

**A STUDY ON LEARNING ORGANIZATION  
WITH REFERENCE TO EMPLOYEE  
ENGAGEMENT, RETENTION AND  
JOB SATISFACTION IN INDUSTRIES.**

**AN EXECUTIVE SUMMARY SUBMITTED TO  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF**

**Doctor of Philosophy  
In  
Social Work**

**BY**

**RESEARCHER:  
JIGNA DESAI**

**RESEARCH GUIDE:  
PROF.(DR.) M N PARMAR**

**FACULTY OF SOCIAL WORK  
THE M. S. UNIVERSITY OF BARODA  
VADODARA-2, INDIA**

**A STUDY ON LEARNING ORGANIZATION  
WITH REFERENCE TO EMPLOYEE  
ENGAGEMENT, RETENTION AND  
JOB SATISFACTION IN INDUSTRIES.**

**AN EXECUTIVE SUMMARY SUBMITTED TO  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE DEGREE OF**

**Doctor of Philosophy  
In  
Social Work**

**BY**

**RESEARCHER:  
JIGNA DESAI**

**RESEARCH GUIDE:  
PROF. (DR.) M N PARMAR**

**FACULTY OF SOCIAL WORK  
THE M. S. UNIVERSITY OF BARODA  
VADODARA-2, INDIA**

## **PREFACE**

Organization refers to a social system that gathers individuals for specific purposes to achieve effective organizational functioning, as well as helping an organization to survive in an increasingly dynamic and complex environment. Organization can become simultaneously effective and efficient if there is conscious and continuous learning. Thus, it is necessity to improve the organization, in the form of designing learning organizations that are capable to meet the challenges of dynamic and complex environment.

All successful people are learners; likewise, successful organizations too are learning organizations. Successful people have the ability to and are prepared to change and adapt with environment. This means that organizations must be kept on their toes, in order to maintain adaptability and flexibility in an ever-changing world, the importance of learning organization as a strategy for adaptation is impossible to overstate. In order to cope up with the changing world we must change our activities and ideas.

Learning Organization views challenges as an opportunity to become more effective, flexible and responsive. Therefore, organizations need to discover with the how to tap people's commitment and capacity to learn at all levels. Here, HR Professional play crucial role to attract, retain, nurture and engage people who foster a sense of purpose, develop unique strategies, attract other committed people, have an ability to innovate and view work environment as a continual learning structure.

In today's era, it is necessity of an organization as well as for HR Professional to study these areas to find out the relationship between learning organization, employee engagement, retention and job satisfaction.

## ACKNOWLEDGEMENT

*The Journey of my Ph.D program would not have been possible without the support and guidance from many people & I extend my sincerest gratitude to one and all.*

I extend my heartfelt & sincerest gratitude to my Research Guide **Prof. (Dr.) M. N. Parmar - Director - HPP & Former Dean, FSW** for the continuous support & guidance throughout my study. His immense patience and guidance helped me throughout writing of this thesis. Its great privilege for me to have you as a research guide and mentor, whose immense knowledge, patience and motivation become learning inspiration to me. As a true mentor and Guide, he always stood with me to support and care throughout this journey of learning.

My deepest gratitude to **Prof. (Dr.) Jagdish Solanki-Head & Dean, FSW** for his immense support, guidance and inspiration throughout my study.

My special thank goes to **Prof. (Dr.) Sunita Nambiyar - Ph. D course coordinator, FSW** for her continuous support during Ph.D program. I also express my gratitude to all the **senior faculty members** of FSW for their constant support and guidance throughout my study.

My special thanks go to external Faculty members **Prof. Dr. K. Pushpanadham - Faculty of Education & Psychology, Prof. (Dr.) Dipti Oza, Prof. (Dr.) Shyamal Pradhan** for their valuable input during the presentation of the concept paper, research methodology, review of literature and all research scholars for their support.

I express my deepest gratitude to Head – HR & their team for granting permission & supporting me for data collection from their organizations. **Mr. Hiren - Manger HR & Mr. Mihir Adhvaryu (HR)** from CEAT Limited, **Mr. Jayprakash Nair** from Schaeffler India Limited (FAG), **Mr. Rakesh – VP( HR) & Ms. Dilshad** from Schott Kaisha Pvt. Ltd., **Mr. Suren Rathod, Sr. VP – HR** from IDEX India Private Limited, **Mr. Suchin Borvekar & Ms. Harshida Pethapuria** from Larsen & Toubro Limited, **Mr. Utpal Baiya - Asst. General Manager (HR)** from GAIL (India) Limited, **Mr.**

***Mohil Surti – Manager (HR) from Lupin Limited, Mr. Debasish Mahanta – DGM (HR & IR), National Engineering Industries Ltd..***

I own a debt of gratitude to ***Prof. Dr. K. Pushpanadham*** (Faculty of Education & Psychology), ***Prof. Dr. M. U. Khan*** from Department of Social Work, Jamia Millia Islamia, Central University, ***Prof. (Dr.) Dipti Oza*** for their suggestions for framing questionnaire as an expert.

My Special thanks goes to my friend ***Dr. Jayalaxmi Mahanty*** for her continuous support, valuable inputs, and inspiration for Ph.D Study and ***Dr. Alpa Parmar*** for continuous guidance and valuable inputs on statistical test. I am thankful to my Co- Ph.D scholar who directly and indirectly supported me.

I wish to express my sincere thanks to Gandhi Sir (Librarian), Faculty of Social work and Staff members of Hansha Mehta library for providing me with all the library facilities and necessary books.

I also thank staff members of Tata Institute of Social Science library to facilitate during my visits for collecting review of literature.

I express my deepest gratitude to my respondents who have extended their cooperation during the process of data collection without which this study would not have been possible. I wish to express my gratitude to all those who have directly or indirectly supported and helped me during my study.

I express my very profound gratitude to my parents and brothers who continuously supported, encouraged and blessed me throughout journey of my life.

I am thankful to ***Almighty*** for his immeasurable blessing upon my life and bestowed the power to complete this task successfully.

***My special thanks again goes to my family for their unconditional love and support.***

***Jigna Desai***

## CONTENT

<b>Chapters</b>	<b>Content</b>	<b>Page No.</b>
*	<b>Preface</b>	-
*	<b>Acknowledgement</b>	-
*	<b>Certificate</b>	-
*	<b>Declaration</b>	-
*	Table of Content of Thesis	-
Chapter - I	Introduction	01 - 04
Chapter - II	Research Methodology	05 – 12
Chapter - III	Findings, Conclusions and Suggestions	13 – 34
	Bibliography	35 -45

## ***CERTIFICATE***

*This thesis entitled “A Study on Learning Organization with reference to Employee Engagement, Retention and Job Satisfaction in Industries” is submitted by the Ph.D. Scholar Ms. Jigna Desai, under my guidance and supervision. It contains original research work and incorporates the results of an independent investigation carried out by the Ph.D. Scholar. This dissertation has not been submitted elsewhere for the award of any degree or diploma; either in India or abroad and is being prepared in accordance with the University rules.*

*Jigna Desai  
Ph.D. Scholar,  
Faculty of Social Work*

*Prof. (Dr.) M N Parmar  
Ph.D. Guide  
Faculty of Social Work*

*Date:*

*Place: Baroda*

*Faculty of Social Work,  
The Maharaja Sayajirao University of Baroda*

## **DECLARATION**

I hereby declare that the thesis titled “**A study on Learning Organization with reference to Employee Engagement, Retention and Job Satisfaction in Industries**” submitted to the Faculty of Social Work, The M.S. University of Baroda, for the award of degree of Doctor of Philosophy in Social Work is an original research work done by me under the abled guidance of Pro. (Dr.) M. N. Parmar, Faculty of Social Work, The M.S. University of Baroda. It is further certified that no part of this thesis has been submitted either in part or full for the award of any other degree/ diploma by me to this or any other University.

***JIGNA DESAI***



## CONTENTS OF THESIS

<b>Chapters</b>	<b>Content</b>	<b>Page No.</b>
-	Preface	*
-	Acknowledgement	**
-	Certificate	***
-	Declaration	***
-	List of Tables	I-IV
-	List of Graphs	V
-	List of Figures	VI
Chapter - I	Introduction	01 - 19
Chapter - II	Review of Literature	20 - 32
Chapter - III	Research Methodology	33 – 41
Chapter - IV	Data Analysis and Interpretation	42 – 114
Chapter - V	Findings, Conclusions and Suggestions	115 – 139
	Bibliography and Webliography	140 – 153
	Annexure	
A	Questionnaire	154-162

## **CHAPTER – I INTRODUCTION**

### **LEARNING ORGANIZATION**

Learning is the most powerful, engaging, rewarding and enjoyable aspect of our personal and collective experience. As the world become a small village and more interconnected at the same time organizations becomes more complex, working of employees must become more “learning.” In today’s scenario, learning of a one person is not enough for the organization. The organizations which know strategies to tap employees’ commitment and capacity to learn and develop at all levels of organization can only excel in this competitive edged.

Garvin (1993) define “Learning organization is one which is skilled at creating, acquiring and transferring knowledge and modifying its behavior to reflect new knowledge and insights”.

Watkins and Marsick (1997) focuses distinctive levels of learning: (a) individual, (b) team, (c) organization, (d) society, and seven elements on which the design of a LO depends. These are: (a) create continuous learning opportunities, (b) promote inquiry and dialogue, (c) encourage collaboration and team learning, (d) establish systems to capture and share learning, (e) empower people towards a collective vision, (f) connect the organization to its environment, and (g) provide strategic leadership for learning.

Moilanen (2005), “Learning organization is consciously managed organization with learning as a vital component in its values, vision and goals as well as its everyday operations and their assessments.” Watkins and Marsick (1996) proposed an integrated model for a learning organization and defined a learning organization as “one that learns continuously and transforms itself . . . Learning is a continuous, strategically used process – integrated with and running parallel to work”.

Senge (2006) in his book 'The Fifth Discipline' proposed five discipline. Each discipline provides vital dimension in building an organization that can 'learn' and can continuously enhance their capabilities to realize their highest aspirations. A "discipline" from the Latina discipline mean to learn. It is a body of theory and technique that must be studied and mastered to be put into practices. It is developmental path for acquiring certain skills or competencies.

Following are the five discipline of learning organization.

### **System Thinking**

A system thinking is a conceptual framework, a body of knowledge and tools that has been developed to make the full patterns clearer and to help us see how to change them effectively.

