

Influence of Organisational Learning and Human Resource Outcomes on Commercial Banks' Performance in Nigeria

Sulaiman Olusegun Atiku¹, Pepukayi Chitakunye² and Ziska Fields³

^{1,3}*School of Management, Information Technology and Governance, University of KwaZulu-Natal University, Golf Road, Pietermaritzburg, South Africa*

Telephone: ¹<27 33 260 6168>, ³<27 31 260 8103>,

E-mail: ¹<atiku@ukzn.ac.za>, ³<fields@ukzn.ac.za>

²*University of the Witwatersrand, Johannesburg, School of Economic and Business Sciences, Division of Marketing, Private Bag 3, WITS 2050, South Africa*

Telephone: ²<27 33 260 6168>, E-mail: ²<pepukayi.chitakunye@wits.ac.za>

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ABSTRACT Most service organisations around the world are faced with the challenges of technological innovations and sustainable competitive advantage. To overcome these challenges, an understanding of organisational learning culture and human resource outcome becomes imperative. This study examined the influence of organisational learning culture and human resource (HR) outcomes on organisational performance. Two hypotheses were formulated to examine the extent to which learning and HR outcomes influence performance in the banking industry. The researchers adopted a mixed methods approach, that is, the use of a structured questionnaire (n=250), personal interviews (10 managers), observations (5 days) and other documented evidence (annual reports/statements of accounts for three consecutive years). The study used a convenience sampling technique to select the respondents. The findings revealed that team learning and HR outcomes have a marked influence on organisational performance. This study proposed that there is a strong positive relationship between organisational learning culture and HR outcomes that jointly serve as a better predictor of organisational performance among commercial banks in Nigeria.

INTRODUCTION

Technological innovations and changes are threatening organisational sustainability in the global economy. This suggests why Oruh (2013) and Mahmood et al. (2014) put it that continuous learning programmes and human capital performance are crucial for business sustainability in the present day global economy. To cope with these challenges, an understanding of organisational learning culture (innovative culture) becomes imperative. The strategic alignment of learning and development at various levels within the organisation, and HR outcomes could be used as yardstick for improved organisational performance in the service industry (Hung et al. 2010). This requires well communicated and effective learning and development orientations in line with the skills requirements, expected attitudes and work behaviour towards the realisation corporate objectives. Total customers satisfaction as a corporate objective is crucial to the attainment of business sustainability of service organisations in the global economy (Oruh 2013; Mahmood et al. 2014). High levels of em-

ployee skills, better attitudes and work behaviour towards service delivery to customers are required to ensure total customer satisfaction, thereby culminating into business sustainability (Katou and Budhwar 2010). Organisational learning culture is "one in which learning is recognised as absolutely critical for business success (organisational performance); in such an organisation, learning has become a habitual and integrated part of all organisational functions" (Marquardt 2002: 27). Previous studies in this area demonstrate that organisational learning culture enhances learning outcomes at individual level, team / group level as well as at organisational level and in turn influence organisational success (Ellinger et al. 2002; Egan et al. 2004; Yang et al. 2004). Hung et al. (2010) on the other hand, put it that the influence of organisational learning culture on organisational outcomes is indirect. They argue that dynamic capabilities are the major intervening variable mediating the relationship between organisational learning culture and overall firm performance. The main objective of this paper is to investigate the influence of organizational learning cul-

ture and human resource outcomes on performance within commercial banks in Nigeria. This current study sets to identify the type of learning culture that produces the highest level of human capital outcomes.

Bank Consolidation in Nigeria

The integration of the world economy is occasioned by globalisation and propelled by vast changing technological innovations across the globe in information and communication technology, which shifted attention from traditional banking to modern-day electronic banking (Adegbaju and Olokoyo 2008). In an effort to move the banking operations in Nigeria towards this direction, the Apex bank (Central Bank of Nigeria (CBN)) came up with a series of regulations and standards to stimulate banking operations in Nigeria in order to meet the global standards.

