Organizational Learning, Employee Engagement and Organizational Performance

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DECLARATION

I, Iyalo Damali do declare that this work is my personal work due to my effort and has never been submitted anywhere by any one and has never been presented for any academic award.

Signature.................................. Date.................................
I certify that this research report under the title Organizational Learning, Employee Engagement and Organizational Performance in NSSF-Kampala was written under my supervision and guidance.

Signature: [Signature]

Date: 15/01/2015
DEDICATION

This work is dedicated to my beloved family especially my mother Miss Atim Helen Milly, for their support and encouragement that they accorded me during my studies.
ACKNOWLEDGEMENT

First and foremost, I thank God almighty for giving me the grace I needed during this research exercise and course at large.

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ABSTRACT

This study was aimed at finding out the relationship between Organizational Learning Employee Engagement and Organizational Performance. Where it was found out that there was a positive significant relationship between Employee Engagement and Organizational Performance in such a way that engaged employees developed psychological attachments towards the organization and therefore perform their roles with vigor absorption and dedication leading to outstanding organizational performance. Meanwhile the study showed that a negative significant relationship existed between Organizational Learning and organizational performance. This was so because investing in developing organizations human capital does not give the assurance that there will be improvement in organizational performance as workers may see it as a core instead of a reward especially if the employees cannot see how this learning is going to bridge their career gap. On the other hand, the study also found out that no significant relationship existed between Organizational Learning and Employee Engagement. This was so because the knowledge’s effectiveness can be affected by turn over leading to organizational forgetting, the type of knowledge and the way it should be passed on [explicit and tacit] knowledge and how one feels towards their work and organization all effect their performance.
The objectives of the study were to find out how these variables influence each other.

The study comprised 50 respondents, both males and females were selected using simple random technique which gave each participant a chance to participate in the study.

The study also employed an exploratory survey design that was qualitative in nature to identify the relationship between Organizational Learning Employee Engagement and Organizational Performance.

Purpose developed questionnaires were used and consisted of Likert scale, which were distributed to the selected respondents, and after the questionnaires were completed, the gathered data was coded and entered into the computer.

The data was then analyzed using the Statistical Package for Social Scientist (SPSS) program. Frequencies and percentages were used to analyze the relationship between the variables.

This study therefore recommends that, organizations should put more effort and emphasis on engaging their workforce to ensure that workers perform their roles with vigor, dedication, and absorption in order to be able to influence their organizational performance. This can be done through allowing their workers to be part of the organization's decision-making processes, giving them opportunities for career advancement and giving them expert assistance at work.
CHAPTER ONE
INTRODUCTION
This chapter presented the background to the study, problem statement and objectives of the study, scope of the study, significance of the study and the definitions of the key terms.

Background
Organizational learning and employment engagement are some of the flexible high performance production systems involving training, coaching and mentoring that have registered superior performance. Eileen appeal Baum and her colleagues (2000) study.

According to research, an organization is able to create, retain and transfer the knowledge that it gains from its experience of coaching, mentoring and training through its exposure to tasks involving the needs, process and environment of the organization.

Whenever expected outcome differs from actual outcome, an individual (or group) will engage in inquiry to understand and if necessary, solve this inconsistency.

In the process, the individual will interact with other members of the organization and learning will take place. Argrys and Schon emphasize that, this interaction goes beyond defined organizational rules and procedures. The learning inquiry enables the organization to be able to create, retain and transfer knowledge through coaching, training and mentorship which enhances employee engagement inform of vigor, dedication and absorption (Huang, 2001; Action, Golden, 2003 and G Berevble, 2000) hence leading to organizational progress inform of high productivity, efficiency and effectiveness. (Guest, 1997, Leong, 2008)
Richard Cyert and James G in their book Adaptation and routines, described organizational learning as an adaptive behavior over time. Also organizational learning is the creation, retention and transfer of knowledge in an origination (Guest, 1997). On the other hand, employee engagement is the harnessing of organizational members’ selves to their work roles, physically, cognitively and emotionally (Kahn 1990). Organizational performance could be a measure of organizational progress in terms of productivity, efficiency and effectiveness. Argote and books (2008).

In our current, challenging and competitive business environment, it is necessary for organizations to have an engaged workforce who possess the necessary skills, knowledge and expertise in order for originations to achieve higher productivity, efficiency and effectiveness. Training, coaching and mentoring of workers are high engagement tools (guest, 1997), assisting young workers to get experience to assume new roles with higher responsibilities (Leong, 2008) and assist employees to discover and learn how to leverage on the coach knowledge, wisdom and experience to achieve a given goal through questioning Leong (2008), Kahn (1990) respectively.