### **Personal Mastery**

Personal Mastery mean a special level of proficiency in every aspects of life. This discipline is the spiritual foundation of learning organization. People with high level of personal mastery are consistently able to realize their results.

### **Mental Model**

It deeply ingrained assumptions, generalizations, or even pictures that influences our understanding and the way we take decision. The mental model starts with learning to bring out our internal pictures of the world, to bring the surface and hold them rigorously to scrutiny.

### **Building Shared vision**

It fosters a commitment to the long term involves the skill of unearthing shared "pictures of the future" that poster genuine commitment and enrollment rather than compliance. Here, generatively learning occurs as people are starving to achieve something.

### **Team Learning**

It starts with "dialogue" the capacity of members of a team to suspend assumptions and enter into a genuine "thinking together". It involves learning how to recognize the patterns of interaction in teams that undermine leaning.

## **ADVANTAGE OF BECOMING LEARNING ORGANIZATIONS**

- Creativity & Innovation
- Collaboration
- Continuous & Sustainable Improvements
- Satisfied employees
- Readiness to Change in competitive edge
- Improve quality of work all levels

## **EMPLOYEE ENGAGEMENT**

The personnel engagement was very first defined by William Kahn (1990) "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances "

According to Kahn (1990), engagement means to be psychologically as well as physically present when occupying and performing an organizational role.

## **DRIVERS OF ENGAGEMENT**

- Working Relationship
- Job Role
- Organization Culture
- Career Development and opportunities:
- Rewards and Recognition
- Learning and Training Opportunities
- Performance Management
- Leadership
- Communication

## **RETENTION**

Employee-retention is generally 'the intention of employees to stay loyal to their current-workplace' (Huang and Chaung, 2006) Retention is a process in which employees are motivated to associated with organization for maximum period of time. Retention is an effort of organization to develop and foster an environment

that encourages employees to remain with organization for longer duration with the help of effective policies and practices of organization.

Therefore, organization started designing and implementing various strategies and develop a working environment where employee like to work. There are various factors which affects retention. Organization need to take care of those factors while preparing organization policy.

There are various factors affecting retention of employees. These are reward & recognition, training and development, work – life balance career development, superior -subordinate relationship, leadership, compensation, working environment

### **JOB SATISFACTION**

Job satisfaction is one of the variables of current study, to study its relationship with learning organization. Employees give lot of importance to job satisfaction. The job satisfaction influencing factors differ from person to person due to individual difference. In today's era, each organization having diverse workforce and employees from two generation is very difficult to provide feeling of job satisfaction. Therefore, it is necessary to study its relations with learning organization.

Job satisfaction is vital component of organization health. The degree of job satisfaction indicates organization health. "Job satisfaction is the combination of psychological, physiological and environmental circumstances that causes a person to truthfully say "I am satisfied with my job." (Hoppock,1935)

There are various factors that affects job satisfaction of employees. These are organizational, Working Environment of organization, Work itself, Personal Factors.

## **CHAPTER – II RESEARCH METHODOLOGY**

Research methodology is the soul of research work. It is defined guideline for those who are doing research or willing to explore. This research methodology chapter discuss about the research problem selected by researcher, research objectives, research hypotheses, research design, sampling design, population determination, sampling size, sampling techniques, questionnaire design as data collection toll, pilot survey, checking reliability.

### **SIGNIFICANCE OF THE STUDY**

For the survival of Industries it is necessity to continuously adop new techonologies & system which require highly competent workforce which is possible only if Industries continuously provide developmental opportunity to its employee. As the same time it is chanllenging for an industries to enagage and retail talented workforce by satisfing their job requirement.

The present study helps in understanding Learning organization and employee engagement, retention and Job Satisfaction. It tries to highlight the various areas of learning organization which is the necessity of an industries. The present study will be contributing to the academic as well as professional development of the Industries by focusing on effective way of providing learning, various factors for engaging employees and retaining them. It will also contribute towards job satisfaction of employees.

It highlights the association between Learning organization and employee engagement, retention and job satisfaction. On the basis of this information and related facts the organization can take appropriate steps for employee engagement, retention and Job satisfaction which lead to success, efficiency, and consistency of the organization.

## **RELEVANCE OF SOCIAL WORK PROFESSION**

Human being is a social animal. Human craves for human relations, is unhappy if left alone for too long. They associate with fellows & joins group for the companionship. When humans are working within an organization, they spend most of their time in Job as an employee. Therefore, their interest, jobs, fears, personal aspiration, family and community problems which are aligned with their Job. Social work as a profession is always concerned to deal with human. Social work is a systematic way of helping individuals and groups towards better adaptation to work situation. In today's Scenario, the dynamic conditions of economic and technology require employees to keep rethinking about social situation, adopting new things & developing a network of new relationship. Thus, it is very important for the organization to develop a workplace where employee can have satisfying work relationship.

Social work as a profession has worked a lot for the employee's welfare, development & right at workplace. Social work as a profession help in creating safer & family-friendly workplace as well as helps in managing workplace conflict. A growing practice area for occupational social workers is in employee assistance programs.

In organization, Social work as a profession play role as a Human Resource management, Industrial Relation and Industrial Social Work. It is always important for industries to have a well-trained and responsive workforce. Human Resource personnel helps employees to develop their skills and their ability to use their own resources and work as a team to resolve problems. Social work professional working as human resources consultant; guide and nurture the employees right from recruitment, induction, performance to their advancement in the organization. In today's everchanging legal, economic, cultural and technological environment which require to emphasizes on accountability & effective management of human talent which is very critical. Considering the complex nature of Human behavior, human resources managers continuously focus on employee's development, retention, satisfaction.

## **OBJECTIVE OF THE STUDY**

- To study learning organization and explore various characteristic of learning organization
- To analyse various drives underlying employee engagement
- To examine retention within organization
- To measure job satisfactions of employee
- To study relationship between of personal variable such as age, education, designation and total experience and learning organization, employee engagement, Retention and Job satisfaction.

## **HYPOTHESIS OF THE STUDY**

- There is relationship between employee engagement and retention
- Better learning opportunity, higher will be Job satisfaction
- Higher the Employee engagement, Greater will be Job satisfaction

## **RESEARCH DESIGN**

The research design is exploratory cum descriptive in nature. The study describes various aspects of learning organization, employee engagement, retention and Job satisfaction. It also explores to study relationship of Learning Organization with independent variable as well as with other variables such as employee engagement, retention and Job satisfaction.

## **UNIVERSE**

Universe of the study were all employees working in various industries situated in Vadodara District.



## POPULATION

The population of the present study comprises of employees working in industries from Vadodara Districts. The Industries were selected based on fulfillment of anyone of the below mentioned criteria.

- The industries which are listed in Fortune India 500 and that are located in Vadodara district.  
(<https://www.fortuneindia.com/fortune-500?year=2017>)
- The industries which has been awarded as “A Great place to work” and are located in Vadodara District.
- The industries which are following any three characteristics (Holistic Frame, Strategic thrust, Shared Vision, Empowerment, Information flow, Internality, Learning and Synergy) of Learning Organization as its value.

## RESEARCH SETTING

In present study, researcher has selected following industries for the purpose of collecting data.

Sr. No.	Organization	Frequency	Percent (%)
1	CEAT Tyres Limited	68	18.9
2	GAIL (India) Limited	34	9.4
3	IDEX India Private Limited	48	13.3
4	Larsen & Toubro Limited	40	11.1
5	Lupin Limited	40	11.1
6	National Engineering Industries Ltd.	39	10.8
7	Schaeffler India Limited	53	14.7
8	Schott Kaisha Private Limited	38	10.6
<b>Total</b>		<b>360</b>	<b>100</b>

## SAMPLE & SAMPLING

For the present study researcher has used purposive sampling method. The sample of the study comprises of 360 employees from various level i.e. top, middle and lower levels who were selected from the above mention population. The sample were selected from the employees having an experience of one or more years.

## **VARIABLES**

**Independent Variables;** include all personal information of the employee such as Age, education, qualification, department, designation, marital status, total work experience etc.

**Dependent variable;** include various aspects related to Learning organization, employee engagement, Retention and Job satisfaction.

## **TOOL FOR DATA COLLECTION:**

### **Primary Data**

The data was collected by using questionnaires method. It comprises of both Closed as well as opened-ended questions.

Researcher has used standardized questionnaire for Learning Organization (by Udai Pareek) and Job satisfaction, (By Professor C.N. Daftuar). And for the other variables i.e. Employee Engagement and Retention self-design questionnaire will be used. Likert five points rating scale was used ranging from 1 – 5 (Strongly Disagree to Strongly Agree) for employee engagement and retention.

1. **Learning organization** measures 8 dimensions with 48 items. These dimensions are Holistic Frame, Strategic thrust, Shared Vision, Empowerment, Information flow, Internality, Learning, Synergy
2. **Employee engagement** consisting of 6 dimensions with 24 items and these are Emotional Attachment, Communication, Involvement and Belongingness, Growth and Development, Change Management, Trust
3. **Retention** measures 6 dimensions which consists 21 items. These are Future Vision, Performance Enablement, Manager Effectiveness, Recognition, Work-Life Balance, Willingness to Stay.
4. **Job Satisfaction** measures 9 dimensions with 16 items. These dimensions are Creativity, Opportunity for Growth & Development, Decision Making power, Job Security, Remuneration, Working Condition, Interpersonal Relationship, Recognition to work, discrimination of power.

This self-design tools were validated by the distinguished and experienced experts from the field of Human Resource Management who belong to academic as well as Industries. Experts were asked to give their suggestions on statement for both Variables. Modification were made based on their suggestions. Thus, in this study only those statements were used which were proper and fulfill the purpose of the study.

**Secondary data:** The secondary data were collected from journal articles, reviewed journal, magazines, books etc.

### Reliability of Tool

Reliability test was conducted to ensure reliability of statement used in the Employee Engagement and Retention To test the internal consistency, researcher has applied the Cronbach's alpha test using the reliability. Here, researcher has considered a sample of 65 respondents (which is 15% of the total sample). By following the rule of George and Mallery (2003) the output can be interpreted as:

### Reliability of Employee Engagement

Case Processing Summary			
		N	%
Cases	Valid	65	100
	Excluded <sup>a</sup>	0	0
	Total	65	100
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.941	0.941	24

The alpha coefficient is 0.941, which suggest the greater internal consistency of the items (variables) in the scale.

