



The Effect of Organizational Culture on Organizational Learning (A Case Study on NIB International Bank at South East Addis Ababa District)

Addis Ababa University College of Commerce

Department of Business Leadership

A Proposal Submitted to Addis Ababa University School of Commerce Post Graduate Studies in Partial Fulfilment of the Requirements for The Degree of Master of Business Leadership

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Addis Ababa

Ethiopia, 2023

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Declaration

I, Elias Assefa, proudly declare that the following thesis entitled "The Effect of Organizational culture on organizational learning at Nib international bank South East Addis Ababa district" is a product of my original work. Through my own diligence and effort, with the guidance and support of my esteemed research advisor, Dr. Mahir Jibril, I have independently carried out this captivating study. Any contributors or sources used for the study have been duly acknowledged, solidifying the integrity of my research efforts. Furthermore, I'm thrilled to confirm that this remarkable study has not been previously submitted for the award of any master's or degree program in this or any other institution.

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Acknowledgment

First and foremost, I would like to express my deepest gratitude to Almighty God for His blessings and for making every step of my life possible. Secondly, I extend my sincere gratitude to my advisor, Mahir Jibril (PhD), for his invaluable guidance and support throughout this research project. His expertise and insight were instrumental in ensuring the success of this study, and I deeply appreciate the time and effort he devoted to it. I also wish to express my thanks to the many family members, friends, and respondents who participated in this study. I recognize and appreciate the time and effort they devoted to it, and I am privileged to have had such a dedicated group supporting our project.

Moreover, I would like to thank the members of Nib international bank South Addis Ababa district, who provided willingness to their facilities and resources for this research. Their cooperation and support proved invaluable in collecting the data necessary for this study. Finally, my heartfelt appreciation goes out to my wife, Mihret Betsegaw, whose unwavering support and encouragement throughout the research process were critical. Her patience, understanding, and personal sacrifices made it possible for me to complete this research, and I am forever grateful for her love and dedication.

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Acronyms/Abbreviations

NIB- Nib international bank

OL- Organization learning

OC- Organizational culture

Abstract

The primary aim of this study was to investigate the effect of organizational culture on organizational learning at NIB International Bank in South East Addis Ababa district. The study has developed four specific objectives and hypothesis were tested. An explanatory and descriptive research design and a quantitative research approach was used. Stratified sampling techniques were used to ensure homogeneity between groups, and a total of 264 individuals were approached for participation, with a final sample of 159 selected using simple random sampling. Data collection involved administering structured questionnaires to the participants, and the resulting data was analysed through regression and correlation analysis using the Statistical Package for Social Sciences (SPSS) version 21. Primary data sources were used for data analysis, which included descriptive and inferential statistical tools such as mean, standard deviation, frequency, correlation, and regression. The finding concludes that there is a positive relationship between organizational culture (clan, adhocracy, hierarchy, market culture) and organizational learning. Based on the study finding the researcher NIB international bank South East Addis Ababa District should encourage employees to take risks and try new things, in turn this can foster an environment of continuous learning and development.

Key Words: Organization culture, organization learning, adhocracy, clan, market, hierarchy

CHAPTER ONE

1.1 Background of the study

Introduction

Understanding the effect of organizational culture on organizational learning is critical for organizations hoping to build dynamic, adaptable, and innovative workplaces. Improving organizational learning can enhance efficiency and provide a competitive advantage in the market. Organizational culture plays a large role in producing an environment conducive to effective knowledge creation and transfer, as well as transactional learning. When a company has effective organizational culture, employees tend to be more loyal, committed to vision and mission of the company, optimistic with a positive attitude towards learning, and are more effective in skills transfer. Conversely, negative aspects such as authoritarianism causes rigid behaviour, lack of innovation and rigidity within teams. Understanding how different cultural factors affect organizational learning can be crucial in developing interventions and policies aimed at facilitating knowledge creation and transfer in the workplace. (Jin, M., & McDonald, B., 2018).

Organizational learning was described as "a conscious and critical process of reflection intended to produce new perceptions, goals, and/or behavioral strategies" by (Lipshitz, 2007). A relationship "between the organization and the environment that encourages proactive rather than reactive behavior" should be established through organizational learning, according to (Lo'pez, 2005). While organizational learning focuses on developing the framework that supports and encourages learning among employees, learning organizations concentrate on the employees who are actively involved in learning.