However, it is common that majority of the organizations have been plagued with low and poor performance seen informs of low productivity, inefficiency and ineffectiveness. This could be so probably because during an economic down turn, such originations are tempted to slash or even remove training budgets which is only a short term view which inevitably produces dire long term consequences of low productivity inefficiency and ineffectiveness Kirke (2012) Or even, if the organization gets carried away with the “sheep dip” approach to training, leaving some people confused about the rationale behind it hence it will be viewed as a core instead of a reward, Kirke (2012). This will develop less vigorous, less dedicated and less absorbed workers...
During role performance hence leading to low productivity and inefficiency of the organization Kahn (1990).

Consequently, due to the lack of knowledge, creation, retention and transfer in organizations which can be attained through coaching, mentoring and training employees physical, emotional and cognitive response to perform their roles with vigor, dedication and absorption will be low (Kahn 1990, Lockwood, 2007) hence leading to low productivity and efficiency of organizations in which such employees are employed.

Unless organizations focus on nurturing of their workers talent in a way that is able to create a fertile ground for employee engagement to flourish, which is through training, coaching and mentorship, employee psychology attachment of vigor, dedication and absorption during role performance will be nonexistent /low leading to organizational success, measured against indicators such as productivity, profitability and efficiency (Robinson, 2004; Lockwood, 2007, Macheno and Endres, 2008; Dickson, 2011, Mathis and Jackson, 2010).

During a survey carried out on NSSF –Kampala, it was found out that since early 2000’s NSSF has embarked on creating, transferring and retaining of knowledge and as a result, it has been able to develop a highly engaged workforce that has enabled it to tap into their knowledge and human capital, a factor contributing over 70% to its progress. Its engaged workforce is present physically, psychologically and emotionally during role performance and are willing to go an extra mile hence the outstanding productivity, profitability and efficiency.

Problem statement

Poor performance in organizations has been highly associated to lack of training, mentoring and coaching in organizations in such a way that is able to stimulate employees physically,
emotionally and cognitively during role performance unless organizations focus on helping employees to learn what they need to learn and involve them in setting learning goals by reviewing past, present and future performance, they will not be able to benefit from their knowledge and human capital to generate high productivity, profitability and efficiency necessary for organizational success.

**Purpose of the study**

The purpose of this study was to determine the relationship between organizational learning, employee engagement and organizational performance.

**Objectives of the study**

1. To find out the relationship between organizational learning and employee engagement.
2. To find out the relationship between Employee engagement and organizational performance.
3. To find out the relationship between organizational learning and organizational performance.

**Scope of the study**

**Geographical scope**

The study was carried out from the department of Human resource management in NSSF Kampala

This organization was chosen due to its outstanding performance which has been a result of the engagement of workers through organizational learning. Therefore, it will be able to offer appropriate case study for this research study.
**Contextual scope**

The study was aimed at establishing the relationship between organizational learning, employee engagement and organizational performance.

Richard Cyert and James G in their book, adaptations and routines, described organizational learning as an organization’s adaptive behavior over time. Organizational learning also refers to the process in which knowledge is created, retained and transferred within an organization (Guest 1997).

Knowledge is the applied version of information, a combination of information within experience, training, contextualization and insight while experience is knowledge that is generated through exposure to and application of knowledge. Dutton and Thomas (1984). Knowledge originated within and is applied by units of the organization to evaluate and utilize experience and information effectively. Knowledge can become embedded within repositions, routines, process, practice, tools and norms depending on the relationship between information, experience and knowledge. Two distinct forms of knowledge, explicit and tacit are significant in this respect. Explicit knowledge is codified, systematic formal and easy to transfer/communicate. Tacit knowledge is personal, context-specified subjective knowledge and is difficult to transfer, as first described by Michael Polanyi, tacit knowledge is knowledge of procedures.

The rate of learning in organizations can be measured using leaning curves. Learning curves by Dutton and Thomas (1984) john M Dutton and Annie Thomas organized field studies on various industries to study the rates of learning in organizations. They found that workers’ errors and/or costs decrease as they learn from experience; however, since the knowledge that workers can learn lessens overtime they cannot improve their performance at a constant rate, instead the rate
by which they improve decreases overtime. Therefore, to evaluate organizational learning the knowledge an organization creates transfers and retains must be quantified.

Researchers studying organizational learning have measured the knowledge acquired through various ways since there is no single way of measuring it. Silvia Gheraidi measured knowledge as the change in practices within an organization overtime, which is essentially learning from experience. In her study, she observed an organization acquired knowledge as its novices working at building sites learned about safety through experience and became practitioners. George Huber measured knowledge as the distribution of information within an organization. In his study, he noted that “organizational components commonly develop ‘new’ information by piercing together items of information that they obtain from other organizational units. He gives an example of” a shipping department that learns that a shortage problem exists by comparing information from the warehouse with information from the sales department.