### Reliability of Retention

Case Processing Summary			
		N	%
Cases	Valid	65	100
	Excluded <sup>a</sup>	0	0
	Total	65	100
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
0.915	0.925	21	

The alpha coefficient is 0.915, which suggest the greater internal consistency of the items (variables) in the scale.

**The secondary data** will be HR policies & Procedure, organizations' website, publications in academic and professional journals and books.

### TREATMENT OF THE DATA

Researcher has used editing, coding, tabulation and interpretation of data. Standard deviation, correlation, chi-square, ANOVA and Post Hoc Test as a statistical tool by using SPSS.

### LIMITATION

Researcher has faced following limitations throughout the process of data collection.

- Researcher faced difficulties in getting permission; its time-consuming process which increase duration of data collection.
- As its new area of studies, initially it was difficult to get secondary data specially in Indian context.

**Learning Organization**

The learning organization is an organization where employees continuously develop their capacity to achieve goal, where creative & innovative way of thinking are natured, where people continuously focus on learning as an individual as well as an organization. In this present study, learning organization refers to eight dimensions viz holistic approach, strategic thinking, shared vision, empowerment, Information flow, Internality, learning and synergy which are identified for learning organization. s

**Employee Engagement**

Employee engagement is the emotional attachment of an employee towards his or her job, peers and organization. In this study, employee engagement refers to employee's emotional attachment, involvement and belongingness, growth & development, communication, trust and change management.

**Retention**

Retention refers to the strategies in the form of various policy, procedure and practices implemented by organization to help the employees to stay within the organization for longer duration. In this Study, Retention refers to future vision, performance enablement, manager effectiveness, Recognition, work-Life Balance, willingness to stay.

**Job Satisfaction**

Job satisfaction refers to the positive feelings of employees towards their job which includes their salary, working condition, interpersonal relations, recognition and career opportunity. In this study, Job Satisfaction refers to creativity, opportunity for growth & development, decision making power, job security, remuneration, working condition, interpersonal relationship, recognition to work, discrimination of power.

## **CHAPTER – III FINDINGS, CONCLUSION AND SUGGESTIONS**

### **FINDINGS**

The researcher has tried to state major finding regarding to learning organization, employee engagement, retention and job satisfaction and its association and correlation with independent variable. Conclusion is summarization of major findings.

#### **SECTION - I Respondents' demographic profile**

- 40.6% respondents belong to the age group of 30-40 years.
- Majority respondents i.e. 82.5% are male.
- Majority of the respondents i.e. 65% were married.
- 39.4% respondents are having bachelor's degree in educational qualification.
- Majority of the respondents i.e. 33.6% were Executive
- 42.7% respondents were working with production department
- Majority of the respondents i.e. 37.2 % (n=134) respondents were getting salary of 1,50,000 & above.
- 21.7% (n=78) respondents were having 4 - 6 years of experience in present company and 30.8% (n=111) respondents have total 5 - 10 years of experience.

#### **SECTION II**

#### **FINDING REGARDING LEARNING ORGANIZATION, EMPLOYEE ENGAGEMENT AND RETENTION AND JOB SATISFACTION**

- 52.5 % (n=189) respondents strongly agreed that their organization is Learning Organization.
- 58.7% (n=212) respondents strongly agreed for having Employee Engagement in the organization .
- 46.4% (n=167) respondents strongly agreed for having Retention strategies.
- 46.4% (n=167) respondents said that they have Job Satisfaction.

## SUMMARY OF FINDINGS FROM CHI-SQUARE TEST, CORRECTION AND ANOVA TEST

Association between Variables		Pearson Chi-Square	Chi-Square Value (Sig.)	Pearson Correlation	Correlation (Sig.)	F - Test Value	F - Test (Sig.)	Findings
LO	Age	27.361 <sup>a</sup>	0.001	.202**	0.000	6.804	0.000	Association is Significant
LO	Education	26.235 <sup>a</sup>	0.000	.151**	0.004	15.196	0.000	Association is Significant
LO	Designation	27.425 <sup>a</sup>	0.007	.170**	0.001	4.451	0.002	Association is Significant
LO	Total Experience	43.197 <sup>a</sup>	0.000	.162**	0.002	6.813	0.000	Association is Significant
EE	Age	20.690 <sup>a</sup>	0.014	.219**	0.000	6.842	0.000	Association is Significant
EE	Designation	26.769 <sup>a</sup>	0.008	.200**	0.000	4.19	0.003	Association is Significant
EE	Total Experience	34.325 <sup>a</sup>	0.003	.232**	0.000	6.18	0.000	Association is Significant
Retention	Age	17.371 <sup>a</sup>	0.008	.197**	0.000	5.529	0.001	Association is Significant
Retention	Designation	10.134 <sup>a</sup>	0.256	.151**	0.004	2.502	0.042	Association is not Significant
Retention	Total Experience	28.291 <sup>a</sup>	0.002	.228**	0.000	8.121	0.000	Association is Significant
JS	Age	17.518 <sup>a</sup>	0.008	.228**	0.000	6.845	0.000	Association is Significant
JS	Education	17.792 <sup>a</sup>	0.001	.138**	0.009	14.812	0.000	Association is Significant
JS	Designation	11.519 <sup>a</sup>	0.174	.186**	0.000	3.667	0.006	Association is Not Significant
JS	Total Experience	34.443 <sup>a</sup>	0.000	.258**	0.000	8.082	0.000	Association is Significant
LO	EE	106.383 <sup>a</sup>	0.000	.468**	0.000	98.792	0.000	Association is Significant
LO	RETENTION	207.334 <sup>a</sup>	0.000	.543**	0.000	130.221	0.000	Association is Significant
LO	JS	277.966 <sup>a</sup>	0.000	.530**	0.000	408.338	0.000	Association is Significant, Hypothesis Accepted
EE	RETENTION	90.102 <sup>a</sup>	0.000	.824**	0.000	43.271	0.000	Association is Significant, Hypothesis Accepted
EE	JS	124.526 <sup>a</sup>	0.000	.762**	0.000	39.407	0.000	Association is Significant, Hypothesis Accepted
Retention	JS	225.571 <sup>a</sup>	0.000	.832**	0.000	163.662	0.000	Association is Significant

(LO – Learning Organization, EE = Employee Engagement, JS = Job Satisfaction)

### SECTION III FINDINGS FROM CROSS TABULATION

- There is significant association between Age as a independent variable and Learning Organization, Employee Engagement, Retention, Job satisfaction with significance values 0.001, 0.014, 0.008, 0.008 respectively. which is less than its alpha value ( $\alpha=0.05$ ).
- There is significant association between Educational qualification and Learning organization, Employee Engagement, Retention, Job satisfaction with significance value of 0.000, 0.001, 0.001, 0.000 respectively.
- There is significant association between Designation and Learning organization, Employee Engagement significance value of 0.007. Here, the P-value (0.007) & 0.008 respectively.
- There is significant association between respondents' total experience and Learning organization , Employee Engagement, Retention, Job satisfaction with significance value 0.000, 0.003, 0.002, 0.000.
- There is strong significant association between learning organization and employee engagement. As Chi-Square Value is 106.282a with significance value 0.000.
- Learning organization and retention has strong significant association as Chi-Square Value is 207.334a with significance value 0.000.
- Learning Organization has strong significant association with job satisfaction. Here, Chi-Square Value is 277.966a with significance value 0.000 which is less than its alpha value ( $\alpha=0.05$ ). Here, finding proves the hypothesis that better learning opportunity, higher will be Job satisfaction.
- There is strong association between employee engagement and retention. Here, Chi-Square Value is 90.102a with significance value 0.000. The result proves the hypothesis that there is strong relationship between Employee Engagement and Retention.
- There is strong association between employee engagement and job satisfaction. The Chi-Square Value is 124.526a with significance value



0.000. The finding proves the hypothesis, higher the Employee Engagement, Greater will be Job satisfaction

- Retention and job satisfaction has a strong significant association with Chi-Square Value is 25.571a and significance value of 0.000.

#### **SECTION IV FINDINGS FROM CORRELATION (significance level is 0.01 (2-tailed).)**

- There is positive correlation between independent variable & dependent variable i.e. age, educational qualification, designation & total experience and learning organization where ( $r=.202$ ), ( $r=.151$ ), ( $r=.170$ ) & ( $r=.162$ ) respectively.
- There is positive correlation between age, designation & total experience and employee engagement( $r=.219$ ), ( $r=.200$ ), ( $r=.232$ ) respectively.
- A positive relation was found between Age, Designation & Total experience and Retention ( $r=.197$ ), ( $r=.151$ ), ( $r=.228$ ) respectively where p value is 0.000.
- A positive correlation between age, educational qualification, designation & total experience and job satisfaction ( $r=.228$ ), ( $r=.138$ ), ( $r=.186$ ), ( $r=.258$ ) respectively where p value is 0.000.
- There is positive correlation between learning organization and employee engagement ( $r=.468$ ) where p value is 0.000.
- A positive relationship between learning organization and retention is found ( $r = .543$ ) with p value  $< 0.01$ . This represents that learning lead to *higher retention in the organization*. ‘Learning’ as one of the dimensions of Learning Organization has positive relation with retention ( $r=.517$ ).
- There is a positive correlation between learning organization and job satisfaction ( $r = .530$ ). This finding proves hypothesis that better learning opportunity, higher will be job satisfaction. Thus Learning has strong positive correlation with job satisfaction ( $r=.501$ )

- There is strong positive correlation between employee engagement and retention ( $r = 0.824$ ). Here it proves the hypothesis that *higher the employee engagement, higher will be retention*.
- There is strong positive correlation between employee engagement and job satisfaction ( $r = 0.762$ ) as p value is less than 0.01. That means *higher the employee engagement, higher will be job satisfaction*.
- There is Strong positive correlation between retention and job satisfaction ( $r = 0.832$ ). They share positive significant relationship as p value is less than 0.01. Performance enablement has positive correlation with job satisfaction.

## **SECTION V**

### **FINDINGS FROM F – TEST (ANOVA – ANALYSIS OF VARIANCE) & POST HOC TEST**

- There is significant association of age with learning organization, employee engagement, retention and job satisfaction as their P value 0.000, 0.000, 0.001 and 0.000 respectively which is less than  $\alpha=0.05$ . Further it is found by post Hoc test that there is significant difference is between age group of 20-30 to 30-40 & 50-60, in association learning organization. There is significance difference between age group of 20-30 to 30-40 as their p value is less than alpha value ( $\alpha=0.05$ ) for retention. In job satisfaction, there is significance difference between age group of 20-30 to 30-40, 40-50 & 50-60 as their p value is less than alpha value ( $\alpha=0.05$ ).
- There is significant association of educational qualification and learning organization as F value is 15.196 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ). Further Post Hoc test shows significance difference found from educational qualification of diploma degree to bachelor degree & Master degree as p value is less than alpha value ( $\alpha=0.05$ ).