According to (Shein, 2019), the concept of organizational culture refers to the psychology, attitudes, experiences, beliefs, and values (personal and cultural values) of an organization. It is a concept in the subject of organizational studies and management. It is described as "the particular set of shared values and norms that people and groups in an organization use to guide how they interact with one another and with stakeholders who are located outside the organization."

Organizations aim to gain the commitment of their workforce. Because management wants employees to understand the company's values, traditions, and artifacts, organizational culture is essential. By learning about and embracing the management's culture, employees may grow accustomed to the organizational structure. During this explanation process, the employee learns about the organizational culture and assesses her or his ability to adapt to it. This suggests that

every company has a learning environment. How well an individual understands the business culture affects how effectively they function in the organization. Performance is the caliber with which a work or endeavor is finished by a person. It speaks of the level of task completion that constitutes an employee's employment (Cascio, 2006). Job performance is the net effect of an employee's effort as modified by abilities and roles or task perceptions (Jones, 2003).

According to (Neale, 2008) organizational culture is the collection of management practices and behaviours that both embody and reinforce the underlying values, beliefs, and guiding principles that form the basis of an organization's management system. Different definitions of organizational culture exist because it has such a broad scope; in this study, the Denison definition is used. (Denison, 2008) argues that organizational culture explains how organizations perform and function because it has a big impact on those factors. So, the level of expected results is closely correlated with a strong corporate culture.

Environment, objectives, guiding principles, and management philosophy all have an impact on an organization's culture. When working for a company with a strong organizational culture, employees are more likely to share similar beliefs and moral principles and be like-minded, but when working for a company with a weak organizational culture, employees are more likely to have divergent opinions and moral principles. As a result, companies can only be successful if they have a performance management system that is in line with their corporate culture (Judge, 2012).

According to empirical research done in 2017 by Mouaz Alsabbagh on how organizational culture affects organizational learning (in the city of Damascus' education sector), organizational culture in Damascus' public and private colleges has a significant impact on this area of study. This suggests that organizational learning is motivated by the value of a healthy work environment (organizational culture).

Nib International Bank (NIB) is a private bank in Ethiopia that was established on May 26, 1999. It has experienced significant growth. NIB International Bank has been recognized for its strong organizational culture that promotes learning and innovation. The bank has implemented various initiatives to foster a culture of knowledge-sharing and continuous learning, such as regular training programs, mentorship opportunities, and employee engagement activities. As a result, NIB International Bank has been able to adapt to changing market conditions and remain competitive in the banking industry.

1.2 Statement of the Problem

Organizations create a wonderful strategy but then fail to put it into action; they start a huge transformation that is not accomplished successfully or takes too long. A leader who has sat at the executive table, where wise decisions are made, agreements are reached, and commitments are made, may observe and become bewildered as little, or nothing occurs. Bureaucratic procedures and time-consuming initiatives hamper original ideas and innovative proposals. Most often, the lack of a performance culture is the root of all these problems (Reid, 2005). According to several empirical research, there is a beneficial relationship between organizational culture and performance (Keskett, 2016).

Many scholars have worked to understand what presumptions, beliefs, norms, or attitudes (as the content of organizational culture) inspire, enable, stimulate, and promote organizational learning through theoretical and empirical research. Cultural presumptions, attitudes, and norms that promote organizational learning have been discovered in a review of studies on the direction of culture's influence on organizational learning and knowledge management (Lina, 2021)

Organizational culture has a significant impact on organizational learning. A positive and supportive culture can create an environment in which employees feel comfortable taking risks, experimenting, and sharing knowledge. This type of culture can foster creativity, innovation, and increase the speed at which new ideas are developed and implemented. Conversely, a negative or unsupportive culture can inhibit knowledge sharing and breed resistance to experimentation and change. This can stifle the organization's ability to learn and adapt. (Denisi, 2018)

According to empirical research done by (Alsabbagh, 2017) on how organizational culture affects organizational learning (in the city of Damascus' education sector), organizational culture in Damascus' public and private colleges has a significant impact on this area of study. This suggests that organizational learning is motivated by the value of a healthy work environment (organizational culture).

Through theoretical and empirical research, many academics have attempted to understand how assumptions, beliefs, norms, or attitudes (as the content of organizational culture) inspire, facilitate, stimulate, and advance organizational learning. A study of studies on the direction of culture's influence on organizational learning and knowledge management has uncovered cultural presumptions, attitudes, and norms that encourage organizational learning (Nevis, 2015).