One of these regulations or standards was consolidation/recapitalisation of commercial banks in Nigeria, from two billion naira (N2 billion) capital base in 2002 to twenty-five billion naira (N25 billion) capital base in 2005 (Onaolapo 2008). Prior to the bank recapitalisation in 2005, there were eighty-nine (89) banks in existence with three thousand, three hundred and eighty two (3,382) branches in the urban and non-urban centres as at June 2004 characterised by structural and operational weaknesses such as capital base, insolvency and liquidity, over dependence on public deposit and foreign trading, poor asset quality, among others (Soludo 2004).

In line with the CBN report in Umoren and Olokoyo (2007), twenty-five (25) banks emerged through merger and acquisition at the end of the recapitalisation exercise from the eighty-nine (89) banks previously in existence, while 14 banks were liquidated. The 25 banks survived by merger, acquisition and making public offer in the Nigerian stock market to meet the capital base from two billion naira in 2002 to twenty-five billion naira in 2005 (Umoren and Olokoyo 2007).

Presently, there are twenty (20) banks in Nigeria; First Bank, Access Bank (acquired Intercontinental bank), Citi Bank, Diamond Bank, Ecobank Nigeria (acquired Oceanic bank), Enterprise Bank (formerly Spring bank), Fidelity Bank, First city monument Bank, Keystone Bank (formerly bank PHB), Guaranty Trust Bank, Main Street Bank (formerly Afribank), Skye Bank, Stan-

dard Chartered Bank, Stanbic IBTC, Sterling Bank (acquired Equatorial Trust Bank), Union Bank of Nigeria, United Bank for Africa, Unity Bank, Wema Bank, Zenith Bank.

In spite of the above, the consolidation/recapitalisation of the banking industry in Nigeria, had fundamentally improved the capital base of commercial banks, which led to acquisition of more assets needed for the expansion of bank networks across the country, creating more employment opportunities and purchasing of information and communication technologies to fully integrate into electronic banking. These created a need for organisational learning and development in line with the technical expertise required to fully integrate into electronic banking products and services, improve human resource outcomes, as well as ensure total customer satisfaction, thereby leading to organisational performance. Hence, this suggests why this paper intends to investigate the interplay between organisational learning culture, human resource outcomes and performance, using the top five (5) commercial banks in Lagos, Nigeria as at the first quarter of 2013, according to their market capitalisation provided by the Nigerian stock market, 2013.

Objectives

The main objective of this paper is to investigate the influence of organisational learning culture and human resource outcomes on performance within commercial banks in Nigeria. The following secondary objectives were also set:

- ♦ Determine the relationship between organisational learning culture and human resource outcomes;
- ♦ Identify the type of learning culture that produces the highest level of human capital outcomes.

Hypotheses

Based on the objectives, this paper then hypothesised that:

H1. There is a relationship between organisational learning culture and human resource outcomes.

H2. Organisational learning culture and human resource outcomes jointly serve as a predictor of organisational performance.

Literature Review

Organisational Learning

Organisational learning (OL) is a complicated procedure of employees learning as well as development of innovative ideas and vigorous capability with a great intent towards attitudinal and behavioural change (Huber 1991; Slater and Narver 1995). Similarly, Murray and Donegan (2003) define organisational learning as a periodic review of employees and management behaviour. For Senge (1990), organisational learning is an uninterrupted analysis of capability, understanding, skills as well as knowledge conversion towards realisation of corporate goals and objectives. This implies that organisational learning is dynamic in nature and has to do with the objectives and efforts toward realisation of improved organisational performance. Gutierrez et al. (2012) points out that management played a crucial in development of learning orientations within the organisation through knowledge absorption. Adding that the need to identify and strike a balance between potential and realised absorptive capacity is equally important. Given these definitions, it is proposed that organisational learning culture of a service organisation will be different from a manufacturing organisation, especially in view of a unique character of services in terms of intangibility, inseparability, perishability and variability (Zeithaml et al. 1990).

