
Learning Organization and Job Satisfaction Among the Secondary School of Lalitpur District

Resham Raj Pathak, Top Lal Panthi, PHD

Abstract

Public secondary schools in Lalitpur district have undergone noticeable changes due to globalization and technological advancements, particularly in workplace diversity, learning methods, and organizational culture. A descriptive and causal-comparative research design was employed to study these changes. Data were collected through questionnaires using a 5-point Likert scale that measured five variables. Responses were entered into Excel and analyzed using SPSS version 27. The analysis revealed that the majority of teachers expressed satisfaction with their jobs. This outcome suggests that the presence of a learning organization contributes positively to school environments. Furthermore, the study indicates a strong connection between job satisfaction and the development of learning organizations among secondary school teachers in the district, highlighting the importance of supportive and adaptive work cultures.

Keywords: learning organization, job satisfaction, organizational empowerment, strategic leadership

Introduction

A learning organization represents the highest form of organizational development, where new knowledge is continuously generated, shared, and applied to improve behaviors and outcomes (Yang et al., 2004). This concept promotes a culture of empowerment and collaboration, facilitating the flow of knowledge within and beyond the organization (Tabche et al., 2018). The impact of becoming a learning organization is extensive it enhances not only individual and team performance but also drives organizational success and financial growth, enabling institutions to distinguish themselves from competitors (Marquardt, 2019).

Research has shown that learning organizations significantly influence a variety of outcomes, including employee engagement, innovation, creativity, knowledge sharing, and institutional performance, particularly in higher education institutions (Tahir et al., 2016). The Learning Organization Framework, developed by Watkins and Marsick (1993), outlines key characteristics of a mature learning organization across

four levels: individual, team, organizational, and global. At the individual level, continuous personal development is essential. When teachers or lecturers acquire new knowledge and skills in their area of expertise, it boosts their self-efficacy, engagement, and ultimately their job satisfaction (Song et al., 2018; Li et al., 2017). Proactive educators who constantly seek improvement further enhance this effect, as they contribute more effectively to the institution.

Professional development schools embody the principles of learning organizations by fostering growth for both teachers and students, thereby contributing to educational advancement in theory and practice (Tassel et al., 2005). Marsick and Watkins (2003) emphasize that a learning organization is shaped by two primary components: the individuals within it and the structures and culture formed by the institution. Their model identifies four critical levels of organizational learning: continuous learning at the individual level, teamwork and collaboration at the group level, empowerment at the organizational level, and strategic leadership at the global level.

This framework demonstrates that achieving the status of a learning organization requires interaction and engagement at all levels individual, group, organizational, and global. Institutions must ensure that opportunities for growth and development are embedded into their systems and culture. In doing so, they create an environment where knowledge is valued, shared, and applied, leading to continuous improvement and long-term success.

Objectives

This study aims to assess the current status of learning organization practices and the level of job satisfaction among teachers in public schools within the Lalitpur district. Additionally, it seeks to analyze the relationship between learning organization dimensions such as continuous learning, team collaboration, and organizational empowerment and job satisfaction. By exploring these aspects, the research intends to identify how the characteristics of a learning organization contribute to teachers' professional fulfillment and overall institutional effectiveness, providing insights for educational improvement and strategic development in the public school sector.

Literature Review

Organizational learning refers to the process by which organizations improve their learning capacity and create opportunities for continuous development (Gizir, 2008). Bui (2021) emphasized that organizational learning not only helps businesses

adapt to external changes but also supports employees in their personal and professional growth. Garvin (1993) defined a learning organization as one skilled in creating, acquiring, and transferring knowledge, and in modifying behavior to reflect new insights. This capacity for continuous adaptation and development enables organizations to stay competitive and resilient.

Goh (1998) outlined five key strategic elements of learning organizations: a culture of experimentation, shared leadership, effective knowledge transfer, collaboration and teamwork, and strong alignment with mission and vision. These elements establish a framework where knowledge flows freely and innovation thrives. Senge (1990) further distinguished between adaptive learning, which focuses on incremental improvements, and generative learning, which fosters innovation and anticipates environmental change. He introduced the concept of double-loop learning, where individuals and teams reassess norms, values, and practices to align with changing external environments.

