



## **Organizational Learning and Job Satisfaction of Employees in Financial Sectors**

**Surya Prasad Devakota, PhD**

Faculty of Management, Nepal Commerce Campus

Tribhuvan University, Nepal

[surya@ncc.edu.np](mailto:surya@ncc.edu.np)

<https://orcid.org/0009-0003-5975-4990>

**Ganesh Bhattarai\*, PhD**

Faculty of Management, Nepal Commerce Campus

Tribhuvan University, Nepal

[ganesh@ncc.edu.np](mailto:ganesh@ncc.edu.np)

<https://orcid.org/0000-0001-9163-5172>

### **Corresponding Author\***

Received: April 13, 2025

Revised & Accepted: May 23, 2025

Copyright: Author(s) (2025)



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

### **Abstract**

This study investigates the impact of organizational learning on employee job satisfaction in Nepal's banking sector, aiming to fill a critical research gap in this context. Specifically, it explores how workplace learning environments influence job satisfaction and examines the moderating roles of demographic factors such as gender, age, and educational qualifications. Adopting a causal research design, the study utilized a non-probability judgmental sampling method, collecting 425 valid responses. The survey instrument, divided into demographic details, job satisfaction, and organizational learning components, was developed from established studies and validated through pilot testing. Statistical tools were employed for data evaluation, including reliability analysis, regression, and principal component analysis. The results confirmed the survey's reliability, with Cronbach's Alpha values of 0.713 for job satisfaction and organizational learning. Two principal components explained 79.32% of the total variance. Findings revealed a positive impact of organizational learning on job satisfaction, with minor gender-based differences, except in perceptions of teamwork. Employees with over 20 years of experience reported higher satisfaction with learning culture and collaboration. The study's novelty is identifying organizational learning as a critical factor in enhancing job satisfaction, emphasizing the importance of fostering knowledge sharing and



a supportive workplace culture. Its implications suggest that management strategies promoting learning opportunities can significantly improve employee morale, performance, and organizational competitiveness.

**Keywords:** Job Satisfaction, Learning Environment, Learning Culture, Organizational Learning.

**JEL code:** M10      M12      M14

## **Introduction**

Many bank employees do not perform well because they prioritize personal interests over supporting the organization's goals, vision, and mission (Bhattarai, 2021a; Setiawan, 2022). After all, it is natural that personal interest and organizational interest are intertwined (Bhattarai, 2021b). In addition, some employees engage in unethical practices such as committing fraud, violating company rules, and disregarding established policies and ethical guidelines. These issues highlight the urgent need for further research into employee-related challenges in the banking sector, including low motivation, high resignation rates, elevated stress levels, and a poor work ethic (Awan & Tahir, 2015; Hasan et al., 2022).

The organizational culture significantly influences employee learning, engagement, and performance (Bhattarai & Budhathoki, 2023). Nikpour (2017), Syafii et al. (2015), and Saeed et al. (2013) have stated that a healthy organizational culture directly contributes to improved employee performance. The workplace atmosphere must be supportive and encouraging for employees to perform successfully. Employees contribute cultural assets such as motivation, intelligence, and emotions that drive workplace activities, as stated by Azadi et al. (2013) and Bhattarai et al. (2024).

Organizational learning has become essential for companies, as it helps employees develop shared knowledge and adapt to changing conditions (Chiva & Alegre, 2005). Jimenez-Jimenez and Cegarra-Navarro (2007), Lin et al. (2008), Prieto and Revilla (2006), and Zollo and Winter (2002) have stated that organizations that foster learning are better able to recognize and respond to new challenges quickly. Studies have shown that knowledge management and learning significantly enhance organizational performance (Kassim & Shoid, 2013; Rowley, 2000). The structures, management techniques, and processes that support continuous learning are an organization's organizational learning capability (OLC) (Dibella et al., 1996; Goh & Richards, 1997). Organizations with strong OLC can implement effective management practices that promote and sustain learning (Goh, 2003).

It is widely believed that "a happy worker is an effective worker" (Moghimi, 2006). Experts assert that employees who are satisfied with their jobs tend to perform better and contribute positively to business success. Conversely, dissatisfied employees are more likely to engage in misconduct, which can harm the organization (Amiri et al., 2010). Job satisfaction is influenced by various factors such as workplace culture, job responsibilities, and working conditions



(Güleriüz et al., 2008). These factors can differ significantly from employee to employee and may evolve (Lo & Ramayah, 2011). Organizational learning capability, which helps create a positive work environment, is essential to job satisfaction (Chiva & Alegre, 2008).

Chiva et al. (2007) identified five key elements that enhance organizational learning: experimentation, risk-taking, dialogue, interaction with the external environment, and participative decision-making. These components support the development of a learning culture that enhances employee productivity and satisfaction.

Considering the existing literature, researchers worldwide have conducted substantial studies on organizational learning and job satisfaction. Some Nepalese literature also discusses these two constructs separately. However, few studies have examined the relationship between organizational learning and job satisfaction in Nepal's banking sector. This study addresses this research gap by providing theoretical insight and practical knowledge for managers, policymakers, and researchers.

The primary objective of this study is to examine organizational learning and its impact on employee job satisfaction in Nepal's financial sector. In addition, the study investigates the organizational learning environment that supports learning within individual banking institutions. Furthermore, it examines the moderating effects of demographic variables such as gender, age, and educational qualifications.

### **Importance of the study**

This study explores key factors influencing employee satisfaction and performance, particularly in the banking sector. It emphasizes the importance of aligning workers with the organization's mission, vision, and goals, noting that prioritizing personal interests over corporate objectives can hinder overall success. Employers should cultivate a sense of purpose among employees through a positive workplace culture that enhances engagement, learning, and achievement. Promoting continuous learning helps staff adapt to new challenges, and Organizational Learning Capability (OLC) plays a vital role in developing systems that support education, boost productivity, and sustain competitiveness. Job roles, learning opportunities, and working conditions significantly impact employee behavior, productivity, and satisfaction. Managers are central to fostering a learning-oriented environment by supporting continuous education, encouraging collaboration, transparency, and open communication, and increasing motivation and engagement. Managers can mitigate high turnover, misconduct, and fraud by focusing on job responsibilities, workplace conditions, and organizational culture while promoting innovation, calculated risk-taking, and participative decision-making. Ultimately, a culture prioritizes learning, and employee well-being enhances job satisfaction and performance, aligning individual efforts with organizational success and long-term sustainability.

### **Review of Literature**

This paper section includes the literature defining job satisfaction and organizational learning. It attempts to demonstrate the connection between job satisfaction and organizational learning to verify that the construct is valid for analyzing the concepts.



### **Organizational Learning**

Based on the research, learning within an organization is crucial for change to be successful and performance to improve (Garvin, 1993; Hendry, 1996). To develop skills and resources that improve performance, organizational learning entails producing, obtaining, and applying knowledge (Chonko et al., 2003; Choe, 2004; Gonzales, 2001; Lopez et al., 2005; Wu & Cavusgil, 2006). Research shows that employee job satisfaction and workplace learning are related. For instance, Rowden and Conine (2005) discovered that learning opportunities increased employee satisfaction in small US banks. Egan et al. (2004) and Bhattarai (2016) found that an organization's learning culture positively impacts job satisfaction. Bromfield-Day (2000) also discovered that workers prepared to learn independently are typically happier in their positions.