Within the context of service organisation, organisational learning has been perceived as a combination of four processes: information procurement, delivery, clarification and administrative memory (Huber 1991). Similarly, Dimovski (1994) defined organisational learning as a development of information advancement procedures, clarification and ensuring intellectual, attitudinal as well as behavioural modifications which will ultimately reflect on creativity and innovations. These processes are intangible, and inseparable from the provision of the service. On the other hand, Jones (2000) perceives organisational learning as a managerial procedure of development of new ideas and improves capabilities of employees in order to boost organisational competitive advantage. Fam et al. (2013) proposed that in the process of retaining vital knowledge within an organisation, management should not only rely on talent retention strategy, but translation of knowledge into organisa-

tional change; thereby leading to sustainable competitive advantage. Embedded within these different perspectives of organisational learning are the characteristics of intangibility, inseparability, perishability and variability. Embedded within the notion of organisational learning, is the organisations' culture.

Organisational Culture

Organisational culture is exhibited in the core values and business philosophies prominent in the managerial activities, as well as become more obvious in work attitudes and behaviours of employees (Chiloane-Tsoka 2013). The major objective of organisational culture is to shape members attitudes and behaviours leading to expected outcomes. Ezirim et al. (2010: 40) describe organisational culture as "the psychology, attitudes, experience, beliefs, and values (personal and cultural values) of an organisation". These are shared values, which help to overcome the challenges of the external environment and internal assimilation. From this theoretical standpoint, it is proposed that organisational values, norms, beliefs and principles are taught to the newly employed members of staff in order to guide and shape employee attitude and work behaviour. Schmidt (2002) suggests that organisational culture is the standards, rules and conducts that shape the corporate identity as well as its work environments. In his work, Schmidt (2002) identified sets of cultural traits, such as entrepreneurial spirit, innovation, creativity, value of team work, performance accountability, and reward philosophy, degree of customer commitment, decision-making process, power relationships and management style. Nwibere (2013) on the other hand, put it that organisational culture influences the way individuals prioritised their personal and professional goals, discharge services and utilise resources to accomplish goals. The author added that management values and priorities were the critical factors that shape employee behaviours in order to achieve high level of customers' satisfaction and product quality. Hence, business management in the global economy requires innovation, creativity and dynamic capabilities; this suggests why management tends to embrace the culture of participative management and gives consideration to workers autonomy (Nwibere 2013).

Another theoretical standpoint for organisational culture is that of Sadris and Lees (2001). These scholars put it that, organisational culture has a positive and negative effect. In positive organisational culture, it is assumed that culture shapes employee attitude to work and provide standards for expected work behaviour leading to a sustainable competitive advantage. Negative organisational culture on the other hand, focused on rigid cultures of the organisation without adequate consciousness of the changes in the external business environment. The impact of this on organisational performance becomes negative. The study of the impact of corporate culture on employee performance in the Nigerian banking sector was also carried out and the results showed that organisational culture has a positive effect on employee performance as well as corporate performance (Ojo 2009). The statistical analysis engaged in the study was not robust enough for this claim, which suggests the need for the current study.

Hofstede (2001) confirmed that organisational culture varies from one organisation to another, depending on its work practices. Yusoff (2011) put it that despite the differences in terms of definition and measurement, culture is a significant issue that determines the way in which an employee fits into an organisation's setting. Ezirim et al. (2010) describe organisational culture as the mind-set, experience, philosophies, and norms of an organisation. This is a set of standards and disciplines that shapes the conduct of individual employee and teams in an organisation as well as other stakeholders (Hofstede 2001; Yusoff 2011; Nwibere 2013).

Organisational Learning Culture

The concept of organisational learning culture metamorphosed from the terms organisational learning and learning organisation (Hung et al. 2010). Argyris and Schon (1978) defined organisational learning culture as fault discovery as well as correction. They considered that the organisation acquire information via the individual employee and groups within the organisation. Development on this theoretical understanding, Marquardt (2002) suggests that organisational learning culture is that type of organisation where learning is accepted as completely necessary for organisational outcomes / performance; therefore, learning is habitual as

well as integrated part of all organisational activities. The development of organisational learning culture from strategic point of view starts from individual employees as well as teams or groups and then to the organisation as a whole. This becomes entrenched in the organisational hierarchical structure (Garvin 1993; Goh 1998; Watkins and Marsick 2003). Further, organisational learning culture represents a knowledge-based view (KBV) of the firm that recognises knowledge as a major determinant of sustainable competitive advantage (Hung et al. 2010). Again, this knowledge is an intangible and valuable resource. While Wilkens et al. (2004) maintain that organisational learning culture is both a resource and a dynamic capability of a firm. Their empirical study provides a model that suggests how the social-technical process of knowledge management and organisational learning culture will generate organisational dynamic capabilities and core competences.