- There is significant association between educational qualification and employee engagement as F Value is 10.517 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ). Further analysis by Post Hoc Test found significance difference from educational qualification of diploma degree to bachelor degree and between master degree to bachelor degree as p value is less than alpha value ( $\alpha=0.05$ ).
- The F Value is 9.15 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ) which shows significant association between educational qualification and retention. Post Hoc test found significance difference from educational qualification of diploma degree to bachelor degree, between bachelor degree to master degree as p value is less than alpha value ( $\alpha=0.05$ ).
- There is significant association between educational qualification and job satisfaction as F Value is 14.812 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ). The Post Hoc test found significance difference from educational qualification of diploma degree to bachelor degree & Master degree, between bachelor degree to master degree as p value is less than alpha value ( $\alpha=0.05$ ).
- The F Value is 4.451 with significance level 0.002 which is less than its alpha value ( $\alpha=0.05$ ) between designation and learning organization. This represent that designation has significant association with Learning organization. Further Post Hoc test found significance difference between designation of executive to Manager as p value is less than alpha value ( $\alpha=0.05$ ).

- The F Value is 4.19 with significance level 0.003 which is less than its alpha value ( $\alpha=0.05$ ) between designation and employee engagement. This represent that designation has significant association with employee engagement. The further analysis shows that this significance difference between designation of executive to manager as p value is less than alpha value ( $\alpha=0.05$ ).
- The F Value is 2.502 with significance level 0.042 which is less than its alpha value ( $\alpha=0.05$ ). This represent that designation has significant association with retention. But further analysis of Post Hoc test found that there is no significance difference between designations.
- There is significant association between designation and job satisfaction as F Value is 3.667 with significance level 0.006 which is less than its alpha value ( $\alpha=0.05$ ). This represent that there is significant association between designation and job satisfaction. The further Post Hoc test found that significance difference between designation of Executive to Manager as p value is less than alpha value ( $\alpha=0.05$ ). This is shows that job satisfaction of respondents has positively affected by designation.
- There is significant association between total experience and learning organization as F Value is 6.813 with significance level 0.000 which is less than alpha value ( $\alpha=0.05$ ). This represent that total experience has strong positive significant association with Learning organization. The host hoc test result shows significance difference between total experience of 0- 5 years to 5 – 10, 10-15 and 25 & more years of experience.
- There is significant association between total experience of respondents and employee engagement as F Value is 6.18 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ) . The further Post Hoc test shows significance difference between total experience of 0- 5 years to 5 – 10, 15

- 20 and 25 & more years of experience. This shows employee engagement is higher among experienced employees.

- The F Value is 8.121 with significance level 0.000 which is less than alpha value ( $\alpha=0.05$ ) between total experience and retention. It represents that total experience has strong positive significant association with retention. The further Post Hoc test shows significance difference between total experience of 0- 5 years to 5 – 10, 10 – 15, 15 - 20 and 25 & more years of experience.
- The F Value is 8.082 with significance level 0.000 which is less than alpha value ( $\alpha=0.05$ ) between total experience and job satisfaction. This represent that total experience has strong positive significant association with job satisfaction. Further Post Hoc test shows significance difference found from total experience 0- 5 years to 5 – 10, 15 - 20 and 25 & more years of experience.
- It is concluded that learning organization has significantly associated with employee engagement as F Value is 98.792 with significance level 0.000.
- Learning organization and retention has significant association at F Value is 130.221 with significance level 0.00 and learning organization has significant association with job satisfaction with F Value is 408.338 with significance level 0.000 which is less than its alpha value ( $\alpha=0.05$ ).
- Employee engagement has significantly associated with retention as F Value is 43.271 with significance level 0.000.
- employee engagement and job satisfaction have significant association at F Value is 39.407 with significance level 0.000.
- Retention and job satisfaction are significantly associated with each-other with F Value is 163.662 with significance level 0.000

## SECTION VI FINDINGS OF HYPOTHESIS

This section deals with testing of hypotheses with the help of cross tabulation, correlation and ANOVA for learning organization, employee engagement, retention and job satisfaction.

For Present Study, the researcher has formulated following hypothesis.

- There is relationship between employee engagement and retention
- Better learning opportunity, higher will be Job satisfaction
- Higher the Employee engagement, Greater will be Job satisfaction

Sr. No	Hypothesis	Chi-Square Value (Sig.)	Correlation (Sig.)	F - Test (Sig.)	Accepted/ Rejected
1	There is relationship between employee engagement and retention	.000	0.842	.000	Accepted
2	Better learning opportunity, higher will be Job satisfaction	.000	0.530	.000	Accepted
3	Higher the Employee engagement, Greater will be Job satisfaction	.000	0.762	.000	Accepted

Based on the data analysis and it is found that all three hypotheses were tested and accepted. Here, the p value is less than alpha value for all three hypotheses therefore all the three hypotheses is accepted.

## **CONCLUSION**

From the finding it can be concluded that majority of the respondents working with organization were middle aged i.e. between 30-40 year and having 4 - 6 years of experience in current organization and 5-10 years total experience. They were males and married. Majority respondents were having bachelor's degree which shows that they can understand the terms very well. Majority were working as executive with production department.

Researcher found that organization are truly learning organization in terms of dimensions of learning organization viz holistic approach, strategic thrust, shared vision, empowerment, information flow, information flow, internality, learning and synergy.

It shows that majority respondents felt engaged with organization. They felt that they are emotionally attached and have an involvement & belongingness. They were able to communication and trust each other and be part of change management.

Study shows that there is high retention, as employees were having positive attitude for the future vision of organization, their performance, manager effectiveness, for recognizing their work, their ability to manage work life in present organization and most importantly they were willing to stay with present organization. All these positive factors affect successfully retaining employees for longer duration.

Study also shows that majority respondents were satisfied for having creativity in job and getting growth & developmental opportunity while working with organization. They feel secured with present job and satisfied with their working condition, interpersonal relationship and decision-making power. They feel satisfied with their remuneration and recognition received for work.

The Finding shows learning organization has significant association with age of respondents, qualification, designation and total experience of respondents. This emphasis that with increased age and designation of respondents, learning also increases but rate of increase among young respondents is less compared to higher aged respondents which shows that young generation strives to learn and develop a lot while experience people have learned a lot and their focus in delivering it to younger generation. Total experience of respondents increases leads to increases learning in learning organization.

There is significant association between employee engagement and age of respondents, qualification, and total experience of respondents. As with increase increased age and experiences people feel more attached and develop feeling of family towards organization. Designation do not have any association with employee engagement.

There is significant association and positive relationship between retention and age of respondents, qualification, and total experience of respondents. Designation do not have any association with employee engagement which means retaining for longer duration is not affect by designation.

Job satisfaction has significant association with independent variable age, education, designation and total experience. That mean all these variable plays an important role in job satisfaction of employees and it has positive impact on job satisfaction.

There is also significant association between learning organization with employee engagement, retention and job satisfaction. That means learning organization leads to increase employee engagement and retention in the organization. This supports one of the hypotheses that is better learning opportunity, higher will be Job satisfaction.



It also represents that employee engagement, retention and job satisfaction are mutually associated with each other. That means or retaining employees one need to increase employee engagement. Engaged employees will retain with organization for maximum duration which also resulted into job satisfaction in employees.

The study shows positive relationship between learning organization and independent variable i.e. age, educational qualification, designation, total experience of the respondents which learning organization has affected by these independent variables. Having employees with increased age and experience apart from qualification contribute towards increasing learning which leads to learning organization.

Employee engagement has positive relationship with age, designation total experience of respondents. Whereas employee engagement has no correlation with educational qualification. Employee engagement are affected by age, designation total experience.

Retention has positive relationship with age, designation, and total experience. But Retention has no correlation with educational qualification. As employees age and experience increases and reaches to certain designation, they prefer to stay with organization due to increased attachment and balanced work life.

Job satisfaction has positive relationship and association with age, educational qualification, designation and total experience. Therefore, it can be concluded that job satisfaction is affected by independent variable.

There is positive relationship between learning organization and employee engagement, retention and job satisfaction. Increased employee engagement and retention helps to continuously improve learning organization. Learning organization has positive relationship and association with job satisfaction

indicating that learning organization brings job satisfaction among employees. It also reveals that learning dimension has strongest relationship with employee engagement, retention and job satisfaction which proved hypothesis that **better learning opportunity, higher will be Job satisfaction.**

The study also reveals that employee engagement, retention and job satisfaction are mutually sharing strong positive relationship with each other. Organization having engaged employee helps successfully retaining their employees. It supports the research hypothesis that is **“there is relationship between employee engagement and retention”**. Both employee engagement and retention lead in gaining job satisfaction among employees. **It also proves hypothesis that higher employee engagement, greater will be job satisfaction.** Communication has strong positive relationship with all these variables. It plays important role in retaining employees and for their job satisfaction.

The present study shows learning organization and employee engagement have positive correlation. There, increase in employee engagement leads to increase learning organization.

## **IMPLICATIONS**

- This research will be useful for the organization which wants to transform their organization into Learning Organization. It will also be useful to existing Learning Organization.
- This study can help HR professional by providing better understanding regarding relationship between Learning Organization, employee engagement, retention and Job Satisfaction.
- HR trainer can develop training plan and manuals for strengthening learning in the organization.
- This study helps HR Professional in planning activities which will lead employees towards individual learning, team learning, employee engagement, retention and job satisfaction.