The degree to which an organization facilitates learning is known as its organizational learning capability (Fang et al., 2011). Organizations can adapt and maintain competitiveness by implementing learning-driven improvements (Alegre & Chiva, 2008). Building learning capacities is essential to encouraging development and creativity. Organizational culture significantly shapes learning processes (Janicijevic, 2013; Alsabbagh & Al Khalil, 2017). Instead of being a static objective, learning is an ongoing process. Its three fundamental components are knowledge creation, maintenance, and sharing (Argote & Miron-Spektor, 2011). Organizations with a strong learning culture can better adjust to the ever-changing landscape (Eldor, 2017; Dajani, 2015). Workers can make better decisions if they acquire experience through learning (Argote & Miron-Spektor, 2011).

Based on research, companies that prioritize learning create superior governance frameworks and knowledge management plans, and research indicates that for change to be successful and performance to improve, learning within an organization is essential (Garvin, 1993; Hendry, 1996). Organizational learning involves creating, acquiring, and using information to build resources and abilities that enhance performance (Chonko et al., 2003; Choe, 2004; Gonzales, 2001; Lopez et al., 2005; Wu & Cavusgil, 2006). Workplace learning and employee job satisfaction are linked, according to research. For example, learning opportunities raised employee satisfaction in small US banks (Rowden & Conine, 2005). Likewise, Egan et al. (2004) and Bhattarai and Budhathoki (2023) claimed that an organization's learning culture benefits job satisfaction.

Furthermore, Bromfield-Day (2000) found that employees are generally happier in their jobs when they are ready to study on their own. Technology (Miron-Spektor & Argote, 2011). Workers dedicated to lifelong learning contribute to preserving a business's competitive edge (Nafei, 2015; Alsabbagh & Al Khalil, 2017). Shoid et al. (2011) identified eight important organizational learning factors that affect knowledge management in academic libraries. System thinking, organizational culture, leadership, ICT, knowledge sharing, collaboration, shared vision, and employee skills are some of these elements (Goh & Richards, 1997, 2003; Neefe, 2001; Hishamuddin et al., 2010). Chiva et al. (2007) stated that experimentation, risk-



taking, engagement with the outside world, discussion, and participatory decision-making are the five key elements that facilitate organizational learning.

Nevis et al. (1995) mentioned that experimentation is the extent to which novel concepts and recommendations are considered and handled empathetically. Experimentation entails implementing modifications to work procedures, experimenting with new ideas, or simply being interested in how things operate (Bhattarai, 2016; Nevis et al., 1995). Tolerating ambiguity, uncertainty, and mistakes can be interpreted as taking risks. To do this, Sitkin (1996) explores the benefits and drawbacks of both success and failure, even going so far as to say that failure is necessary for effective organizational learning.

The extent of relationships with the outside world is known as interaction with the outside world. Babuji and Crossan (2004) state that an organization's external environment comprises elements outside its direct control. Likewise, Isaacs (1993) and Bhattarai and Budhathoki (2023) mentioned an ongoing group investigation into daily life's procedures, presumptions, and certainties. According to some scholars (Dixon, 1997), discussion is essential to organizational learning. The degree of employee involvement in the decision-making process is known as "participative decision-making" (Cotton et al., 1988). Organizations use participatory decision-making to reap the rewards of higher employee engagement, job happiness, and organizational commitment (Scott-Ladd and Chan, 2004).

### **Job Satisfaction**

Employee behavior and overall organizational performance are influenced by job satisfaction (Rowden, 2002). Spector (1997) mentioned that it is commonly described as the degree to which workers are satisfied with their jobs in relation to their expectations. While discontent can result in absenteeism and attrition, contented workers are typically healthier and more productive (Fenwick, 2006; Mosaddegh-Rad, 2004). Research indicates that factors such as pay, workload, training, relationships at work, performance reviews, and promotions all impact job satisfaction (Kapoor et al., 2016) and positive workplace behavior (Bhattarai et al., 2024). Enhancing staff performance and competency requires training (Alainati et al., 2010). Suzan and Marjulin (2016) tested that learning organizations foster skill development, resulting in superior work performance. Organizational learning enhances business performance and flourishes where employees best fit their workplace environment (Bhattarai & Bhdhathoki, 2023; Nzioka, 2012).

Mosaddegh-Rad (2004) stated that job satisfaction is critical in inspiring and enhancing workers' output. If dissatisfied, workers may search for different employment opportunities (May & Ramayah, 2011). According to research, an employee's job satisfaction is more important than whether or not all of their demands are satisfied (Locke, 1976). Salary, promotions, work clarity, and the chance to apply talent are some elements that affect job satisfaction (Ting, 1997; Lo & Ramayah, 2011). Furthermore, organizational structure and workplace culture are significant factors (Egan et al., 2004). Managers can increase job satisfaction by guaranteeing effective communication and involving workers in decision-





making (Kim, 2002). Satisfaction is also significantly impacted by leadership and staff empowerment (Eylon & Bamberger, 2000; Gaertner, 2000; Griffin et al., 2001).

Kim (2002) discovered that job satisfaction rises when managers effectively communicate with staff members and involve them in decision-making. After reviewing several studies, Wagner and LePine (1999) and Bhattarai (2016) concluded that job satisfaction is highly influenced by work performance and participation. Daniels and Bailey (1999) concluded that when workers participate in decision-making, they feel more fulfilled. Additionally, Eylon and Bamberger (2000) found that job satisfaction increases when workers have greater influence over their work. A significant factor in employee satisfaction is workplace culture. Johnson and McIntey (1998) tested that acknowledgment, empowerment, and involvement are the most potent cultural elements associated with job satisfaction. Likewise, Bhattarai and Budhathoki (2023) and Gaertner (2000) stated that leadership is essential in fostering innovation, motivating teamwork, and assisting staff members in increasing job satisfaction. Similarly, cooperation boosts workers' perception of workplace autonomy, raising job satisfaction (Bhattari et al., 2024 & Griffin et al., 2001).

### **Organizational Learning and Job Satisfaction**

Most research looks at the relationship between specific work attributes and job happiness. The most important paradigm for comprehending how job characteristics impact people is Hackman and Oldham's (1980) Job Characteristics Theory. Likewise, job satisfaction is significantly influenced by corporate culture and structure (Egan et al., 2004; Bhattarai & Budhathoki, 2023). However, little research considers the five aspects that characterize organizational learning potential when examining work satisfaction. In organizational learning, employee engagement and participatory management are two significant elements that impact work satisfaction.