Knowledge acquired through learning can depreciate overtime. The depreciation rate is affected by the turnover rate of individuals and how knowledge is stored within the organization. Organizations with high turnover rate are affected by higher rates of depreciation. Organizations with knowledge embedded in technology rather than individual are more resistant to organizational forgetting. An example of real world organizational forgetting and knowledge depreciation is within the liberty ship yard study. In ship yards where relative input was reduced, individual unit cost increased even with increasing cumulative output. In ship yards with no relative input reduction, individual/unit cost decreased with increasing cumulative output.
The findings of organizational learning research have identified the key processes that drive organizational learning as well as its context and effects. These processes can be divided into three stages, knowledge creation, knowledge retention and knowledge transfer.

Knowledge creation specifically concerns experience that can be embedded within the organization. Explicit and tacit knowledge are reinforced and become contextualized when the organization gains knowledge while experience can produce outputs in data information or knowledge, experience in the form of knowledge is useful since this can be transferred, retained and tacitly or explicitly utilized within organizational process. Knowledge creation connects to creativity and its relationship to experience compared to knowledge transfer and knowledge retention.

Knowledge transfer concerns the mechanisms by which experience spreads and embeds itself within the organization. Knowledge transfer can be evaluated using various metrics including learning curves that demonstrate process improvements overtime by comparing the decreases in labor hours to complete a unit of production with the cumulative units produced overtime. Wrights identification of organizational learning curves preceded more complex outcome considerations that now inform measures of knowledge transfer. While knowledge may transfer tacitly and explicitly as direct experience organizations can introduce processes and knowledge managements systems that facilitate this transfer.

Researchers investigated the context of various factors and mechanism affecting knowledge transfer to determine their beneficial and detrimental effects. Factors on knowledge transfer include dimensions of the knowledge as well as the context in which it occurs and mechanisms through which it can occur.
Knowledge retention concerns the behavior of knowledge that has been embedded within the organization characterized by the organizational memory. Organizational memory, quantified by measures such as cumulative knowledge and rate of decay over time is impacted by expensive process and knowledge repositions that affect knowledge retention. Knowledge repositories are of key significances as they are intentional remedies to increase retention. Repositories can include the organization’s rules and routines altered by the processes of routine modification.

The three sources and measurement tools of organizational learning include training, mentoring and coaching. (Huang, 2001, Action, Golden, 2003 and Gberevble, 2010). Training involves teaching employees’ skills that they need to be productive, profitable and efficient during their role performance. Mentoring of young employees involved experts assisting young employees with their experience in order to enable them assume new roles with higher responsibilities (Leong, 2008), Wong et al (2008). Coaching involves interaction between many employees and may involve inquiries, brainstorming to come up with solutions to organizational problems Kahn (1990).

Much of the influence of organizational has come out of the observation that more often, employee’s behaviors in the work place are a result of their psychological attachments to the organization than just learning. Employee engagement is mostly used to describe he alignment of an organization’s leaning mission with those of employee’s (Mathis and Jackson, 2011) as demonstrated by the extent of employee emotional, cognitive and physical presence at work (Khan; 1990, Lockwood, 2007). Kreitner et al (1992) equates it to employee, employee effective emotional response towards various facets of the job. Ultimately employee engagement impacts positively on employee behavior leading to vigor, dedication and absorption towards the
Macey and Schnieder (2008) pose it that employees come to work ready to be engaged and emphasize that organizations need to create favorable conditions for employee engagement through training, mentorships and coaching in their learning processes of knowledge creation, retention and transfer.

The outcome of employee engagement as discussed earlier are vigor, dedication and absorption, during role performance. Vigor is a state in which employees perform their roles with energy i.e. physical presence at work; dedication is where workers perform their roles with interest and commitment to produce their best. It is the cognitive presence at work. Absorption is where workers become part and parcel of the organizational mission and vision during role performance. It is the emotional attachment with the organization Khan (1990), Lockwood (2007). In a nutshell, this study will focus on how organizational learning through mentoring, coaching and training of workers enhances employee engagement in such a way that as a result of learning, workers develop psychological attachment towards the organization expressed in the form of vigor, dedication and absorption during role performance and how these factors are key in stimulating organizational performance.

**Significance of the study**

The findings of the study are aimed at developing a culture of high performance in organizations through organizational learning which enables the organization to develop and manage their innovations through knowledge, creation, retention and transfer.
The findings are also aimed at establishing employee engagement through training, coaching and mentoring of workers so that employees can perform their roles with vigor, dedication and full absorption during role performance.