## SUGGESTIONS

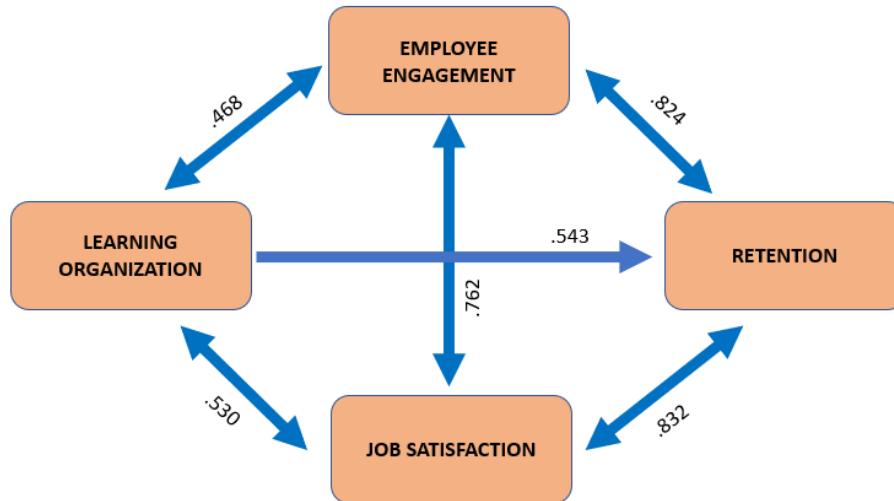
Based on present study's analysis and finding, the researcher has suggested following guideline to improve learning, employee engagement, retention and job satisfaction at individual as well as organizational level.

1. Organization should improve team building activities to develop trust among employees. They should work in team and support each-other.
2. Improve superior subordinate and peer group relation within organization.
3. There should be healthy working environment where employee can be more friendly, feeling of home and gain trust on management and subordinates.
4. Organization need to provide more conducive environment for employee learning.
5. Management should increase employee involvement in its vision by communicating it to all employees. The department Heads' should share their vision to each employees of the organization and help them to link it with individual goal and organization goal.
6. Organization should increase employee involvement by share strategic information and decision and inviting their suggestions and idea for the same.
7. Employees should be trained to connect themselves with the organization and can see the larger side of any event in the organization.
8. The organization should give importance to critical enquiry and reflect on it rather than focus on only completing task.
9. There is need to develop understanding of interdependence among employees to improve coordination among themselves.
10. Employee empowerment is needed to improve to keep employee motivated and increase learning within organization
11. **Enhancement of learning, coordination and trust:** organization should introduce team-based learning scheme, form committee/group who bring encourage employees to come with new idea and implement it as team work such as kaizen, Quality circle which should be coordinated by management and linked with organization as well as employees' KRA.

12. **Develop systems for sharing learning and information** – organization should continuously provide learning not only through training but using other sources. Meeting should be utilized and keep in a way that people can get learning, linking HRIS with learning module or any effective tool.
13. **To strengthen Internality** within organization should focus and trained employees to work systematically. Organization should strengthen 5s which helps in inculcating systematic working, Self-discipline and controlling own area of work.
14. **Managing work and employees:** It is said that proper listening helps to resolve issues. Issues or concern should be address on certain platform such as during meetings, in the form of suggestion. Management/superior should always encourage employees to participate so that they can share their views.
15. **Strengthening concept of Self-development** - Organization should develop a system where employee get opportunity for self-development such as providing e-source for self-learning, having portal where people can share knowledge as and when they are available and can learn from each other. Implementation of Total Productive Maintenance, Quality circle and kaizen helps in self-development of employees.
16. **Converting Vision into Action:** Organization should convert its vision into action plan. Many organizations have action, but it's not properly communicated. Only converting vision is not enough it should be communicated to employees at all level. Organization vision must be converted into organizations' key performance indicator which further converted into departmental/functional key performance indicator and shared with each employee of the organization so that they can feel their importance, their involvement and contribute towards organization vision.
17. **Openness for feedback/ information:** It is found that employee hesitate for sharing negative information. Organization need to develop an environment where employees can openly share their feedback weather positive or negative. Superior need to strengthen their relationship where subordinate can freely share negative feedback or information.

## PLAN OF ACTION

### MODEL OF LEARNING ORGANIZATION WITH REFERENCE TO EMPLOYEE ENGAGEMENT, RETENTION AND JOB SATISFACTION.

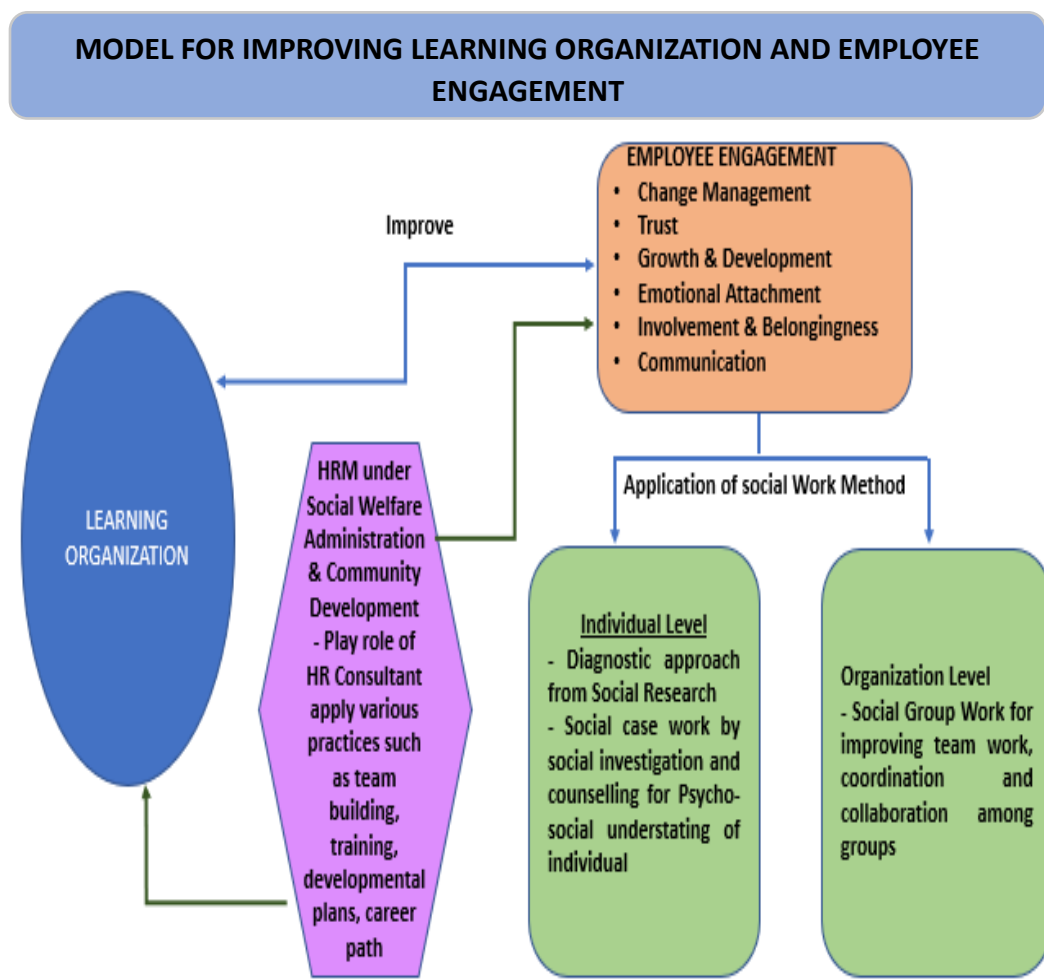


Form the diagrammatic presentation it was found that learning organization has positive relationship with employee engagement at ( $r=.468$ ). learning organization has positive relationship with retention at ( $r=.543$ ). learning organization has positive relationship with job satisfaction at ( $r=.530$ ). Employee engagement has strong positive relationship with retention at ( $r=.824$ ). Retention has strong positive relationship with job satisfaction at ( $r=.832$ ). Employee engagement has strong positive relationship with job satisfaction at ( $r = .762$ ).

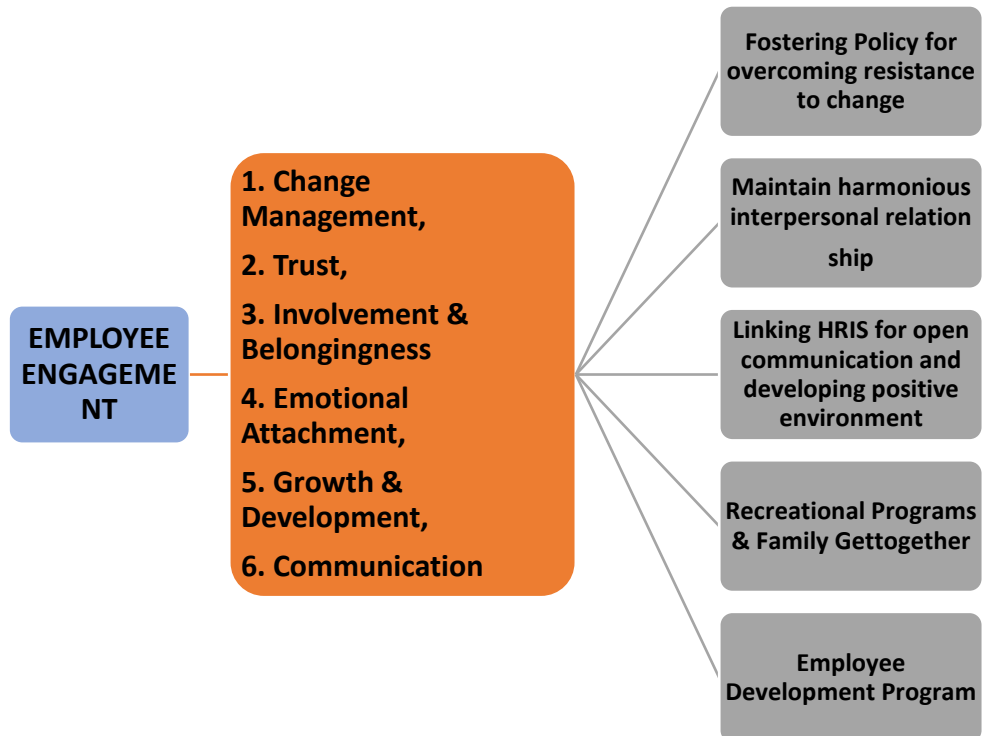
It can be concluded that, though learning organization has positive relationship with employee engagement, retention and job satisfaction there is need to improve the same. Here, I would like to share module and action plan for improvement.

## MODULE 1 FOR IMPROVEMENT LEARNING ORGANIZATION AND EMPLOYEE ENGAGEMENT

This module shows that when employee engagement is high, it will lead to contribute more in learning organization and when employee engagement is low it adversely influences learning organization. Therefore, organization need to improve their employee engagement under social welfare practices for learning organization. To improve employee engagement, organization can apply various social work methods. Social work methods like social case work for individual improvement and social group work for organization level improvement can be applicable. Here, HR personnel play vital role as a HR Consultant for the diagnosis of individual behavior by using social welfare administration and community development.