Recent studies conducted by Skerlavaj et al. (2013) examines the extent to which Hofstede's cultural dimensions influence the development of learning culture among various organisations across seven countries. The study utilised data collected from 1333 organisations in Central and Eastern European countries as well as other regions. The outcomes showed that a high level of power distance as a cultural dimension enhances the positive effect of knowledge interpretation on behavioural and cognitive changes. While other cultural dimensions namely; individualism, masculine and uncertainty avoidance tend to weaken and result to adverse effect on the development of organisational learning culture (Skerlavaj et al. 2013). More recently, Auernhammer and Hall (2014) propose a framework for communicating/sharing of core values through learning and development for the enhancement of abilities, creativities and innovative capabilities as antecedents of corporate performance. The study utilised mixed methods in the empirical investigation covering manufacturing companies in Germany. Again, this is a wakeup call for current researcher in area of culture and performance link. Perhaps, communicating organisational culture through human resource development policy could be seen as way of achieving organisational learning culture Chiloane-Tsoka (2013) on the other hand, examines the effects of culture on organisational change in the financial sector in Africa. The

outcomes of the study was based on the data collected from a bank in Namibia and analysed based on 33 questionnaires collected from the respondents. The results showed that there is a relationship between culture and the level of creativity and innovations. In terms of the dominating of cultural dimension in the organisation, hierarchy culture was found dominating. The shortcoming of the study is that it was not comprehensive enough, in terms of the number of organisation and respondents covered in the financial sector, which make it very difficult to rely of the findings or generalisation emanating from the study. Hence, this paper focuses on the interplay between organisational learning culture, human resource outcomes, and organisational performance in the Nigerian banking sector.

Human Resource Outcomes

The human resource (HR) outcomes / performance are categorised as employee skills, employee attitudes and employee work behaviour (Katou and Budhwar 2010). Guest (1997) suggests that when all human resource outcomes (employee skills, attitudes and behaviour) are achieved, then one can expect higher organisational performance. Some researchers, Paauwe (2004), Wright et al. (2005) as well as Lepak et al. (2006) share the view that human resource outcomes (employee skills, attitude and behaviour) are usually employed as a set of mediating variables within the organisational learning cultures and performance relationships. Similarly, Zhu et al. (2013) put it that human resource outcome mediates the interplay between organisational learning and business outcomes of selected medium and large sized companies in China. Within this context, it is necessary to understand the type of relationship between organisational learning culture and human resource outcomes in the Nigerian banking sector.

Organisational Performance

The major goal and objective of business organisation is profit maximization and minimization of cost, as well as higher financial and human resource performance (Anantharaman and Paul 2003). Numerous studies have used economic variables to measure organisational outcomes such as profitability, return on sales,

return on asset, return on equity, return on investment, earning per share, market share, stock price, gross profit, liquidity, and operational efficiency (Kotter and Heskett 1992; Rashid et al. 2003; Deshpande and Farley 2004; Ezirim et al. 2010; Yusoff 2011 among others).

Katou and Budhwar (2010) on the other hand, used variables such as effectiveness, efficiency, development, satisfaction, innovation and quality of goods / services to measure organisational performance. Drawing insight from previous studies, this study measures organisational performance using a combination of economic/ financial variables and human resource outcomes variables.

RESEARCH METHODOLOGY

This study adopted a survey research design to examine the influence of organisational learning culture and human resource outcomes on performance. A multiple methods approach was engaged for data gathering, that is, the use of structured questionnaire, personal interviews, observation and other documented evidence (annual reports / statement of accounts and more).

