



The Role of Enterprise Resource Planning System on Organizational Learning: The case of Bunna Bank sc

By Deborah Mathios

A research project work submitted to Addis Ababa University: school of commerce in partial fulfillments of the requirements for the Master of Art in Business Leadership

Advisor: Mahir JIBRIL (PHD)

Addis University, school of commerce Ababa

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ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
MASTER OF BUSINESS LEADERSHIP

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SCHOOL OF COMMERCE

Declaration

I, the undersigned declare that this project work titled exploring the **Role of Enterprise Resource Planning systems on organizational learning: The case of Bunna bank** is my original work and has not been presented for degree requirement in any other university, and all sources used to support this particular study has been appropriately acknowledge.

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Statement of certification

This is to certify that the project entitled: “Exploring the Role of ERP system on Organizational Learning: The Case of Bunna Bank” prepared by Deborah Mathios as done under the supervision of Mahir Jibril(PhD) and submitted in partial fulfillment of the requirements for Master of business leadership with the regulation of the university and meets the accepted standards with respect to originality and quality.

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

BUSINESS LEADERSHIP POST-GRADUATE PROGRAM

EXPLORING THE ROLE OF ERP SYSTEM ON ORGANIZATIONAL LEARNING: THE
CASE OF BUNNA BANK SC.

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List of Acronyms/Abbreviations

ERP	enterprise resource management
OL	Organizational learning
DLOQ	dimensions of the learning organization questionnaire
IT	information technology
HR	human resource
SPSS	statistical package for social science
VIF	variance inflation factor
TOC	table of content
ANOVA	analysis of variance
SD	standard deviation
P-P PLOT	probability- probability plot

Abstract

Enterprise Resource Planning (ERP) systems have emerged as vital instruments for enhancing operational efficiency and integrating various business functions within contemporary organizations. Nevertheless, their impact on organizational learning is still not thoroughly examined, especially in developing nations. This study investigated the function of ERP systems in promoting organizational learning at Buna Bank, a prominent private commercial bank in Ethiopia. The research concentrated on four primary aspects of learning: knowledge acquisition, knowledge sharing, decision-making, and adaptability. A descriptive and explanatory research design was utilized, gathering data from 350 employees through structured questionnaires. The analysis was performed using SPSS, applying descriptive statistics, reliability testing, correlation, and regression analysis to evaluate the relationship between ERP usage and organizational learning outcomes. The results indicated that the implementation of ERP significantly facilitated knowledge sharing, aided informed decision-making, and enhanced organizational adaptability. However, obstacles such as insufficient training, system complexity, and inconsistent usage across departments hindered its full potential. The study concludes that while ERP systems provide a robust foundation for organizational learning, their effectiveness relies on user engagement, continuous training, and strategic alignment. This research enhances both theoretical and practical insights into the role of ERP in learning processes and provides recommendations for optimizing ERP utilization in the banking sector of Ethiopia and similar environments.

Key words

Bunna bank, Decision making, DLOQ, ERP, Knowledge sharing, Organizational learning, Organizational adaptability

CHAPTER ONE

1.1 Introduction

This study examined the function of ERP systems and their significance for organizational learning using Bunna Bank as a case study. This chapter contains the study's background, the company's background, the problem statement, the study's aims, its relevance, its limitations, its organization, and definitions of important words.

1.2 Background of the Study

For institutions hoping to maintain relevance, adaptability, and long-term success in a business environment that is always changing and competitive, organizational learning has become crucial. The Enterprise Resource Planning (ERP) system is an important technology development that has positively contributed to organizational learning. An ERP system, as mentioned by Davenport (1998), combine different corporate processes into a single platform, which enhances data accessibility, simplifies operations, and promotes efficient decision-making. However, despite their extensive use, little research has been done on how much ERP systems improve organizational learning, particularly in the financial sector. For institutions hoping to maintain relevance, adaptability, and long-term success in a business environment that is always changing and competitive, organizational learning has become crucial. The Enterprise Resource Planning (ERP) system is an important technology development that has positively contributed to organizational learning. An ERP system, as mentioned by Davenport (1998), combine different corporate processes into a single platform, which enhances data accessibility, simplifies operations, and promotes efficient decision-making. However, despite their extensive use, little research has been done on how much ERP systems improve organizational learning, particularly in the financial sector.

ERP systems are comprehensive software platforms that include HR, finance, logistics, and customer service to integrate an organization's operations. They facilitate data-driven decision-making, foster teamwork, and offer real-time access to information. ERP systems are essential for maintaining compliance, increasing productivity, and facilitating quick reactions to market and regulatory changes in the banking industry (Argyris & Schon, 1978).

Buna Bank implemented an ERP system with the objective of enhancing operational efficiency and promoting knowledge management. Nevertheless, the impact of this system on the bank's organizational learning practices has remained ambiguous. Factors such as system complexity, resistance to change, and insufficient user training may have impeded the effectiveness of the ERP system in this context. Buna Bank adopted an ERP system with the aim of improving operational efficiency and fostering knowledge management. However, the influence of this

system on the bank's organizational learning practices remained unclear. Challenges such as system complexity, resistance to change, and inadequate user training may have hindered the ERP system's ability to support learning. This study examined whether ERP implementation at Buna Bank successfully enhanced knowledge acquisition, sharing, and decision-making capabilities, as well as the bank's adaptability.(Bunna Bank Hr report, 2024)

1.2.1 Background of Buna Bank

Buna Bank is a private financial institution operating in Ethiopia, established to provide modern banking services that contribute to the country's economic development. With branches across urban and semi-urban areas, the bank offers a wide range of services, including retail, corporate, and digital banking.

To improve operational efficiency and customer service, Buna Bank implemented an ERP system designed to integrate its core departments, such as Customer Service, Operations, Finance and Accounting, Risk Management, IT, and Human Resources. Through this integration, the bank aimed to enhance information sharing, eliminate duplication of work, and support timely and effective decision-making.

ERP implementation at Buna Bank offered potential benefits such as improved collaboration, real-time data access, and greater transparency. Nevertheless, the extent to which these advantages translated into enhanced organizational learning remained to be empirically investigated—thus providing the basis for this research.

Source (Bunna Bank Hr reports, 2024)

1.3 Statement of the Problem

While ERP systems are extensively utilized to enhance operational efficiency, their effects on organizational learning have not been adequately assessed, especially within the Ethiopian banking sector. Buna Bank implemented an ERP system to optimize its operations; however, the system's effectiveness in promoting learning processes such as knowledge acquisition, sharing, and adaptive decision-making has not been thoroughly evaluated.

There are concerns regarding employee engagement with the system, which include potential issues such as user resistance, insufficient training, and inadequate system usability. In the absence of empirical evidence regarding the ERP system's contribution to enhancing organizational learning, Buna Bank risks underutilizing its technological investment. This study aims to fill this gap by investigating the impact of ERP implementation on organizational learning at Buna Bank and identifying the obstacles to its effective utilization.

In the current highly competitive and data-driven business landscape, organizations are increasingly investing in Enterprise Resource Planning (ERP) systems to streamline operations, enhance efficiency, and support strategic decision-making. Nevertheless, despite the widespread implementation of ERP systems across various industries, their influence on organizational learning—defined as the ability to acquire, share, and apply knowledge for ongoing improvement—has not been comprehensively examined or understood (Alavi & Leidner, 2001; Nonaka, 1994). Although ERP systems are generally deployed to enhance data accuracy, automation, and integration, their potential to revolutionize how organizations learn, adapt, and progress has often been neglected (Pan & Jang, 2008; Zhou & Lee, 2009). According to Senge (1990), organizations that do not evolve into learning institutions face the risk of stagnation, even with advanced technologies in place. This prompts a crucial inquiry: Are ERP systems being fully utilized as instruments to promote organizational learning, or are they merely being employed to automate conventional workflows?

The challenge is particularly pronounced in developing regions. The challenge is particularly acute in developing countries, including Ethiopia, where ERP implementation is often driven by donor pressure, policy reform, or modernization efforts—but not necessarily tied to learning outcomes or cultural adaptation (Ifinedo, 2008; Kebede & Sisay, 2015). In the Ethiopian banking sector, while several banks have adopted ERP systems to improve operational control and compliance, the systems' contribution to learning and innovation—especially in relation to knowledge acquisition, knowledge sharing, decision-making, and adaptability—remains under-researched and underutilized (Shikur, 2021; Mwai, 2019). Factors such as low digital literacy, inconsistent system use, limited training, and resistance to change continue to hinder the transformative learning potential of ERP systems (Sumner, 2000; Klaus et al., 2000). At Buna Bank, ERP implementation was aimed at integrating departments and improving efficiency; however, no formal study has yet assessed whether the system has actually improved employees' ability to learn, collaborate, and make better decisions. This gap in empirical evidence creates a pressing need to evaluate ERP not only as an operational tool but also as a strategic enabler of organizational learning, particularly in emerging market institutions like Buna Bank.

1.4 Objectives of the Study

1.4.1 General Objective

To assess the role of ERP systems in enhancing organizational learning at Buna Bank, focusing on knowledge sharing, decision-making, and adaptability.

1.4.2 Specific Objectives

- To examine the contribution of ERP systems to knowledge acquisition within Buna Bank.
- To assess how ERP systems promoted knowledge sharing among employees.

- To evaluate the influence of ERP systems on decision-making processes.
- To investigate the effect of ERP systems on the organization's adaptability to internal and external changes.
- To identify the challenges Buna Bank faced in implementing and utilizing ERP systems for organizational learning.

1.5 Research Questions

This study was guided by the following research questions:

1. How did the implementation of ERP systems impact knowledge acquisition at Buna Bank?
2. In what ways did ERP systems facilitate knowledge sharing among employees?
3. How did ERP systems influence decision-making processes at Buna Bank?
4. What role did ERP systems play in enhancing organizational adaptability and responsiveness?
5. What challenges did Buna Bank face in the implementation and utilization of ERP systems for organizational learning?

1.6 Significance of the Study

This study contributed both to academic research and practical applications:

Academic Significance

- **Research Gap:** It filled a gap in literature regarding the intersection of ERP systems and organizational learning in Ethiopian banks.
- **Theoretical Contribution:** The study expanded upon knowledge management and learning theories, contextualizing them within ERP system use.

Practical Significance

- **Implementation Insight:** It provided managers with guidance on how ERP systems can be better leveraged to support learning, decision-making, and adaptability.
- **Policy Development:** The findings could inform ERP training, user engagement strategies, and change management policies within the banking sector.

