

Organisational Learning in Management institution.

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Abstract

The present study examines the factors affecting organisational learning in management colleges in Moradabad. The attempt has been made to identify the factors affecting organisational learning such as support of higher management, superiors, peers, organisational culture, individual and team practices, proximity with colleagues etc. and to examine the extent of effect on organizational learning. The opinions for organisational learning in the present study were gathered from 56 teachers of different colleges in Moradabad zone. The research has found many factors which affect the level of organisational learning, but the extent of effect differ from one institution to another. The most common factors are management support, organisational strategies, organisational culture, and environmental uncertainty.

Key words: organisational learning, organisational culture, management colleges.

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Introduction

Nowadays, management colleges have to face the challenges derived from an increasing competitive and demanding environment. These are not an exception and, as many other organizations, they are conducting quality management programmed as a strategic response for the factors affecting management colleges. In this respect, higher education organizations are progressively implementing systems, policies and processes in order to focus all the factors which are affecting the levels of organizational learning in management colleges as well as the extent of the factors affecting organizational learning in management colleges is a strategic tool employed in the framework of total quality management programmed. Theoretically, analysis of factors affecting organizational learning allows to continuously question and improved organizational culture for learning as a result, Nevertheless, a fundamental event must take place so that theory becomes practice: Organizational learning facilitates the creation and exploitation of knowledge that, ultimately, may lead higher education organizations to develop new capabilities and abilities that will permit them to face up to today's environments in an efficient and effective way. In other words, organizational learning is a necessary condition so that self-assessment of higher education degrees becomes a successful process and, in this way, all its theoretical benefits and rewards may be attained. Organizational learning is affected originally on the practice of five core disciplines, or capacities, of which systems thinking forms the cornerstone: Systems thinking, Team learning, Shared vision, mental models, Personal mastery. These five disciplines were originally outlined in 1990. These disciplines of organisational learning depends on a number of factors such as organisational climate, culture, structure , strategies etc. offers several intriguing tools and techniques that may seem strange to you at first but that, with practice, will transform the way you talk with others, stimulating questions and insights that we often miss through traditional forms of conversation.

Literature Review

Senge (1990) believes that new organizations can be built by adopting a set of disciplines, where a discipline is defined as a "particular theory, translated into a set of practices, which one spends one's life mastering." Thus, mastering a discipline becomes a life-long learning process. He also gives five disciplines important to the learning organization. The first discipline is "building a shared vision". "Building" involves an ongoing process, and "shared" implies that the vision is held in common by individuals. A second discipline of "personal mastery" demonstrates a commitment to the vision. A third discipline involves the idea of mental models, where we construct internal representations of reality. An important element of using mental models is the need to balance inquiry and advocacy. A fourth discipline in that only shared mental models is important for organizational learning. The fifth discipline is a commitment to a systems approach.

The organizational learning process

In today's research arena, many works and publications are interested in the analysis of any Issue related to the learning field. However, two different research lines have been developed in the learning field: the first one is related to the *learning organization* topics, and the second one has to do with the *organizational learning* issues (Tsang, 1997). The learning organization literature tries to determine (or prescribe), a priori, those factors and elements that contribute to make organizations learn and, as a consequence, facilitate the achievement of higher organizational performance. On the contrary, the organizational learning perspective tries to describe and understand how the learning process is carried out in organizations (Piccoli et al., 2000). Therefore, the former has a prescriptive approach whilst the latter has a descriptive one (Tsang, 1997).

In this research, we agree with Moreno-Luzón et al. (2000) and Balbastre et al. (2003) on considering learning as a process through which new knowledge, abilities and/or attitudes are acquired through lived experiences that generate any change in our way of being and/or acting. Taking this definition as a starting point, we may think that organisational learning is a dynamic and continuous process through which the organisation interprets and assimilates tacit and/or explicit information in order to create knowledge. In the end, this knowledge will modify organisational behaviors and/or routines through which institutional goals are achieved (Balbastre et al., 2003; Moreno-Luzón et al., 2000). However, organisational learning will only take place if individual learning is amplified to organisational Teams and, finally, from teams to the organisation. Thus, team learning is the process through which organisational individuals put their knowledge at the disposal of the rest of the members of the Teams. In this way, individual knowledge may be tested and discussed in the bosom of the group, generating, as a result, different knowledge which is accepted, assumed and belongs to the group (Zietsma et al, 2002). Several theoretical frameworks have been developed to try to explain the organizational Learning process. Nevertheless, in this study we are going to employ the model proposed by Crossan and her collaborators (Bontis et al, 2002; Crossan et al, 1999; Vera and Crossan, 2004) have two basic reasons which helped us to select a model for organisational learning: a) the simplicity on the exposition of concepts and contents;. The model establishes that the learning process takes place in three different ontological levels (individual, group and organisation) and through the application of four learning sub-processes (*intuiting*, *interpreting*, *integrating* and *institutionalising*).