Bussing et al. (1999) discovered a connection between employee engagement and job satisfaction. Kim (2002) and Bhattarai (2016) stated that job satisfaction can be increased by participative management combined with good communication between supervisors. In a meta-analysis, Wagner and LePine (1999) found that job satisfaction is significantly impacted by work performance, job participation, and workplace environment (Bhattarai & Budhathoki, 2023; Bhattarai et al., 2024). Daniels and Bailey (1999) stated that involving workers in decision-making improves job satisfaction. Eylon and Bamberger (2000) tested that empowerment significantly impacts job happiness. Moreover, according to Johnson and McIntey (1998), the cultural elements that have the strongest correlations with job satisfaction are empowerment, involvement, and acknowledgment. Likewise, leadership characteristics significantly impact job happiness, encouraging teamwork and questioning conventions (Bhattarai et al., 2024; Gaertner, 2000).

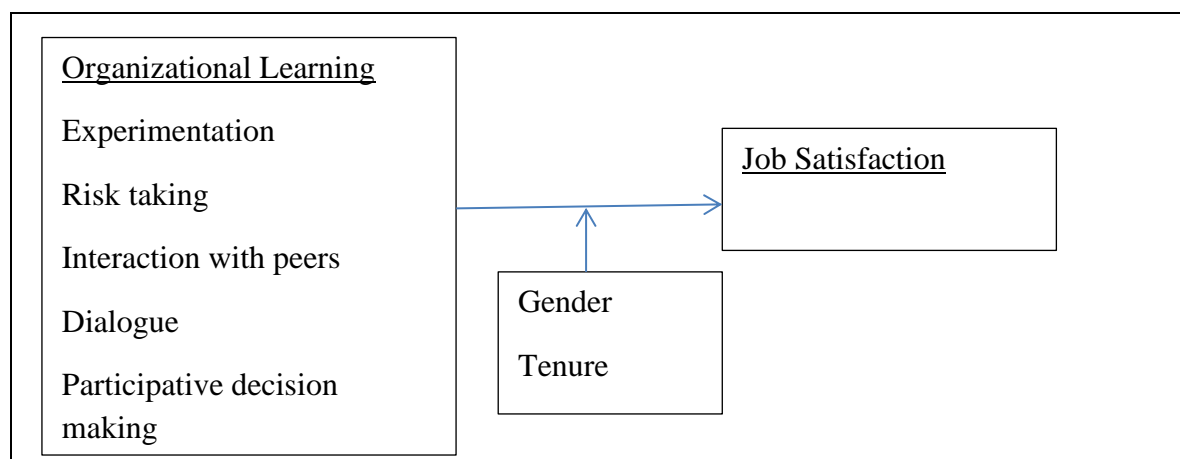
Job satisfaction is impacted by views of workplace autonomy, which are favorably correlated with teamwork (Griffin et al., 2001). A positive corporate culture and a perceived supportive political workplace correlate with employee performance (Bhattarai, 2021a; Bhattarai, 2021b). Employees in companies with a strong culture fully comprehend, uphold, and advance common

ideals. Employee behavior and actions demonstrate performance, reflecting their responsibilities' real output (Lopez-Cabarcos et al., 2022). Organizations must evaluate and validate employee performance to ascertain how successfully they achieve their objectives and realize their vision. Performance is another important consideration when assessing the effects of organizational policies (Saeed et al., 2013). Performance can be impacted by a good company culture that fosters problem-solving and increases job satisfaction (Bhattarai, 2021b; Bhattarai et al., 2024). However, organizational success may suffer if the culture does not adapt to stakeholders' shifting expectations (Nikpour, 2017) as well as proper cultural matching (Bhattarai & Budhathoki, 2023)

Employee performance is impacted by organizational culture over an extended period (Zhenjing, 2022). It assists staff in understanding behaviors consistent with the company's values and acclimating to the corporate environment. Employees are guided to carry out their duties efficiently by a strong culture (Bhattarai, 2016; Senge, 2002). Similarly, Saeed et al. (2013) and Bhattarai et al. (2024) stated that employee performance suffers as company culture and workplace behavior deteriorate. Employees use culture as a set of values to help them make the right choices and actions. In their study, Syafii et al. (2015) affirmed the link between employee performance and corporate culture.

Businesses that give tools for learning and success and match their objectives with the requirements of each individual are more likely to succeed. Likewise, Rowden and Conine (2005) tested that such companies are more successful because they prioritize learning and development, which raises profitability and job satisfaction. Their research on small US commercial banks found a strong correlation between job happiness and workplace learning. Moreover, employee job satisfaction and corporate learning culture correlate positively (Egan et al., 2004; Bhattarai & Budhathoki, 2023). Bromfield-Day (2000) discovered a favorable correlation between job satisfaction and employee preparedness for self-directed learning.

The following research framework was developed from the previously discussed literature, and it is used to investigate the connection between job satisfaction and organizational learning.



*Adopted from: Conceptual Model by Sayyed and Sayyed (2012)*



## Research methods

The primary foundation for this study is the survey design that investigates the connection between organizational learning and job satisfaction among employees in Nepal's banking industry. It investigates the subject matter's learning environment and how it affects student satisfaction. It is a correlational study since it will attempt to explore the link between the variables under investigation. The sample respondents' responses were gathered using the non-probability judgmental sampling technique. Out of the 500 questionnaires that were issued to the staff, 425 (85%) of the complete replies were gathered and utilized for this investigation.

Three sections comprise the questionnaire, with the first used to gather the respondents' demographic data. The second and third parts cover the respondents' work satisfaction and learning environment. The questions were developed from the study of Sayyed and Sayyed (2012), and 25 experts from various fields of competence participated in the pilot testing to know the validity of the questions, which were formulated based on the literature. The questionnaire's second and third sections used a 5-point rating system, with one denoting "strongly disagree" and five denoting "strongly agree."

The statistical tools were used to examine the questionnaire. An alpha test to assess the questionnaire's reliability revealed that the section's internal consistency was 71% and that the overall consistency was greater than 80%. The significance level, f-test, correlation, and regression analysis were used to assess the information's validity. The components that describe the variables were investigated using principal component analysis. This study also employed the mean and standard deviation to determine the participants' opinions.

Table 1: Reliability (internal consistency) of the variables

Variables	Cronbach's Alpha	No.
Organizational Learning	0.713	7
Job Satisfaction	0.713	7
Over-all	0.809	14

No. = Number of items used in these calculations

Using Cronbach's Alpha, which gauges how consistently a collection of items (questions) evaluate a specific notion, Table 1 displays the dependability of several factors. A higher value indicates better reliability. Based on seven items, the dependability score for job satisfaction and organizational learning is 0.713. When both variables are included, the overall dependability score for 14 items is 0.809. This implies that the questionnaire or survey used to measure these topics is generally dependable.

## Analysis and Discussions

Table 2: Principle Component Analysis of Organizational Learning

Components	Initial Eigenvalues			Extractions sum of Squares Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.944	42.060	42.060	2.944	42.060	42.060



2	2.608	37.260	79.320	2.608	37.260	79.320
3	0.784	11.199	90.519			
4	0.336	4.794	95.312			
5	0.169	2.417	97.729			
6	0.102	1.454	99.183			
7	0.057	0.817	100.000			

Extraction Method: Principal Components Analysis

Table 2 shows the findings of a Principal Component Analysis (PCA), which divides a set of variables into smaller parts while preserving as much information as feasible.