Senge's (1990) model, although originally developed for business, is highly applicable to educational institutions. He emphasized five disciplines essential for a learning organization: personal mastery, mental models, shared vision, team learning, and systems thinking. According to him, schools can become learning organizations when teachers collaborate, reflect, and learn together. Marquardt (1996) and Watkins and Marsick (1997) provided additional dimensions for measuring learning organizations, particularly focusing on continuous learning, embedded systems, and collaborative culture.

Kolb's Experiential Learning Theory (1984) complements this view by emphasizing continuous learning through experience, reflection, conceptualization, and experimentation. This model encourages employees to improve their skills, innovate, and adapt, contributing to a dynamic and responsive organizational culture. Nevis, DiBella, and Gould (1995) further explained organizational learning through three stages: knowledge acquisition, knowledge sharing, and knowledge utilization, turning information into actionable strategies.

Several scholars, including E.T., Jain, and Martindale, argue that continuous learning both formal and informal is essential for fostering creativity, adaptability, and job satisfaction (Laeque & Babar, 2017). Schools and workplaces should encourage openness, risk-taking, and collaboration (Gundry et al., 1994; Gill et al., 1992), as these factors lead to greater engagement and participation. Collaboration, in particular, is seen

as a vital component of organizational success (Chukwudi, 2014), enhancing problem-solving, peer learning, and emotional support among educators (Frobel & Marchington, 2005; Duyar et al., 2013).

Job satisfaction among educators is deeply influenced by organizational learning practices. Research by Seashore et al. (1975) and Robbins (2003) highlights how internal factors such as leadership styles and organizational climate significantly impact teacher satisfaction and performance. Leadership is often seen as a critical driver of job satisfaction and employee empowerment. Strategic leadership has been positively linked to teacher performance and commitment (Ghayas & Hussain, 2015; Hasanzadeh et al., 2015).

Empowerment is another key outcome of learning organizations. Studies by Chegini (2013) and Singh et al. (2016) show that dimensions such as self-determination, competence, and access to knowledge contribute to higher job satisfaction. Michael (2001) and Tahir et al. (2016) stress the importance of learning communities, where shared learning among staff enhances both individual and organizational development.

The relationship between job satisfaction and learning organization is well established. Chapagain (2009) observed that satisfied employees tend to work more efficiently and remain longer with their organizations. Lee et al. (2007) found that learning organization practices such as continuous learning and team experimentation positively influenced employee motivation and job attitudes. McKinnon et al. (2003) also noted a strong link between organizational culture, commitment, and satisfaction.

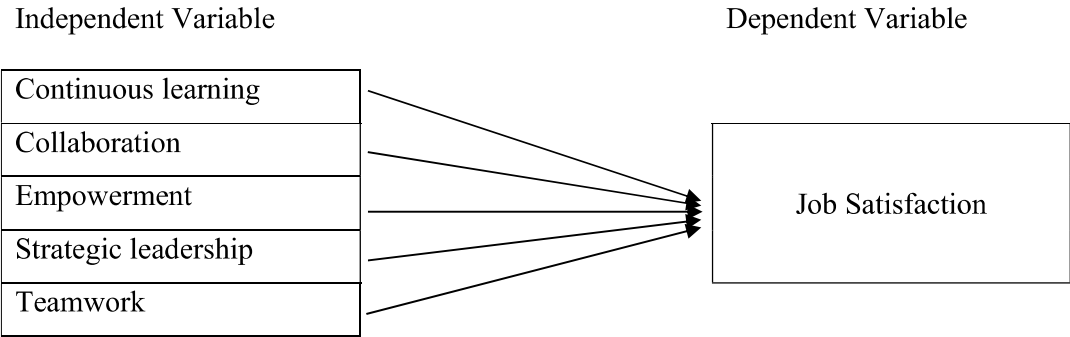
In the context of Nepal, studies show that teachers in public schools generally report higher levels of job satisfaction than those in private schools, largely due to more opportunities for professional development and promotion (Rimal et al., 2017; Bukhar et al., 2011). Gautam (2012) suggested that learning organizations can guide HR and management practices at both micro and macro levels, enhancing institutional performance.

In conclusion, the literature consistently supports the idea that learning organizations significantly enhance job satisfaction through continuous learning, collaboration, empowerment, and effective leadership. These practices not only benefit individual employees but also contribute to broader organizational success.