## ACTION PLAN 1. FOR IMPROVING EMPLOYEE ENGAGEMENT

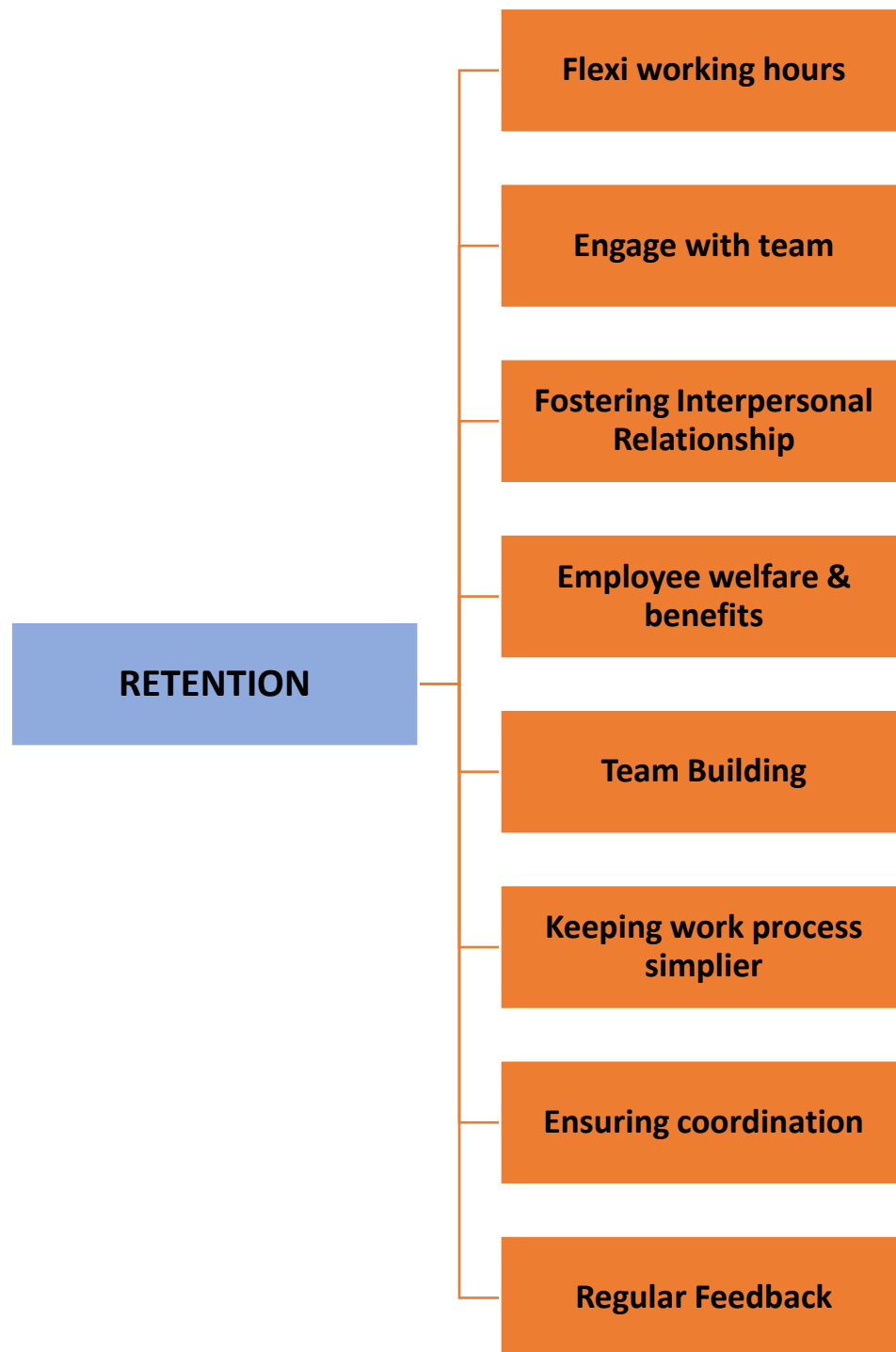


## MODULE 2 FOR IMPROVEMENT LEARNING ORGANIZATION AND RETENTION

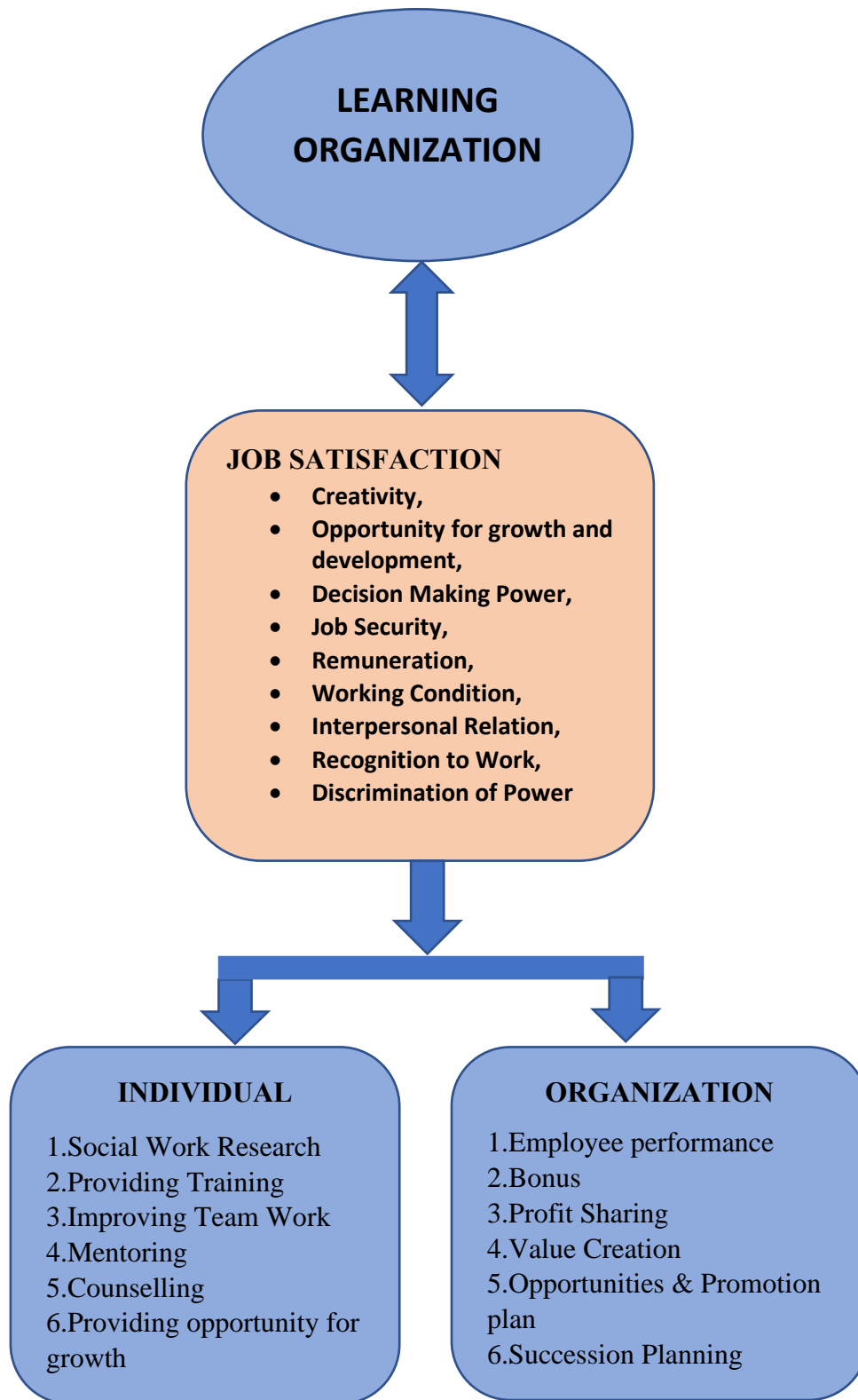




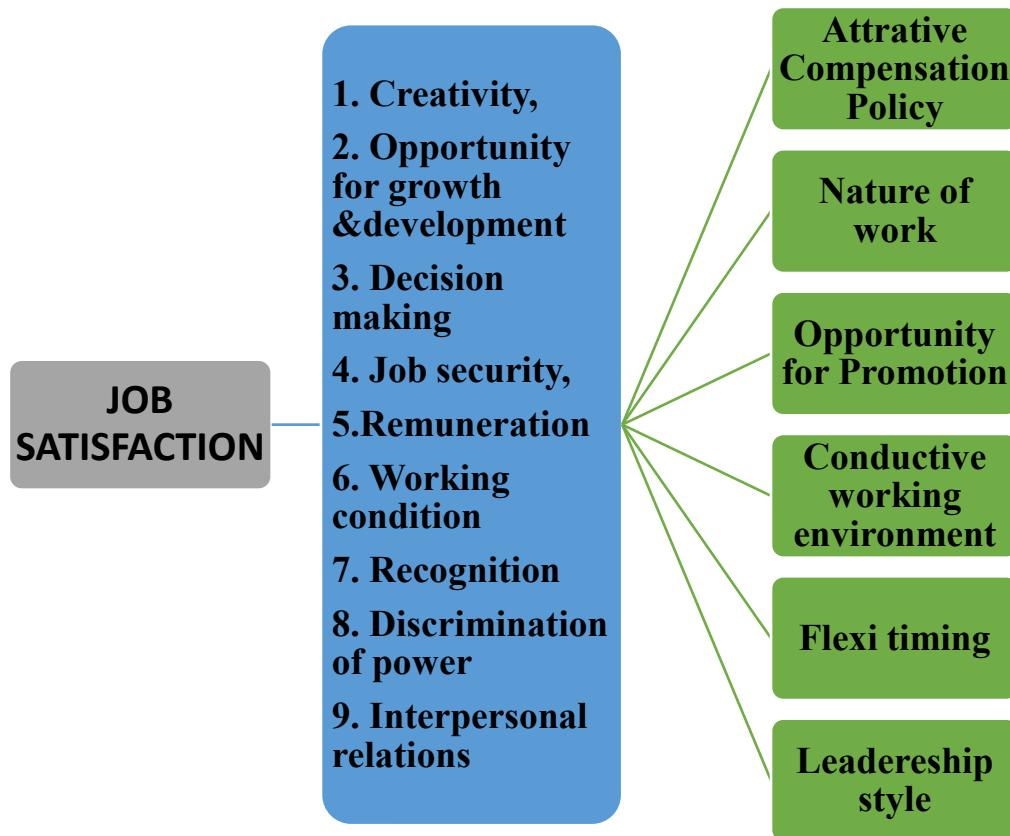
## **ACTION PLAN 2 FOR IMPROVEMENT LEARNING ORGANIZATION AND RETENTION**



**MODULE 3 FOR IMPROVEMENT LEARNING ORGANIZATION AND  
JOB SATISFACTION**



**ACTION PLAN 3 FOR IMPROVEMENT LEARNING ORGANIZATION  
AND JOB SATISFACTION**



## BIBLIOGRAPHY

1. Aggarwal, V. (2006) in her study titled "Learning organization and its relationship with organization and individual competency" Retrieved from: <http://hdl.handle.net/10603/145785>
2. Al-Nour, M., and Al-Weshah, G (2011) Learning organization and Intellectual Capil: An Empirical study of Jordanian Bank, European Journal of Business and Management, 3(8), Retrieved from: [www. iiste.org/Journals/index.php /EJBM/article/download/597/487](http://www.iiste.org/Journals/index.php/EJBM/article/download/597/487)
3. Argyris, C., (1990) Overcoming Organizational Defenses, Allyn and Bacon, Needham Heights, MA, 1990.
4. Babu, J. (2009), Building Learning organization: a study of thermal power plant in India retrieved from Retrieved from <http://hdl.handle.net/10603/55436>
5. Barbara, J.B. (2004), Creating a Learning Organization, Crisp Publication, Viva Books (P) Ltd., New Delhi.
6. Berline, S. (1980). A Cognitive learning perspective for social work, Vol. 54(4) Retrieved from [http://www.jstor.org/stable/30015871?seq=1#page\\_ scan\\_t](http://www.jstor.org/stable/30015871?seq=1#page_scan_t) ab\_contents
7. Bhattacharyya D. (2011), Organizational Change and Development, Oxford University Press Publication, New Delhi, pp 489-507.
8. Branham, L. (2005) The 7 Hidden Reasons Employees Leave: How to Recognize the Subtle Signs and Act Before It's Too Late, USA: Library of congress cataloging-in-Publication data
9. Braun, F., and Avital, M. (2007) 'Good Project Management Practices Drive More Than Project Success: Learning, Knowledge Sharing and Job Satisfaction in It Project Teams,' Proceedings of the 13th Americas Conference on Information Systems at Colorado.
10. Brown D. and Harvey. D. (2006), 'An Experiential Approach to Organizational Development.'

11. Business Importance of learning organization in the 21st century. Retrieved from <http://www.topclassessay.net/2015/12/24/business-importance-of-learning-organization-in-the-21st-century/>
12. Calantone, R. J., Cavusgil, S. T., and Zhao, Y. (2002) "Learning orientation, firm innovation capability, and firm performance." *Industrial Marketing Management*, 31.
13. Chang, S. & Lee, M. (2007). 'A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction', *The Learning Organization*, Vol. 14(2), pg. 155-185.
14. Convvey, S. and Merrill, R. (2006) *The speed of Trust: one thing that change everything*, New York: Free Press
15. Dahanayake, N. D. and Gamlath, S. (2013). "Learning organization dimensions of the Sri Lanka Army" *The learning organization*, 20(3).
16. Darvishi S and Kohandel M. (2015) studied Relationship between Learning Organization and Quality of Work Life among Physical Education Teachers in Delfan, IRAN, *Biological Forum – An International Journal*, ISSN No.: 2249-3239, pg 640-643
17. Dekouloua P. and Trivellasb P. (2014) Measuring the Impact of Learning Organization on Job Satisfaction and Individual Performance in Greek Advertising Sector, *International Conference on Strategic Innovative Marketing, Procedia - Social and Behavioural Sciences*, Retrieved from <https://core.ac.uk/download/pdf/82683626.pdf>
18. Desai, M.M.(1979), *Industrial Social Work*, TISS, Bombay.
19. Diana, H. and Haley, C. (2011) "The Relationship Development and Learning Organization Dimensions." *Journal of Library and Information Science* (2011): 146-165.
20. Dirani, K. (2006). A Model Linking the Learning Organization and Performance Job Satisfaction Retrieved from <https://pdfs.semanticscholar.org/5367/251619cd0d4b7595d605594d522efc6fe967.pdf>

21. Drew, S. and Smith, P. (1995) The learning organization: “change proofing” and strategy, *The Learning Organization* Volume 2(1)
22. Dudovskiy, John. (2012) Strategic HRM and becoming a learning Organization: comparison between practices UK and other countries. Retrieved from <http://research-methodology.net/strategic-hrm-and-becoming-a-learning-Organization-comparison-between-practices-uk-and-other-countries/>
23. Dymock, D. and McCarthy, C. (2006) Towards a learning organization? Edmondson, A. (2002). The local and variegated nature of learning in organizations: a group-level perspective. *Organization Science*, 13(2), 128-146.
24. Ellinger, A.D., Ellinger, A.E., Yang, B., & Howton, S.W. (2002). The relationship between the learning organization concept and firms’ financial performance: An empirical assessment, *Human Resource Development Quarterly*
