An Empirical Study on Organisational Learning with Reference to Employee Development in Best Practice Organisation of Manufacturing Industries, Gujarat

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Introduction

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, and thus improve the world, it is important to design organizations that are capable of learning. Further organizations used to consider its tangible capitals, such as machinery and money as their organizational assets. However, nowadays, organisations need to work towards achieving competitive advantages by also managing intangible assets, which can be described as the collective brainpower of organisations. Hence it is needed that organizations with learning capability should motivate and train their members to continually expand their capacity for creating desired organizational effects. Organizational learning focuses not only on organizational learning as a whole, but also on individual learning. Although individual learning does not ensure organizational learning, it is a prerequisite to organizational learning *(Senge, 1990:139).* Organizational learning can be seen as a continuum from no learning *(insensitive or close to experiences and realities)* to full learning (effective use of experiences for action). And such practice leads to the development of an employee consequently leads to productivity in organizations. It is also found that Managers are offered a new formula for dealing with organisational strain produced by turbulence in the external environment, enabling employees to be given some means of reducing the personal tension brought about by that same turbulence. Corporate reassurance is provided by the belief that organisational flexibility and responsiveness will be enhanced by collective learning. Its source, in the learning of individual members will enable them to feel more secure about their own identity, especially as it is fixed by their employment, work status and career prospects*. (Coopey, 1995; Geertz,*

1964). It has been evident that employee learning and development develop a workplace strategy promote a supportive environment and manage the processes for determining needs. A constructivist learning environment is a place where employee can draw upon resources to make sense out of things and construct meaningful solutions to problems. It emphasizes the importance of meaningful, authentic activities that help the employee to construct understandings and develop skills relevant to solving problems.   By doing this it consequently helps in organizational productivity.

Social work epistemology encompasses preventive, curative as well as developmental perspectives. For organization and management view point it helps in preventing breakdown in the organizational functioning, curing the inherent weakness that plague it and developing the human resources of the organization. Social work professionals play a vital role of a catalyst in the induction of values and formation of basic assumptions that form the core of organizational culture. Social work professional working as human resources experts and personnel manager guide and nurture the employees right from recruitment, induction to their advancement in the organization.

This research also seeks to identify how the organizational learning process described by mangers are recognized and viewed by the staff members. The Manufacturing industry is continuously striving for improvements in the way new products are developed. The traditional 'over the wall' approach has been largely improved to accommodate teamwork and effective communications. The industry has also adopted a 'process view' in order to organise and manage their operations effectively. Attention has been given in the way certain activities are performed, considering a 'whole project' view, namely new product development or lifecycle management. Hence keeping this in view if learning organisations emphasis they ostensibly work on employee development which leads to career growth and development.

Present study tries to explore that how best practice organisations work on organisational learning and what would be the strategies for the enhancement of employee development. Researches evidence that organisational Learning may affect company's profitability and it acts as subtle control mechanism on employee behaviour. Organizational Learning in the context of employee development of must be binding on all member and staff of the company

as this will encourage uniformity among members of the organization and thus enhance commitment and group efficiency.

Torraco and Swanson in the year 1995 has also shown a positive relationship between organisational learning and employee development. Where organisation provides an array of learning opportunities enable employees to perform better on their jobs which in turn, enables the organization as a whole to perform better. Although the relationship between employee development and organizational performance has wide acceptance, in fact relatively little is known beyond the basic principle. The literature provides numerous examples that demonstrate the specific effect on performance of single training programs *(for example, Phillips 1996; Jacobs et al. 1992).* Other studies have attempted to estimate the effect of employee development investment on organizational outcomes. *Harrold (2000)* suggested that productivity increased by 4.7 per cent at Honeywell and added $2 billion in measured savings based on the organization's investment in employee development programs.

Objectives of the study:

1.   To study organizational learning with reference innovation, implementation and stabilization.

2.   To study employee development with reference to a different phases of organizational learning.

3.   To study an associations between personal variable such as age, education, gender, family types, experience with organizational learning and employee development.

Research Design

The main purpose to carry out research is to know how organizational learning helps in development of an employee hence the design for such study is descriptive research in nature

Universe

Research will be carried out with the employees of manufacturing industry based at Gujarat. Hence the universe will be all middle level employees who work as a senior manager of best practice and upcoming organizations.

Sample and Sampling

98 middle level employees would be selected. Adopted technique for sampling would be Stratified Random Sampling method.

### Data Analysis and Interpretation

The previous chapter depicts about the research methodology being adopted for the study. Now, in this chapter it discusses about the data which had been collected and analysis part of it. It has been divided into various sections so as to make it easy to recognize.