Conceptual Framework

Organizational learning capability refers to an organization's ability to implement policies, processes, and management practices that promote and enhance

learning (Shoid, Kassim & Salleh, 2011). It encompasses organizational elements that support learning, such as a strong learning culture and effective leadership (Richards, 1997; Chiva & Alegre, 2008). These capabilities contribute to improved adaptability, performance, and overall effectiveness (Goh, 2003; Hayas, 2002). They are essential across all organizational levels, from top management to frontline staff (Fang et al., 2011). This study proposes a conceptual framework that explores the relationship between job satisfaction (dependent variable) and key dimensions of learning organization cooperation and teamwork, continuous learning, strategic leadership, and empowerment as independent variables, based on an extensive literature review.



Source: Watkins and Marsick (1996)

Methods

This study employed a descriptive and causal-comparative research design to explore the connection between Learning Organization (LO) practices and Job Satisfaction (JS) among teachers. The research focused on 1,780 public school teachers in Lalitpur district, with a sample of 390 selected through simple random sampling. Data collection was conducted via a questionnaire using a 5-point Likert scale, assessing four key variables: Continuous Learning (CL), Strategic Leadership (SL), Team Learning & Collaboration (TLC), and Empowerment (EMP). Data were analyzed using SPSS version 27.0, utilizing descriptive statistics, correlation analysis, multiple linear regression, and stepwise regression. Results revealed that Continuous Learning and Strategic Leadership were the most significant predictors of teacher job satisfaction.

Results

The study included a total of 390 public school teachers from Lalitpur district. Among them, 210 were female (53.8%) and 180 were male (46.2%). In terms of educational qualifications, 280 teachers (71.8%) held a Master's degree, while 110

teachers (28.2%) had a Bachelor's degree. Regarding teaching experience, the participants had a diverse range, with an average teaching experience of 11.2 years. Specifically, 120 teachers (30.8%) had 1–5 years of experience, 160 teachers (41%) had 6–15 years, and 110 teachers (28.2%) had more than 15 years of teaching experience. This demographic distribution suggests a balanced mix of experienced and early-career educators, allowing for comprehensive insights into the status of learning organization practices and job satisfaction across varying backgrounds and professional levels.

The study found that all independent variables continuous learning, collaboration, empowerment, strategic leadership, and teamwork have a positive and statistically significant relationship with job satisfaction among public school teachers in the Lalitpur district. The correlation coefficients ranged from 0.50 to 0.67, indicating moderate to strong positive relationships. Specifically, continuous learning ($r = 0.52$), collaboration ($r = 0.60$), empowerment ($r = 0.67$), strategic leadership ($r = 0.55$), and teamwork ($r = 0.58$) were all significantly associated with higher levels of job satisfaction. These results support the role of learning organization practices in enhancing teacher satisfaction and institutional development.

Discussion and Conclusion

The primary objective of this study was to evaluate the presence of Learning Organization (LO) characteristics in secondary schools in Lalitpur district by examining the impact of various LO dimensions. The results showed that Team Learning and Collaboration (TLC) was the most commonly practiced dimension among teachers, suggesting a strong culture of cooperation within schools. Other components Continuous Learning (CL), Strategic Leadership (SL), and Empowerment (EMP) also played significant roles in supporting the overall learning organization framework.

Egan et al. (2004) identified seven key dimensions of a Learning Organization, including embedded systems, team learning and collaboration, empowerment, and continuous learning. The present study affirms that schools operate as learning organizations and demonstrates a meaningful connection between LO principles and the education sector.

Organizational Learning Capability (OLC) is defined as an organization's capacity to implement effective policies, processes, and managerial practices that promote learning (Shoid, Kassim & Salleh, 2011). Richards (1997) described OLC as the organizational and managerial components that enable learning, while Goh (2003) noted that the expansion of these practices leads to improved learning efficiency. Chiva

and Alegre (2008) emphasized the significance of a strong learning culture in promoting OLC.

OLC is a critical factor influencing organizational performance and effectiveness across all levels (Hayas, 2002). Alegre and Chiva (2008) suggested that learning-based changes are essential for maintaining or restoring organizational function. Furthermore, acquiring a competitive advantage depends on combining both tangible and intangible resources, with OLC playing a central role in developing organizational adaptability (Rashid et al., 2010). Empirical studies indicate that consistent practice enhances an organization's ability to respond to evolving conditions. Based on these insights, this research proposes a conceptual framework linking job satisfaction (dependent variable) to four key learning organization dimensions teamwork and collaboration, continuous learning, strategic leadership, and empowerment (independent variables).