The primary components are listed in the first column (1 to 7). The "Initial Eigenvalues," which illustrate how much variance each component explains, are displayed in the second column—the more significant the component, the higher the value. The cumulative percentage and the percentage of variance explained by each component are shown in the third and fourth columns. The first component explains 42.06% of the variance, while 37.26% is added by the second, for 79.32%.

Since the first two components are the most important, their values after extraction are displayed in the fifth and sixth columns (Extraction Sum of Squares Loadings). The first two factors are the most significant because they account for 79.32% of the total variance, whereas the other factors make up a significantly smaller portion. Principal Component Analysis (PCA), which simplifies complex data by concentrating on essential aspects, is the extraction technique employed.

**Table 3: Principle Component Analysis of Job Satisfaction**

Components	Initial Eigenvalues			Extractions sum of Squares Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.560	50.857	50.857	3.560	50.857	50.857
2	1.728	24.680	75.537	1.728	24.680	75.537
3	0.756	10.803	86.340			
4	0.562	8.035	94.375			
5	0.241	3.446	97.821			
6	0.106	1.513	99.334			
7	0.047	0.666	100.000			

Extraction Method: Principal Components Analysis

Table 3 displays the findings from a PCA, a technique that divides a big collection of variables into smaller parts while keeping most of the original data. Component 1 captures the most significant variation in the data, accounting for 50.857% of the total variance with an eigenvalue of 3.560. With an extra 24.680% of the variation described by Component 2, which has an eigenvalue of 1.728, the cumulative variance explained is 75.537%. Smaller amounts of

the overall variance are contributed by the remaining components (3 to 7) whose eigenvalues are less than 1. Since they each contribute very little to the total variance, they are typically not considered for additional analysis.

Principal Components Analysis (PCA) is the extraction method employed, and only the top two components are kept because they account for most of the variance and their eigenvalues are greater than 1.

**Table 4: Organizational Learning Components moderated by gender**

Components	Male		Female		Total	
	Mean	Std.	Mean	Std.	Mean	Std.
Our organization gives an opportunity for employees to think about the system	2.93	0.560	2.90	0.567	2.91	0.563
We have a learning culture in the organization	2.96	0.723	2.88	0.700	2.91	0.710
We use the information and communication technology in our organization	2.82	0.627	2.82	0.616	2.82	0.620
We have the opportunity to share knowledge in our organization	2.91	0.687	2.87	0.689	2.89	0.688
We work in the organization as team to deliver the results	3.91	0.599	3.17	0.623	3.18	0.612
We share the vision with all the employee	2.96	0.877	2.88	0.855	2.91	0.864
We have an opportunity to lean the skill needed to accomplish the duty	3.06	1.087	3.05	1.108	3.05	1.098

Std. = Standard Deviation, Number of total respondents= 425, Male= 180, Female= 245

Data on organizational learning components are included in Table 4, which compares the answers of male and female employees. It contains the average scores and standard deviations for different organizational learning components. Overall, opinions of opportunities to think about the system (mean: 2.91) and having a learning culture (mean: 2.91) are similar for male and female employees. Each group gives information and communication technology use an identical rating (mean: 2.82). Gender differences regarding sharing the organization's vision (mean: 2.91) and knowledge (mean: 2.89) are also minimal.

On the other hand, there is a discernible variation in how men and women rate teamwork, with men scoring it higher (mean: 3.91) than women (mean: 3.17). Men and women have about the same learning chances for developing the abilities they need (mean: 3.05). Considering the research, male and female employees assess most components of organizational learning similarly, while gender-based disparities exist in how they view teamwork.

**Table 5: Organizational Learning Components moderated by Tenure**

Components	1- 10 yrs		10-20 yrs		20 and above	
	Mean	Std.	Mean	Std.	Mean	Std.
Our organization gives an opportunity for an employee to think about the system	2.90	.0569	2.92	0.575	2.93	0.528
We have a learning culture in the organization	2.86	0.676	2.93	0.741	3.01	0.726
We use the information and communication technology in our organization	2.85	0.599	2.77	0.657	2.84	0.594
We have the opportunity to share knowledge in our organization	2.84	0.660	2.93	0.741	2.91	0.640
We work in the organization as a team to deliver the results	3.18	0.622	3.15	0.637	3.27	0.528
We share the vision with all the employee	2.87	0.829	2.99	0.881	2.84	0.839
We have an opportunity to learn the skills needed to accomplish the duty	2.97	1.075	3.15	1.130	3.04	1.084

Std. = Standard Deviation, Number of total respondents= 425, Male= 180, Female= 245

Data on organizational learning components by employee tenure was shown in Table 5 for three groups: those with 1–10 years, those with 10–20 years, and those with 20 years or more. It contains the average scores and standard deviations for different organizational learning components. With mean scores of 2.90, employees of all tenure groups largely concur that their company offers chances to consider systems. Employees over 20 years of service have a slightly stronger learning culture (3.01) than the other groups. With just slight differences, all groups use information and communication technologies similarly. All groups report similar opportunities for knowledge sharing, with ratings near 2.90.

All tenure groups seem to value teamwork, with individuals with more than 20 years of experience having the highest mean (3.27). There is some variance in the sharing of vision, with the group aged 10 to 20 having the most excellent mean (2.99). Lastly, the 10–20 age group has the highest rating for the chance to acquire the required abilities (3.15). The responses from 425 employees—180 men and 245 women—form the basis of Table 5.

**Table 6: Job Satisfaction Components moderated by gender**

Components	Male		Female		Total	
	Mean	Std.	Mean	Std.	Mean	Std.
The managers in our organization communicate and encourage participating in decision-making	3.32	0.803	3.31	0.817	3.32	0.810

We have competitive salaries offered by the organization	3.50	0.689	3.45	0.726	3.47	0.710
We have a scientific system for promoting employees	3.39	0.759	3.40	0.822	3.40	0.795
We have clarity in the work provided by the organization	3.43	0.866	3.47	0.889	3.45	0.879
We have a better workplace culture	2.17	0.931	2.10	0.900	2.13	0.913
Our managers are friendly and supportive	2.32	0.881	2.30	0.857	2.31	0.866
We can use our skills to deliver the results	3.50	0.664	3.50	0.638	3.50	0.648
Std. = Standard Deviation, Number of total respondents= 425, Male= 180, Female= 245						

Table 6 shows the mean and standard deviation for each work satisfaction component for male and female employees. There were 425 responses, 180 of which were men and 245 were women.