SECTION: 1 UNI-VARIATE ANALYSIS

Part – A   To Study Personal Variables

**Table 1 Showing the distribution of the Respondents according to the Age :**

Age	Frequency	Percent (%)
Less than 32	33	33.7
Between 32-42	43	43.9
Highest than 42	22	22.4
Total	**98**	**100.0**
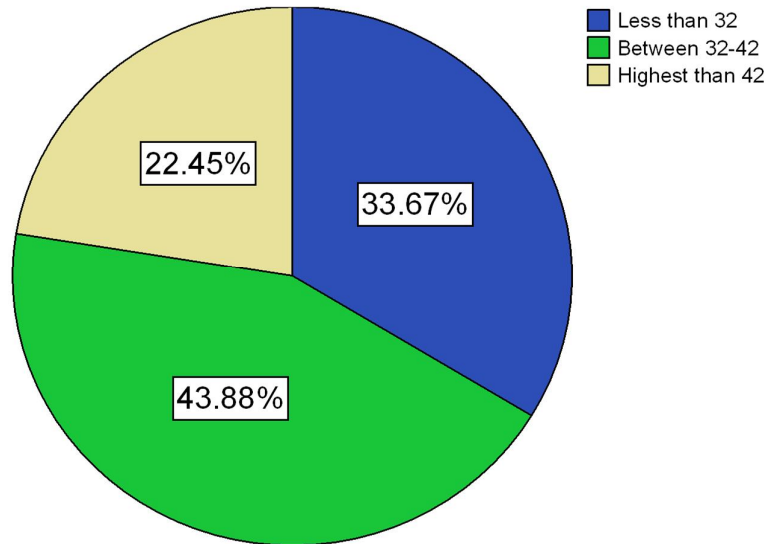
From the above data it can be observed that most of the respondents 43.9 percent (n=43) follow the age group between 32-42, while 33.67 percent (n=33) follows the age group less than 32, and 22.45 percent (n= 22) respondents falls in the age group more than 42. Age play a determinant factors in human lives in understanding and pereceiving things around them. Broad aim of the research is to study and understand how employee perceive their organisastion while doing so how different level of age group response.

Table 2 Showing Education Qualification of the Respondents

Education Qualification	Frequency	Percent (%)
Diploma	27	27.6
Graduate	23	23.5
Post Graduate	48	49.0
Total	**98**	**100.0**
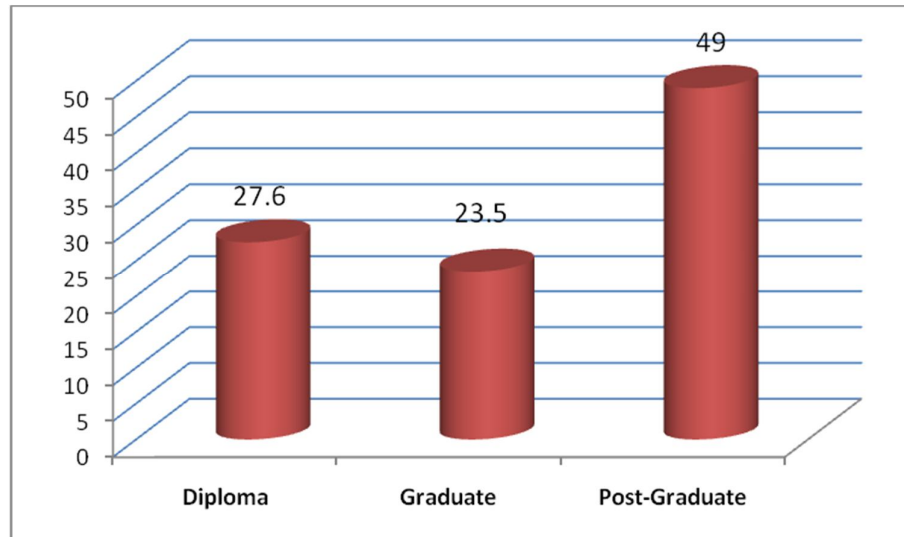
Looking to above data it can be observed that most of the respondents that is 48.98 percent (n=48) are post-graduates, while 27.55 percent (n=27) have done diploma as qualification, and 23.47 percent (n=23) have studied till graduation. For qualitative and quantitative growth and development so many factors contribute among them education play a significant role. Similarly for organization development largely depend upon the potential of human resource. Hence by keeping this in mind researcher took this component so as to know the strength of human resource and perception of an employee towards organization.