Study findings will also contribute a lot to the existing knowledge on the topic variables that may be useful to the academicians and organizations who may wish to carry out further studies on a related subject matter and maybe undergoing the same impediment related to the topic of discussion respectively.

**Conceptual frame work**

A conceptual frame work showing how organizational learning, employee engagement and organizational performance are related.

![Conceptual Frame Work](image)

**Figure 1: conceptual frame work**
Organizational learning encourages an organization to create, retain and transfer knowledge within an organization. This is done through coaching, mentoring and training of workers. And when workers possess the right skills necessary for role performance, they feel valued and appreciated by their organization for the work they are doing and they also feel that the organization is giving back to them by helping nature their talents and skills and giving them a career progress. Therefore, this will make them dedicated, absorbed in the organization and act with vigor during role performance as they will be physically, cognitive and emotionally present in the organization and get quipped to assume positions with higher responsibilities.

This psychological attachment that workers develop as a result of engagement makes them to register high productivity be effective and efficient hence leading to high organizational performance.

Organizational learning in itself encourages the organization create, retain and transfer knowledge needed for the organization to be competent in the eve changing and competent environment, this is because, employees get trained, mentored and coached by experts as they practice and learn from their own experience hence leading to increased productivity, organizational effectiveness and efficiency, however ,the organization should adopt proper knowledge management strategy for this to be e4ffective.Knowledge created, retained and transferred need to be stored in the organizational technology and not on human capital, or else , the organization stands a risk of losing it in case of turn over. Also, the type of knowledge being created, retained and transferred should be put under consideration and the right mechanism for it, chosen in order to make sure that knowledge is effectively created, retained and transferred in the organization.
CHAPTER TWO

LITERATURE REVIEW.

Introduction.

This chapter will provide a review on what other researchers have written concerning the relationship between organizational learning and employee engagement, employee engagement and organizational performance.

Organizational learning and employee engagement

According to the Employee Engagement; Impact of learning and Development Sept, 11, 2012 by Dale Kirke in management good employee engagement focuses on developing an engaged work force who possess the necessary skills, knowledge and expertise.

Slashing or completely removing training budgets inevitably produces dire long term consequences, including a disengaged work force.

The right learning can greatly enhance employee engagement by nurturing talent and helping people to learn new things. Most people want to feel that they are doing a good job and that they are valued by their organization for the part they play. In addition, few people like to remain static in a work environment and prefer to have a variety in their work and see development potential in their role.

Learning provides a way to address all of these human needs and greatly improves engagement. Companies who invest in their people through leaning are also viewed more favorable by employees than those in organization’s who don’t. However, if learning is to make significant
impact on employee engagement, employees must see the benefits to themselves of undertaking learning activities.

In order to harness the positive effects of learning, employees have to see the link between where they are now and where they want to get and how learning is going to bridge this gap.

The answer is to link learning to specific objectives and the only way to make this work effectively is for managers to have one on one conversation with their people about the purpose of training and what is in it for them asking people what they think they need and setting specific learning objectives is critical at this stage.

Done efficiently learning will then provide the means to engage employees like never before.

Organizational learning is a high engagement tool, enhances developing of workers (Guest, 1997), assist young employees get experience to assume new roles with higher responsibilities (Leong, 2008) and assist employees to discover and learn how to leverage on the coach knowledge, wisdom and experience through questioning Leong (2008), Kahn (1990) respectively.

However, there is still need to discover how coaching, training and mentoring of workers facilitate effective knowledge, creation and mentoring of workers facilitate effective knowledge creation, retention and transfer to develop an engaged workforce.

**Employee engagement and organizational performance.**

The concept of employee engagement, which has received wide coverage in scholarship, has been regarded as a key driver to business success. (Neube et al; 2013).
Much of its influence has come out of the observation that more often employees’ behaviors in organization’s are a result of their perception than just management perceptions.

Employee engagement is mostly used to describe the alignment of an organization’s mission with those of employees (Mathis and Jackson, 2011) as demonstrated by employee’s emotional, cognitive and personal commitment to go an extra mile at work (Kahn 1990; Lockwood, 2007). Kreitner et al (1999) equate it to employee effective emotional response towards various facets of one’s job.

Ultimately, employee engagement impacts positively on employee behaviors leading to vigor, dedication and absorption towards the organization which in turn results into organizational success which is recorded inform of high productivity, profitability, effectiveness and efficiency. Robinsin, 2004; Lockwood, 2007; Macheno and Endres, 2008, Dickson, 2011, Mathis and Jackson, 2011.

