee perform routine tasks on the job. The central argument is that employee is engaged in the process of learning overtime and not only during the period of formal training. Eraut<sup>7</sup> suggested that jobs may be designed in such a way to provide maximum learning opportunities. Rosen<sup>8</sup> stated that jobs must have learning potential. Adeniyi<sup>9</sup> stated that organization's overall effectiveness and profitability are dependent upon its training and development activities.

This study assess the knowledge or learning within the companies operating in telecom sector by measuring changes in organizational practices and employee performances. Besides other practices which are commonly used and which are reported by most studies to be linked to organizational and employee performance are training and development (only learning aspect of development in this study). So, in this study only training and development (learning) related activities of the organizations are focused. Keeping in view, the instruments

used for data collection adapted only those items from the previous scales which were related to training, development (learning) and performance.

**Literature Review: Employee's Training:** Raymond<sup>10</sup> defined employee training as a deliberate activity by an organization to facilitate employee's performance of the job related competencies. According to this definition, most of the training programs at organizational level are concentrated on improving the job related skills of employees. It is the process of teaching current or new employees the basic skills they need to perform their job. It is a planned activity that is carried out to modify the knowledge, skills, attitude or behavior via learning experience to enhance employee's job related performance.

The principal objective of most of the training programs was the development of individual's abilities and to meet the present or future workforce needs of the company and to retain a workforce with variety of job related skills and knowledge. Aragon et al.<sup>11</sup>.

Organizations conduct training with the goal of improving skills, imparting knowledge and changing attitudes that are necessary for performance of the job related tasks. Training is directly related to improving job performance. Training is meant to increase competence in human, technical, managerial and conceptual level for the enhancement of individual and organization growth. Training is used as a mean of improving employee effectiveness and efficiency through knowledge and skill development. By adopting best practices from industry, a company can add value to its skills inventory and as a result, there will be an inflow of best skill set in organization<sup>12</sup>. The purpose of training is to improve work excellence, polishes skills, decrease the number of accidents in work place and improve organization productivity.

**Training Need Assessment:** Training need assessment is the first step in training design process which can be defined as "the systematic process for developing and designing a training program"<sup>13</sup>. A training need assessment is used to identify: who need training? In what they need training? And whether the trainees are willing and able to learn? Thus, the three elements of the training need assessment are organizational analysis, person analysis and task analysis. Organization should conduct all the three types of analyses before conducting a training program. Need Assessment is the first step in the training program design know as Instructional System Design (ISD) also referred to as ADDIE Model.

**ADDIE Model of Training:** ADDIE model is the most basic training tool in any kind of training program. It stands for analysis, development, implementation and evaluation. It is a generic step by step framework used by professional trainers, designers and developers to ensure course development and learning during training. The objectives of the ADDIE model include: the development and design of relevant course contents

for the training, ensure employee learn during the training; identify trainee's need and evaluation and measure of the training program. There are more than 100 different versions of ADDIE model are in use today, but the basic idea is that of generic ADDIE model.

**Organizational Development and Organizational Learning:** Organizational learning is a special case of organization development. Every organization has to adapt to the changes occurring in its internal and external environment to meet the wide ranging needs and expectations of its customers. Drucker<sup>14</sup> observed that in the present scenario new values and methods of management have emerged within the workplace. Changing life styles, customer expectations and complex technology are restructuring management processes and it is necessary for performance in twenty first century.

Harnad, Hanson and Lubin<sup>15</sup> defined "Organizational development is a planned effort to help people work and live together more effectively and productively, overtime, in their organization". Therefore, OD is the process in which organizational performance is improved through people. Mulili and Wong<sup>16</sup> defined OD as "the process through which organization develop by implementing a series of planned intervention strategies that aim to improve the effectiveness of the organization and the well-being of the organizational members". Further, OD is an approach through which companies improve and multiply their future prospects.