Table 3 Showing Experience of the Respondents:

Experience	Frequency	Percent (%)
Less than 5 years	24	24.5
5 -16 years	51	52.0
More than 16 years	23	23.5
Total	**98**	**100.0**

Data revealed that most of the respondents that is 52.0 percent (n-51) pursue their experience of 5-16 years, while 24.5 percent (n-24) respondents have experience of less than 5 years, and only 23.5 percent (n-23) chases beyond 16 years. It is rightly said more experience of employee more they become assets to an organization. Researcher wants to know that how a demographic variable leads to understand the organization.

Table 4 Showing the Job Category of the Respondents:

Job Category	Frequency	Percent (%)
Technical	34	34.7
Non-Technical	64	65.3
Total	**98**	**100.0**

From the above table it can be observed that majority of the respondents 65.3 percent (n=64) are from non-technical background, and 34.7 percent (n=34) are from technical background. Job categories play a distinctive role in perceiving organization learning and employee development.

Part – B   To Study Phases and Mechanism of Organization Learning

**Table 5 Showing Respondents belief about Phases of Organizational Learning

Phases of Organizational Learning	Low	Moderate	High	Total
Innovation	29 (29.6)	45 (45.9)	24 (24.5)	**98(100)**
Implementation	13 (13.3)	61 (61.2)	24 (24.5)	**98(100)**
Stabilization	19(19.4)	53(54.1)	26(26.5)	**98(100)**

Looking to the above table it can be observed that the in phases of organizational learning the innovation dimension respondent responded low belief towards it say 29.6 percent (n=29) whereas stabilization dimension respondents narrated high belief towards it that 26.5 percent (n-25).

Stabilization phase helps immensely in organizational learning while innovation practice found to be low.

**Table 6 Showing Respondents belief about Mechanism of Organizational Learning

Mechanism of Organizational Learning	Low	Moderate	High	Total
Experimentation	21 (21.4)	53 (54.1)	24 (24.5)	**98(100)**
Mutuality	29 (29.6)	45 (45.9)	24 (24.5)	**98(100)**
Planning	36 (36.7)	38 (38.8)	24(24.5)	**98(100)**
Competency Building	11(11.2)	62 (63.3)	25(25.5)	**98(100)**
Temporary System	10 (10.2)	61 (62.2)	27(27.6)	**98(100)**

From the table it can be say that for effective mechanism of organizational learning are experimentation , competency building and temporary system dimension where respondents have high belief 21 (21.4) but in planning & mutuality dimensions found low belief 36 (36.7). Hence employee competency, work on short term goal and practice experimentation work well in learning organization.

Table 7 Showing Respondents belief about Employee Development

Goal for Employee Development	Agree	Neutral	Disagree	Total
Employee Get Opportunities to understand Institution and their Role	30 (30.6)	45 (45.9)	23 (23.5)	**98(100)**
Organisation Role in Employee Performance	24 (24.5)	54 (55.19)	20(20.4)	**98(100)**
Employee get Platform for Professional & Personal Development	293(29.6)	46 (46.9)	23 (23.5)	**98(100)**
Organisational Role to Recognize & Reward Employee	25(25.5)	52 (53.1)	21(21.4)	**98(100)**

Looking to goal 1 it has been observed that most of the respondents 30.6 percent (n= 30) are in favour of the goal that companies do give favourable opportunity to understand mission, visions and their role which leads to development of an employee. Talking about goal 2 organization role does play a favourable role with job performance so as to enhance effectiveness, efficiency as well as personal satisfactions it is found that 24.5 percent (n= 24) respondents agreed to it. Next goals also respondents are in favor of they got a favorable platform in their companies to enhance their professional and personal development and this indicates a suitable goal of employee development say 29.6 percent (n= 29) responded. On regular and continuing basis organization does give employee a reward as well as recognition for their personal and professional contributions 25.5 percent (n= 25) respondents are in favor of.

SECTION: 3 BI-VARIATE ANALYSIS

Part – B   _To Study_ _Personal Variable with reference to Organizational Learning &_
        Employee Development

**Table 8 Understanding Phases of Organizational learning with reference to Age

Age	Innovation			Implementation			Stabilization		
	Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
Less than 32	13 (39.4%)	16 (48.5%)	4 (12.1%)	4 (12.1%)	25 (75.8%)	4 (12.1%)	9 (27.3%)	20 (60.6%)	4 (12.1%)
Between 32-42	11 (25.6%)	19 (44.2%)	13 (30.2%)	6 (14.0%)	24 (55.8%)	13 (30.2%)	6 (14.0%)	23 (53.5%)	14 (32.6%)
Highest than 42	5 (22.7%)	10 (45.5%)	7 (31.8%)	3 (13.6%)	12 (54.5%)	7 (31.8%)	4 (18.2%)	10 (45.5%)	8 (36.4%)