References

- Anderson, P. W. (1997). Concepts in team learning and collaboration. *Global Research Analysis International*. 34(8). 106-115
<https://doi.org/10.1108/01437739110143024>
- Bui, Q.T. (2021), "Building a learning organization in the digital era: a proposed model for Vietnamese enterprises". *International Review of Management and Marketing*, 11(3), 42-48.
- Chapagai, S. D. (2023). Secondary Level Teachers' Job Satisfaction in Nepal: A Case of three districts. *KMC Journal*. 5(1), 241-261.
<https://doi.org/10.3126/kmcj.v5i1.52464>
- Chapagain, B.R. (2021). Job satisfaction among academicians in Nepal: The influence of institutional sector and demographic factors. *Quantitative Economics and Management Studies*. 2(2), 94-104. <https://doi.org/10.35877/454RI.qems267>
- Chegini, M. G., Dizgah, M. R., Farahbod, F., & Kordabadi, S. S. (2011). Employee empowerment and organizational effectiveness in the executive organizations. *Journal of Basic and Applied Scientific Research*, 1(9), 973–980.
- Chukwudi, I. (2014). Influence of teamwork practices on employee performance in public service in Kenya. *African Research Journal of Social Sciences and Humanities*, 1(1), 23–34. Retrieved from <https://arjess.org/social-sciences->

research/influence-of-teamwork-practices-on-employee-performance-in-public-service-in-kenya.pdf

- Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, 34(1), 29-46.
<https://doi.org/10.1177/1741143206059538>
- Dekoulou, P., & Trivellas, P. (2015). Measuring the impact of learning organization on job satisfaction and individual performance in Greek advertising sector. *Procedia-Social and Behavioral Sciences*, 175, 367-375.
DOI:10.1016/j.sbspro.2015.01.1212
- Dhammika, K. (2017). Job satisfaction, organizational commitment and OCB: an examination of three employees' behaviors in unionized work context. *Kelaniya Journal of Management*, 6(1), 14-21 <https://doi.org/10.4038/kjm.v6i1.7524>
- DiBella, A. J., & Gould, J. M. (1995). Understanding organizations as learning systems. *MIT Sloan Management Review*, 36(2), 85-95.
- Duyar, I., Gumus, S., & Bellibas, M. S. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. *International Journal of Educational Management*, 27(7), 700-719.
<https://doi.org/10.1108/IJEM-09-2012-0107>
- Duyar, I., Gumus, S., & Sukru Bellibas, M. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. *International Journal of Educational Management*, 27(7), 700-719.
DOI:10.1108/IJEM-09-2012-0107
- Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human resource development quarterly*, 279-371.
<https://doi.org/10.1002/hrdq.1104>
- Erdem Mustafa & Açar, Ibrahim (2014). Relationship between Learning Organization and Job Satisfaction of Primary School Teachers. *International Online Journal of Educational Sciences*, 2(1) 621-634. DOI:10.15345/iojes.2014.01.002
- Erdem, M., İlğan, A., & Uçar, H. İ. (2014). Relationship between Learning Organization and Job Satisfaction of Primary School Teachers. *International Online Journal of Educational Sciences*, 6(1), 2-20.
doi:<http://dx.doi.org/10.15345/iojes>.

- Gardiner and Whiting.(1997)'success Factors in Learning organizations: an empirical study', *Industrial and Commercial Training*, 41-48.
<https://doi.org/10.1108/00197859710165001>.
- Garvin DA. *Building a learning organization.. 1993 Jul-Aug;71(4):78-91. PMID: 10127041.*
- Ghayas, M. M., & Hussain, J. (2015). Job satisfaction, service quality and the customer satisfaction in the IT sector of Karachi. *IJASOS-International E-journal of Advances in Social Sciences*, 1(3), 443–451.
<https://doi.org/10.18769/ijasos.94556>
- Ghayas, M. M., & Khan, M. M. S. (2019). Learning organizational practices and job satisfaction: A case of IT sector of Karachi. *International Journal of Experiential Learning & Case Studies*, 4(2) ,345-356.
 DOI:10.22555/ijelcs.v4i2.2835
- Goh, S., & Richards, G. (1998). Benchmarking the learning capability of organizations. *European management journal*, 15(5), 575-583.
- Gundry, L. K., & Rousseau, D. M. (1994). Critical incidents in communicating culture to newcomers: The meaning is the message. *Human Relations*, 47(9), 1063–1088. <https://doi.org/10.1177/001872679404700906>
- Harris, M. M., & van Tassell, F. (2005). The professional development school as learning organization. *European Journal of Teacher Education*, 28(2), 179-194.
 DOI:10.1080/02619760500093255
- Harrison, R. (2000). *Learning and development*. Chartered Institute of Personnel and Development.
- Herminingsih, A. (2020). Transformational leadership positive influence toward employee engagement through job satisfaction and its effect on improving organizational commitment. *Journal Management Dan Pemasaran Jasa*, 13(2), 281-296 DOI: <https://doi.org/10.25105/jmpj.v13i2.6290>
- Jain, S., & Martindale, E. T. (2012). Facilitating continuous learning: A review of research and practice on individual learning capabilities and organizational learning environments. *Proceedings of the Association for Educational Communication & Technology (AECT)*, 288–297.
- Junejo, M. A., Ashraf, M., & Shaikh, S. (2020). Determinants of working environment and their influence on job satisfaction: evidence from banking