Both men and women score similarly on the first component, "The managers in our organization communicate and encourage participation in decision-making," with a mean score of 3.32 for men and 3.31 for women. The standard deviations, which are 0.803 for men and 0.817 for women, are thus quite comparable. Regarding pay, men's mean score for the component "We have a competitive salary offered by the organization" is 3.50, somewhat higher than women's 3.45. Both groups had an aggregate mean of 3.47, with standard deviations of 0.726 for girls and 0.689 for males. Regarding the "scientific system in promoting employees," the mean score for men and women was 3.39 and 3.40, respectively. With standard deviations of 0.822 for females and 0.759 for males, the overall mean is 3.40. Males and females rank the organization's work's clarity similarly, with men rating 3.43 and women 3.47, for a mean score of 3.45 overall. The male and female standard deviations are 0.866 and 0.889, respectively.

Males gave the component "We have a better workplace culture" a mean score of 2.17, while females gave it a mean score of 2.10. With comparable standard deviations (0.931 for males and 0.900 for females), the overall mean is 2.13. Males and females have mean scores of 2.32 and 2.30, respectively, for the statement, "Our managers are friendly and supportive," for a mean score of 2.31. The male and female standard deviations are 0.881 and 0.857, respectively. Finally, with a mean score of 3.50 and standard deviations of 0.664 for men and 0.638 for women, men and women scored the component "We can use our skills to deliver the results" equally. This component's overall mean is likewise 3.50. The Table 6 compares many aspects of job satisfaction and reveals that, on the whole, men and women give equal ratings to each other, with minor variations in a few areas.



**Table 7: Job Satisfaction Components Moderated by Tenure**

Components	0-10		10-20		20 and above	
	Mean	Std.	Mean	Std.	Mean	Std.
The managers in our organization communicate and encourage participating in decision making	3.33	0.808	3.26	0.823	3.40	0.788
We have competitive salary offered by the organization	3.42	0.712	3.51	0.720	3.53	0.684
We have scientific system in promoting employees	3.40	0.812	3.41	0.807	3.37	0.731
We have clarity in the work provided by the organization	3.51	0.844	3.35	0.951	3.53	0.794
We have better work place culture	1.99	0.850	2.25	0.995	2.23	0.847
Our managers are friendly and supportive	2.20	0.872	2.35	0.838	2.47	0.890
We can use our skills to deliver the results	3.54	0.646	2.41	0.688	3.59	0.548

Std. = Standard Deviation, Number of total respondents= 425, Male= 180, Female= 245

Tenure-moderated work satisfaction components are shown in Table 7 and are divided into three groups: those with 0–10 years, those with 10–20 years, and those with 20 years or more. Each of the seven job satisfaction components shown in the Table 7 has a matching mean score and standard deviation for each tenure group.

The mean communication and decision-making participation scores range from 3.26 to 3.40, indicating a modest rise in satisfaction with longer Tenure. The standard deviation ranges from 0.79 to 0.82 and is reasonably constant. Competitive wage: Across all tenure groups, satisfaction with the competitive salary offered shows a slight improvement, with a mean score of 3.42 for those 0–10 years and 3.53 for those 20 years and more. The replies are consistent, as indicated by the standard deviations, ranging from 0.68 to 0.72. Promotion System: With a slight variance, the average scores for the scientific system in promoting personnel are nearly 3.40 for all categories. The standard deviations, which range from 0.73 to 0.81, stay relatively constant.

Clarity of Work: With mean ratings ranging from 3.35 to 3.53, employees express a comparatively high level of satisfaction with the clarity of their work. The group aged 10 to 20 has the most significant standard deviation, indicating greater response variability. Workplace Culture: Across all tenure groups, satisfaction with workplace culture ranges from 1.99 to 2.25, which is relatively low. Longer Tenure is associated with a minor improvement in satisfaction, but generally, this component receives the lowest ratings. Manager Support: Mean scores for satisfaction with managers' friendliness and support rise from 2.20 to 2.47 as tenure increases.



The minor fluctuation in the standard deviations suggests a fair range in employees' experiences with management help.

Use of Skills to Produce Results: The group with 20+ years of experience is most satisfied with using skills to produce results (mean 3.59), while the group with 10-20 years of experience has the lowest score (2.41). This demonstrates that satisfaction significantly decreased between the 0–10 and 10–20 year groups before increasing again in the 20+ year group. Overall, the data indicates that while job happiness increases with Tenure in some areas, such as pay and work clarity, workplace culture and management support show mixed or decreased satisfaction, particularly in the 0–10-year group.

**Table 8: Variables Association (Correlation Matrix)**

		Organizational Learning	Job Satisfaction
Organizational Learning	Pearson Correlation	1	
	Sig. (2-tailed)		
Job Satisfaction	Pearson Correlation	0.567	1
	Sig. (2-tailed)	0.000	

\*\* Correlation is significant at the 0.01 level (2-tailed), No. of Respondents= 425

The relationship between two variables—organizational learning and job satisfaction—is displayed in Table 8. Since a variable is always fully correlated, the Pearson Correlation value for organizational learning with itself is 1, as predicted. Job satisfaction and organizational learning have a moderately good association, as seen by their 0.567 Pearson Correlation. This implies that job satisfaction tends to rise in tandem with organizational learning. This association is statistically significant since its significance level (Sig. value) is 0.000, less than 0.01. There were 425 responders in this study.

**Table 9: The Impact of Organizational Learning on Job Satisfaction without Moderating Effect**

Model		Sum of Squares	Df.	Mean Square	F	Sig.
1	Regression	32.6008	1	32.608	199.948	0.000 <sup>b</sup>
	Residual	68.985	423	0.163		
	Total	101.593	424			

a. Dependent variable: Job Satisfaction, b. Predictors: (Constant), Organizational Learning

The findings of a statistical analysis looking at how organizational learning affects work satisfaction are shown in Table 9. It displays the following essential elements:

The variance in job satisfaction attributed to organizational learning is 32.6008, as indicated by the regression sum of squares. The sum of squares, 68.985 indicates the difference in work

satisfaction that the model cannot account for. The sum of squares for the entire variance in work satisfaction is 101.593.

The association between organizational learning and work satisfaction is statistically significant, as indicated by the p-value (Sig.) of 0.000, which is less than 0.05, and the F-value of 199.948, which gauges the model's overall significance. The model's low p-value and substantial F-value demonstrate that organizational learning significantly affects job satisfaction. Four hundred twenty-four data points are used in the study, with job satisfaction serving as the dependent variable and organizational learning as the predictor variable.

**Table 10: Impact of Organizational Learning on Job Satisfaction with the moderating effect**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	$\beta$	Std. Error	$\beta$	t	
1 (Constant)	4.112	.145		28.435	.000
Organizational Learning	-.105	.042	-.131	-2.462	.014
Moderator 1	.026	.011	.121	2.333	.020
Moderator 2	.001	.006	.013	.255	.799

a. Dependent Variable: Job Satisfaction

Table 10 explains that the Unstandardized Coefficient (B) = -0.105 indicates that job satisfaction falls by 0.105 units for every unit rise in organizational learning when moderators are held constant. In standardized terms, a slight to moderately negative influence is indicated by the Standardized Coefficient (Beta) = -0.131. At the 0.05 level, the following values show statistical significance:  $t = -2.462$ ,  $p = .014$ . Despite its apparent contradiction, higher organizational learning is substantially linked to poorer work satisfaction in the sample. This merits further investigation; organizational learning can be complex or stressful.