Organizational culture has a significant impact on organizational learning. A positive and supportive culture can create an environment in which employees feel comfortable taking risks, experimenting, and sharing knowledge. This type of culture can foster creativity, innovation, and increase the speed at which new ideas are developed and implemented. Conversely, a negative or unsupportive culture can inhibit knowledge sharing and breed resistance to experimentation and change. This can stifle the organization's ability to learn and adapt (Pedler, 2009)

According to empirical research done by (Alsabbagh, 2017) on how organizational culture affects organizational learning (in the city of Damascus' education sector), organizational culture in Damascus' public and private colleges has a significant impact on this area of study. This suggests that organizational learning is motivated by the value of a healthy work environment (organizational culture).

As per Wondimu, (2016) study shows the effect of Clan culture, adhocracy culture, market culture, and hierarchy culture were found to have positive relationships with organizational learning and to be statistically significant in the textile industry. Clan culture is the most prevalent organizational culture type in the study environment, followed by adhocracy culture, hierarchy culture, and market culture, according to the study. In other words, the multiple regression analysis's findings indicated that all organizational culture types—clan, adhocracy, market, and hierarchy—influence organizational learning, with clan and adhocracy cultures having the biggest impacts on total employee performance.

There are negative findings about the effect of organizational culture on organizational learning. One study published in the *Journal of Business Research* found that a culture of fear, control, and punishment can significantly hinder the development of a learning organization (Kim L. , 2015). Another study published in the *European Journal of Training and Development* identified several factors that can negatively impact organizational learning, including a lack of leadership support, overly rigid organizational structures, and resistance to change (Alavi Y. &-M., 2018).

The Mediating Role of Knowledge Sharing (2017) - This study, published in the *Journal of Education and Training Studies*, found that a negative organizational culture can have a negative impact on learning organization, which in turn can inhibit knowledge sharing. The study suggests that a positive organizational culture that encourages learning and knowledge sharing is more conducive to organizational growth and success.

The Mediating Role of Employee Involvement (2016) - This study, published in the *Journal of Business and Management*, found that a negative organizational culture can have a negative

impact on organizational learning, which in turn can limit employee involvement. The study suggests that a positive organizational culture that encourages collaboration and communication can foster organizational learning and employee involvement.

A Study of Public and Private Sector Organizations (2013) - This study, published in the International Journal of Management and Applied Research, found that a negative organizational culture can have a negative impact on organizational learning, particularly in the public sector. The study suggests that a positive organizational culture that promotes innovation and creativity can enhance organizational learning in both public and private sector organizations.

As organizations face ever-increasing complexity and uncertainty in today's business environment, the ability to learn and adapt quickly has become a critical success factor. At the heart of this capability is organizational culture, which sets the norms, attitudes, and values that shape employee behaviour and decision-making. Despite growing recognition of the importance of organizational culture for learning and innovation, however, there is still much ambiguity surrounding the nature of this relationship. Therefore, the researcher was motivated to conduct a research study that investigates the effect of organizational culture on organizational learning, with the aim of narrowing the gap and shedding light on how to create a culture that fosters knowledge sharing, experimentation, and continuous improvement (Ball, 2018)

1.3 General objective of the study

The major objective of the study was to assess the effect of organizational culture on organizational learning the case of NIB international bank South East Addis Ababa district.

1.3.1 Specific objective of the study

- ❖ To ascertain the effect of clan culture on organization learning.
- ❖ To ascertain the effect of adhocracy culture on organization learning
- ❖ To identify the relationship between market culture and organization learning.
- ❖ To identify the relationship between hierarchy culture and organization learning.

1.4 Hypothesis testing

In order to answer the specific objectives of the study, the following hypotheses are advanced and were tested in the course of the study.

H1: There is significant relationship between clan culture on organization learning.

H2: There is significant relationship between adhocracy culture on organization learning.

H3: There is significant relationship between market culture and organization learning.

H4: There is relationship between hierarchy culture and organization learning.

1.5 Scope of the study

The scope of the research was the effect of organizational culture on organizational learning at NIB international bank South East Addis Ababa District. In this research context organization culture includes only four-general dimensions' clan culture, adhocracy culture, Market culture and hierarchy culture.