Macry and schnieder (20080 posed it that employees come to work ready to be engaged and emphasize that organizations need to create favorable conditions for engagement as a highly engaged workforce is highly related to high organizational performance.

In the Zimbabwean Xim-PSO, a public sector organization which had perennial performance problems, most of which significantly affected employees and their performance at work. This case argues that perceived obligation fulfillment incongruence negatively affect engagement levels and ultimately their performance.

As Zim-PSO had been battling for survival in the current recession, the initiative of employee engagement through human resource development done through learning was introduced to improve performance. However, a lot more still needs to be done in order to clarify on how
employee vigor, dedication and absorption stimulate high productivity, effectiveness and efficiency of the organization and if so, how it can be made better.

**Organizational learning and organizational performance.**

According to Chris Argyris and Donal Schlon in their 1978 work organizational learning, there are two concepts of learning in relation to performance i.e. single-loop and double loop learning. Single-loop learning is the process in which a mistake is corrected by using a different strategy or a method that is expected to yield a different successful outcome, double-loop learning on the other hand, is more complicated process in which a mistake is corrected by rethinking the initial goal.

Learning curves by Dutton and Thomas (1984); John M, Dutton and Annie Thomas organized field studies on various industries to study the rates of learning and they found that workers’ errors and/or costs decrease as they learn from experience. However, since the knowledge that workers can learn lessens overtime, they cannot improve their performance at a constant rate. Instead the rate by which they improve decreases with more experience.

Dutton and Thomas also found out that there are four casual categories that affect a firm’s progress. Two categories being exogenous and endogenous learning describes the source of a firm’s progress. Exogenous learning occurs when a firm acquires information from external sources that allow it to progress examples of external sources include “suppliers, customers, competitors and government.” Endogenous learning occurs when employees learn from within the firm which is manifested by technical changes, direct labour learning and smoothing production flows. The other two categories induced and autonomous learning describe the environment in which makes investment or adds resources to an environment to make it
conducive for learning, Autonomous learning occurs when sustained production leads to automatic improvements over long periods of time.

The other factor that makes organizational learning have a remarkable impact on organizational performance is the nature of knowledge and how it should be created, retained and transferred within an organization.

Knowledge is an indicator of organizational learning. Researchers, measures organizational knowledge in various ways. For example, some researchers assess knowledge as changes in an organization’s practices or routines that increase efficiency other researchers base it on the number of patents an organization has knowledge management is the process of collecting, developing and spreading knowledge assets to enable organizational learning.

Knowledge is the applied version of information, a combination of information of information within experience, framing, value, contextualization and insight. Experience is knowledge that is generated through exposure to an application of knowledge. Knowledge originates within and is applied by units of an organization to evaluate and utilize experience and information effectively. Knowledge can become embedded within repositories, routines, processes, practices, tools and norms, depending on the relationship between information, experiences and knowledge.

Two distinct forms of knowledge, explicit and tacit are significant in this respect. Explicit knowledge is conditioned, systematic, formal, and easy to communicate tacit knowledge is easy to transfer. Unlike tacit knowledge, explicit knowledge is declarative or factual. It is transferred through written, verbal or codified media. Examples, of this include instructions, definitions and documents. among its employees, Toyota spreads explicit knowledge about its assembly line production. Toyota requires each team of workers and each individual worker to document
his/her tasks, providing detailed descriptions on how each task is to be performed, how long each task should take, the sequence of steps to be followed in performing each task, and the steps to be taken by each worker in checking his or her own work. This uses explicit knowledge since the knowledge is passed along using a code, which is a document detailed descriptions in Toyota’s case. Tactic knowledge is knowledge that is difficult to transfer. As first described by Michael Polany, tactic knowledge is the knowledge of procedures. It is a personal type of knowledge that cannot be shared simply through written or verbal communication. It is learned through experience over time. For example, Toyota transfers tacit knowledge whenever it opens a new assembly factory. To train its new employees for a new factory, Toyota sends a group of its new employees train them, after this long term training, they are sent back to the new factory to transfer their production knowledge to the rest of the employees. This is a transfer of tacit knowledge since this knowledge is too complex to be codified and passed along through document. This knowledge cannot be transferred to new employees through practice and experience.

Organizational learning tracks the changes that occur within organizations as it acquires knowledge and experience. To evaluate organizational learning, the knowledge an organization creates transfers and retains must be quantified.

an increasingly common and versatile measure of organizational learning is an organizational learning curve demonstrating experience curve effects. A learning curve measures the rate of a metric of learning relative to metric for experience. Researcher Linda Agote explains that large increase in productivity typically occur as organizations gain experience in production.
The Muth model (1986) was the first to represent the learning curve in a long-linear forma and focused on cost effectiveness in organizational progress. This model looks at the relationships between unit cost and experience, stating that cost reductions are realized through independent random sampling, or randomized searches, from a space of technological, managerial or behavioral alternatives.