Broader Impact

- **Developing Countries:** The study served as a reference for ERP adoption in similar socio-economic contexts.
- **Other Sectors:** Though centered on banking, the study laid a foundation for future research across industries such as manufacturing, healthcare, and education.

1.7 Scope of the Study

1.7.1 Geographical Scope

This study was conducted exclusively within Bunna Bank branches and head office departments located in Addis Ababa. It did not include regional branches or employees stationed outside the city due to time constraints, logistical limitations, and the need for consistent ERP system access. The selected departments within the head office included key functional units such as Finance and accounting, Risk management, IT and system management and Human resources where ERP usage is most concentrated

1.7.2 Temporal Scope

The research covered ERP implementation and usage over the last 3 to 5 years, focusing on its current and cumulative impact on organizational learning.

1.7.3 Subject Matter Scope

The study concentrated on the effect of ERP systems on organizational learning, specifically examining knowledge acquisition, sharing, decision-making, and adaptability.

1.7.4 Scope of Data Collection

Data was gathered from employees and managers across various departments using structured questionnaires. Secondary data, such as internal reports and previous studies, complemented the primary data.

1.8 Limitations of the Study

- The study was limited to Bunna Bank and may not be generalizable to other banks or sectors.
- Data was collected through self-reported questionnaires, which may be subject to bias.
- Time and resource constraints limited the scope of interviews and observations.
- The findings reflect a specific point in time and may not account for future changes in ERP usage or learning culture.

1.9 Organization of the Paper

This thesis is organized into five chapters.

- Chapter One introduces the study, outlines the problem, objectives, and scope.
- Chapter Two reviews relevant literature and presents the conceptual and theoretical frameworks.
- Chapter Three details the research design, methodology, and data collection methods.
- Chapter Four presents data analysis and interpretation.
- Chapter Five summarizes findings, draws conclusions, and offers recommendations.

1.10 Definition of Key Terms

- ERP (Enterprise Resource Planning): Integrated software used to manage and automate core business processes.
- Organizational Learning: The process by which organizations acquire, share, and apply knowledge to improve performance.
- Knowledge Acquisition: Gaining new knowledge and insights, often through ERP-supported data access.
- Knowledge Sharing: The dissemination of information and expertise within an organization.
- Decision-Making: The process of making choices informed by data and analysis.
- Organizational Adaptability: The ability of an organization to adjust to changes and uncertainties.
- Buna Bank: The case organization, a private commercial bank operating in Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Establishing a solid academic foundation is crucial when exploring the intersection between Enterprise Resource Planning (ERP) systems and organizational learning. This chapter examines significant theoretical and empirical studies to explain how ERP systems contribute to core learning activities such as knowledge acquisition, information sharing, adaptability, and decision-making. The review also identifies key gaps in the literature, with particular attention to the Ethiopian banking sector and Bunna Bank's context.

2.2 ERP Systems: Overview and Strategic Role

Historical Development of ERP Systems

The evolution of Enterprise Resource Planning (ERP) systems dates back to the 1960s, when they first emerged as Material Requirements Planning (MRP) tools utilized in the manufacturing sector. These initial systems were created to automate inventory control and production scheduling (Monk & Wagner, 2013). As time progressed, MRP transformed into MRP II during the 1980s, incorporating additional components such as finance, accounting, and human resources. The complete emergence of ERP occurred in the 1990s, marked by the rise of vendors like SAP, Oracle, and PeopleSoft, which provided comprehensive, cross-functional systems capable of supporting processes across the entire enterprise (Jacobs & Weston, 2007).

According to Klaus, Rosemann, and Gable (2000), the primary objective of implementing ERP systems was to standardize and streamline business operations. However, with the rapid acceleration of digital transformation in the 21st century, the role of ERP has expanded to encompass strategic planning, data analytics, and knowledge integration. This evolution has redefined ERP as not just a tool for enhancing efficiency, but as a platform for fostering organizational learning and innovation. As Al-Mashari, Ghani, and Al-Rashid (2006) observe, "modern ERP systems are equipped with the ability to capture, distribute, and store knowledge across organizational silos."

This historical development is crucial for comprehending ERP within learning environments. ERP systems have transcended their initial role as mere IT tools—they have evolved into socio-technical systems that influence how employees access knowledge, make decisions, and adapt to change. As organizations, particularly banks, increasingly implement ERP systems in

knowledge-intensive settings, the historical context and evolution of these systems serve as a foundation for understanding their potential for learning. Enterprise Resource Planning (ERP) systems are integrated software platforms that unify a firm's core business processes by centralizing data and automating workflows. According to Jacobs and Weston (2007), "ERP systems integrate all facets of an enterprise into one comprehensive information system that can be accessed by individuals across an entire organization." These systems serve as backbones for operational and strategic functions, enabling real-time decision-making and process optimization.

Davenport (1998) noted that ERP systems do more than automate tasks; they restructure organizational processes by encouraging standardization and information transparency. He observed that "ERP systems force organizational discipline by embedding business logic and best practices into software," which aligns day-to-day activities with strategic goals.

Somers and Nelson (2001) highlighted ERP's role in strategic transformation, stating, "ERP systems are not simply technology projects—they are change management initiatives." Thus, ERP is both a technological and managerial innovation, contributing to enterprise agility and adaptability.

In the banking sector, ERP platforms have become critical tools for managing finance, human resources, customer relationships, and compliance. As stated by O'Leary (2000), "ERP systems in banks support centralized databases, unified reporting, and regulatory compliance, which are essential for reducing operational risk and increasing transparency."

2.3 Organizational Learning: Theoretical Perspectives

Nonaka (1994) advanced the SECI model (Socialization, Externalization, Combination, Internalization), describing how tacit and explicit knowledge interact dynamically within organizations. He argued that learning is facilitated when employees convert individual experiences into shared knowledge and vice versa.

King (2009) reinforced that organizational learning is deeply tied to knowledge management systems that enable effective information capture and reuse. ERP systems, as tools of knowledge management, directly impact learning. Organizational learning refers to a continuous process through which organizations acquire, interpret, and respond to knowledge in a way that improves performance and adaptability. Argyris and Schön (1978) distinguished between single-loop learning—adjustments made within existing norms—and double-loop learning, where underlying assumptions and strategies are questioned and revised.

Senge (1990) emphasized that learning organizations are built upon five disciplines, including systems thinking, shared vision, mental models, team learning, and personal mastery. He noted, “Organizations that excel are those that discover how to tap people’s commitment and capacity to learn at all levels.”

ERP system as knowledge infrastructure

Enterprise Resource Planning systems play a foundational role as knowledge infrastructure—a term that emphasizes not just the physical IT platform, but the embedded routines, databases, and communication processes that allow knowledge to circulate across the organization. According to Newell, Robertson, Scarbrough, and Swan (2009), knowledge infrastructures refer to “technologies and organizational practices that work together to facilitate knowledge flows.” In this sense, ERP systems can be seen as both carriers and enablers of organizational learning.

ERP systems support multiple dimensions of knowledge flow: acquisition, through data access and benchmarking; sharing, through interdepartmental dashboards and modules; and application, through real-time decision tools and analytics (Alavi & Leidner, 2001). In banks, for example, ERP enables frontline staff to access customer data, while allowing risk and compliance officers to analyze trends—both of which are essential to learning and adaptation. ERP thus becomes a “central nervous system” for the organization’s knowledge dynamics (Davenport, 1998).

However, the infrastructure metaphor also draws attention to the fragility and unevenness of ERP-supported learning. If systems are poorly integrated, underutilized, or disconnected from practice, their role in knowledge circulation weakens. As Ciborra (2000) argues, ERP is not inherently a learning system; its effectiveness depends on user engagement, organizational design, and alignment with strategic goals. Therefore, studying ERP as knowledge infrastructure requires a dual focus on technology and organizational behavior.

2.4 ERP Systems and Organizational Learning

The convergence of ERP systems and organizational learning is evident in the systems' capacity to improve knowledge acquisition, dissemination, and application.

Alavi and Leidner (2001) stated, "ERP systems act as facilitators of knowledge management by providing centralized databases, cross-functional access, and integrated workflows." These features promote both formal and informal learning processes.

Pan and Jang (2008) demonstrated that the implementation of ERP systems generates opportunities for institutional learning by uncovering inefficiencies, encouraging procedural redesign, and fostering collaboration. They remarked, "ERP systems facilitate learning not only by enabling knowledge sharing but also by rendering underlying processes visible and subject to improvement."

Additionally, ERP systems support feedback loops, which are crucial for learning. Ifinedo (2008) contended that when employees utilize ERP tools to access performance data and outcomes, they gain insights that enhance decision-making and process improvement. This interaction embodies both single-loop (incremental adjustments) and double-loop learning (rethinking practices).

Moreover, Zhou and Lee (2009) concluded that the adoption of ERP systems encourages organizational learning when the systems are user-friendly, aligned with tasks, and backed by a robust learning culture. Their research highlighted that "technological capacity alone is not enough; it must be complemented by human willingness to explore, share, and apply knowledge."

2.5 Key Dimensions of Organizational Learning

This study focuses on four dimensions of organizational learning—knowledge sharing, knowledge acquisition, decision-making, and adaptability—as dependent variables influenced by ERP system implementation. These dimensions are supported by both theoretical and empirical studies that define how ERP systems promote continuous improvement.

2.5.1 Knowledge Sharing

Knowledge sharing is the exchange of information, experiences, and insights among individuals and departments to promote mutual understanding and learning. According to Alavi and Leidner (2001), "knowledge sharing is at the heart of organizational learning, enabling employees to build on collective experiences and improve coordination." ERP systems contribute to this process by eliminating information silos and promoting transparency.

Ko, Kirsch, and King (2005) highlighted that ERP platforms promote knowledge sharing by offering shared dashboards, document repositories, and collaborative interfaces.

They remarked, "ERP systems institutionalize knowledge sharing by rendering organizational data accessible in a standardized and user-friendly manner."

Nevertheless, the success of ERP-facilitated knowledge sharing is contingent upon system usability and user engagement. Ifinedo (2008) cautioned that "in the absence of sufficient training and support, users might circumvent ERP tools, resulting in underutilization and fragmented communication."

Consequently, effective knowledge sharing through ERP systems necessitates both technological integration and a culture of collaboration.