25. Erdem, M., Abdurrahman, I., and Ibrahim, H., (2013). Relationship between Learning Organization and Job Satisfaction of Primary School Teachers, *International Online Journal of Educational Sciences*, ISSN: 1309-2707
26. Farrukh, M. and Waheed, A. (2015) Learning organization and competitive advantage-an integrated approach, *Journal of Asian Business Strategy*, ISSN (P): 2309-8295, Volume 5 (4)
27. Finnegan, R. (2018) The Power of Stay Interviews for Engagement and Retention, Society for Human Resource Management.
28. Finnegan, R (2010) Rethinking retention in good times and Bad Breakthrough ideas for keeping your best workers, Nicholas Brealey Publishing
29. Flippo, E. (1980). *Personnel management*, McGraw-Hill.
30. Gardiner, P. & Whiting, P. (1997), Success factors in learning organizations: an empirical study. , *Industrial and Commercial Training*, 29(2), 41-48. <http://dx.doi.org/10.1108/00197859710165001>.
31. Garratt, B. (2004), *The Learning Organization Developing Democracy at Work*. Replika Press Pvt. Ltd, ISBN 1-86197-587-2.

32. Garvin, A. (1993). Building a learning organization, Harvard Business Review, Retrieved from <https://hbr.org/1993/07/building-a-learning-organization>
33. Gilaninia, S., Rankouh, R. and Gildeh, M (2013) overview on the importance of organizational Learning and learning organization, Journal of Research and Development Vol. 1(2)
34. Gupta, S. & Gupta, P(2005) Business Statistics, New Delhi : Sultan Chand & Sons, ISBN : 8054-327-7
35. Guria, P. (1999) A comparative study of the role of learning organization and social support systems in management of conflict, Tata Institute of Social Science, Mumbai
36. Handy, C. (1990) The Age of Unreason, Harvard Business School Press, Boston, MA.
37. Holton, E., & Baldwin, T.T. (2000) Making transfer happen: An action perspective on learning transfer systems, Advances in Developing Human Resources, 2(4).
38. Hoppock, R. (1935). Job Satisfaction, Harper and Brothers, New York, pg. 47
39. Huang P. and Yao C. (2017). Effect of Learning Organization on Organizational Communication and Organizational Creativity in High-Tech Industry, EURASIA Journal of Mathematics, Science and Technology Education, ISSN: 1305-8223 Retrieved from [https://www.researchgate.net/publication/321117842\\_Effect\\_of\\_Learning\\_Organization\\_on\\_Organizational\\_Communication\\_and\\_Organizational\\_Creativity\\_in\\_High-Tech\\_Industry](https://www.researchgate.net/publication/321117842_Effect_of_Learning_Organization_on_Organizational_Communication_and_Organizational_Creativity_in_High-Tech_Industry).
40. Huang, I.C., Lin, H.V., Chuang, C.H. (2006) Constructing factors related to worker retention, International Journal of Manpower. 27(5). pg. 491-508.
41. Idris, K., Alipour, F., & Karimi, R. (2011). Knowledge Creation and Transfer: Role of Learning Organization, International Journal of Business Administration, 2(3).
42. Jamali, D. and Sidani, Y. (2008), 'Learning organizations: diagnosis and measurement in a developing country context', The Learning Organization, 15, 1, 58-74.

43. Jones, J.R., & Harter, J.K. (2005). Race effects on the employee engagement-turnover intention relationship, *Journal of Leadership and Organizational Studies*.
44. Kahn, W.A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33 (4) pg. 692-724.
45. Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, Second edition, Thompson Gale, Detroit, pg. 446
46. Kang, J (2013) Effect of Learning Organization on Organizational Commitment and turnover Intention in Social Welfare Organization: Focused on Senge Model Retrieved from <https://www.researchgate.net/publication/272699320>
47. Karimi, K. (2007) influence of learning organization on job satisfaction: a survey of employees in organizations for disabled persons in Nairobi, University of Nairobi, Retrieved from [https://pdfs.semanticscholar.org/b935/e421a7858d2547359550890e73e6df286221.pdf?\\_ga=2.194425325.17300677.1577235012-1219818649.1577235012](https://pdfs.semanticscholar.org/b935/e421a7858d2547359550890e73e6df286221.pdf?_ga=2.194425325.17300677.1577235012-1219818649.1577235012)
48. Kassar, T (2015) The Learning Organization Concept: A Study on Private Companies in Dubai. Retrieved from SSRN: <https://ssrn.com/abstract=2604232>
49. Kelley, L., Blackman D., Hurst, J. (2017) An exploration of the relationship between learning organizations and the retention of knowledge workers: *The Learning Organization*, Vol. 14(3)
50. Kidder, L. (1981). *Research Methods in Social Relations*, forth ed, New York: Holt, Rinehart and Winston.
51. Kline, P. & Saunders, B. (1993). *Ten steps to a learning organization*. Virginia: Great ocean.