Assuming all other factors remain constant, the Unstandardized Coefficient (B) = 0.026 of Moderator1 indicates that for every unit increase in Moderator1, Job Satisfaction rises by 0.026 units. Likewise, the positive effect of Moderator1 is indicated by the Standardized Coefficient (Beta) = 0.121. Moderator 1 has a positive and substantial link with job satisfaction, as noted in the statistical significance of  $t = 2.333$ ,  $p = .020$ . In other words, it increases satisfaction depending on what Moderator1 stands for (e.g., perceived support, autonomy).

Moderator 2's Unstandardized Coefficient (B) = s.001 indicates little impact per unit increment. 0.013 for the Standardized Coefficient (Beta) denotes a negligible influence. The results show it is not statistically significant ( $t = 0.255$ ,  $p = .799$ ). According to the Model, Moderator 2 has



no discernible effect on job satisfaction. It may be dropped unless a compelling theoretical argument exists to keep it.

### **Findings**

The survey is deemed reliable for assessing these ideas with an overall reliability score of 0.809 and Cronbach's Alpha values of 0.713 for job satisfaction and organizational learning. The first two components explain 79.32% of the variance, 42.06% and 37.26%, respectively. The remaining factors are insignificant and comprise a small portion of the total variation.

Except for teamwork, where men gave it a higher rating, male and female employees' perspectives of organizational learning are identical. Workers with over 20 years of experience express more satisfaction with the learning culture and cooperation. However, all parties mostly concur on the availability of learning opportunities and knowledge sharing. Most job satisfaction factors are rated similarly by male and female employees, except for minor variations in pay and workplace culture. "Using skills to deliver results" is equally rated by men and women.

The analysis reveals a statistically significant but counterintuitive negative relationship between organizational learning and job satisfaction, suggesting that increased learning may be perceived as stressful in this context. Gender positively and significantly influences job satisfaction, implying that factors like perceived support or autonomy could enhance employee contentment. In contrast, education shows no meaningful impact and may be excluded from the model unless justified by theory. Overall, the findings highlight the complexity of workplace dynamics and the need for further investigation into how organizational learning affects employee well-being.

Longer-tenured workers typically express greater satisfaction with their pay, job clarity, and manager support. However, ratings of management support and workplace culture are generally poor, particularly for workers with less experience. Job satisfaction and organizational learning have a somewhat positive connection (0.567), meaning that when organizational learning improves, so does job satisfaction. There is statistical significance in this association. The association between organizational learning and work satisfaction is significant, as evidenced by the F-value of 199.948 and the p-value of 0.000.

### **Discussions**

The study highlights the relationship between job satisfaction, organizational learning, and counterproductive work behavior. Employees' job satisfaction increases their organizational learning, reducing counterproductive work behavior. This evidence suggests that job satisfaction is key in encouraging employees to learn and perform tasks effectively. Motowildo et al. (1997) mentioned that employees acquire experience through various learning activities that apply to task performance. Therefore, employee satisfaction increases as organizational learning increases, reflected in improved performance.

Employee job satisfaction is crucial as it allows individuals to explore growth opportunities. Research by Anjum and Parvez (2013) supports this by showing that job satisfaction enhances motivation for learning. When nurses move to larger cities like Lahore and join public



hospitals, job satisfaction increases, boosting their learning and service quality (Thu et al., 2015).

The study also found that marital status significantly impacts counterproductive work behavior. Married female nurses, who often bear greater family responsibilities, are more likely to engage in counterproductive behaviors due to the added stress of balancing work and home life (Al-Lamky, 2007). This finding reflects the impact of personal responsibilities on work behavior. Another important finding is that when job satisfaction is low, organizational learning does not reduce counterproductive work behavior. This suggests that employees are less likely to engage in work-related activities or learning opportunities when they are dissatisfied with their jobs. Weir (2013) supports this idea, as job dissatisfaction often leads to disengagement from job-related tasks, including learning activities.

Low job satisfaction is a significant barrier to employee training or skill development engagement. Nurses dissatisfied with their jobs are less likely to participate in workshops or seminars, leading them to rely on outdated skills. They continue using their previous knowledge, which hinders their ability to adapt to new working methods and ultimately reduces job performance. Kalleberg's (1997) job satisfaction theory suggests that employees with greater control over their job characteristics are more likely to experience job satisfaction and receive greater rewards.

Interestingly, employees with low job satisfaction showed minimal interest in counterproductive activities, such as gossiping or complaining about the organization. This suggests that job dissatisfaction can lead to a complete lack of engagement in positive and negative work-related activities.

These findings underline the importance of job satisfaction in influencing counterproductive behaviors. The study also revealed that organizational learning significantly improves job satisfaction, with a positive correlation (0.567) between the two variables. The statistical analysis supports this, showing a highly significant relationship between organizational learning and job satisfaction, with an F-value of 199.948 and a p-value of 0.000.

The reliability of the survey measuring organizational learning and job satisfaction is confirmed, with Cronbach's Alpha scores of 0.713 for both concepts and an overall reliability score of 0.809. Principal Component Analysis shows that the first two components explain 79.32% of the variance, highlighting the most significant factors in the data. Gender differences were minor, with males rating teamwork higher, but overall, both male and female employees had similar perceptions of organizational learning and job satisfaction. Employees with more than 20 years of Tenure reported higher satisfaction with teamwork and learning culture.

Additionally, employees with longer Tenures report higher satisfaction with their salary, job clarity, and manager support, though workplace culture remains challenging. This suggests that improving organizational learning can increase job satisfaction across all employee groups.

In conclusion, enhancing organizational learning opportunities can significantly improve job satisfaction, reduce counterproductive work behaviors, and improve overall performance.



### **Conclusion:**

The survey measuring organizational learning and job satisfaction demonstrates strong reliability and internal consistency. Principal Component Analysis reveals that the first two components account for most of the variance, allowing the analysis to focus on key factors. Although slight gender differences exist in perceptions of teamwork and workplace culture, male and female employees rate most aspects of organizational learning and job satisfaction similarly. Tenure-related differences show that more experienced employees generally report higher satisfaction in several areas, yet workplace culture remains an important area needing improvement. The positive correlation between organizational learning and job satisfaction suggests that enhancing learning opportunities within the organization could increase overall job satisfaction. Statistical analysis confirms that organizational learning significantly influences job satisfaction, indicating that efforts to strengthen organizational learning may boost employee satisfaction levels.

### **Practical Implications:**

The reliability of the survey, as indicated by Cronbach's Alpha values of 0.713 for both job satisfaction and organizational learning, demonstrates that the instrument can be trusted to assess these dimensions effectively. The findings suggest that the first two components of the survey, accounting for 79.32% of the variance, are the most significant, highlighting the importance of these factors in understanding organizational dynamics.