This model did not aim to explore variation across firms, but solely looked at improvements in production with experience within a single firm.

the Huberman Mod4el (2001) field that void and aimed at explaining the variations missing from Muth’s model focuses finding increasingly shorter and more efficient paths from end to end of an assembly process. This model is visualized best in a connected graph with nodes that represent the connecting routines.

By way of this model, learning can occur through two mechanisms and shorten the route from the intiati; stage to the final stage. The first is by some shortcut that can be identified by looking at the nodes and mapping and discovering new routines; the organization can work to select the most efficacies link between two nodes, such that. If an issue over arises, members of an organization know exactly who to approach, saving them a considerable amount of time.

The Fang model (2011) shares a major goal with the Huberman model to gradually decrease the steps towards the final stage. However, this model takes more of a credit assignment approach in which credit is assigned to successive states as an organization gains more experience, and then learning occurs of credit propagation. Knowledge acquired through learning by doing can depreciate over time
the depreciation rate is affected by the turnover rate of individuals and how knowledge is stored within the organization. Organizations with high turnover rate are affected by higher rates of depreciation. Organizations with knowledge embedded in technology rather than individuals are more resistant to organizational forgetting. An example, of real world organizational forgetting and knowledge depreciation is within the liberty ship yard study. In ship yards where relative input was reduced, individual unit cost increased even with increasing cumulative output. In ship years with no relative input reduction, individual unit cost decreased with increasing cumulative output.

The findings of organizational learning research have identified the key processes that drive organizational learning as well its context and effects. These processes can be divided into three stages: knowledge creation, knowledge retention and knowledge transfer.

Knowledge creation specifically concerns experience that can be embedded within the organization. Experience is knowledge generated by direct exposure to the subject. This direct exposure is through task, involving the needs, process and environment of the organization.

Explicit and tacit knowledge are reinforced and become contextualized when the organization gains knowledge. While experience can produce outputs in data, information, or knowledge, experience in the form of knowledge is useful since this can be transferred, retained and tacitly or explicitly utilized within organizational processes. Knowledge creation connects to creativity and its relationship to experience compared to knowledge transfer and knowledge retention, knowledge creation has not received much research attention.

Dimensions of experience are aspects of experience that impact that the form and function of knowledge creation.
Knowledge transfer concerns the mechanisms by which experience spreads and embeds itself within the organization. Knowledge transfer can be evaluated using various metrics, including learning curves that demonstrate process improvements over time by comparing the decrease in hours to complete a unit at production within the cumulative units produced over time. Wrights identification of organizational learning curves proceeded more complex outcome considerate that now inform measures of knowledge transfer. While knowledge may transfer tacitly and explicitly management systems that facilitate this transfer. Researchers investigate the context of various factors and mechanisms affecting knowledge transfer to determine their beneficial and detrimental effects.

Factors on knowledge transfer include the dimensions of knowledge described in the prior section as well as the contexts in which it occurs and mechanisms through which it can occur.

Knowledge retention concerns behaviors of knowledge that has been embedded within the organization, characterized by the organizational memory, quantified by measures such as cumulative knowledge and the rate of decay over time, is impacted by experience, processes and knowledge repositories that affect knowledge retention knowledge repositories are of key significance as they are intentional remedies to increase retention. Repositories can include the organization’s rule and routines, altered by the processes of routine development and routine modification. Transitive memory systems are additional methods by which knowledge holders within the organization can be identified and utilized, subject to their development and performance. Organizations that retain the bulk of their knowledge in individuals are vulnerable to lose that information with high turnover rates. In a study of organizational learning in the automotive and fast food industries. Argote found that high turnover rates led to flower productivity and decreased organizational memory.
However, it is still necessary to get more information can be employed effectively and efficiently to generate high performance.

**Hypothesis**

H1: There is no significant relationship between Organizational learning and Employee engagement

H2: There is no significant relationship between Employee engagement and Organizational performance

H3: Organizational learning and Organizational performance are not significantly related
CHAPTER THREE

METHODOLOGY

Introduction

This chapter will detail on the research design that will be employed in the study and the reason for choosing it; the population that will be employed in the study, the nature of the sample i.e. Component number and the method that will be used for data collection, measures for data collection, procedure for data collection, how the quality control and data management will be done. It will also indicate how the data obtained will be analyzed, problems that may be encountered during this research and the references.

Research Design

This study will employ correlation Research design. This research design attempts to determine whether, and to what degree a relationship exists between two or more quantifiable variables.