52. Kontoghioehes, C., Awbrey, S., & Feurig, P. (2005). Examining the Relationship between Learning Organization Dimensions and Change Adaptation, Innovation as well as Organizational Performance. Retrieved from <http://www2.warwick.ac.uk/fac/soc/wbs/conf/olkc/archive/oklc3/papers/id155.pdf>.
53. Kothari, C R. (2011) Research Methodology. New Delhi: New Age International Pvt. Limited.
54. Kumar, R. (2005). Research methodology: A step-by-step guides for beginners. Pearson.
55. Lee, T. W. and Mitchell, T. R. (1994) 'An alternative approach; the unfolding model of voluntary employee turnover', Academy of Management Review, 19(1), pp. 51-89.
56. Marsick, V. (1990). Action Learning and Reflection in the Workplace. In Mezirow, J. and Associates, Fostering Critical Reflection in Adulthood, pp.23-46. San Francisco: Jossey-Bass.
57. Marsick, V. and Watkins, K. (1994). The learning organization: An integrative vision for HRD. Human Resource Quarterly, 5, pp.353-360.
58. Marsick, V.E. and Watkins, K.E. (2003), "Demonstrating the value of organization's learning culture: the dimensions of the LO questionnaire", Advances in Developing Human Resources, 5(2)
59. Marsick, V.J. and Watkins, K.E. (1999), Facilitating Learning in Organizations: Making Learning Count, Gower, Aldershot.
60. Mehta, A. (2010) Learning organization practices in Indian organizations with specific reference to Gujarat Retrieved from <http://hdl.handle.net/10603/40071>
61. Memoria, C B. (1993). Personnel Management. Bombay: Himalaya Publishing House
62. Miberva HR Suite, (2012). Transformational HR. Retrieved from <http://minervahrms.tenxlabs.com/2012/05/hrs-role-in-creating-learning.html>

63. Mishra, B. Impact of Learning Organization Attributes on organization performance: A study of an Indian PSU Retrieved from [http://vslir.iima.ac.in:8080/jspui/bitstream/11718/11572/3/TIK-PP-226-Impact\\_of\\_Learning\\_Organization\\_Attributes\\_on\\_Organizational\\_Performance-258-Mishra\\_b.pdf](http://vslir.iima.ac.in:8080/jspui/bitstream/11718/11572/3/TIK-PP-226-Impact_of_Learning_Organization_Attributes_on_Organizational_Performance-258-Mishra_b.pdf)
64. Misra, P D. (1994). Social Work - Philosophy and Methods. Inter India Publication, New Delhi. New Delhi: Inter India Publication.
65. Moorman, R. H. (1993). The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior. *Human Relations*, 46(6), 759-776.
66. Mohandas, S. and Murthy, R. (1998), Human Resource Management The Indian Situation, Mumbai: Printed in India by S. Mohandas and R. Murthy
67. Moilanen, R. (2005). Diagnosing and measuring learning organizations. The Learning Organization, Retrieved from <http://dx.doi.org/10.1108 /09696470510574278>
68. Nakhchian A., Arki A., and Bemani A. (2013). The Role of Learning Organizations in Improving Human Resources Management. Retrieved from [http://pakacademicsearch.com/pdf-files/ech/517/159-164%20Vol%205,%20No%2013%20\(2013\).pdf](http://pakacademicsearch.com/pdf-files/ech/517/159-164%20Vol%205,%20No%2013%20(2013).pdf)
69. Pareek, U. (2002). *Training Instruments in HRD and OD*, 2nd edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
70. Pedler, M., J. Burgoyne, et al. (1997) *The Learning Company: a strategy for sustainable development*. London: McGraw-Hill.
71. Popper, M., & Lipshitz, R. (1998) Organizational learning mechanisms: A structural and cultural approach to organizational learning. *Journal of Applied Behavioral Science*, 34(2), 161–179. Retrieved from <https://doi.org/10.1177/0021886398342003>

72. Pota, S. (2012) Dimensional analysis of learning organization and its application to power sector in Gujarat Retrieved from <http://hdl.handle.net/10603/55595>
73. Prahalad, C.K. and Hamel, G., (1990) “The core competences of the corporation”, Harvard Business Review, Vol. 68(3)
74. Prasad, L M. (2007). Organizational Behaviour, First ed, New Delhi: Sultan Chand & Sons.
75. Pravitasmara, P., Christantius D., and Lieli, S. (2018), Verslas: Teorija Ir Praktika / Business: Theory and Practice, ISSN 1648-0627, pg, 50–60
76. Ranjit, Kumar (2012). *Research Methodology*. New Delhi: Sage Publications Pvt. Ltd.
77. Ranta, T. (2018) Measuring learning organisations, retrieved from [https://www.theseus.fi/bitstream/handle/10024/144107/Measuring\\_learning\\_organisations.pdf?sequence=1&isAllowed=y](https://www.theseus.fi/bitstream/handle/10024/144107/Measuring_learning_organisations.pdf?sequence=1&isAllowed=y)
78. Rao, V S P. (2010). *Human Resource Management*. Second ed. NEW Delhi: Excel Book.
79. Ratna, R., Khanna, K., Jogishwar N., Khattar, R. & Agarwal, R. (2014) Impact of Learning Organization on Organizational Performance in Consulting Industry, International Journal on Global Business Management and Research, Volume 2; Issue 2; ISSN 22788425
90. Razali, M., Amira, N. & Diyana, N. (2013) Learning Organization Practices and Job Satisfaction among Academicians at Public University, International Journal of Social Science and Humanity, vol. 3
81. Robbins, S. (2003), *Organization Behaviour*, Tenth Ed. Delhi: Pearson Education, Inc., ISBN: 81-297-0056-5
82. Satyendra., (2014) A learning organization and its characteristics retrieved from <http://ispatguru.com/a-learning-organization-and-its-characteristics/>
83. Senge, P (1990). The fifth discipline-The art and practice of the learning organization. New York: Doubleday/Currency.
84. Senge, P (2006). The fifth discipline-The art and practice of the learning organization. London: Random House Business Book.

85. Senge, P.M (ed.) (2000). Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education. New York: Doubleday –A Division of Random House.
86. Seyyedi, M. H., Rahimi, G., & Damirchi, Q. V. (2011) Offer Strategies for Improving Organizational Performance by Learning Organization & Transfer of Training, International Conference on e-business, Management and Economics,25.
87. Shaw, K. (2005) ‘An engagement strategy process for communicators’, Strategic Communication Management, Vol 9, No 3, pp26-29.
88. Shaw, K. (2005). Employee engagement, how to build a high-performance workforce. Melcrum Publishing Limited, ISBN: 0-9547741-3-2.
89. Singh, S., Dixit, P. K. (2011). Employee retention: The art of keeping the people who keep you in business. International Journal of Business and Management Research, 1, 441-448.
90. Som, H., Nam, R., Wahab, S., Nordin, R., and Mashkuri, A. (2012). The Implementation of Learning Organization Elements and Their Impact towards Organizational Performance amongst NPOs in Singapore, International Journal of Business and Management, 7(12)
91. Song, J., Lim, D., Kim, W. & Kang, I. (2014), Team performance in learning organizations: mediating effect of employee engagement, The Learning Organization, Vol. 21(5) pp. 290- 309
92. Sphr, R.W. (1999). Human Resource Management. New Jersey: Prentice Hall, Inc
93. Strauss and Sayles. (1967). Personnel Management: The Human Problem of Management. 2nd. USA: Prentice Hall Inc.
94. Sudhratna, Y., & Li, L. (2004). Learning Organization Characteristics contributed to its Readiness-to-change: A study of the Thai Mobile Phone Service Industry. managing Global Transitions, 2(2), 163-178.
95. Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A. and Burnett, J. (2006) Working Life: Employee Attitudes and Engagement 2006. London, CIPD.

96. V J Marsick, K. E. Watkins and. (1999). *Facilitating Learning in Organizations: Making Learning Count*. Gower, Aldershot.
97. Van de Ven, A.H. and Poley, D., (1992) "Learning while innovating", *Organization Science*, Vol. 3 (1)
98. Vance, R. J. (2006). *Employee engagement and commitment, A guide to understanding, measuring and increasing engagement in your organization*. Society for Human Resource Management, 1-45.
99. Vroom, V.H. (1964). *Work and motivation*, John Wiley and Sons, New York,
100. Wang, P. (2006). *Human Resource Management Plays a New Role in Learning Organizations*, *The Journal of Human Resource and Adult Learning*, pg. 51-56. Retrieved from website [http://www.hraljournal.com/Page/8%20Ping %20 Yu%20Wang. pdf](http://www.hraljournal.com/Page/8%20Ping%20Yu%20Wang.pdf)
101. Watkins, K. E., & Marsick, V. J. (1997). *In action: Creating the learning organization*. Virginia: American Society for Training and Development.
102. Watkins, K.E. and Marsick, V.J. (1996), *In Action: Creating the LO*, ASTD Press, Alexandria, VA.
103. Yaghoubi, M., Raeisi, A. R., Afshar, M., Yarmohammadian, M. H., Hasanzadeh, A., Javadi, M., & Ansary, M. (2010). The relationship between learning organization and organizational commitment among nursing manager in educational hospitals of Isfahan University of Medical Sciences. 15(2), pg 83-89.
104. Yang, B., Watkins, K.E. and Marsick, V.J. (2004), "The construct of the learning organization: dimensions, measurement, and validation", *Human Resource Development Quarterly*, Vol. 15(1), pg 31-55.
105. Yoon, S.W., Song, J.H., Lim, D.H. and Joo, B.K. (2010), "Structural determinants of team performance: the mutual influences of learning culture, creativity, and knowledge", *Human Resource Development International*, Vol. 13(3) pg. 249-264

## WEBLIOGRAPHY

1. <https://www.idexindia.in/about-us/>
2. <https://www.ceat.com/corporate/about-us>
3. <https://www.ceat.com/corporate/life-at-ceat/learning>
4. <https://www.nbcbearings.com/who-we-are.php>
5. <https://www.lupin.com/our-world/corporate-overview/>
6. <https://www.fortuneindia.com/fortune-500?year=2017>
7. <https://www.greatplacetowork.in/>
8. [https://shodhganga.inflibnet.ac.in/bitstream/10603/58959/9/09\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/58959/9/09_chapter%203.pdf)
9. <https://journals.sagepub.com/doi/10.1177/1350507697283005>
10. <https://www.schaeffler.co.in/content.schaeffler.co.in/en/company/history/index.jsp>
11. <https://www.schaeffler.co.in/content.schaeffler.co.in/en/company/group/code-of-conduct/index.jsp>
12. <https://www.schott-kaisha.com/company.html>
13. <https://gailonline.com/AB-Vision.html>
14. <https://q12.gallup.com/public/en-us/Features>
15. <https://www.larsentoubro.com/corporate/about-lt-group/>
16. <https://www.larsentoubro.com/corporate/careers/learning-development/>