Human Process Interventions of OD focus on human capital of an organization. Organization can develop its creative potential by designing tasks that are autonomous, by giving timely feedback and by taking steps to encourage creativity and enthusiasm. Development of various human, technical and managerial competencies are the aim of organizational development activities to achieve organizational growth.

**Organizational Learning:** Organizational learning is a special case of organizational development. The notion of Learning Organization was coined in the start of 19<sup>th</sup> century when Fredrick Taylor revealed the relationship between knowledge transfer and performance. Cyert and March<sup>17</sup> stood the first to set learning and organization together and developed organizational learning phrase in organization literature. It was described as the adaptive behavior of the organization over time. It encompasses a series of collaborations between reworking at the individual or subgroup level and edition at the organizational level. Daft and Weick<sup>18</sup> defined organizational learning as "a process by which knowledge about action outcome relationships between the organization and environment is developed".

Issacs and Senge<sup>19</sup> believed a learning organization as one where people continually expand their capacity to create results they truly desire, where new and expensive patterns of thinking are nurtured, where collective aspirations are set free and where

people are continually learning how to learn together". Huber<sup>20</sup> asserted that organizational learning is a dynamic practice that embroils moving among diverse levels of action, working from individual to the group level, to organizational level and vice versa. It refers to the constant development in existing attitudes and procedures of adjusting to change, leading novel objectives and methods. Argyris<sup>21</sup> claimed organizational learning as the detection and correction of errors, where error is the gap between organization's real performance and its performance standards.

**Measuring Organizational Learning:** Change in organizational knowledge has been measured by various researchers in a number of ways. Huff and Jenkins<sup>22</sup> stated that it can be measured by measuring the cognitions of organizational members. Changes in behavior can be noted in organizational practices and activities which in turn reflect changes in organizational knowledge. In literature, there is less emphasis on the type of learning that occur in interaction among people in organization and during performance of organization's day to day activities. It is a kind of learning that consist of conscious or unconscious change and learning that may not be measureable or observable or deliberate. The present study asserts that employee training and organizational leaning are interrelated and interdependent yet different from each other, both as a process and as a concept.

Researchers view organizational learning from different perspectives and have discovered different dimensions for its measurement. Jayothibabu, Farooq and Pradhan<sup>23</sup> developed a comprehensive scale for measuring organizational learning and stated that there are three dimensions of learning or learning occur at three levels. Individual, group and organizational level comprise one dimension and people and structural level. These leads to learning outcome at three level which leads to organizational performance.

Argyris<sup>24</sup> presented the notion of single-loop and double-loop learning. Single loop learning is an organization's capability to identify deviation from the standard and fix them which is termed as the diagnostic management control system. It is pre-programmed and content specific. Double loop learning holds that organization must analyze the fundamental assumption that is the root cause of the problem which should be fixed in the first place and find and become accustomed to a superior assumption for prospective performance. This demands enquiring and amendments of policies and goals and is process oriented.

Aragon et al.<sup>25</sup>, supported the relationship of employee training and performance and stated that learning mediated this relationship. Further, training is different from learning both as a process and as a concept. Organizational learning may be encouraged by designing and conducting a learning-oriented training; a training that is deliberate and takes a lasting orientation. Nicolini et al.<sup>26</sup> defined organizational learning as

change in behavior or understanding. Warr<sup>27</sup> postulated that learning is an intellectual and mental activity that contributes rise to comparatively stable change in one's attitude, talent and knowledge. Learning can bring necessary outcome to the organization so it can be augmented and focused differently from training. Fiol and Lyles<sup>28</sup> defined organizational learning as a variation in an organization human capital.

Learning occurs at several levels in organization: individual, group and organization. Individual level learning happens as soon as individuals produce new compassions and understanding from existing tacit or overt information and information. From a capability point of view, the learning competency of individual denotes an individual ability and enthusiasm to learn.