2.5.2 Knowledge Acquisition

Knowledge acquisition pertains to an organization's capacity to gather and assimilate new information from both internal and external sources. ERP systems enhance this capability by centralizing data across various departments and offering tools for analysis and reporting.

Nonaka (1994) underscored that knowledge is generated through the interplay of tacit and explicit forms. ERP systems promote this interaction by capturing explicit knowledge (such as performance metrics and transaction records) while facilitating the social exchange of tacit knowledge via shared platforms.

Gable, Sedera, and Chan (2003) pointed out that "ERP systems provide structured access to organizational memory, enabling users to acquire knowledge from historical data and prior decisions." This fosters ongoing learning from past performance.

Pan and Jang (2008) discovered that organizations with efficient ERP systems were more inclined to encourage employee learning because "users had direct access to information that enabled them to comprehend workflow changes, evaluate outcomes, and enhance job performance."

2.5.3 Decision-Making

Decision-making is a critical aspect of organizational learning, involving the ability to evaluate alternatives based on reliable information. ERP systems enhance decision-making by providing accurate, real-time data that supports analytical reasoning.

Robbins and Judge (2013) explained that “decision quality is directly related to the accuracy and timeliness of information,” a condition ERP systems are designed to meet. With tools such as automated reporting and dashboards, ERP systems enable informed, consistent decisions at all levels of the organization.

Davenport (1998) argued that ERP systems serve as “institutional memory” that reduces uncertainty and guides action. In his view, organizations learn to make better decisions by reviewing historical outcomes and adapting future responses.

Furthermore, Ifinedo (2008) noted that ERP systems create accountability by documenting data usage and outcomes, which enhances feedback loops and reflective learning. This integration of system output and employee judgment fosters a data-driven decision-making culture.

2.5.4 Adaptability

Organizational adaptability refers to the ability to effectively respond to both internal changes and external pressures. This characteristic is a defining feature of a learning organization. ERP systems enhance adaptability by providing quick access to data, facilitating scenario analysis, and standardizing responses to changes.

Schein (2010) characterized adaptability as a function of culture and systems, asserting that "adaptive organizations possess both the tools and the mindset to respond constructively to uncertainty." ERP systems provide these tools by making performance metrics transparent and enabling coordinated actions among departments.

Somers and Nelson (2001) highlighted that ERP systems "support strategic agility by integrating processes and allowing simultaneous changes across multiple functions." For example, when a financial institution such as Buna Bank modifies its loan policies or reporting standards, ERP systems ensure that these changes are implemented across all branches.

Pan and Jang (2008) further emphasized that ERP systems foster proactive learning, noting that "employees become more adaptable when they can monitor trends, anticipate risks, and initiate improvements using ERP insights."

The Role of Organizational Culture in ERP-Driven Learning

Organizational culture plays a pivotal role in determining whether ERP systems become tools for routine automation or platforms for deep learning and adaptation. As Schein (2010) explains, “culture is both a constraint and an enabler of learning”—shaping how people respond to new technologies, collaborate, and make decisions. Even the most sophisticated ERP systems may

fail to enhance learning if the organizational culture resists transparency, knowledge sharing, or change.

many organizations, especially hierarchical ones like banks, the success of ERP systems in fostering learning depends on management support, employee empowerment, and interdepartmental trust. According to Ifinedo (2008), “ERP implementation success is as much about people and processes as it is about technology. A learning culture is essential for leveraging ERP’s full potential.” Where a blame culture exists, employees may hesitate to share ERP insights or report system errors—thus stifling learning opportunities.

Furthermore, cultural factors influence how knowledge is framed and valued. In some settings, technical data from ERP may be prioritized over experiential or tacit knowledge, creating an imbalance that limits reflection and innovation (Nonaka & Takeuchi, 1995). Therefore, aligning ERP use with a culture that values continuous improvement, experimentation, and open communication is essential. Leaders play a key role in this alignment by modeling learning behaviors, encouraging feedback, and linking ERP outputs to strategic dialogue.

2.6 ERP Implementation Challenges

Although ERP systems possess considerable potential to improve organizational learning, their implementation frequently encounters obstacles that may hinder their effectiveness. These obstacles are particularly pronounced in the contexts of developing countries, such as Ethiopia.

Davenport (1998) identified several critical barriers to implementation, including high costs, complexity, and a lack of alignment with organizational culture. He cautioned that “the failure to align ERP systems with strategic goals and user needs often results in underutilization and disappointment.”

Klaus, Rosemann, and Gable (2000) highlighted the significance of organizational culture and resistance to change. They contended, “ERP success depends on the degree to which employees embrace change and the organization commits to learning and adaptation.”

Sumner (2000) noted that insufficient user involvement during the implementation phase leads to diminished ownership and poor adoption. “Users must be engaged not only in system design but also in ongoing feedback and customization,” he asserted.

In the context of Ethiopian banking, factors such as limited technical infrastructure, low digital literacy, and inadequate training further exacerbate the challenges of ERP implementation. Kebede and Sisay (2015) remarked that “the success of ERP projects in Ethiopian banks depends heavily on top management support, user training, and continuous system evaluation.”

Barriers to ERP-Driven Organizational Learning in Developing Countries

Although ERP systems are increasingly adopted in developing countries, their role in enabling organizational learning is frequently undermined by systemic, infrastructural, and cultural barriers. One major challenge is limited digital literacy, which restricts users' ability to engage deeply with ERP features beyond basic data entry (Kamhawi, 2007). Without adequate technical skills, employees may treat ERP as a static tool rather than a learning resource.

Training gaps further compound the issue. As observed by Kebede and Sisay (2015) in the Ethiopian banking sector, many institutions “provide only initial training focused on ERP functionality, with little emphasis on continuous learning or reflective use of the system.” This undermines the potential for ERP systems to support dynamic decision-making, knowledge transfer, or strategic adaptability.

System complexity and misalignment with local work practices also hinder ERP-based learning. In many developing countries, ERP software is imported and rarely customized to fit local contexts. This can result in resistance, workarounds, or underutilization (Soh, Kien, & Tay-Yap, 2000). When users find the system rigid or irrelevant to their needs, they are less likely to experiment, ask questions, or use ERP to guide decisions—all essential components of organizational learning.

Resource constraints (such as poor internet connectivity, outdated hardware, or lack of IT support) create additional challenges, especially in remote or branch locations. These infrastructural limitations not only block system access but also diminish the motivation to use ERP tools as learning platforms. In such cases, the learning potential of ERP is not only underused—it is actively suppressed by environmental constraints.

2.7 ERP and Organizational Learning in the Banking Sector

Global ERP Case Studies in Banking

Analyzing the adoption of ERP systems and their impact on learning outcomes within international banking institutions offers significant insights into the functionality of similar technologies in diverse environments. A study conducted by Lee and Lee (2000) on South Korean banks revealed that the implementation of ERP led to enhanced process efficiency and compliance with regulations; however, it was noted that “organizational learning outcomes were only achieved when ERP usage was complemented by training and a strong commitment from

leadership." This underscores the notion that the success of ERP is not guaranteed; it necessitates a deliberate alignment with the learning objectives of the institution.

In a similar vein, a case study by Bradley (2008) focusing on a retail bank in the UK indicated that while ERP improved customer service and performance monitoring, employees were hesitant to share knowledge unless there were incentives in place. The study concluded that "the system created visibility, but not necessarily engagement," thereby highlighting the importance of cultural adaptation. Furthermore, in the context of Indian public sector banks, Saxena and McDonagh (2017) found that the potential of ERP to enhance learning was compromised by bureaucratic inflexibility and resistance to the democratization of knowledge. They concluded that "ERP can create the illusion of learning while maintaining rigid structures unless intentional interventions are implemented."

These instances illustrate a wider trend: while ERP systems possess the technical potential to foster learning, they require a supportive organizational climate to be effective. A comparison of Buna Bank's situation with international cases indicates that learning outcomes are influenced not solely by the software itself, but also by the people involved, the prevailing culture, the incentives provided, and the necessary local adaptations.

Banks function within highly regulated and data-driven environments where ERP systems can aid in risk management, regulatory compliance, and customer service enhancement. In this framework, organizational learning empowers banks to adapt effectively to evolving market dynamics and policy changes. Liu and Li (2008) discovered that the implementation of ERP in Chinese banks improved the flow of information, increased customer responsiveness, and encouraged innovation. Banks operate in highly regulated, data-intensive environments where ERP systems can support risk management, regulatory compliance, and customer service. In this context, organizational learning enables banks to respond effectively to changing market conditions and policy requirements.

Liu and Li (2008) found that ERP implementation in Chinese banks improved information flow, enhanced customer responsiveness, and fostered innovation. "ERP systems centralize data across branches, allowing for standardized decision-making and cross-functional learning," they noted.

Mwirigi and Njihia (2014), in their study of Kenyan commercial banks, reported that ERP systems enhanced knowledge sharing, improved staff collaboration, and led to continuous process improvement. They concluded that "ERP usage was positively correlated with learning outcomes such as innovation and adaptability."

Shikur (2021), studying the Commercial Bank of Ethiopia, found that “ERP systems contributed to improved customer handling, better reporting, and quicker adaptation to new regulations.” However, the study also highlighted challenges related to user resistance and limited customization of ERP modules.

In all these cases, ERP systems were found to serve as critical enablers of organizational learning—but only when supported by user engagement, adequate training, and strategic alignment.

2.8 ERP Systems and Learning in the Context of Buna Bank

Buna Bank, one of Ethiopia’s emerging private commercial banks, has adopted an ERP system as part of its broader digital transformation strategy. The system was intended to integrate core banking functions such as customer service, finance, human resources, and risk management, promoting efficiency and institutional learning.

Although the implementation marked an important milestone, the extent to which ERP supported organizational learning remained ambiguous. Kebede and Sisay (2015), in their study of Ethiopian banks, noted that “while ERP systems improve operational coordination, their learning impact is often hindered by insufficient training, limited user engagement, and poor data quality.”

At Buna Bank, anecdotal evidence suggested that employees had varying degrees of interaction with the ERP system. Some departments reportedly used the platform to track customer transactions and generate reports, while others depended on parallel manual systems. This inconsistency raised questions about whether the ERP system truly facilitated knowledge acquisition, sharing, or adaptive learning across the institution.

Furthermore, the bank’s organizational culture, level of IT literacy, and training intensity may have influenced the system’s impact. As Nonaka (1994) observed, “technology alone cannot create a learning organization; it must be supported by people who are willing and able to use it to convert experience into knowledge.” Therefore, this study examined whether the ERP system at Buna Bank had advanced organizational learning in practice, beyond its theoretical promise.