- sector. *International Journal of Experiential Learning & Case Studies*, 5(1), 100-112. DOI:10.22555/ijelcs.v5i1.3266.g603
- Kanten, P., & Ulubeyli, S. (2015). The effects of organizational structures and learning organization on job embeddedness and individual adaptive performance. *Procedia Economics and Finance*, 23, 1358–1366. [https://doi.org/10.1016/S2212-5671\(15\)00416-8](https://doi.org/10.1016/S2212-5671(15)00416-8)
- Karim,F.,&Rehman,O.(2012) Impact of job satisfaction ,perceived organizational justice and employees empowerment on organizational commitment in government organization of Pakistan. *Journal of business studies Quartely*. 3(4), 92-104. DOI: 10.4236/jssm.2010.32032
- Kayastha, D & Kayastha,R(2012) A study of occupational stress on job satisfaction among teachers with particular references to corporate, higher secondary school of Nepal: Empirical study. *Asian Journal of Management Sciences and Education*, 1(2), 52-62. <https://api.semanticscholar.org/CorpusID:55457639> }
- Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. *The Sage handbook of management learning, education and development*, 7, 42-68. <https://doi.org/10.4135/9780857021038.n3>
- Laeque, S. H., & Babar, S. (2017). Learning organization culture and firm performance: A review of literature. *International Journal of Management Sciences and Research*, 10(2), 39–44.
- Lim, D. H., & Yoon, S. W. (2008). Team learning and collaboration between online and blended learner groups. *Performance Improvement Quarterly*, 21(3), 59-72.
- Lim, T. (2010). Relationships among organizational commitment, job satisfaction, and learning organization culture in one Korean private organization. *Asia Pacific education review*, 11(3), 311-320. DOI:10.1007/s12564-010-9087-z
- Lipshitz, R., Popper, M., & Oz, S. (1996). Building Learning Organizations: The Design and Implementation of Organizational Learning Mechanisms. *The Journal of Applied Behavioral Science*, 32(3),292-310. <https://doi.org/10.1177/0021886396323004>
- Lu, H., Jia, L., Gong, S. H., & Clark, B. (2007). The relationship of Kolb learning styles, online learning behaviors and learning outcomes. *Journal of Educational*

Technology&Society. 10(4) 187-196.

<https://www.jstor.org/stable/jeductechsoci.10.4.187>

- Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human resource development quarterly*, 21(1), 41-67. doi 10.1002/hrdq.20034
- Nadeem, M. T., Riaz, A., Muhammad, M., & Riaz, A. (2018). The effect of learning organization environment and innovative work behavior under the moderation role of employee engagement in public sector organization. *International Journal of Recent Innovations in Academic Research*, 2(5), 263–272.
- Nevis, E. C., DiBella, A. J., & Gould, J. M. (1995). *Understanding organizations as learning systems*. Sloan Management Review, 36(2), 73–85.
- Song, J. H., Chai, D. S., Kim, J., & Bae, S. H. (2018). Job performance in the learning organization: The mediating impacts of self-efficacy and work engagement. *Performance Improvement Quarterly*, 30(4), 249-271.
- Tahir, R., Razak, A., & Zaman, K. (2016). Examining the impact of organizational learning change on performance. *International Journal of Economics, Commerce and Management*, 4(6), 1–9.

Contributors

Resham Raj Pathak, Faculty of Management, Nepal Commerce Campus, TU

Email: reshamrajpathak90@gmail.com

Top Lal Panthi, PhD/Corresponding Author

Email: panthibro@gmail.com