The study reveals that, except for teamwork (where male employees rated it higher), perceptions of organizational learning are largely consistent across genders. This implies that gender does not significantly affect overall organizational learning, and managers should focus on other factors, like enhancing collaboration and communication across teams, to foster a more inclusive learning culture. Additionally, workers with over 20 years of experience exhibit more satisfaction with the learning culture and cooperation, which may indicate that experienced workers value long-term investment in employee development.

The link between job satisfaction and organizational learning, with a correlation of 0.567, suggests that improving organizational learning could lead to increased job satisfaction. Organizations can leverage this connection by creating continuous learning and knowledge-sharing opportunities, ultimately enhancing employee morale and productivity. On the other hand, areas like management support and workplace culture should be examined closely to identify potential improvements, especially for less experienced workers who tend to rate these aspects lower.

### **Implications for Managers, Policymakers, and Researchers:**

#### **Implication to Managers:**

Managers should focus on enhancing organizational learning opportunities, as the correlation with job satisfaction suggests a positive relationship. Additionally, fostering a positive learning culture and promoting knowledge sharing across all employee groups can help improve both employee satisfaction and organizational performance. Paying attention to long-tenured





employees' satisfaction, particularly with pay, job clarity, and managerial support, can provide insights into areas for improvement within the organization.

**Implication to Policymakers:**

Policymakers may consider promoting policies that support ongoing professional development and learning opportunities, as these are key drivers of employee satisfaction. Support for workplace culture and management training can also help improve overall organizational dynamics, particularly for less experienced workers who may feel underserved in these areas.

**Implication to Researchers:**

Researchers can further explore the relationship between organizational learning and job satisfaction, particularly how specific aspects of education (e.g., teamwork or knowledge sharing) contribute to different employee groups. Future studies could also focus on the role of management support and workplace culture, as these factors were noted as significant but often rated poorly by less experienced employees. This provides a potential avenue for deeper investigation into employee retention and development strategies.

**References**

- Alegre, J., & Chiva, R. (2008). Assessing the impact of organizational learning capability on product innovation performance: An empirical test. *Technovation*, 28(6), 315-326.
- Al-Lamky, A. (2007). Factors influencing job satisfaction and performance of nurses in Oman. *International Journal of Nursing Studies*, 44(5), 10-25.
- Alsabbagh, M., & Al Khalil, A. (2017). The impact of organizational culture on organizational learning: Evidence from public hospitals in Syria. *International Journal of Business and Management*, 12(10), 1-15.
- Amiri, M., Khosravi, A., & Mokhtari, Z. (2010). The relationship between job satisfaction and job performance: A study on employees of Mashhad municipalities. *Journal of Public Administration*, 2(5), 75-92.
- Anjum, A., & Parvez, H. (2013). The impact of job satisfaction on employee performance: A study of nurses in Pakistan. *Journal of Applied Psychology*, 14(1), 44-57.
- Argote, L., & Miron-Spektor, E. (2011). Organizational learning: From experience to knowledge. *Organization Science*, 22(5), 1123-1137.
- Awan, M. R., & Tahir, M. T. (2015). Impact of employee turnover on banking sector performance. *International Journal of Business and Social Science*, 6(9), 34-41.
- Azadi, S., Bagheri, A., & Nazari, K. (2013). Organizational culture and its impact on employee performance. *International Journal of Business Management*, 8(21), 45-53.
- Bhattacharai, G. (2016). *Perception of organizational politics and employee outcomes: Moderating role of core self-evaluation*. LAP LAMBERT Academic Publishing.
- Bhattacharai, G. (2021). Impact of organizational politics on employees' behavioral outcomes: The role of social astuteness. *The Journal of Asian Finance, Economics and Business*, 8(2), 571-582. <http://dx.doi.org/10.13106/jafeb.2021.vol8.no2.0571>
- Bhattacharai, G. (2021). Perception of organizational politics and employee performance: Antidotal role of impression management. *Problems and Perspectives in Management*, 19(1), 103. [http://dx.doi.org/10.21511/ppm.19\(1\).2021.09](http://dx.doi.org/10.21511/ppm.19(1).2021.09)



- Bhattarai, G., & Budhathoki, P. B. (2023). Impact of person-environment fit on innovative work behavior: Mediating role of work engagement. *Problems and Perspectives in Management*, 21(1), 396. [http://dx.doi.org/10.21511/ppm.21\(1\).2023.34](http://dx.doi.org/10.21511/ppm.21(1).2023.34)
- Bhattarai, G., Budhathoki, P. B., Rai, B., & Karki, D. (2024). Detrimental impact of employees' job demand on their workplace incivility behaviour: Restorative role of self-efficacy. *International Journal of Management and Sustainability*, 13(1), 26-39. <https://doi.org/10.18488/11.v13i1.3593>
- Bromfield-Day, C. (2000). Employee readiness for self-directed learning and job satisfaction. *Journal of Organizational Learning*, 12(4), 455-470.
- Bromfield-Day, P. (2000). The relationship between self-directed learning readiness and job satisfaction. *Human Resource Development International*, 3(1), 93-104.
- Chiva, R., & Alegre, J. (2005). Organizational learning and organizational knowledge: Towards the integration of two approaches. *Management Learning*, 36(1), 49-68.
- Chiva, R., & Alegre, J. (2008). Emotional intelligence and job satisfaction: The role of organizational learning capability. *Personnel Review*, 37(6), 680-701.
- Chiva, R., Alegre, J., & Lapiedra, R. (2007). Measuring organizational learning capability among the workforce. *International Journal of Manpower*, 28(3/4), 224-242.
- Choe, J. (2004). The relationships among management accounting information, organizational learning, and production performance. *Journal of Strategic Information Systems*, 13(1), 61-85.
- Daniels, A. C., & Bailey, J. S. (1999). Performance management: Changing behavior that drives organizational effectiveness. Performance Management Publications.
- Daniels, K., & Bailey, A. (1999). The effects of participative decision making on job satisfaction. *Journal of Applied Psychology*, 84(6), 956-965.
- Dibella, A. J., Nevis, E. C., & Gould, J. M. (1996). Understanding organizational learning capability. *Journal of Management Studies*, 33(3), 361-379.
- 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*, 15(3), 279-301.
- 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*, 15(3), 279-301.
- Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on organizational commitment. *Human Resource Development Quarterly*, 15(2), 189-211.
- Eldor, L. (2017). Looking on the bright side: The positive role of organizational learning in enhancing employees' well-being. *Journal of Organizational Behavior*, 38(8), 1203-1218.
- Eylon, D., & Bamberger, P. (2000). Empowerment cognitions and empowerment acts: Recognizing the importance of gender. *Group & Organization Management*, 25(4), 354-372.
- Fang, S., Wang, M., & Chen, G. (2011). The influence of organizational learning capability on firm performance: An empirical investigation in China. *Journal of Business Research*, 64(7), 822-828.