This research design chosen because it is capable of establishing relationship or lack of it, between variables which relationships can be sued to make predication in relation to the variables in question? Therefore, it will enable the researcher to establish the relationships between organizational learning [knowledge creation, knowledge retention and knowledge transfer]. Employee engagement [i.e. vigour, dedication, and absorption], and organizational performance productivity, effectiveness and efficiency.

Population

The population consisted of employees of NSSF workers house, Kampala, the sample size was obtained using stratified simple random sampling. Stratified in such a way that, employees were
selected from the sampled organizations at both managerial and employee levels. This was so because, according to my own research and personal consultations, I found out that, this particular organization invests more on developing their human capital through organizational learning and as a result, its employee works with a lot of energy, interest, physically and emotionally present during role performance and therefore have been recorded among productive and efficient organization.

Simple random sampling was used to select the respondent because it gave each respondent a chance to participate in the study.

**Data Collection Instrument**

These comprised of different sets of both close ended and open ended questions that were relevant to the topic and are logically presented to snare comprehensiveness in data collection.

The open ended questions allowed free response by respondent’s own words while the close ended questions were sued because they; saved time to fill, administer and analyze. This ensured confidentiality, minimal bias and enabled a large amount of information to be collected within a short time and reduced on the bias between the respondents and the researcher.

**Quality Control**

Validity of the instruments was obtained by presenting it to at least two professional people including the supervisor because content and construct validity is determined by expert judgment. Only those items that were relevant to research objectives were retained.
To ensure reliability, the instruments were put on pre-test to determine their reliability. This was done between the real field studies among respondents who were requested to answer the questionnaires.

**Research procedure**

Questionnaire construction for data collection was done in January. Data collection was done in January to March. During data collection, the researcher was introduced to the selected organization using an introductory letter from the Head of Department, Makerere University, Kampala.

The Human Resource Manager introduced the researcher to the respondents for data collection. Therefore, the researcher administered the questionnaires to the respondents with correlation on the spot after being answered with the help of the administrators as research assistants. Data analysis was done using SPSS computer application in order to get correlations.

**Data Management**

The information was coded and analyzed to obtain meaningful data. Bio data information was analyzed using frequency percentage table. To establish the existence or absence of a relationship Pearson’s Product moment was used.

**Ethical considerations**

On getting consent from respondents their identity was protected, their active participation guaranteed and ethical considerations satisfied in the following ways:

This research ensured confidentiality of the respondents. This means that the participants’ identity will remain anonymous to everyone, including the researcher.
This research also ensured that the information collected was used strictly for academic purposes; and the response of the participants was presented in general terms except where it was absolutely necessary to make reference to the office or officer. At the end of the research, essential information that can support further research was preserved by the researcher and the rest discarded.
CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

Introduction

This chapter presented the findings obtained from the field on how organizational learning (training coaching and mentoring), employee engagement (Vigorous dedication, absorption) and organizational performance (productivity, profitability and efficiency) are related. The findings were analyzed using stratified package for social scientists (SPSS) program. Frequencies and percentage were sued to analyze the bio data while correlations were used to analyze the relationship between organizational learning, employee engagement and organizational performance.

Section 1: Descriptive statistics

The biographical data results of respondents are presented in the tables below:

Table 1: Gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>64.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Results from the table above show that majority of the respondents were females (64.0%) and only 36.0% were males.
Table 2: Age of the respondents

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>26-35</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>36-45</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Above 45</td>
<td>10</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Results from the table above show that most of the respondents were aged between 36 to 45 years (36.0%) and those between 18 to 25 years were the least with 16.0%.

Table 3: Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>single</td>
<td>16</td>
<td>32.7</td>
</tr>
<tr>
<td>Valid married</td>
<td>33</td>
<td>67.3</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Results from the table above show that majority of the respondents were married (67.3%) and only 32.7% were single.
Table 4: Level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid certificate</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>diploma</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Bachelors</td>
<td>31</td>
<td>62.0</td>
</tr>
<tr>
<td>others</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Results from the table above show that majority of the respondents were Bachelor’s degree holders (62.0%) and 10.0% were the least with other levels of education.

Table 5: Years of experience

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 1</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>1-4</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>5-8</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>above 8</td>
<td>1</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Results from the table above show that majority of the respondents had a working experience of between 1 and 4 years and the least of the respondents had a working experience of above 8 years (2.0%).

Section 2: Inferential statistics

In this section, results showing relationship among organizational learning, employee engagement and organizational performance are presented.