**Situated Learning Theory:** Situated learning theory holds that learning phenomena occur not only in individual mind but it also takes place among individuals in a collaborative environment. Group knowledge is not merely the interactions of persons who have the information but also the speech community or the joint setup in which such information is swapped and warranted. A group is gathering of persons who are task interdependent, perceive themselves and are perceived by others as members of the social system and are deeply engrained in the greater social arrangement. Group learning occur when individual members of the group acquire, retain, disseminate and share knowledge.

Greeno and Moore<sup>29</sup> introduced the terms "situated cognition" and "situativity" to refer to a common attribute of cognition. Moreover, situativity is vital in all reasoning and intellectual activities and cognition that involves symbols, is merely an exceptional case of intellectual activity.

The concept of situated learning diverted the focus from individual concern to links among individual minds and from possessions of specific individuals or their surroundings to the association and interaction among individuals and their surroundings. The learners are not isolated entities but members in community of practice. Individual learning is related to group learning and situated learning must be assumed first and foremost that emerge within a collaborative setting and is deep-rooted in the environment and the course of organizing. It is best revealed in terms of the organizational networks that establish a learning network<sup>30</sup>.

Situated learning theory reconceptualized the scheme of human intellectual actions. This notion steadfast by means of two variations in organizational studies in current ages. The first one is the change from considering organizations as uninterrupted information processing mechanisms to considering them as multidimensional adaptive arrangements. The second depict the study of learning from a complete, evolving, multilevel mutually interconnect viewpoint. This theory claimed that learning takes place as a consequence of shared collaborations

inside multifaceted adaptive structures and that learning results from these shared collaborations. Anderson<sup>31</sup> pointed that complexity remained the main idea in organization science ever since the emergence of open-system view of organization in 1960's. Later on research focused on the inter-dependent parts of the organization and their collaboration with each other and interaction with larger environment to exchange information<sup>32</sup>.

Marksvsky<sup>33</sup> showed that these complex adaptive systems have some features which comprise interactions of large number of components, self-organization and adaptation to the environment with the passage of time, dynamism and exchanges and reaction loops amid constituents that yields advanced level of evolving behaviors and non-linearity. Further, this system view situated learning theory as it pinpoints learning not only in individual minds but also in collaboration between minds. This collaboration leads to the development of common meaning, sense making and yields emergent shared knowledge<sup>34,35</sup>.

The situated learning theory stressed the implication of participation, coevolving perspective, stating that "learning should be viewed as a process of becoming a part of greater whole"<sup>36</sup>. This holistic perspective doesn't mean that the collective possessions of the system should be engrossed and the micro dynamism between individual components should be overlooked. Holland<sup>37</sup>, Monge and Contractor<sup>38</sup> argued that the universal characteristics of the system are not stationary however they emerge from lower level collaborations, either among agents or between agents and the environmental background.

**Firm's Performance:** Role theory and Identity theory were utilized to introduce a theory based generalization measure of performance<sup>39</sup>. Role theory delivered a description of why work performance should be multidimensional and Identity theory recommended which aspects should be part of the work performance model in order to measure work performance.

Mathis and Jackson<sup>40</sup> argued that "Performance is associated with quality and quantity of output, timeliness, attendance on the job, efficiency and effectiveness of the work completed". Further, employee performance may be regarded as the successful completion of job tasks according to performance standards effectively and efficiently. Aguinis<sup>41</sup> pointed out that the meaning of performance does not refer to the outcomes of an employee behavior but only the behavior themselves. McCloy et al.<sup>42</sup> recognized three elements of performance are procedural knowledge, declarative knowledge and motivation. "declarative knowledge" Procedural Knowledge" and "motivation". These elements contribute to higher performance. Employee performance is dependent upon many factors like performance appraisal, job satisfaction, employee motivation, compensation, job security, T and D, organizational structure and others but the focus of this study was training, development and learning.. These factors highly influence employee performance. We will examine how employee performance is

influenced by training and development and learning particularly in telecommunication sector of Pakistan.