2.9 Theoretical Framework

This study draws on three major theoretical frameworks:

1. Knowledge Management Theory (Nonaka, 1994)

Nonaka's theory emphasizes the interaction between tacit and explicit knowledge through processes of socialization, externalization, combination, and internalization (SECI model). ERP systems act as tools for storing explicit knowledge and creating platforms for tacit knowledge exchange through collaboration.

Relevance: ERP systems at Buna Bank potentially serve as repositories of both types of knowledge, influencing how staff learn, document, and apply what they know.

2. Technology Acceptance Model (TAM) – Davis (1989)

TAM explains how perceived ease of use and perceived usefulness determine a user's acceptance of technology. If the ERP system is seen as helpful and user-friendly, adoption increases, thus supporting learning outcomes.

Relevance: The success of ERP systems in promoting learning at Buna Bank depends on how employees perceive and engage with the system.

3. Organizational Learning Theory (Argyris & Schön, 1978)

This theory distinguishes between single-loop learning (making corrections without changing assumptions) and double-loop learning (re-examining underlying norms). ERP systems enable both by providing data for feedback and opportunities for strategic rethinking.

Relevance: Through ERP, Buna Bank staff may correct errors (single-loop) or improve their decision frameworks and workflows (double-loop).

ERP and Knowledge Management System (KMS) Integration

ERP systems are often discussed separately from Knowledge Management Systems (KMS), but growing literature argues for their integration to maximize organizational learning. ERP platforms store structured transactional data, while KMS tools capture, organize, and disseminate tacit and explicit knowledge (Chou, 2005). When ERP and KMS are linked, organizations can move beyond automation to continuous learning and innovation.

According to Maier and Remus (2003), "ERP systems provide the backbone for operational efficiency, but only when complemented by KMS can they support strategic learning and knowledge reuse." ERP alone often fails to retain lessons learned or support informal learning processes, whereas KMS fosters communities of practice, wikis, and knowledge repositories.

Integrating the two systems allows for feedback loops, enhanced decision support, and cross-functional insights. In banks, for example, ERP might handle transaction data, while KMS captures lessons from audits or customer complaints—ensuring that learning is not lost in silos.

However, such integration requires shared taxonomies, compatible infrastructure, and cultural support for collaboration.

In Buna Bank’s case, the presence of an ERP system presents an opportunity to build or link to a lightweight KMS structure that can capture and circulate institutional knowledge—especially during staff turnover, policy shifts, or digital transformation.

2.10 Empirical Review

Several empirical studies have explored the relationship between ERP implementation and organizational learning, particularly within banking and service sectors.

Mwirigi and Njihia (2014) conducted a study in Kenyan commercial banks and found a statistically significant relationship between ERP adoption and improvements in knowledge management practices. “ERP systems enabled quicker information access, cross-department collaboration, and real-time learning,” they reported. However, they also cautioned that “success was contingent on user training and cultural readiness.”

Shikur (2021), examining the Commercial Bank of Ethiopia, identified that ERP systems contributed to enhanced adaptability and faster decision-making. His findings revealed that “branches that engaged regularly with ERP dashboards and reports demonstrated higher responsiveness to operational issues.” However, he also found that limited training and inconsistent system use remained challenges.

Mwai (2019) evaluated ERP implementation in the context of banking service delivery in Kenya and found that the systems had a positive influence on operational learning and service innovation. “ERP systems enabled institutions to learn from customer feedback and adjust service offerings accordingly,” he noted. However, he emphasized that “this benefit only materialized when the systems were customized and aligned with frontline user needs.”

These empirical findings highlight the enabling role of ERP systems in supporting learning, while also underscoring the importance of implementation quality, user involvement, and institutional support mechanisms.

Critical Review of Learning Models: DLOQ vs. SECI

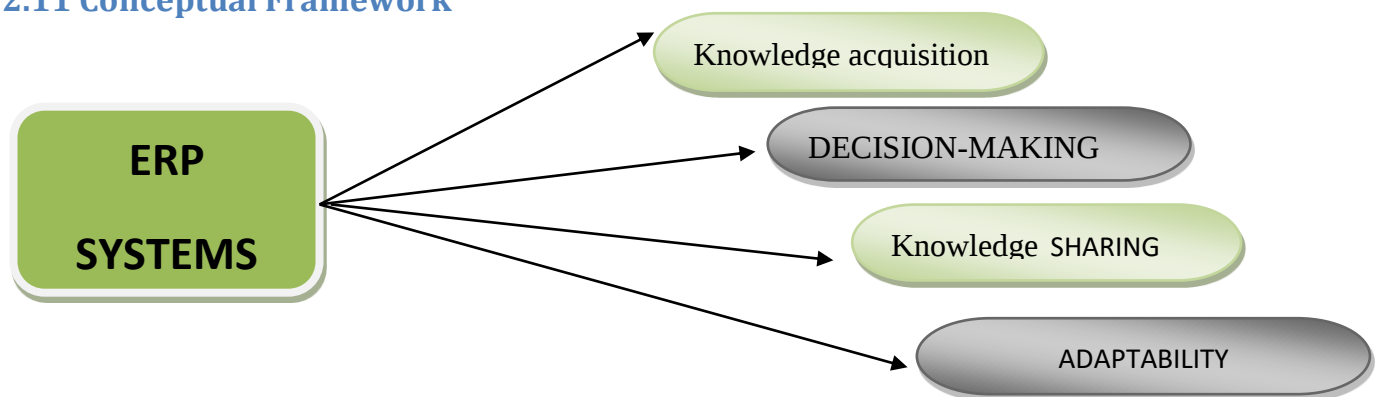
This study draws primarily on the Dimensions of the Learning Organization Questionnaire (DLOQ), developed by Watkins and Marsick (2003), but it is important to situate this model within the broader ecosystem of organizational learning theories—particularly in contrast with the SECI model by Nonaka (1994). While both models offer insights into how organizations learn, they diverge in focus, structure, and application.

The DLOQ emphasizes seven action-oriented dimensions of learning, including continuous learning, dialogue, inquiry, team learning, embedded systems, empowerment, and system connection. It is valued for its organizational diagnostics and clarity, especially in Western institutional contexts. As Yang, Watkins, and Marsick (2004) observe, “The DLOQ provides a comprehensive framework for assessing how learning is practiced across all organizational levels.”

In contrast, Nonaka’s SECI model (Socialization, Externalization, Combination, Internalization) is more dynamic and rooted in Eastern epistemology. It focuses on how tacit knowledge (personal, experiential) is transformed into explicit knowledge (codified, shareable) and vice versa. Nonaka (1994) proposed that this cyclical transformation fuels innovation and continuous learning, especially in fast-paced environments. The SECI model highlights the interplay between individual and collective learning, and the enabling role of technology and culture.

Integrating the two models can provide a richer understanding of ERP’s learning impact. The DLOQ helps assess formal structures and behaviors (such as empowerment and systems thinking), while the SECI framework reveals how ERP systems might support knowledge flow across boundaries. Together, they offer a powerful lens for analyzing organizational learning in Ethiopian banking, where formal and informal knowledge practices coexist.

2.11 Conceptual Framework



The conceptual framework for this study reflects the relationship between ERP system implementation (independent variable) and the four key components of organizational learning (dependent variables): knowledge acquisition, knowledge sharing, decision-making, and adaptability.

Independent Variable:

- **ERP System Implementation:** Refers to the integration and use of ERP technology across departments at Buna Bank, including system usability, training, and scope of adoption.

Dependent Variables:

- **Knowledge Acquisition:** The extent to which employees use the ERP system to gain insights, understand processes, and learn from data.
- **Knowledge Sharing:** The ability of the ERP system to facilitate communication and collaboration among departments.
- **Decision-Making:** How ERP tools and reports influence accuracy, speed, and quality of decisions.
- **Adaptability:** The bank's responsiveness to change as supported by ERP features like real-time reporting and integrated workflows.

The framework posits that effective ERP implementation positively influences all four dimensions of organizational learning, mediated by factors such as employee acceptance, system training, and technical support.

2.12 Gaps in the Literature

Despite substantial research on ERP and organizational learning globally, several gaps remain:

- **Contextual Gap:** Most studies are based in developed economies; there is limited evidence from African or Ethiopian banking institutions. As Kamhawi (2007) noted, “technology adoption varies widely across cultural and institutional settings, requiring localized research.”
- **Organizational Learning Focus:** Existing research often prioritizes operational or financial outcomes of ERP systems, with less focus on learning dynamics such as knowledge creation, sharing, and adaptability.
- **User Engagement:** Few studies explicitly analyze how employee behaviors, attitudes, and system use influence the learning value of ERP systems.
- **Case-Specific Insights:** There is a lack of in-depth case studies exploring ERP's role in learning within a single institution—especially banks like Buna Bank that are still maturing in digital integration.

By addressing these gaps, this study contributes to a nuanced understanding of how ERP systems support learning in an emerging market context.

Criticisms and Limitations in ERP–Learning Literature

Despite growing recognition of ERP systems as enablers of organizational learning, several gaps and limitations persist in the literature. One recurring critique is the overemphasis on technical success metrics, such as implementation speed or cost reduction, rather than deeper behavioral outcomes like knowledge retention or double-loop learning (Sedera & Gable, 2010). This narrow focus obscures the transformative potential of ERP systems and reduces learning to compliance or efficiency gains.

Another limitation involves the lack of longitudinal studies that track how ERP systems influence learning over time. Most studies evaluate impact shortly after implementation, without assessing whether knowledge-sharing cultures are sustained, whether employees adapt to change, or whether decision-making quality improves in the long term (Grant, Hall, Wailes, & Wright, 2006). As a result, the “learning” narrative often remains anecdotal or assumed rather than evidenced.

Additionally, there is a lack of contextual sensitivity, especially in African, Middle Eastern, or Southeast Asian case studies. Most ERP–learning research emerges from Western corporate environments, where digital maturity, cultural norms, and regulatory structures differ significantly. As Kamhawi (2008) argues, “we must treat ERP not as a global panacea but as a culturally embedded practice whose outcomes vary across contexts.”

There are also conceptual weaknesses, such as the tendency to treat organizational learning as a single construct rather than a multi-layered process involving cognition, culture, systems, and strategy. This simplification limits theory development and makes it harder to design effective interventions that leverage ERP for learning and adaptation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology employed to examine the role of ERP systems in enhancing organizational learning at Buna Bank. It describes the research approach, population, sampling techniques, data collection methods, instruments used, analysis procedures, reliability and validity measures, and ethical considerations. The methodology was structured to ensure rigor, relevance, and alignment with the study's objectives.