Need for the study

In developing countries like India, learning process is more difficult due to economic, social and political complexity. In this respect, higher education organizations are progressively implementing systems, policies and processes in order to focus all the factors which are affecting the levels of organizational learning in management colleges as well as the extent of the factors affecting organizational learning in management colleges is a strategic tool employed in the framework of total quality management programmed. The economic liberalization and use of technology upgrade the level of development but still there are many factors which organizations still to be focused for the development of management institutes. So, this study enlightened those factors and there extent which are still not to be in focus.

Objectives of study

- The primary objective of present study is to analyze the factors affecting organizational learning in management colleges of Moradabad city.
- The secondary objective of the present study is to analyze the extent of factors affecting organizational in management colleges of Moradabad city.

Methodology

The methodology include the response of 56 teachers of 5 management colleges of Moradabad zone were taken for the assessment of factors affecting organizational learning was gathered with the help of a questionnaire which contain questions related to support from management, superiors organizational culture , individual and team practices, proximity with colleagues , organizational complexity etc. Likert scale technique has been used to measure the extent of affect of different organizational factors on organizational learning. The scale allows an expression of intensity to which you agree or disagree with the statements given. In this approach the respondent is asked to indicate his degree of agreement or disagreement with the help of five point scale with each series of statement that are related to the object in the Questionnaire 1.indicate strongly agree 2. Indicate Agree 3. Indicate neither agree nor disagree 4. Indicate Disagree 5. Indicate strongly disagree

Result and discussions

Table shows the extent of factors which affect the organizational learning in management colleges.

S.no	Statements	Mean	SD
1.	Support of superior in organisation	2.73	1.08
2.	Support from peers	2.00	.35

3.	Support from management	1.20	.45
4.	Organizational culture affects the development.	1.66	.01
5	Organizational culture creates interest in profession.	1.80	.15
6	Formation of teams affect level of organisational learning	2.06	.41
7	People play an important role for continuous organizational learning.	1.0	.65
8	Problem solving techniques affects the organizational learning.	2.13	.48
9	Innovation for organizational learning is helpful	2.33	.68
10	Proximity with colleagues gives a chance for developing organizational learning.	2.46	.81
11	Facing new challenges in perspective of organizational learning influence the level of confidence.	1.33	.32
12	Environmental uncertainty creates a gap in organizational learning levels.	1.00	.65

13	Organizational structure supports continuous learning by rotating the jobs of employees.	1.066	.59
14	Organizational structure complexity creates barrier in generating new ideas.	2.93	1.28
15	As organizational learning is the integral part of an organization therefore organizational strategies must be designed accordingly.	1.66	.01

The above table shows the extent of different factors affecting organizational learning. The extent of factors is determined with the help of mean value and standard deviation. The findings is based on the factors indicate that the most affecting factors for organizational structure complexity (Mean=2.93) followed by the support of superior (Mean=2.73) with proximity with colleagues (Mean=2.46) with innovation (Mean=2.33) with problem solving (Mean=2.13) followed by team practices (Mean= 2.06) with support of peers(Mean=2.00) with organizational culture (Mean=1.80) followed by organizational strategies(Mean=1.66) after this facing new challenges(Mean=1.33) with the rotation of employee job(Mean=1.06) and by the analysis of environmental uncertainty(Mean=1).Thus by the analysis of above table it is find that organizational culture, facing new challenges, formation of team , support from management are the factors which deviate less so there extent of affect is high while factors like support of superior, organizational structure complexity, proximity with colleagues , environmental uncertainty are the factors which deviate more so there extent of affect is low.

Conclusion

From the overall analysis it can be said that organizational learning play a important role in the development of organization as well as people in which some factors affect learning to more extent while some affect to the lesser extent, factors like organizational culture, facing new challenges, formation of team, support from management are the factors which deviate less from the mean value so there extent of affect is high by this conclusion the management colleges can improve their performance as well as their life cycle. The above mentioned factors of high affect give a way for further research in the field of organizational learning while factors like support of superior, organizational structure complexity, proximity with colleagues, environmental uncertainty are the factors which deviate more from the mean value so there extent of affect is low.

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