**Perceived Employee Performance:** There is no general theory about employee performance but a number of approaches and models are present which are developed on particular disciplinary viewpoints such as Psychology, Production and Economics etc., which help to understand and classify aspect of performance<sup>43</sup>.

Locke and Latham<sup>44</sup> stated that there are three types of performance data available. The measure of output of goods and services in quantitative footings (units produced, customer served etc.) or qualitative (number of errors, customer complaints); measure of time (lateness, absenteeism, lost working time, meeting deadlines) and financial indicators which may contain many opportunities and which are interconnected such as absence reduces production levels which decreases profits. The relationship of Human Resource Management and Employee performance has become a considerable area of debate and it is a dominant research area in the field. A vast array of studies demonstrated the affirmative influence of HRM on employee performance.

This research is routed to measure the behavior and observe people at work. Performance appraisal reports may be obtained from an observer such as supervisor, peer or subordinates. But in this study, performance was measured from the perceptions of employees that how they perceive their performance. Data about performance was acquired from employees personally.

**Objectives of the Study:** The objective of this study was to measure the frequency and types of training and learning activities to find if organizations are ever-changing its focus from training toward learning.

**Research Hypotheses:** This study developed and tested two hypotheses which are as under: i. H<sub>1</sub>: There is significant association between employee training and perceived employee performance. ii. H<sup>o</sup>: There is no significant association between employee training and perceived employee performance. iii. H<sub>2</sub>: There is significant association between development (learning) and perceived employee performance. iv. H<sup>o</sup>: There is no significant association between development (learning) and perceived employee performance.

## Methodology

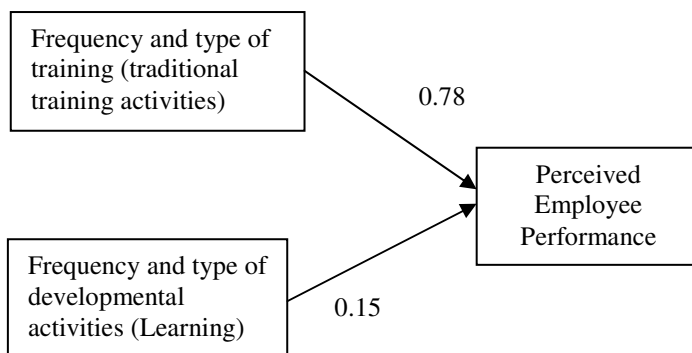
**Sampling Procedure:** In this study non-probability snow ball sampling technique was used. The sampling frame consists of employees of four major cellular service providers operating in telecom sector. Of these, 200 employees from all four organizations were selected as participants of the study.

**Data Collection:** This study used an adapted 5 point Likert Scale questionnaire for data collection. The participants of the study rated their responses on a scale ranging from (1) strongly

disagree to (5) to strongly agree for variables under study. In order to explore organizational focus on training and learning, 200 questionnaires (50 questionnaires per organization) were distributed randomly in target organization. About 128 questionnaires were collected back. The response rate is 64 %. Out of total questionnaires collected, 10 questionnaires were having missing values. These were discarded and only 118 were included in the analysis phase of the study.

**Measurement Scale:** A comprehensive questionnaire developed (modified) from the scales developed by Jayothibabu et al.<sup>45</sup>, Marsick and Watkin<sup>46</sup> and Teclmichael Tessema and Soeters<sup>47</sup> was used as measurement tool in this study. Only 20 items were adapted to measure “Development (learning)” in the organization, 6 items measuring “Employee Training” and 10 items were used for measuring “Perceived Employee Performance”. Thus, the questionnaire consisted of 36 items, with 20 questions for “Development (learning)” 6 questions for variable “Employee Training” and 10 items for measuring “Perceived Employee Performance”.