**Table 9 Understanding Phases of Organizational learning with reference to Education

Education	Innovation			Implementation			Stabilization		
	Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
Diploma	6 (22.2)	14 15.9)	7 (25.9)	1 (3.7)	19 (70.4)	7 (25.9)	4 (14.8)	15 (55.6)	8 (29.6)
Graduate	8 (34.8)	13 (56.5)	2 (8.7)	3 (13.0)	18 (78.3)	2 (8.7)	5 (21.7)	15 (65.2)	3 (13.0)
Post graduate	15 (31.3)	18 (37.5)	15 (31.3)	9 (18.8)	24 (50.0)	15 (31.3)	10 (20.8)	23 (47.9)	15 (31.3)

**Table 10 Understanding Phases of Organizational learning with reference to Experience

Experience	Innovation			Implementation			Stabilization		
	Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
Less than 5 years	11 (45.8)	11 (45.8)	2 (8.3)	3 (12.5)	20 (83.3)	1 (4.2)	7 (29.2)	15 (62.5)	2 (8.3)
5 -16 years	13 (25.5)	24 (47.1)	14 (27.5)	7 (13.7)	29 (56.9)	15 (29.4)	8 (15.7)	28 (54.9)	15 (29.4)
More than 16 years	5 (21.7)	10 (43.5)	8 (34.8)	3 (13.0)	12 (52.2)	8 (34.8)	4 (17.4)	10 (43.5)	9 (39.1)

Section: 3 Employee Development

Part B: Cross tabulations between Personal Variables and Employee Development

Table 15 Showing The Cross Tabulation Of Age With The Goal 1 Of The Employee Development.

Age	GOAL1			Total
	Agree	**Neutral**	**Disagree**	
Less than 32	8 (24.2%)	16 (48.5%)	9 (27.3%)	33 (100.0%)
Between 32-42	12 (27.9%)	22 (51.2%)	9 (20.9%)	43 (100.0%)
Highest than 42	10 (45.5%)	7 (31.8%)	5 (22.7%)	22 (100.0%)
Total	**30**	**45**	**23**	**98**

From, the above mentioned table it can be observed that most of the respondents with age group of highest than 42 that is 45.5 percent (n-10) agrees that their institutions do give opportunity to understand company and its role, whereas the respondents between the age group of 32-42 that is 20.9 percent (n-9) disagree to the above mentioned statement. Hence, it can be implicated that the age group of more than 42 highly agrees to the statement that their institutions do give opportunity to understand company and its role

Table16 Showing the Cross Tabulation of Education with the Goal 1 of the Employee Development

Education	GOAL1			Total
	Agree	**Neutral**	**Disagree**	
Diploma	11 (40.7%)	15 (55.6%)	1 (3.7%)	27 (100.0%)
	3	10	10	23

Graduate	(13.0%)	(43.5%)	(43.5%)	(100.0%)
Post Graduate	16 (33.3%)	20 (41.7%)	12 (25.0%)	48 (100.0%)
Total	**30**	**45**	**23**	**98**

From, the above mentioned table it can be observed that most of the respondents with post graduate degree that is 33.3 percent (n-16) agrees that their institutions do give opportunity to understand company and its role, whereas the respondents who falls under the qualification of diploma that is 3.7 percent (n-1) disagrees to the above mentioned statement. Hence, it can be implicated that higher the qualification of the respondents are favourable for the their institutions do give opportunity to understand company and its role

Table 17 Showing Cross Tabulation of Experience with Goal 1 of the Employee Development

Experience	GOAL 1			Total
	Agree	**Neutral**	**Disagree**	
Less than 5 years	4 (16.7%)	11 (45.8%)	9 (37.5%)	24 (100.0%)
5 -16 years	16 (31.4%)	25 (49.0%)	10 (19.6%)	51 (100.0%)
More than 16 years	10 (43.5%)	9 (39.1%)	4 (17.4%)	23 (100.0%)
TOTAL	**30**	**45**	**23**	**98**

From the above table it can be observed that the most of the respondents who has more than 16 years of experience that is 43.5 percent (n-10) agrees to the statement that their institutions do give opportunity to understand company and its role, whereas those who has less than 5 years that is 37.5 percent (n-9) disagrees that their institutions do give opportunity to understand company and its role.