- Gaertner, K. N. (2000). Structural determinants of job satisfaction and organizational commitment in turnover models. *Human Resource Management Review*, 9(4), 479–493.
- Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, 71(4), 78-91.
- Goh, S. C. (2003). Improving organizational learning capability: Lessons from two case studies. *The Learning Organization*, 10(4), 216-227.
- Goh, S. C., & Richards, G. (1997). Benchmarking the learning capability of organizations. *European Management Journal*, 15(5), 575-583.
- Griffin, M. A., Neal, A., & Parker, S. K. (2001). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 44(4), 1313-1327.
- Griffin, M. A., Patterson, M. G., & West, M. A. (2001). Job satisfaction and teamwork: The moderating role of autonomy. *Journal of Occupational Health Psychology*, 6(3), 201–211.
- Güleriyüz, G., Güney, S., Aydın, E. M., & Aşan, O. (2008). The mediating effect of job satisfaction between emotional intelligence and organizational commitment of nurses: A questionnaire survey. *International Journal of Nursing Studies*, 45(11), 1625-1635.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Addison-Wesley.
- Hasan, M., Khan, A., & Malik, R. (2022). Employee ethics and organizational integrity in banking. *Journal of Business Ethics*, 172(3), 541-558.
- Jimenez-Jimenez, D., & Cegarra-Navarro, J. G. (2007). The performance effect of organizational learning and market orientation. *Industrial Marketing Management*, 36(6), 694-708.
- Johnson, D. W., & McIntey, J. K. (1998). Organizational culture and job satisfaction: A study in the telecommunications industry. *Journal of Business Psychology*, 12(3), 521-532.
- Johnson, J. W., & McIntey, M. F. (1998). The structure of job satisfaction: A factor analysis of individual-level job satisfaction data. *Journal of Business and Psychology*, 12(4), 557–567.
- Kalleberg, A. L. (1997). Work and society: The role of job satisfaction in employee performance. *Journal of Organizational Behavior*, 18(3), 56-73.
- Kapoor, S., Mehta, S., & Sharma, M. (2016). Job satisfaction among bank employees: An analytical study. *International Journal of Research in Commerce & Management*, 7(12), 1-10.
- Kassim, N. A., & Shoid, M. (2013). The impact of knowledge management on organizational performance. *Asian Journal of Business Management*, 5(1), 16-23.
- Kim, J. (2002). Participative management and job satisfaction. *Journal of Applied Psychology*, 87(2), 456-467.
- Kim, S. (2002). Participative management and job satisfaction: Lessons for management leadership. *Public Administration Review*, 62(2), 231–241.
- Lin, H. F., Su, J. Q., & Higgins, D. (2008). Knowledge management capability and organizational effectiveness. *Management Decision*, 46(1), 32-45.
- Lo, M. C., & Ramayah, T. (2011). Mentoring and job satisfaction in Malaysian SMEs. *Journal of Workplace Learning*, 23(3), 200-214.
- Lo, M. C., & Ramayah, T. (2011). The effects of quality leadership on job satisfaction in Malaysian banks. *Asian Academy of Management Journal*, 16(1), 21-46.



- Lo, M.-C., & Ramayah, T. (2011). Mentoring and job satisfaction in Malaysia: A test on small and medium enterprises in Malaysia. *The Journal of Global Business Management*, 7(1), 205–216.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Rand McNally.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Lopez-Cabarcos, M. A., Rodríguez, S., & García-Sánchez, E. (2022). Employee performance and organizational culture in the hospitality sector. *Tourism Management*, 59, 1-12.
- May, T., & Ramayah, T. (2011). Job satisfaction and turnover intentions: A study on Malaysian retail employees. *The International Journal of Business and Management Studies*, 3(2), 33–44.
- Moghimi, S. (2006). *Organizational behavior: Concepts and theories*. Tehran, Iran: SAMT.
- Mosaddegh-Rad, A. M. (2004). Job satisfaction and motivation among health professionals: A review of research findings. *International Journal of Health Policy and Management*, 9(1), 1–9.
- Mosaddegh-Rad, A. M. (2004). Job satisfaction: A key to efficiency and effectiveness. *Journal of Business and Management*, 10(4), 72-80.
- Motowildo, S. J., et al. (1997). The effects of job satisfaction on employee performance. *Journal of Applied Psychology*, 82(3), 35-47.
- Nikpour, A. (2017). The impact of organizational culture on employee performance. *International Journal of Human Resource Studies*, 7(1), 53-66.
- Nikpour, M. (2017). The influence of organizational culture on organizational commitment. *Management Science Review*, 17(2), 145-162.
- Nzioka, P. (2012). Organizational learning and firm performance: Evidence from Kenya. *Journal of Business Studies Quarterly*, 4(2), 92-105.
- Prieto, I. M., & Revilla, E. (2006). Learning capability and business performance: A non-financial and financial assessment. *The Learning Organization*, 13(2), 166-185.
- Rowden, R. W., & Conine, C. T. (2005). The impact of workplace learning on job satisfaction in small US commercial banks. *Journal of Workplace Learning*, 17(4), 215-230.
- Rowden, R. W., & Conine, C. T. (2005). The impact of workplace learning on job satisfaction in small commercial banks. *Journal of Workplace Learning*, 17(5), 321-332.
- Rowley, J. (2000). From learning organization to knowledge entrepreneur. *Journal of Knowledge Management*, 4(1), 7-15.
- Saeed, A., Almas, S., & Anwar, M. (2013). Organizational culture and performance: A study in the banking sector. *Management Research Review*, 36(3), 231-245.
- Saeed, M., Shafiq, M., & Javed, M. (2013). Impact of organizational culture on employee performance. *Journal of Economics and Business*, 5(3), 67-79.
- Senge, P. M. (2002). *The fifth discipline: The art and practice of the learning organization*. Doubleday.
- Setiawan, B. (2022). Employee misconduct in the banking industry: Challenges and solutions. *Journal of Financial Ethics*, 29(2), 98-112.



- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications.
- Syafii, I., Marwan, R., & Huda, A. (2015). The relationship between organizational culture and employee performance. *Journal of Business Research*, 10(1), 105-120.
- Syafii, L., Thoyib, A., & Nimran, U. (2015). Organizational culture and employee performance: A case study. *Asian Social Science*, 11(10), 125-135.
- Thu, M. P., et al. (2015). The role of training in improving job satisfaction and skills of nurses. *Journal of Nursing Management*, 23(4), 112-123.
- Ting, Y. (1997). Determinants of job satisfaction of federal government employees. *Public Personnel Management*, 26(3), 313-334.
- Wagner, J. A., & LePine, J. A. (1999). Effects of participation on performance and satisfaction: A reconsideration of research evidence. *Academy of Management Journal*, 42(4), 524-538.
- Wagner, S. L., & LePine, J. A. (1999). A meta-analysis of participation and job satisfaction. *Journal of Applied Psychology*, 84(5), 74-83.
- Weir, C. (2013). The relationship between job satisfaction and work-related behaviors. *Human Resource Management Review*, 20(2), 53-63.
- Zhenjing, W. (2022). Influence of organizational culture on employee performance in Chinese companies. *Asian Business Review*, 14(1), 15-26.
- Zollo, M., & Winter, S. G. (2002). Deliberate learning and the evolution of dynamic capabilities. *Organization Science*, 13(3), 339-351.