**Theoretical Framework:** The theoretical framework (Figure-1) shows that organization either rely on training for improving employee performance or emphasize on learning. In this study, “Perceived Employee Performance” is a *dependent variable* and “Employee Training” and “Development (Learning)” are *independent variables*. The frequency and type of training and learning activities determine an organization intent toward a learning organization. Employee performance in this study is considered to be perceived employee performance. Employees were asked in a sample survey to rate their performance after taking part in training and learning activities. The participants of the study were also asked about the frequency and type of training and learning activities in which they were involved after joining the organization. The outcome of the survey revealed the list of activities which enhanced their performance on the current job and those which were considered beneficial in long term and would help them in their career with the organization.



**Figure-1**  
**Theoretical Framework**

**Overview of the target Sector: Market Penetration:** Mobile Penetration played a very vital role in the evolution of telecom

market. At the end of the June, 2013 mobile penetration was 71.7% with growth rate of 4.61%. The degree of penetration slowed down during FY 2012- 13 due to numerous reasons but mainly due to PTA rule that new sim cards will be issued only at the customer services centers and franchises of the company. Another factor for this slowdown was that the telecom market was becoming mature. The number of total subscribers increased from 120.15 million at the end of June 2012 to 128.93 million at the end of June, revealing a growth of 6.74% compared to previous year growth of 10.3 % during last year. The major factor which caused this slow growth was the government ban on sale of sim cards from retail stores.

**Investment in the sector:** There were 128.93 million cellular mobile subscribers<sup>48</sup>. The telecom sector is a hub of opportunities for local and foreign investors. The foreign telecom companies have shown their presence in the telecom sector in the recent years and they have invested in this sector. They are providing services all over the Pakistan. It has attracted considerable foreign investment after deregulation. It attracted 12 billion US dollar investment including FDI amounting 6 billion US dollars. As the sector has become mature and it has developed linkages. In the FY 2012-13 a total of US \$ 451.40 million investment was reported in this sector. This shows a growth of 47 % over the investment of US \$ 240.3 million in the previous year. The rise in investment was backed by the introduction of WLL and FLL segments. Currently, the investment has also increased due to increased investment in 3G and 4G facilities in the country. In spite of the exceptional development in total investment, FDI goes on diminishing owing to extra investment drainages by businesses than inflows.

## Results and Discussion

**Descriptive Statistics:** The descriptive statistics of age, gender and grade are depicted in Table-1. The participants of the study were employees from different departments and organizational level (top, middle, technical and junior level) took part in the survey. The Mean age of these employees were between 25 and 34. There were 14 female and 104 male respondents. The respondents were mostly from middle management (58) and junior level (37). Some respondents were from top (4) and technical level (19) of organization. Secondary data came from published articles in various national and international journals, books and periodicals, Business and financial magazines, blogs and articles published online. Help and insight from LinkedIn and other professional networks was also part of the secondary data collected for this paper. Data about growth and cell phone users was taken from PTA annual reports.

**Reliability Analysis:** Cronbach’s Alpha was used to measure the reliability of the data. The Alpha values of the sub scales are given in Table-2. The Cronbach’s alpha values for scales measuring Training, Learning and Performance were 0.73 for training, 0.81 for learning and 0.79 for performance as shown in Table-2. These values are greater than 0.70 or 70 % which indicated that the data collected is reliable.

**Table-1**  
**Descriptive statistics of Age, Gender and Grade level**

		Age group	gender	Grade level
N	Valid	118	118	118
	Missing	0	0	0
Mean		2.25	1.12	2.75
Std. Deviation		1.006	.325	.942
Skewness		1.211	2.389	.263
Std. Error of Skewness		0.223	0.223	0.223

**Table-2**  
**Reliability Values**

S.No	Items	Cronbach's alpha value
1	Training	0.73
2	Learning and Development	0.81
3	Performance	0.79

**Factor Analysis:** FA is a dimension reduction method that identifies few important factors that are responsible for co-variation among independent variables. A factor is a linear combination of a group of items on a scale that are used to measure a concept. Factor analysis is not an end to analysis; rather it is a step toward further analysis. Three Principal components were created and included in the analysis as three new variables. The identified factors were TRG, LRG and PRF respectively and their scores were then used in regression analyses.