Table 6: Correlation Analysis among Organizational learning, Employee engagement and Organizational performance

<table>
<thead>
<tr>
<th></th>
<th>Employee Engagement</th>
<th>Organizational performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational learning</strong></td>
<td>Pearson Correlation (R)</td>
<td>-.148</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) (P)</td>
<td>.042</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>50</td>
</tr>
<tr>
<td><strong>Organizational performance</strong></td>
<td>Pearson Correlation(R)</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) (P)</td>
<td>.008</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>50</td>
</tr>
</tbody>
</table>
Correlation is significant at the 0.05 level (2-tailed)

H1: There is no significant relationship between Organizational learning and Employee engagement

The results in table 6 above revealed that there is a negative significant relationship between organizational learning and employee engagement since \( r = -0.148, p < 0.05 \) and this null hypothesis was therefore rejected. This means that undertaking organizational learning does not necessarily mean that employees will be engaged. This is so because employees can see learning as a chore instead of a benefit especially if they are not able to see learning is going to bridge the gap between where they are and where they would want to be.

H2: There is no significant relationship between Employee engagement and Organizational performance

The results in table 6 above revealed that there is a positive significant relationship between employee engagement and organizational performance since \( r = 0.024, p < 0.05 \) the null hypothesis was therefore rejected. This is due to the fact that when the workers are physically, psychologically and emotionally present at work, they perform their roles with vigor, dedication and absorption and as a result stimulate higher organizational performance.

H3: Organizational learning and Organizational performance are not significantly related

The results in Table 6 above revealed that there is no significant relationship between organizational learning and organizational performance since \( r = 0.191, p > 0.05 \) the null hypothesis was retained. This can be affected by turnover which can be solved through establishing organizational memory to retain organizational knowledge.
CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents a summary of findings, conclusions of the results and thereafter the recommendations.

Discussions

Studies carried out by Dutton & Thomas contradicts the hypothesis on Organizational learning and organizational performance. According to the learning curves by Dutton & Thomas (1984), they found out that workers’ errors and or costs decrease as they learn from experience. Implying that there is a significant relationship between organizational learning and organizational performance.

According to the International journal of Asian social science 2014, 4(2) :89-99 argued that it crucial for organizations to create a fertile ground for employee engagement to flourish if they are to tap into their knowledge and human capital. Macey & Schneider (2008) posed that employees come to work ready to be engaged and he emphasized that organizations need to create favorable conditions for engagement. They continued to argue that engaged employees connect with each other and their multiplier effects of synergy lead to the collective actions which influences organizational performance. This is therefore in line with the findings of this study which showed a significant relationship between employee engagement and organizational performance. Also Robinson (2004), Lockwood (2007), Machieno & Endres (2008), Dickson
(2011), Mathis & Jackson (2014) also agree that employee engagement impacts on employee behavior hence lending to organizational efficiency and profitability.

According to Huberman’s model, knowledge acquired through learning by doing can depreciate over time. The depreciation rate is affected by the turnover rate of individual and how knowledge is stored within the organization. This implies that there is no significant relationship between organizational learning and employee engagement which contradicts with the findings of this study.

In conclusion, Employee engagement can be a powerful tool for unlocking organizational performance as it is capable of impacting on employee behaviors to influence organizational performance.

**Conclusion**

In conclusion, the results of this study demonstrated linkages between Employee engagement & organizational performance, Organizational learning & Employee engagement and Organizational learning & organizational performance.

There was no significant relationship between organizational learning and organizational performance given the fact that there is no assurance that after the organization investing in developing its human capital, it does not necessarily mean that the organization will be efficient and make profits. This may be due to turn over.

There was a negative significant relationship between organizational learning and employee engagement given the fact that learning may fail to facilitate engagement as workers may view it
as a chore instead of a reward especially if the workers fail to see how they will personally benefit from the learning.

There was a positive significant relationship between employee engagement and organizational performance since engaged workers are able to perform with vigor, dedication and absorption and as a result register high performance.

**Recommendations**

If organizations desire to improve on their performance through organizational learning, they should ensure that, the learning should be packaged in such a way that they should put into consideration the type of knowledge. Here they should consider explicit and tacit knowledge. Explicit knowledge can be codified, documented and formally posed on to others while when posing on tacit knowledge, the organization needs to let the junior workers work with experts so that they can get experience and learn from experts as they work together since it is a difficult form of knowledge to pass on.

Also the organization should establish organizational memory to stand against losing its knowledge caused by turnover.

For the organization to register high performance from engagement, the workers should develop the mentality of physical, emotional and psychological presence at work so that they work with a lot of energy, dedication and absorption hence leading to high organizational performance.
References


Peter Sibanda, Tarnona Muchena, Farai Neube International Journal of Asian Social Science; 2014, 4(1) 89-99