Table 18 Showing the Cross Tabulation Of Job Category With The Goal 1 Of The Employee Development

Job Category	GOAL1			Total
	Agree	Neutral	Disagree	
Technical	9 (26.5%)	16 (47.1%)	9 (26.5%)	34 (100.0%)
Non-Technical	21 (32.8%)	29 (45.3%)	14 (21.9%)	64 (100.0%)
Total	30	45	23	98

From, the above table it can be observed that most of the respondents from the non-technical group that is 32.8 percent (n-21) agree to the statement that their institutions do give opportunity to understand company and its role, whereas the respondents from the technical background that is 26.5 percent (n-9) disagrees to the mentioned statement. Hence it can be implicated that respondents from the non-technical group agrees to their institutions do give opportunity to understand company and its role

Table19 Showing the Cross Tabulation of Age the Goal 2 of The Employee development

Age	GOAL2			Total
	Agree	Neutral	Disagree	
Less than 32	4 (12.1%)	25 (75.8%)	4 (12.1%)	33 (100.0%)
Between 32-42	13 (30.2%)	19 (44.2%)	11 (25.6%)	43 (100.0%)
Highest than 42	7 (31.8%)	10 (45.5%)	5 (22.7%)	22 (100.0%)
Total	24	54	20	98

From the above mentioned table it can observed that most of the respondents between the age group of 32-42 that is 30.2 percent (n-13) agrees that companies do play a role in their job

performance in terms of effectiveness, efficiency and personal satisfactions, whereas the respondents whose age is less than 32 that is 12.1 percent (n-4) disagrees to the statement. Hence it can be implicated that the age group between 32-42 highly agrees to the statement that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions.

Table 19 Showing the Cross- Tabulation Between the Education and Goal 2 of the Employee Development.

Education	GOAL2			Total
	Agree	**Neutral**	**Disagree**	
Diploma	8 (29.6%)	18 (66.7%)	1 (3.7%)	27 (100.0%)
Graduate	2 (8.7%)	13 (56.5%)	8 (34.8%)	23 (100.0%)
Post Graduate	14 (29.2%)	23 (47.9%)	11 (22.9%)	48 (100.0%)
Total	**24**	**54**	**20**	**98**

From the above mentioned table it can observed that most of the respondents who are diploma in qualification that is 29.6 percent (n-8) agrees that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions, whereas the respondents who are post graduate that is 22.9 percent (n-11) disagrees to the statement. Hence, it can be implicated that qualification is not much important for the companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions.

Table 20 Showing Cross Tabulation of Experience with Goal 2 of the Employee Development

EXPERIENCE	GOAL 2			TOTAL
	Agree	**Neutral**	**Disagree**	
Less than 5 years	2 (8.3%)	18 (75.0%)	4 (16.7%)	24 (100.0%)
5 -16 years	14 (27.5%)	25 (49.0%)	12 (23.5%)	51 (100.0%)
More than 16 years	8 (34.8%)	11 (47.8%)	4 (17.4%)	23 (100.0%)
TOTAL	**24**	**54**	**20**	**98**

From the above mentioned table it can be observed that those respondents who has more than 16 years of experience that is 34.8 percent (n-8) agrees that that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions, whereas the respondents who has between 5-16 years of experience that is 23.5 percent (n-12) disagrees to the statement that that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions.

Table 21 Showing the Cross Tabulation Between the Category and Goal 2 of the Employee Development.

Job Category	GOAL2			Total
	Agree	**Neutral**	**Disagree**	
Technical	8 (23.5%)	18 (52.9%)	8 (23.5%)	34 (100.0%)
Non-Technical	16 (25.0%)	36 (56.3%)	12 (18.8%)	64 (100.0%)
TOTAL	**24**	**54**	**20**	**98**

From the above mentioned table it can observed that most of the respondents who are in technical section that is 23.5 percent (n-8) agrees that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfactions, whereas the respondents who are in non- technical section that is 18.8 percent (n-12) disagrees to the statement. Hence, it can be implicated that respondents with technical knowledge agrees to the statement that companies do play a role in their job performance in terms of effectiveness, efficiency and personal satisfaction.

Table 22 Showing the Cross-Tabulation between the Age and Goal 3 of Employee Development.

Age	GOAL3			Total
	Agree	**Neutral**	**Disagree**	
Less than 32	8 (24.2%)	20 (60.6%)	5 (15.2%)	33 (100.0%)
Between 32-42	14 (32.6%)	18 (41.9%)	11 (25.6%)	43 (100.0%)

Highest than 42	7 (31.8%)	8 (36.4%)	7 (31.8%)	22 (100.0%)
Total	**29**	**46**	**23**	**98**

From, the above mentioned table it can be observed that the respondents with age group between 32-42 that is 32.6 percent (n-14) agrees to the statement that they got a platform for professional and personal development in their companies, whereas the respondents with the age group less than 32 that is 15.2 percent (n-5) disagrees to the statement mentioned. Hence, it can be implicated that most of the respondent between the age of 32-42 agrees that they got a platform for professional and personal development in their companies.