3.2 research design

The study adopted a descriptive and explanatory research design. The descriptive component allowed for the systematic presentation of current ERP usage and learning practices at Buna Bank, while the explanatory aspect investigated the cause-effect relationship between ERP implementation and organizational learning dimensions such as knowledge acquisition, sharing, decision-making, and adaptability.

This mixed design was suitable for capturing both the factual situation (what exists) and the underlying dynamics (how ERP systems influence learning processes). As Saunders et al. (2016) explained, “descriptive studies portray an accurate profile of events, whereas explanatory studies seek to establish causal links between variables.”

3.3 Target Population, Sample Size, and Sampling Technique

3.3.1 Target Population

The target population for the study consisted of permanent employees of Buna Bank who interact with the ERP system in their day-to-day roles. According to Buna Bank's HR Division report (2024), the total number of eligible employees was approximately 2,800. These were categorized into seven strata: senior executives, directors, division managers, branch managers, senior officers, officers, and Operations.

Employees with less than one year of experience, those stationed outside Addis Ababa, and non-clerical staff were excluded due to time limitations, data access challenges, and the need for ERP system familiarity.

3.3.2 Sample Size Determination

Given the large population of employees at Bunna Bank, a sample was required to conduct the study efficiently while maintaining representativeness.

The total population of the study was 2800 employees across various departments and branches of the bank

$$n = \frac{N}{1+N(e)^2} \quad \text{Where:}$$

- n = required sample size
- N = population size (2800)
- e = margin of error (5%)

$$n = \frac{2800}{1+2800(0.05)^2} = \frac{2800}{1+2800(0.0025)} = \frac{2800}{8} = 350$$

Thus, a sample size of 350 employees was selected.

3.3.3 Sampling Technique

A stratified random sampling technique was employed to ensure proportional representation across job categories. This technique enhanced the generalizability of results by capturing perspectives from multiple organizational levels and functions. Within each stratum, participants were selected randomly using employee lists provided by the bank's HR division.

3.4 Data Collection Method

3.4.1 Sources of Data

The study utilized both primary and secondary data sources:

- Primary data were obtained through structured questionnaires administered to sampled employees.
- Secondary data included internal ERP usage reports, organizational documents, previous ERP research, and scholarly literature.

3.4.2 Data Collection Instrument

A structured self-administered questionnaire was developed, consisting of closed-ended items measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The instrument was divided into two sections:

- Section I: Demographic information (gender, age, position, education, etc.)
- Section II: Items measuring ERP influence on:
 - Knowledge sharing
 - Knowledge acquisition
 - Decision-making
 - Organizational adaptability

The items were adapted from the Dimensions of the Learning Organization Questionnaire (DLOQ) by Watkins and Marsick (2003) and tailored to reflect ERP-specific contexts.

3.5 Data Analysis Methods

The collected data were coded and entered into SPSS (Statistical Package for the Social Sciences) for analysis. The following techniques were employed:

- Descriptive Statistics: Mean, standard deviation, and frequency distributions were used to summarize respondents' characteristics and perceptions.
- Reliability Testing: Cronbach's alpha was calculated to test the internal consistency of each construct.
- Correlation Analysis: Pearson correlation coefficients assessed the strength and direction of relationships between ERP usage and learning variables.
- Multiple Regression Analysis: Used to examine the predictive influence of ERP implementation on organizational learning components.

3.6 Reliability and Validity

Reliability

The questionnaire's reliability was evaluated using Cronbach's alpha. A value of 0.70 or higher was considered acceptable for internal consistency (Gliem & Gliem, 2003). Each constructs (knowledge, Sharing, acquisition, etc.) Was tested separately to ensure the scales were measuring the intended concepts reliably.

Validity

Content validity was ensured through expert review. The instrument was reviewed by academic supervisors and ERP practitioners who confirmed that the items were appropriate, clear, and aligned with research objectives. The questionnaire also incorporated previously validated measures from DLOQ, enhancing construct validity.

RELIABILITY TESTS

Reliability

To assess the internal consistency and reliability of the measurement scales used in the study, Cronbach's Alpha was calculated for each of the five constructs. Cronbach's Alpha values range from 0 to 1, with values above 0.7 considered acceptable, above 0.8 good, and above 0.9 excellent. The results are summarized below:

Table 1 reliability test

Scale	No of Items	Cronbach's Alpha
Knowledge Sharing	6	0.921
Knowledge Acquisition	6	0.942
Decision Making	6	0.924
Organizational Adaptability	6	0.951
ERP System Utilization	5	0.933

Source: Own Survey, 2025

The results indicate that all five constructs have excellent internal consistency, with Cronbach's Alpha values exceeding 0.9. This means that the items within each scale are highly correlated and measure the same underlying concept reliably.

Knowledge Sharing ($\alpha = 0.921$):

Employees responded consistently to questions about openness, collaboration, and sharing through ERP systems. This shows that the organization's practices related to knowledge sharing are clearly understood and experienced similarly across the bank.

Knowledge Acquisition ($\alpha = 0.942$):

The high reliability indicates that responses related to learning opportunities, external training, and experimentation were consistent. This suggests that Bunna Bank has a defined, though moderately implemented, approach to employee development.

Decision Making ($\alpha = 0.924$):

This score reflects that the perception of autonomy, trust, and involvement in decisions is internally coherent — employees understand and respond similarly to questions about decision rights and support.

Organizational Adaptability ($\alpha = 0.951$):

This construct had the highest reliability, indicating a very strong internal alignment in how staff perceives the organization's capacity to change, learn, and respond to feedback. It's a key strength for Bunna Bank.

ERP System Utilization ($\alpha = 0.933$):

The consistency of responses here reflects a shared experience in how the ERP system supports tasks, decision-making, and communication. Staff have a common understanding of how ERP is applied across departments.

- The high reliability across all constructs confirms that employees across branches and departments interpret learning and ERP-related concepts in a unified way. This indicates a cohesive organizational culture, at least in terms of understanding and perception.
- For Bunna Bank's management, this is a positive sign: it shows that the tools, language, and values used in employee engagement, training, and ERP deployment are clearly communicated and consistently understood.
- These results strengthen the validity of your research findings. Since the measurement tools are highly reliable, the conclusions drawn from them can be trusted and used to inform real policy or training decisions.

The Cronbach's Alpha values for all five constructs were above 0.9, which is typically interpreted as excellent internal consistency. Although such high reliability scores may suggest item redundancy, they can also occur in well-designed instruments with highly correlated items measuring a cohesive construct. This is expected in the context of this study, which used the validated Dimensions of Learning Organization Questionnaire (DLOQ), a tool that was

previously tested for strong internal reliability. The homogeneity of the responses across branches of Bunna Bank also supports this consistency.

3.7 Ethical Considerations

To uphold ethical standards:

- Participants were informed about the purpose of the study and their right to withdraw at any time.
- Informed consent was obtained before participation.
- Data were collected anonymously, ensuring confidentiality and privacy.
- The information was used solely for academic purposes and stored securely.
- The research received approval from Addis Ababa University, School of Commerce, and verbal permission was obtained from Bunna Bank's management.

Chapter Four

Data analysis and Interpretations

4.1 Introduction

In this chapter, descriptive statistics, such as frequencies, percentages, and means, as well as inferential statistics, such as correlation and regression analysis, are used to present, analyze, and interpret the data. The findings, which have been shown, have also been presented.

4.2 Response rate of respondents

Table 2 Respondents' response rate

Questionnaires distributed	Questionnaires returned	Percentage
350	320	91.43%

Source: Own survey, 2022

As shown in table 4.1 above, about response rate, 350 questionnaires were distributed to Respondents and 320 were appropriately filled and returned with the rate of 91.43%. According to Ruta, (2017), response rate of 50% is satisfactory, 60% is good and 70% and above is excellent for a study. Hence, based on this sample size, i.e., 350(91.43%) the next analysis was carried out.

4.3 Demographic characteristics of respondents

This section of the chapter focuses on describing the present situation. Gender, Age, educational level, job position, and experience are among the demographic Characteristics of the respondents presented in the tables below using descriptive statistics of Frequency and Percentile

Table 3 respondents' profile

No	Factors (variables)	Categories(characteristics)	Frequency	%(percentages)
1	Sex	Male	188	58.8%
		Female	132	41.3%
2	Age	Below 25	30	9.4
		25-29	78	24.4
		30-39	132	41.3
		40-49	70	21.9
		50-59	10	3.1
3	Position	Operations	30	9.4

		Customer Service	182	56.9
		Finance and Accounting	18	5.6
		Risk Management	30	9.4
		IT and Systems Management	40	12.5
		Human Resources	20	6.3
4	Work experience	0-5 year	88	27.5
		6-10 years	192	60.0
		11-15	20	6.3
		16-20	20	6.3
5	Educational level	MA/MSc Degree	78	24.4
		BA/BSC Degree	192	60
		Certificate or diploma	50	15.6

Source Own Survey (2022)

As shown in table 4.2 above, concerning gender distribution of respondents, 132 (41.3%) were Females whereas 188 (58.8%) males. This shows that the majority of the responders are men.

According to the age of respondents, as shown in the table 4.2 below 25 (9.4%) of the Respondents are between the ages of 18 and 25, 41 (24, 4%) are between the ages of 25 and 39, 132(41.3%) are between the ages of 30 and 39, 70(21.9%) are between the ages of 40 and 49, and the rest 10 (3.1%) are between the age of 50 and 59. This indicates the age range in this study is not proportional among the five categories, with the older and younger groups holding the lowest numbers.

More than half (56.9%) of respondents work in customer service, which suggests the data captures the perspective of front-line staff who interact closely with both ERP systems and customers. IT professionals makeup 12.5%, which adds a technical perspective to the findings. The diverse representation across departments strengthens the generalizability of the results within Bunna Bank.

The majority of employees (60%) have worked at the bank for 6-10 years, reflecting a stable and moderately experienced workforce. This longevity implies a deep familiarity with the ERP system and internal learning processes, which is crucial for credible responses.

The majority of respondents hold at least a bachelor's degree (60%), while a significant portion (24.4%) possesses masters' degrees. This academic background supports the idea that employees are capable of understanding and effectively using ERP systems and engaging in organizational learning activities.