Sample and Procedure

The sampling frame consists of the top five (5) commercial banks in Lagos, Nigeria as at the first quarter of 2013, according to their market capitalisation provided by the Nigerian stock market, 2013. This paper adopts a convenience sampling technique to select twenty percent (20%) of the employees from each bank selected. This method was chosen based on proximity, cost effectiveness and every subject in the population had equal chances of being selected. The sample comprised two hundred and fifty (250) employees. The questionnaires and the covering letter were distributed to the respondents based on the permission of the branch managers of the five banks selected. Two hundred and twenty-four (224) questionnaires were returned to the researcher after five (5) weeks of follow up. Eight (8) of the questionnaires that were not properly filled by the respondents were discarded. The remaining two hundred and sixteen (216) responses which represent a 86% response rate were analysed (Table 1)

Table 1: Sample size

<i>Name of commercial bank</i>	<i>Total population of selected branches</i>	<i>Sample size</i>
Guaranty trust bank (GTB)	200	40
First bank	240	48
United bank for Africa	235	47
Zenith bank	215	43
Access bank	190	38
Total	1080	216

Measures

This study measured the construct organisational learning culture adopting the Dimensions of Learning Organisation Questionnaire (DLOQ) developed by Watkins and Marsick (2003). DLOQ consists of sixteen (16) items and three dimensional scales of perceived organisational learning culture; individual level, team or groups level and organisational level. A 6-Point Likert-type rating scale ranging from (1) strongly disagree to (6) strongly agree was used. This paper used the sum scores for these measures to indicate the construct organisational learning culture. The reliability tests for the measures were 0.81, 0.80 and 0.88 respectively, while the overall scale reliability estimates (Cronbach alpha) reached up to 0.915.

Based on the work of Katou and Budhwar (2010), a structured questionnaire was developed on three types of human resource outcomes. These were measured on a five-point rating scale, ranging from 1= very bad to 5= very good: employee skills (competence, employees cooperation with management, cooperation among employees), employee attitudes (motivation, commitment, satisfaction), and employee behaviours (retention, presence). This study included employees' cooperation in the employee skills construct following Batt (2002) who suggests that employees "use their skills in collaboration with other workers". Lopez et al. (2005) also maintain that competencies are foundational to all performance improvement; they are not sufficient for improving organisational performance unless employees are cooperated, as this will lead to knowledge sharing among employees. The Cronbach alpha for dimensions of human resource outcomes were 0.913, 0.910 and 0.849 respectively (Katou and Budhwar 2010).

This study measured the construct organisational performance using six (6) items questionnaires adapted from Hung et al. (2010). The organisational performance construct includes the changes in the firm as competitive advantage, market shares, profit, cost, sales revenue and customer satisfaction to their largest competitor. The instrument is made up of a 5- point Likert type rating scale ranging from 1 (strongly disagree) to 5 (strongly agree). The coefficient alpha of 0.88 was assessed via SPSS.

Data Analysis

The data collected through questionnaires were presented and analysed using descriptive statistical tools and inferential statistics: correlation analysis was utilised to answer the two research questions and multiple regressions analyses were also employed for hypotheses testing using IBM Statistical Package for Social Sciences (SPSS 2012).

RESULTS AND DISCUSSION

Organisational Learning Culture and HR Outcomes

The relationship between organisational learning culture and human resource outcomes was analysed using *Pearson Product-Moment Correlation Coefficient*. Preliminary analysis was also performed by the researchers to ensure that there were no violations of the assumptions of normality, linearity and homoscedasticity. The result shows that there was a positive relationship between the two variables ($r = 0.903$, $n = 216$, $p < 0.01$). This implies that a higher level of organisational learning culture is associated with a higher level of human resource outcomes/performance. The result is not a surprise since it corroborates with the theoretical proposition on the relationship between the two variables. This empirical study, therefore, confirmed that a relationship exists between learning/development and HR outcomes. Correlation coefficient of $r = 0.903$ denotes a positive/strong relationship between the two variables. Given this evidence, this paper concludes that there is a strong/positive relationship between organisational learning culture and human resource outcomes/performance.