Table 23 Showing the Cross Tabulation between Education and Goal 3 of Employee Development

Education	GOAL3			Total
	Agree	**Neutral**	**Disagree**	
Diploma	13 (48.1%)	11 (40.7%)	3 (11.1%)	27 (100.0%)
Graduate	3 (13.0%)	13 (56.5%)	7 (30.4%)	23 (100.0%)
Post Graduate	13 (27.1%)	22 (45.8%)	13 (27.1%)	48 (100.0%)
Total	**29**	**46**	**23**	**98**

From, the above mentioned table it can be observed that the respondents with diploma as qualification that is 48.1 percent (n-13) agrees to the statement that they got a platform for professional and personal development in their companies, whereas the respondents who are post- graduate that is 27.1 percent (n-13) disagrees to the statement mentioned. Hence it can be implicated that respondents with diploma agrees to the statement that they got a platform for professional and personal development in their companies.

Table 24 Showing Cross Tabulation Category with Goal 3 of Employee Development

Job Category	GOAL3			Total
	Agree	Neutral	Disagree	
Technical	8 (23.5%)	19 (55.9%)	7 (20.6%)	34 (100.0%)
Non-Technical	21 (32.8%)	27 (42.2%)	16 (25.0%)	64 (100.0%)
Total	**29**	**46**	**23**	**98**

From, the above mentioned table it can be observed that the respondents with non-technical knowledge that is 32.8 percent (n-21) agrees to the statement that they got a platform for professional and personal development in their companies, whereas the respondents who are in technical group that is 20.6 percent (n-7) disagrees to the statement mentioned Hence, it can be implicated that respondents with non-technical knowledge agrees to the statement that they got a platform for professional and personal development in their companies.

Table 25 Showing Cross Tabulation of Experience with Goal 3 of The Employee Development

EXPERIENCE	GOAL 3			TOTAL
	Agree	Neutral	Disagree	
Less than 5 years	4 (16.7%)	15 (62.5%)	5 (20.8%)	24 (100.0%)
5 -16 years	17 (33.3%)	22 (43.1%)	12 (23.5%)	51 (100.0%)
More than 16 years	8 (34.8%)	9 (39.1%)	6 (26.1%)	23 (100.0%)
TOTAL	**29**	**46**	**23**	**98**

From the above table it can be observed that the respondents who possess the experience of more than 16 years that is 34.8 percent (n-8) agrees that that they got a platform for professional and personal development in their companies, whereas those who have less than 5 years of experience that is 20.8 percent (n-5) disagrees that that they got a platform for professional and personal development in their companies.

Table 26 Showing the Cross Tabulation between Age and Goal 4 of Employee Development.

Age	GOAL4			Total
	Agree	**Neutral**	**Disagree**	
Less than 32	5 (15.2%)	20 (60.6%)	8 (24.2%)	33 (100.0%)
Between 32-42	12 (27.9%)	24 (55.8%)	7 (16.3%)	43 (100.0%)
Highest than 42	8 (36.4%)	8 (36.4%)	6 (27.3%)	22 (100.0%)
Total	**25**	**52**	**21**	**98**

From, the above table it can be observed that most of the respondents of age higher than 42 that is 36.4 percent (n-8) agrees that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis, whereas the respondents between the age group of 32-42 that is 16.3 percent (n-7) disagrees to the statement. Hence, it can be implicated that respondents with highest age group agrees to the statement that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis.

Table 27 Showing the Cross Tabulation between the Education and Goal 4 of employee

Educations	GOAL4			Total
	Agree	**Neutral**	**Disagree**	
Diploma	9 (33.3%)	14 (51.9%)	4 (14.8%)	27 (100.0%)
Graduate	4 (17.4%)	12 (52.2%)	7 (30.4%)	23 (100.0%)
Post Graduate	12 (25.0%)	26 (54.2%)	10 (20.8%)	48 100.0%
Total	**25**	**52**	**21**	**98**

From, the above table it can be observed that most of the respondents who are diploma in education that is 33.3 percent (n-9) agrees that their Companies to give them a reward as well

as a recognition for their personal and professional contributions on a regular and continuing basis, whereas the respondents who are post graduate that is 20.8 percent (n-10) disagrees to the statement. Hence it can be implicated that respondents with an diploma degree agrees to the statement that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis

Table 28 Showing Cross Tabulation of Experience with Goal 4 of The Employee Development

EXPERIENCE	GOAL 4			Total
	Agree	**Neutral**	**Disagree**	
Less than 5 years	3 (12.5%)	15 (62.5%)	6 (25.0%)	24 (100.0%)
5 -16 years	12 (23.5%)	29 (56.9%)	10 (19.6%)	51 (100.0%)
More than 16 years	10 (43.5%)	8 (34.8%)	5 (21.7%)	23 (100.0%)
TOTAL	**25**	**52**	**21**	**98**

From the above table it can be observed that the respondents who chases more than 16 years of experience that is 43.5 percent (n-10) agrees that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis, whereas those who have between 5-16 years that is 19.6 percent (n-10) disagrees that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis.

Table 29 Showing the Cross Tabulation between Category and Goal 4 of Employee Development.

Job Category	GOAL4			Total
	Agree	**Neutral**	**Disagree**	
Technical	11 (32.4%)	14 (41.2%)	9 (26.5%)	34 (100.0%)
Non-Technical	14 (21.9%)	38 (59.4%)	12 (18.8%)	64 (100.0%)
Total	**25**	**52**	**21**	**98**

From, the above table it can be observed that most of the respondents in technical group that

is 32.4 percent (n-11) agrees that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis, whereas the respondents as in non technical group that is 18.8 percent (n-12) disagrees to the statement. Hence it can be implicated that respondents working as technical group agrees to the statement that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis.

Table 30 Showing the Correlations between Organisational learning and Personal variable

		Organisational Learning	Age	Educations	Job Category	Experience
Organisational Learning	*Pearson Correlation*	**1**	.223 (*)	-.005	-.087	.468(**)
	Sig. (2-tailed)		.027	.964	.396	.000
	N	98	98	98	98	98
Age	*Pearson Correlation*	.223(*)	**1**	.090	-.051	.787(**)
	Sig. (2-tailed)	.027		.380	.620	.000
	N	98	98	98	98	98
Educations	*Pearson Correlation*	-.005	.090	**1**	.386(**)	.036
	Sig. (2-tailed)	.964	.380		.000	.727
	N	98	98	98	98	98
Job Category	*Pearson Correlation*	-.087	-.051	.386(**)	**1**	-.165
	Sig. (2-tailed)	.396	.620	.000		.105
	N	98	98	98	98	98
Experience	*Pearson Correlation*	.468(**)	.787 (**)	.036	-.165	**1**
	Sig. (2-tailed)	.000	.000	.727	.105	
	N	98	98	98	98	98

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From the Table it can be inferred that there is positive correlations between organizational learning between age (.223) and experience (.468) & organizational

learning. Further it also been observed that there is a negative correlations between educations (-.005) & job category (-.087). Looking to the significance it is found that experience and age do possessed a high significant value say p.000 & p.027

Table 31   Showing the Correlations between Employee Development and Personal variable

		Employee Development	Age	Education	Category	Experience
Employee Development	*Pearson Correlation*	**1**	-.058	.194	-.003	-.278(**)
	Sig. (2-tailed)		.570	.055	.980	.006
	N	98	98	98	98	98
Age	*Pearson Correlation*	-.058	**1**	.090	-.051	.787(**)
	Sig. (2-tailed)	.570		.380	.620	.000
	N	98	98	98	98	98
Educations	*Pearson Correlation*	.194	.090	**1**	.386(**)	.036
	Sig. (2-tailed)	.055	.380		.000	.727
	N	98	98	98	98	98
Category	*Pearson Correlation*	-.003	-.051	.386(**)	**1**	-.165
	Sig. (2-tailed)	.980	.620	.000		.105
	N	98	98	98	98	98
Experience	*Pearson Correlation*	-.278(**)	.787 (**)	.036	-.165	**1**
	Sig. (2-tailed)	.006	.000	.727	.105	
	N	98	98	98	98	98

** Correlation is significant at the 0.01 level (2-tailed).

From the Table it can be observed that there is positive relations found between educations (.194) and employee development whereas a negative correlations found between age (.-058), job category (.-003) and experience (.-278). A significant value found in employee development and experience says p.006.

Table 32 Showing the Correlations between Organisational Learning and Employee Development

		Organisational Learning	Employee Development
Organisational Learning	*Pearson Correlation*	1	-.730(**)
	Sig. (2-tailed)		.000
	N	98	98
Employee Development	*Pearson Correlation*	-.730(**)	1
	Sig. (2-tailed)	.000	
	N	98	98

** Correlation is significant at the 0.01 level (2-tailed).

From the Table it can inferred that there is relationship found between organizational learning and employee development. Looking to the p value it also found that they are highly significant

Result & Discussion:

After an overview of the results of the factor analyses, each of those pertaining to the

research questions are elaborated

- Majority of respondents i.e. 52% have experience between 5-16 years
- Majority of respondents i.e. 65.3% are from non-technical background.