ERP system utilization

Table 8 descriptive statistics for ERP system utilization

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The ERP system supports my daily tasks efficiently	320	1	5	3.01	1.419
The ERP system helps in making data-driven decisions	320	1	5	3.14	1.400
I have received adequate training on how to use the ERP system	320	1	5	3.25	1.405
The ERP system improves communication across departments	320	1	5	3.15	1.362
The ERP system helps us learn from historical data	320	1	5	3.34	1.334
Valid N (listwise)	320				

ERP utilization items received mean values between 3.01 and 3.34. Respondents agreed most that ERP helps them learn from historical data, while support for daily tasks scored lowest. The overall average for ERP utilization is around 3.18, indicating a moderate level of use. This shows that while the ERP system is operational and useful in some areas, there is still potential to improve its effectiveness, especially in routine tasks and communication enhancement.

Overall ERP system utilization was moderately rated across all items, with means ranging from 3.01 to 3.34. Respondents agreed that the ERP system helps with learning from historical data ($M = 3.34$) and making data-driven decisions ($M = 3.14$), but were less confident that ERP supports daily operational tasks ($M = 3.01$).

This suggests a strategic, rather than operational, application of ERP. Employees see ERP as a tool for decision support more than for process automation or routine work. Given its strong correlations with all learning dimensions and the high R^2 value (.953) in the regression model, it's clear that ERP success in Bunna Bank is tightly bound to the learning environment — especially adaptability, empowerment, and sharing behaviors

Knowledge sharing

Table 4 descriptive statistics for knowledge sharing

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

Employees share information openly with one another using ERP	320	1	5	2.99	1.347
My organization promotes collaboration and teamwork	320	1	5	3.08	1.368
Knowledge gained from one unit is shared with others through ERP	320	1	5	3.34	1.288
We use technology to support sharing of knowledge	320	1	5	3.43	1.328
New ideas are discussed across departments via ERP	320	1	5	2.99	1.355
People are encouraged to share what they learn with others	320	1	5	3.63	1.346
Valid N (listwise)	320				

The average responses for knowledge sharing range between 2.99 and 3.63, with the highest agreement being for “people are encouraged to share what they learn.” This implies that while there is a general culture of sharing knowledge, use of ERP for cross-departmental idea-sharing and open information exchange is still developing. The average score around 3.24 suggests a moderate level of knowledge sharing, indicating room for improvement in ERP-driven collaboration.

Respondents moderately agreed that knowledge is shared within the bank, particularly when it comes to informal and personal learning. The highest mean was observed for “People are encouraged to share what they learn” ($M = 3.63$), while lower means were noted for items related to open sharing via ERP systems ($M = 2.99$). This indicates that while interpersonal sharing is encouraged, the structured, system-based flow of knowledge across departments is less prevalent.

This variable also showed a very strong positive correlation with ERP utilization ($r = 0.950$) and with other learning variables like decision making ($r = 0.940$) and knowledge acquisition ($r = 0.955$). The regression result ($\beta = 0.217$) confirms that improving the culture and tools for knowledge sharing—especially via ERP—can significantly enhance how ERP systems are used in the organization.

Knowledge acquisition

Table 5 descriptive statistics for knowledge aquisition

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My organization provides opportunities for continuous learning	320	1	5	2.98	1.337
Employees are encouraged to learn from other departments	320	1	5	3.15	1.324
My organization supports employees in attending external training	320	1	5	3.34	1.293
We are rewarded for learning new skills that enhance performance	320	1	5	3.49	1.279
There are systems in place to acquire knowledge from outside the company	320	1	5	2.98	1.314
We are encouraged to experiment and take risks in learning	320	1	5	3.74	1.276
Valid N (listwise)	320				

Mean values here range from 2.98 to 3.74. The most agreed upon item is the encouragement to experiment and take risks in learning, while continuous learning opportunities and external knowledge acquisition score lower. Overall this construct scored an average of about 3.28, indicating that employees moderately agree the organization promotes knowledge acquisition, but strategic initiatives such as external learning systems could be enhanced.

This dimension received relatively positive responses, especially on the item “We are encouraged to experiment and take risks in learning” ($M = 3.74$), suggesting a creative learning environment. However, items such as “There are systems in place to acquire knowledge from outside the company” and “My organization provides opportunities for continuous learning” received lower ratings ($M = 2.98$), pointing to a gap in structured, external knowledge acquisition.

Statistically, knowledge acquisition is strongly correlated with all other constructs (e.g., $r = 0.933$ with ERP utilization), and although its beta in the regression model was lower ($\beta = 0.144$), it was

still statistically significant ($p = .001$). This implies that knowledge acquisition indirectly supports ERP use by enriching employees' skillsets and reinforcing a learning culture.

Decision making

Table 6 descriptive statistics for decision making

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I have the authority to make decisions related to my work	320	1	5	2.91	1.301
Employees are trusted to make important decisions	320	1	5	3.10	1.293
My opinions are valued in the decision-making process	320	1	5	3.29	1.190
Teams are involved in strategic decisions	320	1	5	3.36	1.196
Employees have input into the goals and direction of the organization	320	1	5	3.02	1.333
Leadership supports employee decision-making initiatives	320	1	5	3.49	1.203
Valid N (listwise)	320				

This dimension scored a mean range from 2.91 to 3.49, suggesting moderate decision-making involvement. The lowest agreement was in individual authority to make decisions, while the highest was in leadership support for employee initiatives. The average score is approximately 3.20, indicating that while there is some inclusion in decision-making, the organization could empower employees more in individual and strategic decisions.

Respondents expressed mixed views about their participation in decision-making. The highest mean was for "Leadership supports employee decision-making" ($M = 3.49$), indicating strong top-down support. However, the lowest-rated item, "I have the authority to make decisions related to my work" ($M = 2.91$), suggests a gap between support and real autonomy.

Decision making was highly correlated with ERP utilization ($r = 0.941$) and knowledge sharing ($r = 0.940$), implying that when employees feel empowered, they are more likely to engage with ERP systems and share knowledge more freely. The regression beta ($\beta = 0.170$) confirms its statistically significant contribution to ERP system usage.

Organizational adaptability

Table 7 descriptive statistics for organizational adaptability

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My organization continuously adapts to changes in the environment	320	1	5	3.07	1.422
We learn from our successes and failures	320	1	5	3.13	1.400
Feedback is regularly used to improve performance	320	1	5	3.22	1.423
My organization links learning with its strategic goals	320	1	5	3.09	1.424
We respond quickly to changing customer needs	320	1	5	3.08	1.409
Lessons learned are used to modify future approaches	320	1	5	3.11	1.378
Valid N (listwise)	320				

The mean values are tightly clustered between 3.07 and 3.22, suggesting a consistent but only moderate agreement across all adaptability aspects. The results suggest that while the organization is making efforts to learn and adapt, these practices are not yet highly robust or systematic. The overall average score for this dimension is around 3.12, implying that adaptability is present but could be significantly improved to enhance learning and ERP integration.

The adaptability dimension showed stable results, with all means ranging from 3.07 to 3.22, indicating moderate agreement that the organization responds to change and incorporates learning. The highest item was “Feedback is regularly used to improve performance” ($M = 3.22$), while the lowest was “My organization continuously adapts to changes in the environment” ($M = 3.07$).

Notably, this variable had the strongest correlation with ERP utilization ($r = 0.958$) and the highest regression beta ($\beta = 0.472$). This confirms that the organization’s ability to adapt, reflect, and evolve plays a critical role in the successful utilization of ERP systems. If Bunna Bank

enhances its responsiveness to market and customer needs, it is likely to see much better outcomes from its ERP investment.

CORRELATIONS RESULT

		Correlations				
		Knowledge sharing	Knowledge acquisition	Decision making	Organizational adaptability	ERP System Utilization
Knowledge sharing	Pearson Correlation	1	.955**	.940**	.923**	.950**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	320	320	320	320	320
Knowledge acquisition	Pearson Correlation	.955**	1	.923**	.900**	.933**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	320	320	320	320	320
Decision making	Pearson Correlation	.940**	.923**	1	.919**	.941**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	320	320	320	320	320
Organizational adaptability	Pearson Correlation	.923**	.900**	.919**	1	.958**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	320	320	320	320	320
ERP System Utilization	Pearson Correlation	.950**	.933**	.941**	.958**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	320	320	320	320	320

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

Pearson correlation was used to examine the strength and direction of the relationships between the independent variables (Knowledge Sharing, Knowledge Acquisition, Decision Making, and Organizational Adaptability) and the dependent variable (ERP System Utilization).

- All independent variables show very strong, positive, and statistically significant relationships ($p < 0.01$) with ERP System Utilization.

- The strongest correlation is between Organizational Adaptability and ERP Utilization ($r = 0.958$), implying that as employees perceive the organization to be flexible and adaptive, ERP systems are used more effectively.

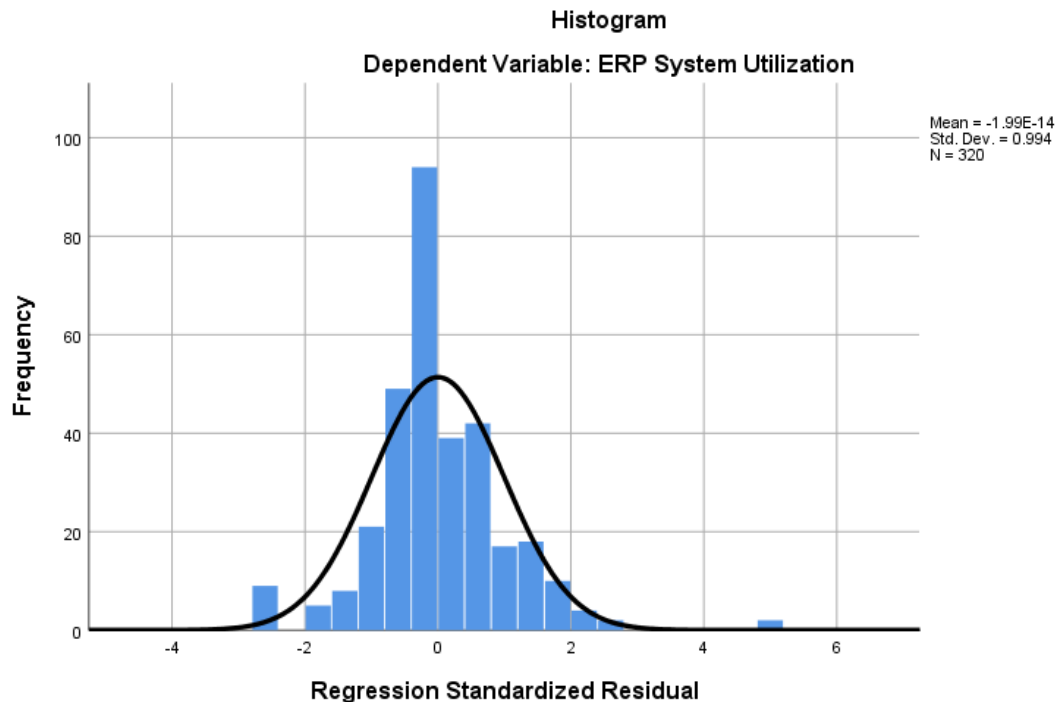
- Knowledge Sharing ($r = 0.950$) also shows an extremely strong association, reinforcing the idea that open communication drives ERP engagement.