The correlation coefficient between learning at organisational level and human resource outcomes in Table 2 shows that $r = .962, p < 0.01$. This suggests that learning at organisational level exercised more influence on HR outcomes compared to other dimensions of organisational learning, that is, individual learning and team learning. Based on this empirical evidence, this paper concludes that team learning contributes more to HR outcomes as an antecedent of organisational performance. This evidence also corroborates previous studies on the influence of learning/development on HR outcomes/performance and organisational performance (Kattou and Budhwar, 2010; Zhu et al. 2013). The only exception was that Zhu et al. (2013) investigated the mediating influence of human resource effectiveness on the link between learning and development programmes and business outcomes in selected medium and large sized companies in China.

Table 2 provides the list of descriptive statistics and correlations among the indicator variables. All the 10 indicators for the constructs built-in, in this study revealed significant correlations ranging from low, moderate and to high correlations among organisational learning culture, HR outcomes/performance and organisational performance. However, this result supports hypothesis 1, meaning that there is a statistical/significant relationship between organisational learning culture and HR outcomes/per-

formance since individual learning has a positive correlation with HR outcome ($r = .614, p < 0.01$), team learning has a strong/positive relationship with human resource outcomes ($r = .903, p < 0.01$) and organisational learning also produces a positive relationship with human resource outcome ($r = .962, p < 0.01$). This supports previous empirical work on this area of study (Ellinger et al. 2002; Egan et al. 2004; Yang et al. 2004).

Organisational Learning Culture and HR Outcomes as a Predictor of Organisational Performance

A preliminary check was also performed by the researchers to ensure no violation of the assumption of multicollinearity, which guide against the inclusion of two or more highly intercorrelated independent variables in the same regression model (Pallant 2011). As evident in the correlation table, there were two highly intercorrelated dimensions of organisational learning; team learning ($r = .903, p < 0.01$) and organisational learning ($r = .962, p < 0.01$). ‘To avoid violating the assumption of multicollinearity, learning at organisational level as a dimension with the highest intercorrelated coefficient of ($r = .962, p < 0.01$) was expunged from the model. This does not have any negative implication on the outcomes of the study in any way, since the addition of the other two dimensions of organ-

Table 2: Descriptive statistics and correlations among the indicator variables

Variables	M	SD	1	2	3	4	5	6	7	8	9
1. Individual learning	19.09	3.252	_								
2. Team learning	21.58	5.135	.784**	_							
3. Org. learning	25.67	5.317	.547**	.847**	_						
4. HR outcomes	25.20	5.755	.614**	.903**	.962**	_					
5. Performance (Comp. adv)	3.50	1.002	.052	.041	-.196**	-.265**	_				
6. Performance (mkt share)	3.17	1.070	-.280**	.066	.142*	.041	.469**	_			
7. Performance (profit)	3.71	.891	.139*	.495**	.536**	.534**	-.211**	.051	_		
8. Performance (cost/service)	3.33	1.070	.270**	.528**	.557**	.491**	.156*	.354**	.234**	_	
9. Performance (sales revenue)	3.33	.988	.162*	.192**	-.146*	.131	.845**	.422**	-.079	.053	_
10. Performance (customers satisfaction)	3.25	1.130	-.462**	.004	.056	-.028	.407**	.935**	.156*	.450**	.375**

Notes: ** correlation is significant at ($p \hat{=} 0.01, 2$ tailed); * correlation is significant at ($p < 0.05, 2$ tailed).

Table 3: The result of regression analysis for the influence of organisational learning culture and human resource outcomes on performance

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.765	.585	.579	2.645

Note: N= 216, significant at ($p < 0.01$).

organisational learning culture construct (learning at individual and team levels) also constitutes that of the organisation. Another preliminary check was also performed by checking the Tolerance and Variance Inflation Factor (VIF) values of the independent variables which were not below the prescribed .10 and not above 10 respectively. Outliers, normality, linearity, homoscedasticity and independence of residuals was also checked by observing the maximum Mahal Distance and Cook's Distance which were below the critical value. The summary of the regression model in Table 3 shows the R square of .585 and adjusted R square of .579. This means that the model (organisational learning culture and human resource outcomes) predicts 57.9% of the variations in organisational performance. This is significant at ($p < 0.01$) meaning that there is a significant relationship between the independent variables and the dependent variable. This result supports hypothesis 2 stating that organisational learning culture and human resource