Part – B   To Study Phases and Mechanism of Organization Learning

- Most of the respondent's i.e 29.6% has responded about low belief towards innovation, where as stabilization dimension respondents narrated a high belief i.e. 26.5%.
- Effective mechanism of organizational learning are experimentation, competency building and temporary system dimension where respondents have high belief 21 (21.4) but in planning & mutuality dimensions found low belief 36 % (36.7).
- Looking to goal 1 it has been observed that most of the respondents 30.6% (n= 30) are in favour of the goal that companies do give favourable opportunity to understand mission, visions and their role which leads to development of an employee, whereas 20% of the employees are not in favour, also most of the respondents with age group of highest than 42 that is 45.5 % (n-10) agrees that their institutions do give opportunity to understand company and its role, whereas the respondents between the age group of 32-42 that is 20.9 % (n-9) disagree to the above mentioned statement.
- It was also seen that less than 32 age group had low belief towards innovations ie. 39.4 % (n=13) implementation i.e 14 % (n=4) and stabilisation that is 27.3 percent (n=13), whereas high belief possess by those respondents whose age are more than 42 that   31.8 % (n=7) for innovation, also high belief towards implementation possessed by those respondents whose age are more than 42 that is 31.8 % (n=7) and high belief possess by those respondents whose age are more than 42 that is 36.4 percent (n=8) towards stabilisation.

- It can also viewed that innovation; implementation and stabilization are low amongst the employees who are only diploma holder. Where as it is high amongst the employees who possess post graduate degree i.e 15 % (n=31.3)

Part B: Cross tabulations between Personal Variables and Employee Development

- It can be observed that most of the respondents with age group of highest than 42 that is 45.5 % (n-10) agrees that their institutions do give opportunity to understand company and its role, whereas the respondents between the age group of 32-42 that is 20.9 % (n-9) disagree to the statement.

- It can be observed that most of the respondents with post graduate degree that is 33.3 % (n-16) agrees that their institutions do give opportunity to understand company and its role, whereas the respondents who falls under the qualification of diploma that is 3.7 %(n-1) disagrees to the above mentioned statement. Hence, it can be implicated that higher the qualification of the respondents are favourable for the their institutions do give opportunity to understand company and its role

- It can be observed that the respondents who possess the experience of more than 16 years that is 34.8 % (n-8) agrees that that they got a platform for professional and personal development in their companies, whereas those who have less than 5 years of experience that is 20.8 % (n-5) disagrees that that they got a platform for professional and personal development in their companies.

- It can be interpreted that respondents with highest age group agrees to the statement that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis.

- Most of the respondents who are diploma in education that is 33.3 % (n-9) agrees that their Companies to give them a reward as well as a recognition for their personal and professional contributions on a regular and continuing basis, whereas the respondents who are post graduate that is 20.8 % (n-10) disagrees to the statement.
- **Correlations between Organisational learning and Personal Variable:**

It can be inferred that there is positive correlations between organizational learning between age (.223) and experience (.468) & organizational learning. Further it also been observed that there is a negative correlations between educations (-.005) & job category (-

.087). Looking to the significance it is found that experience and age do possessed a high significant value say p.000 & p.027

- **Correlations between Employee Development and Personal variable:**

There is positive relations found between educations (.194) and employee development whereas a negative correlations found between age (.-058), job category (.-003) and experience (.-278). A significant value found in employee development and experience says p.006.

- **Correlations between Organisational Learning and Employee Development**

It can inferred that there is relationship found between organizational learning and employee development. Looking to the p value it also found that they are highly significant

The main practical implication of the study is that organizations need to pay more attention to cheering and encouraging learning within, and between their levels, through a combination of individual-, team- and organizational-level learning practices that helps the employees to grow and flourish. In particular, the organisation should provide the employees the option to engage in a range of educational activities like global assignments, projects, beyond the normal job-related opportunities, facilitating team development initiatives, and introducing practices to enable the sharing and storage of knowledge should help organizations get the best out of their employees. To excel, organizations must discover how to tap people's commitment and capacity to learn and grow at all levels.

Peter Senge has rightly said that "Learning organizations are organizations where people continually expand their capacity to create the results they truly desire...and where people are continually learning to learn together." -

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