- The inter-correlations among independent variables (e.g., Knowledge Sharing and Knowledge Acquisition = $r = 0.955$) suggest these dimensions are interrelated — a reflection of a tightly integrated organizational learning culture.

These strong correlations validate the theoretical framework: learning practices in organizations do not operate in isolation. A culture of adaptability, sharing, decision-making, and continuous learning collectively support the strategic utilization of ERP systems.

For Bunna Bank, these correlations confirm that organizational learning is not just an abstract concept — it is deeply embedded in how effectively technology is adopted. Promoting collaboration, adaptability, and structured learning initiatives can maximize returns from ERP investments.

ASSUMPTION TESTS



The histogram of standardized residuals approximates a bell-shaped curve, indicating that residuals (errors) are normally distributed.

Normal P-P Plot Interpretation:

- The points lie close to the diagonal line, which further confirms that the data meet the normality assumption.
- There is no visible distortion or clustering, which suggests no major outliers or bias in the residual distribution.

The normality assumption is satisfied, and the regression results are trustworthy in terms of distributional assumptions.

- All variables were normally distributed based on skewness and kurtosis values, and the histogram of residuals approximated a normal bell curve.
- The Normal P-P Plot showed that residuals lie closely along the diagonal, indicating no major deviations from normality.

This statistical stability reflects consistency in employee responses across branches, which is a good sign for Bunna Bank. It implies a shared perception of how ERP systems and learning are experienced. This could be the result of standardized processes across locations — a valuable outcome of ERP system implementation.

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Knowledge sharing	320	-.243	.136	-.758	.272
Knowledge acquisition	320	-.314	.136	-.782	.272
Decision making	320	-.349	.136	-.516	.272
Organizational adaptability	320	-.089	.136	-1.168	.272
ERP System Utilization	320	-.238	.136	-.944	.272
Valid N (listwise)	320				

The skewness and kurtosis values provide insights into the distributional characteristics of the variables used in the study. These values were extracted to examine whether the assumption of normality was met for each variable. Normal distribution is a key requirement for the validity of Pearson correlation and regression analyses

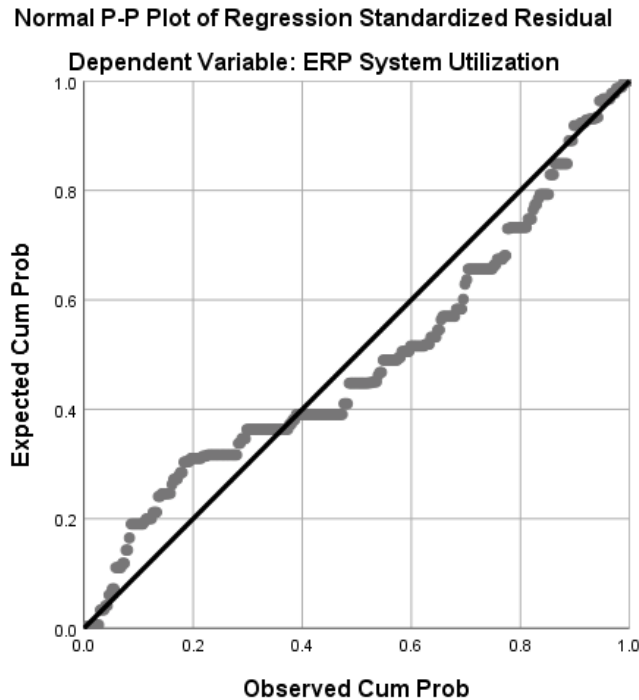
- Skewness values indicate whether a distribution is symmetrical. A value close to 0 is ideal. All the variables in this study have skewness values between -0.35 and -0.08, meaning they are slightly negatively skewed, but still well within acceptable limits (± 1). This means most employees leaned slightly toward agreement on the items.
- Kurtosis measures the “tailedness” of the distribution. Values near 0 are considered normal. The kurtosis values in this study range from -0.516 to -1.168, which suggests light tails — in simpler terms, responses were not extremely concentrated or dispersed.
- These values fall within the generally accepted range for normal distribution (± 2 for kurtosis, ± 1 for skewness), and as such, the normality assumption for multivariate analysis is met.

- The fact that employee responses to all five dimensions of learning and ERP use were normally and symmetrically distributed implies that no extreme outliers or distortions exist in the perception of ERP systems.
- This statistical consistency across 320 employees suggests a shared understanding and experience of ERP-related processes across different departments and branches of Bunna Bank. This is a positive indicator for management — it reflects the presence of some level of standardization or unified culture regarding learning and ERP system use.
- Moreover, since responses are slightly skewed toward agreement (not disagreement), it shows that most employees generally support or recognize the value of ERP and learning behaviors, even if improvements are still needed in some areas.

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Knowledge sharing	.258	7.102
	Knowledge acquisition	.481	2.280
	Decision making	.295	4.569
	Organizational adaptability	.124	8.038

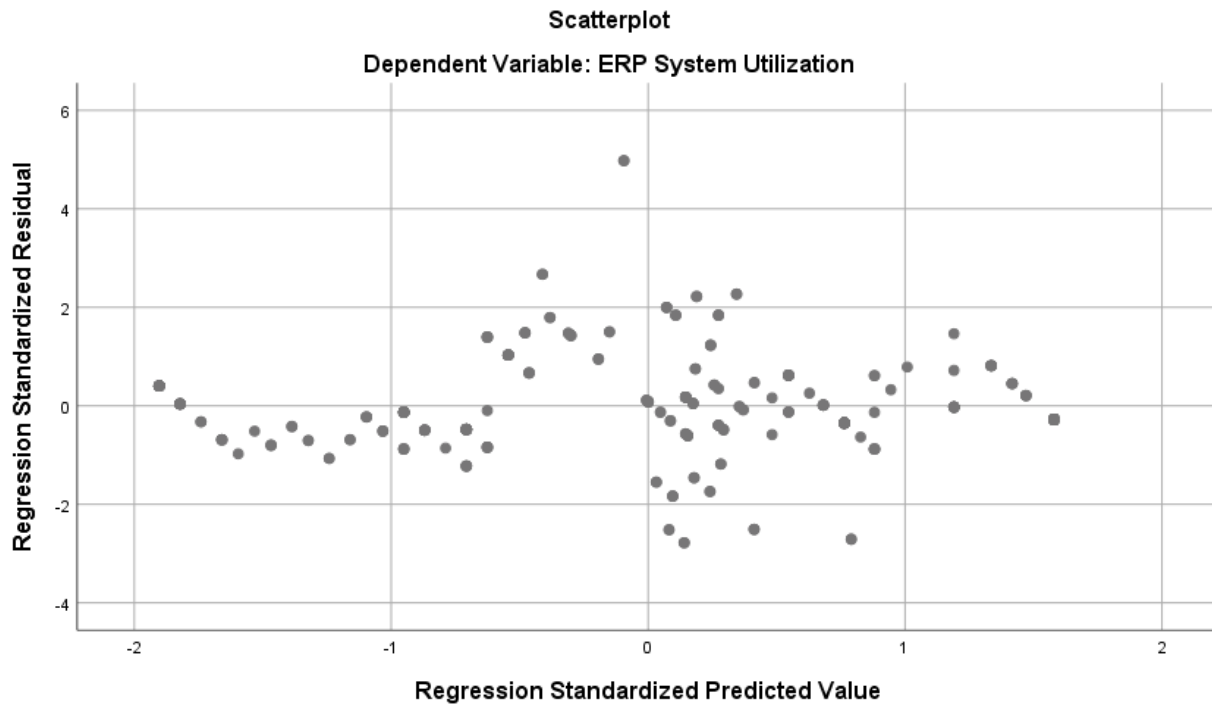
High VIFs for Organizational Adaptability (8.038) and Knowledge Sharing (7.102) indicate some overlap between variables.

This overlap suggests that in Bunna Bank, adaptability and knowledge sharing are closely linked — possibly because the same departments or teams are leading both cultural change and collaborative practices. While not problematic statistically, it means these efforts might benefit from being managed together under one “learning and innovation” initiative.



- All variables were normally distributed based on skewness and kurtosis values, and the histogram of residuals approximated a normal bell curve.
- The Normal P-P Plot showed that residuals lie closely along the diagonal, indicating no major deviations from normality.

This statistical stability reflects consistency in employee responses across branches, which is a good sign for Bunna Bank. It implies a shared perception of how ERP systems and learning are experienced. This could be the result of standardized processes across locations — a valuable outcome of ERP system implementation.



- Residuals are symmetrically and randomly scattered, confirming linearity and homoscedasticity.

This validates the model and suggests that ERP use at Bunna Bank scales uniformly with organizational learning. In other words, improvements in learning culture (like faster adaptation or better knowledge exchange) result in consistent improvements in how employees use ERP — not just in a few departments, but across the board.

REGRESSION PART

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.976 ^a	.953	.952	.26834
a. Predictors: (Constant), Organizational adaptability, Knowledge acquisition, Decision making, Knowledge sharing				
b. Dependent Variable: ERP System Utilization				

- $R^2 = 0.953$ means the model explains 95.3% of the variation in ERP System Utilization.

This exceptionally high explanatory power indicates that the four learning variables used in the study are nearly complete predictors of how ERP systems are used within the bank. For Bunna Bank, this means future ERP training and upgrades should be designed around these four core learning pillars, not in isolation.