**KMO and Bartlett Test:** To determine if the data is appropriate for FA, Kaiser-Meyer-Olkin and Bartlett's<sup>49</sup> test or KMO test was performed. A KMO value greater than 0.70 is best and a value less than .50 indicate that the sample is not adequate for factor analysis. The KMO values were 0.70, 0.81 and 0.73 for Training, Learning and Development and Employee performance. All of these values were significant at alpha level 0.05 which was an indication of the suitability of the data for FA.

**Bivariate Correlation:** In this study Pearson Product-Moment correlation was used. The results indicated the existence of a strong positive correlation of 0.90 between employee training and perceived employee performance. The correlation is significant as the p-value is less than 0.05. The results also show that there is a correlation of .59 between learning and employee

performance. The p-value in this case is also less than 0.05 which shows that the correlation is significant. A strong positive correlation of 0.74 exists between training and learning. These values are given in the Table-3.

**Table-3**  
**Correlation Table**

		Training	Performance	Learning
Training	Pearson's correlation	1	0.906**	0.741**
	Sig. (2-tailed)		0.000	0.000
	N	118	118	118
Performance	Pearson's correlation	0.906**	1	0.593**
	Sig. (2-tailed)	0.000		0.000
	N	118	118	118
Learning	Pearson's correlation	0.741**	0.593**	1
	Sig. (2-tailed)	0.000	0.000	0.000
	N	118	118	118

\*\* . Correlation is significant at the 0.01 level (2-tailed). Source: author's calculation on SPSS

**Multiple Regression:** To test the theoretical model involving "Employee training" and "Development (learning)" as independent and "Perceived Employee performance" as dependent variable a multiple regression analysis was performed.

In Table-4a model summary, the value of R-Square is 0.82 which indicate that our model explain 82% of the variance in the outcome variable "Employee performance". It shows the overall variance that can be predicted in the outcome variable "performance" by the model (training and learning).

The ANOVA Table-4b shows the F-statistic with associated P-Value. It is evident from the table that the presented model is a better predictor of the outcome variable "Perceived Employee performance" and better than an empty model as the value of F-value (F-Stastic) revealed the model fitness. Overall the model is significant as p-value is less than 0.05.

The values of the co-efficients in Table-4c show the amount of variance in outcome variable caused by the predictors. The Co-efficient table given below shows that the value of the independent variable TRG is 0.78. This means that a 1 unit change in the independent variable "training" brings about 78% change in the dependent variable "Employee performance". The table also show a p-value less than 0.05 which is evidence of the significant relationship between Employee training and

perceived employee performance. Thus, the “research hypothesis”“H1: there is significant association between training and perceived employee performance” is accepted and the null hypothesis “H<sup>0</sup>: There is no significant association between employee training and perceived employee performance” is rejected.

**Table-4a**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.906 <sup>a</sup>	0.821	0.820	.42477

a. Predictors: (Constant), training, learning, Source: author’s calculation on SPSS

**Table-4b**  
**ANOVA**

Model	Sum of Squares	df	Mean Square	F
Regression	90.265	2	45.133	194.140
Residual	26.735	115	0.232	
Total	117.000	117		

Dependent Variable: PRF, Predictors: (Constant), LRNG, TRG, Source: author’s calculation on SPSS

**Table-4c**  
**Co-efficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-1.002E013	0.044		0.000	1.000
1 TRG	0.785	0.054	0.785	14.546	0.000
LRNG	0.150	0.054	0.150	2.782	0.006

a. Dependent Variable: PRF, Source: author’s calculation on SPSS

Similarly, the value of the other variable “learning” is 0.15 which means that 1 unit change in “learning” will bring about 15% change in the dependent variable “ Perceived Employee Performance”.