outcomes jointly serve as a predictor of organisational performance (see Fig. 1). This finding also supports the recently proposed framework for communicating/sharing organisational values system through learning and development for the enhancement of abilities, creativities and innovative capabilities as antecedents of corporate performance (Auernhammer and Hall 2014). Despite the use of multifaceted statistical analysis such as, structural equation modelling by Auernhammer and Hall (2014). The outcome of the current study, using correlations and multiple regressions analysis corroborates the previous studies. This therefore implies that learning and development programmes at all levels and human resource outcomes made significant contributions to commercial banks effectiveness in Nigeria. The empirical evidence put forward in this study, further strengthens the propositions of human capital theory, with respect to human capital performance as well as overall organisational performance.

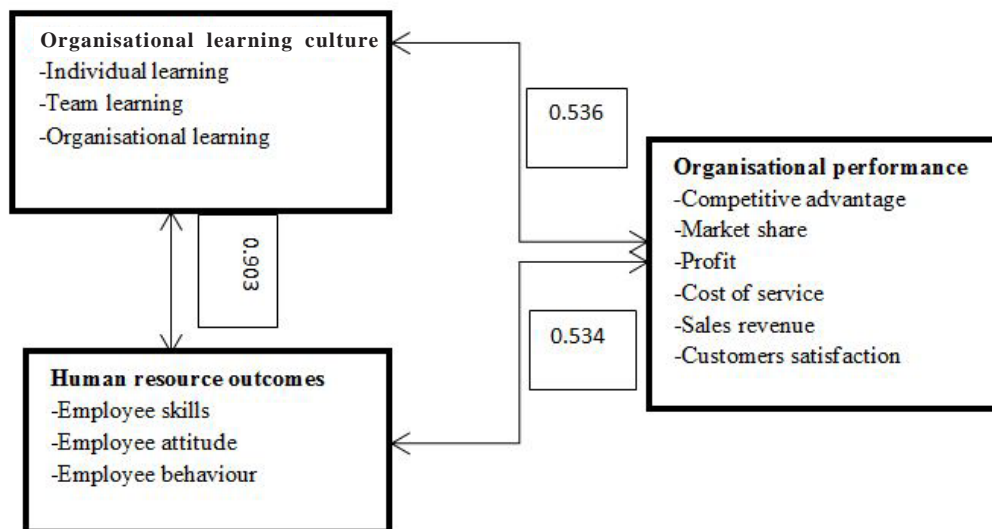


Fig. 1. Proposed conceptual framework on the interplay between organisational learning culture, human resource outcomes and organisational performance

The emergent conceptual framework (see Fig. 1), provides further explanations on the interplay between organisational learning culture, HR outcomes and performance. Pearson’s product-moment correlation coefficient of the variables; organisational learning culture (as measured by individual learning, team learning and organisational learning) and human resource outcomes (measured by employee skills, employee attitude and employee behaviour) indicates a significantly strong and positive relationship between the two variables ($r = 0.903$, $n = 216$, $p < 0.01$). This result is not surprising because, it corroborates the previous studies or literatures on the relationship between organisational learning culture and HR outcomes (Hung et al. 2010; Katou and Budhwar 2010; Wilkens et al. 2004; Yang et al. 2004).

As illustrated in Table 4, the multiple regressions indicate adjusted R square (.579, $p < 0.01$), meaning that the proposed model (organisational learning culture and human resource outcomes) predicts 57.9% of the variation in organisational performance (competitive advantage, market share, profit, cost of service, sales revenue and customer satisfaction). This is also in accordance with the previous studies or literatures on organisational learning culture and per-

formance link (Egan et al. 2004; Ellinger et al. 2002; Hung et al. 2010; Yang et al. 2004). The standardized coefficient beta for team learning (among all the independent variables investigated in this study) produces the highest value of 1.464, $p < 0.01$. Though there are similarities between the findings of this study and previous studies, as already stated, this paper further states that among all the independent variables investigated, team learning makes the largest contribution to organisational performance.