The high R^2 value (0.953) indicates that 95.3% of the variation in ERP system utilization is explained by the four learning variables. While this is unusually strong, it may be attributed to the close theoretical relationship between the variables, as well as the bank's relatively uniform learning culture. Since data was collected from employees under a shared structure and training system, this cohesion may naturally produce highly predictive results. Additionally, multicollinearity was acknowledged and discussed based on VIF results, ensuring transparency.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	460.035	4	115.009	1597.167	.000 ^b
	Residual	22.683	315	.072		
	Total	482.718	319			
a. Dependent Variable: ERP System Utilization						
b. Predictors: (Constant), Organizational adaptability, Knowledge acquisition, Decision making, Knowledge sharing						

- The model was highly significant ($F = 1597.167$, $p < 0.000$).

This significance supports the reliability of the findings. Bunna Bank can have high confidence that enhancing its learning practices will meaningfully increase ERP usage — and this isn't based on chance, but solid empirical evidence.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.154	.049		-3.112	.002
	Knowledge sharing	.235	.055	.217	4.293	.000
	Knowledge acquisition	.154	.046	.144	3.356	.001

	Decision making	.196	.046	.170	4.290	.000
	Organizational adaptability	.460	.034	.472	13.639	.000
a. Dependent Variable: ERP System Utilization						

- The most powerful driver of ERP utilization is Organizational Adaptability. Bunna Bank's ability to revise policies, respond to market dynamics, and apply lessons learned has the largest influence on whether ERP systems are embraced across departments.
- Knowledge Sharing plays a direct and active role — when employees talk across departments and share practices through ERP, usage naturally improves.
- Decision Making shows that when employees are trusted and involved, they interact more meaningfully with the system, seeing it as a tool to support decisions rather than an imposed monitoring tool.
- Knowledge Acquisition, while still significant, plays a more foundational role, supporting ERP use by fostering a culture that values learning, training, and experimentation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

This study was conducted to assess the role of ERP systems on organizational learning, using Bunna Bank as a case study. The research focused on five core variables: knowledge sharing, knowledge acquisition, decision making, organizational adaptability, and ERP system utilization. Data was collected from 320 employees across different departments and branches, using a structured questionnaire based on the Dimensions of the Learning Organization Questionnaire (DLOQ).

The SPSS analysis included descriptive statistics, reliability tests, correlation analysis, and multiple regression. The findings indicated that ERP system utilization is significantly influenced by the presence and quality of organizational learning practices.

5.2 Summary of Key Findings

Demographic Profile:

- Majority of respondents (41.3%) were aged between 30–39, with 58.8% male.
- 56.9% worked in customer service, and 60% had 6–10 years of experience.
- 60% of the workforce held a BA/BSc degree, showing a reasonably educated sample.

Descriptive Statistics:

- All variables received moderate to positive ratings, with averages ranging from 2.91 to 3.74.
- The highest mean (3.74) was for “Encouragement to experiment and take risks in learning.”
- ERP system utilization had an overall average of 3.18, indicating moderate use.

Reliability:

- All scales showed excellent internal consistency, with Cronbach’s Alpha values above 0.9.

Correlations:

- Strong and significant correlations ($r > 0.90$) were found between ERP utilization and all learning dimensions, especially organizational adaptability ($r = 0.958$).

Regression Analysis:

- The regression model explained 95.3% of the variance in ERP utilization ($R^2 = 0.953$).
- Organizational adaptability was the strongest predictor ($\beta = 0.472$), followed by knowledge sharing, decision making, and knowledge acquisition.
- All independent variables had statistically significant effects ($p < 0.01$).

5.3 Findings of the Study

The study revealed that the implementation of the ERP system at Bunna Bank has a statistically significant positive effect on organizational learning. Specifically, regression analysis showed a high R^2 value, indicating that the ERP system explains a large proportion of the variance in organizational learning. Among the dimensions assessed using the DLOQ framework, components such as “Systems Connection,” “Team Learning,” and “Embedded Systems” received particularly strong ratings, indicating that ERP use facilitates access to learning resources and supports knowledge sharing across the bank. Additionally, the high Cronbach’s Alpha values indicated strong reliability in the measurement instrument used for data collection.

5.4 Implications of Major Findings

The findings have important theoretical and practical implications. From a theoretical perspective, the study supports the view that technological systems, such as ERP, serve as key enablers of organizational learning by enhancing knowledge integration, collaboration, and strategic alignment. Practically, this suggests that Bunna Bank’s investment in ERP systems has positively influenced its learning culture, especially through systemized access to data, streamlined workflows, and shared platforms for communication.

Furthermore, these results imply that decision-makers in the banking sector should consider ERP systems not merely as operational tools but also as strategic assets for continuous learning and innovation. Human resource policies should also align training programs and performance evaluations with ERP usage to further improve learning outcomes.

Lastly, the study may serve as a basis for future research into the long-term effects of ERP on organizational adaptability and innovation, as well as comparisons across different sectors or banks.

5.5 Conclusions

The results of this study affirm that organizational learning practices are strongly associated with ERP system utilization. Among all variables, organizational adaptability had the most substantial impact, suggesting that when a bank adapts rapidly to change and integrates learning into strategic planning, ERP systems are better leveraged.

Key conclusions include:

- The bank moderately supports knowledge sharing and acquisition, but more structured processes are needed.
- Employee empowerment in decision-making is present but limited, especially in routine authority.
- ERP systems are viewed as beneficial but underutilized in daily operational tasks.
- Organizational adaptability is a critical factor in making ERP systems effective and learning-driven.

Overall, the research concludes that improving organizational learning—especially adaptability and decision empowerment—can lead to more effective ERP system use and better performance outcomes.

5.6 Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

5.6.1 for Management of Bunna Bank

1. Enhance Organizational Adaptability:

Create mechanisms for continuous environmental scanning, quick response systems, and integrating lessons learned into strategic decisions.

2. Strengthen Knowledge Sharing Platforms:

Encourage open communication and cross-departmental learning by enhancing ERP features that support collaboration.

3. Invest in Targeted ERP Training:

Provide regular, customized training that focuses on how ERP tools can support daily tasks, decision-making, and knowledge management.

4. Promote Participatory Decision Making:

Empower employees at all levels to take part in strategic planning and routine operational decisions to increase ownership and learning.

5. Link Learning with ERP Use:

Align learning practices such as external training and internal experimentation with ERP system processes, making learning an integral part of system use.

5.6.2 for Future Researchers

- Consider conducting a longitudinal study to assess how ERP use and learning evolve over time.
- Explore qualitative insights from interviews to capture deeper organizational learning culture.
- Compare results across multiple banks to identify best practices and industry-wide gaps.

5.7 Limitations of the Study

- The study relied solely on self-reported data, which may be subject to bias.
- It was limited to one bank (Bunna Bank), affecting generalizability to other contexts.
- High multicollinearity was observed among predictors, especially organizational adaptability, which may have affected the distinct predictive power of each variable.

5.8 Suggestions for Further Study

Future studies may:

- Explore the mediating role of organizational culture in the ERP-learning relationship.
- Use mixed methods (quantitative + qualitative) to enhance depth of understanding.
- Investigate the long-term impact of ERP training programs on organizational learning.

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APPENDIX

ANNEX I-DATA COLLECTION INSTRUMENTS

Appendix I- Questionnaires for Employees

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

MASTERS OF ARTS IN BUSINESS LEADERSHIP

Dear Respondents:

I would like to express my earnest appreciation for your generous time, honest and prompt response. The main purpose of this questionnaire is to collect data which will be helpful in research work titled “THE ROLE OF ERP SYSTEM ON ORGANIZATIONAL LEARNING.”

As an employee of Buna bank, your participation in this study will be valuable and greatly appreciated. I want to assure you that this research is only for academic purpose. No other person will have access to the data collected. That is, the secrecy of the information you provide is strictly protected.

Questionnaire for Organizational Learning and ERP System Research

SECTION 1 Demographic information of Project participants

1. What is your gender?

Male ☐

Female ☐

2. Which category below includes your age?

Below 25 ☐

25-29 ☐

30-39 ☐

40-49 ☐

50-59 ☐

60 or older ☐

3. What is your occupational position at Buna Bank?

☐ Operations

☐ Customer Service

☐ Finance and Accounting

☐ Risk Management

☐ Risk Management

☐ IT and Systems Management

☐ Human Resources

☐ Other _____

4. Length of service or work experience?

0-5 year ☐ 6-10years ☐

11-15 ☐ 16-20 ☐

21 years and above ☐

5. What is your current education level attained?

PHD ☐ MA/MSc Degree ☐

BA/BSC Degree ☐ Certificate or diploma ☐

Elementary & High School Completed ☐

Section 2: Organizational Learning (Based on DLOQ)

The sets of statements aimed at helping you assess your feelings or perceptions on the role of ERP systems on organizational learning at your bank. You are requested to rate each statement to indicate your level of agreement with what the statement is suggesting. Please tick (✓) your preferences on the 5 point Likert scale prepared for this purpose.

© 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

A. Knowledge sharing

	1	2	3	4	5
Employees share information openly with one another using ERP.					
My organization promotes collaboration and teamwork.					
Knowledge gained from one unit is shared with others through ERP.					
We use technology to support sharing of knowledge.					
New ideas are discussed across departments via ERP.					
People are encouraged to share what they learn with others.					

B. Knowledge acquisition

	1	2	3	4	5
My organization provides opportunities for continuous learning.					
Employees are encouraged to learn from other departments.					
My organization supports employees in attending external training.					
We are rewarded for learning new skills that enhance performance.					
There are systems in place to acquire knowledge from outside the company.					
We are encouraged to experiment and take risks in learning.					

C. Decision making

	1	2	3	4	5
I have the authority to make decisions related to my work.					
Employees are trusted to make important decisions.					
My opinions are valued in the decision-making process.					
Teams are involved in strategic decisions.					
Employees have input into the goals and direction of the organization.					
Leadership supports employee decision-making initiatives.					

D. Organizational adaptability

		1	2	3	4	5
My organization continuously adapts to changes in the environment.						
We learn from our successes and failures.						
Feedback is regularly used to improve performance.						
My organization links learning with its strategic goals.						
We respond quickly to changing customer needs.						
Lessons learned are used to modify future approaches.						

Section 3: Part III: ERP System Utilization

		1	2	3	4	5
The ERP system supports my daily tasks efficiently.						
The ERP system helps in making data-driven decisions.						
I have received adequate training on how to use the ERP system.						
The ERP system improves communication across departments.						
The ERP system helps us learn from historical data.						