It is also clear from the above analysis that most of the variance in employee performance i.e. 78% is explained by organization’s training activities. The smaller value of the variable learning indicates that employee performances are only slightly caused by learning activities within the organization. Employee performance is determined by the training activities

and not the learning and development activities within these organizations. It can be inferred from the above fact that training is more related to performance than learning.

**Discussion:** An organization must develop its infrastructure to enhance its performance in the volatile business environment. To compete in the face of globalization, companies should focus on Training and Development within their organizations. The managers should think strategically and globally rather than just locally for quick fixes for a shorter period of time. A culture of learning should be fostered within organization to develop the capacity and capability to adapt to the constantly changing environment. Employee’s training program should be conducted with the intention to make their work easier and they become receptive to changes. They should be given the opportunity to practice the learnt skills on the job and they can demonstrate such skills for their colleagues. As a result of traditional training programs which are part of the organization developmental projects are less effective in producing desirable results. These programs should be conducted with strategic intent in mind. Need assessment is must in order to avoid waste of budget, time and other resources.

As with growing number of organizations are competing in the global market place, the internal and external environment should be constantly glance over for learning opportunities and develop a learning culture in the organization. A learning organization is one where people openly discuss mistakes in order to learn from each other. In such organization people help each other and give open and honest feedback. Members of the organization are treated equally and rewarded fairly. There is mutual trust among them. They receive timely information as and when they needed in order to achieve organizational goals. An organization with such an environment is thus a successful organization.

**Conclusion**

The relationship between predictors variables “training” and “learning” and outcome variable “Employee Performance” is positive and significant which indicates that both “training” and “learning” are good predictors of “Employee Performance”. Since, “training” is related more to “Employee Performance” and is the source of greater variance in the outcome variable “Perceived Employee Performance” than learning. Correlation and regression results show strong association between training and performance rather than learning. Thus organizations rely on training and it is still used as tool for enhancing employee performance. It is concluded that until now there is no shift from training to learning.

**Practical Implication:** The results of the study points out that managers should think strategically and globally rather than just locally for quick fixes and for a shorter period of time. A culture of learning should be fostered within organization to develop the capacity and capability to adapt to the constantly changing environment.

**Recommendations:** Organizations must develop its infrastructure to enhance its performance in the volatile business environment. To compete in the face of globalization, companies should focus of Training and Development within their organizations. Employee's training program should be conducted with the intention to make their work easier and they become receptive to changes. They should be given the opportunity to practice the learnt skills on the job and they can demonstrate such skills for their colleagues. As a result of traditional training programs which are part of the organization developmental projects are less effective in producing desirable results. These programs should be conducted with strategic intent in mind. Need assessment is must in order to avoid waste of budget, time and other resources.

As with growing number of organizations are competing in the global market place, they should constantly scan the external and internal environment and develop a culture of learning within their organizations. The concept of learning organization should be introduced where people openly discuss mistakes in order to learn from each other. In such organization people should help each other and they give open and honest feedback to each other. Organizational members are treated equally and rewarded fairly and there is mutual trust among them. They receive timely information as and when they needed in order to achieve organizational goals. An organization with such an environment is will be a successful organization.

**Future study directions:** Time series data of training and development activities can utilized to study the organizations as in the present study cross sectional data was used. Moreover, the study can be extended to other sectors and even it can be applied in government and non-governmental organizations to know the extent to which organizations learn, adopt and change.

**Limitations:** i. Budgetary constraints restricted the study to only one sector. Follow-up of questionnaires through phone calls and personal visits was costly and time consuming. ii. All the questionnaires were delivered by hand and it was tedious and time consuming to approach most of the respondents. iii. A questionnaire is a useful instrument for data collection but associated with is the low response rate.

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