The strengths of the associations between these variables, as depicted in Figure 1, vary from one study to another. However, all studies reviewed showcase the presence of association between these variables. In other words, the main difference was in the intensity of these associations. A way to explain the differences in the intensity of the association were the different forms of organisational cultures embedded within organisations under the scope of this study. For example, this study was conducted amongst employees within the Nigerian banking sector, and other studies were conducted in different countries using different organisations. This suggests why Hofstede (2001) and Yusoff (2011) maintained that organisational culture varies from one organisation to another, depending on its

Table 4: Comparison of outcomes of the current study with previous studies

	<i>Where was the study conducted?</i>	<i>Sample size</i>	<i>Industry/ Sector</i>	<i>Relationships observed</i>		
				<i>Organisational learning culture/ Human resource outcomes</i>	<i>Organisational learning culture/ Organisational performance</i>	<i>Human resources outcomes/ Organisational performance</i>
Ellinger et al. 2002	United states	400	Manufacturing firms	0.908	0.492	0.519
Yang et al. 2004		836	Multiple organisations	0.48	0.42	0.59
Egan et al. 2004	United states	245	IT firms	0.68	-	0.63
Wilkens et al. 2004	Germany	116	Telecommunication sector	0.374	0.366	0.463
Katou and Budhwar 2010	Greek	178	Manufacturing sector	0.726	0.728	0.587
Hung et al. 2010	Taiwan	355	High tech. firms	0.58	-	0.47
Zhu et al. 2013	China	618	Medium and large firms	0.35	-0.02	0.72
Auernhammer and Hall 2014	Germany	201	Large German manufacturing firm	0.46	-	0.45
Current study	Nigeria	216	Banking	0.903	0.536	0.534

work practices. This variation in organisational or cultural practices could explain the observed variations.

CONCLUSION

The objective of this study was to investigate the influence of organisational learning culture and human resource outcomes on organisational performance. The researchers integrated two constructs: organisational learning culture and human resource outcomes from the theoretical perspectives of a knowledge-based view; this was used to develop a framework for the study. The results of this study was used to answer the two research questions raised in this study, suggesting that there is a statistical/significant relationship between organisational learning culture and human resource outcomes/performance. It was also revealed that team learning as a type of organisational learning culture makes the largest contribution to organisational performance among the independent variables included in the regression model. The two hypotheses formulated and tested in this study were empirically supported. The findings showed that organisational learning culture and human resource outcomes were significantly correlated. Again, organisational learning culture and human resource outcomes serve as a better predictor of organisational performance. This result is not surprising because it supports the theory surrounding learning and development of employees and the outcomes on employee skills, competences and dynamic capabilities as antecedents of organisational outcomes.

RECOMMENDATIONS

The management implications were based on the findings emanated from the study on the influence of learning and development on employee skills, attitudes and work behaviours, and organisational outcomes. Investment in learning and development at the organisational level should be structured in line with the core requirements and objectives of the organisation. Expenditure on learning and development without any resultant effect on employee skills, improve employee attitudes to work or work behaviours. One can say that organisational performance will remain on the same level and as

such the investment is of no use to the organisation. This should serve as a form of implication for the management on investment in employees learning and development. Emphasis should be based on programmes that will reflect more on employee skills, competences and dynamic capabilities leading to superior attitudes to work and work behaviours. This is necessary prior to embarking on such programmes, if the intention was to improve organisational performance either in a short or in the long run.

LIMITATIONS

This study examined the influence of organisational learning culture and human resource outcomes on performance in the Nigerian banking sector; as such the study is not absolutely free from the limitations explained in the paragraph that follows.

Firstly, the sample comprised five selected commercial banks in Nigeria, as such; care must be taken when it comes to generalising the results of this study to other corporate organisations in various sectors of the Nigerian economy. Secondly, this study does not objectively measure organisational performance due to a lack of access to financial reports indicating the true reflection of bank performance. Management considers giving researchers statements of account as unethical conduct and information misuse was also part of excuses given. The published financial statements of account being a secondary source of data collection most times are not reliable. Hence, perceptual and self-reporting data from respondents have become acceptable as a result of the difficulties related to collecting real financial data from various financial institutions.

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