1.6 Significance of the study

The study would come beneficial for NIB international bank mainly South East Addis Ababa district because they would have got something about the effect and relationship of organizational culture and organizational learnings. After analysing the existing organizational culture and learning level; the study will propose some valuable recommendations so that NIB would aspire

to devise the appropriate culture that foster and reinforce organizational learning and knowledge sharing among all members of the bank so that the bank strives to achieves its objectives and enhance its competitiveness in the banking industry. In addition to this, it was taken as a benchmark for those who may develop interests to make further study on similar topics.

1.7 Limitation of the study

The study may not have accounted for all potential confounding variables that could influence the relationship between organizational culture and organizational learning. Factors such as leadership style, employee motivation, or external environmental factors could affect the observed relationship though the researcher tried to approach the respondents with utmost good faith to get the appropriate response.

1.8 Definitions of Terms

Organizational culture, as a set of values and beliefs of the organizations' members help them to explain their behaviour and can be used to achieve specific goals.

Organizational learning is the process by which an organization improves itself over time through gaining experience and using that experience to create knowledge. The knowledge created is then transferred within the organization.

NIB international bank A privately owned financial institution, which has given the authority to give financial service in Ethiopia.

1.9 Organization of the study

Chapter one includes background of the study, statement of the problem, objective of the study, hypothesis testing, significance of the study, scope of the study and limitation of the study. Chapter two includes theoretical, empirical, and conceptual framework. Chapter three includes research design, sampling method, sampling technique, data collection method and data analysis techniques. Chapter four includes data analysis and discussion the last chapter includes conclusion and recommendation.

Chapter two

2 Review of Related Literature

2.1. Theoretical Literature Review

2.1.1 Organizational Culture

The link between organizational culture and learning has been the subject of several theoretical frameworks. Edgar Schein's framework, which describes organizational culture as a collection of common beliefs, values, and presumptions that influence how work is done in a company, is one of the frameworks that is most frequently cited. According to Schein, organizational culture can affect learning by affecting employees' propensity to ask for feedback, try out novel concepts, take chances, and learn from mistakes. The "learning organization" concept put forth by Peter Senge is another theoretical framework. He defines a learning organization as one that actively fosters its members' personal and professional development using a variety of techniques, including as coaching, training, mentorship, and continuous improvement. The need of "psychological safety" inside teams, as put out by Amy Edmondson, David Garvin's promotion of feedback cultures, and Chris Argyris' constant learning and development within the business are just a few examples of such theories. Ultimately, theory suggests that strong and adaptive organizational cultures built upon respect for knowledge building community cultures would lead to efficient and effective learning systems that can easily respond to different changes in the market or business environment (Cameron K. S., 2011).

There are numerous definitions of corporate cultures. The attitudes and behaviours that resulted in routines and initial impressions being present throughout the organization but not fixed were seen as organizational cultures. An appropriate culture required to be gradually changed because an organization with only one culture would not be able to alter its environment or condition. Organizational cultures, according to (Daft, 2001), are an amalgam of values, hypotheses, beliefs, consciousness, and ideas as well as a genuine value for mental perception (Chatman, 1998)

Individuals' behaviour and attitudes inside an organization are influenced by the common values, beliefs, and practices that make up its organizational culture. It is a shared identity that affects how employees relate to one another, to clients, and to stakeholders. Employee engagement, communication, and performance can all be enhanced by an effective and coherent organizational

culture. However, a poisonous or unfavourable organizational culture can result in low morale, increased staff turnover, and diminished production (Den Hartog, 2016)

According to Schein (Schein, 2012), OC is a pattern of fundamental presumptions, beliefs, and norms that a particular group creates, learns, or develops as a means of resolving issues with outward adaption and internal integration. According to (Cameron Q. a., 2006), an organization's culture identifies its fundamental beliefs, interpretations, and methods. According to Barney (Barney, 2009), organizational culture may provide a source of long-term competitive advantage. By examining the significance of flexibility and the fit between an organization and its environment, elaborated on this. (Robbins, 2010) considered that organizational cultures were a meaningful system which members in the organization held in common so that the organization was different from others. (Mitchell, 2007) further indicated that organizational cultures were the sum of organizational spirit and ideas and the common values, beliefs, behaviour criterion, and moralities formed in long-term activities among members in the organization. Additionally, (Yunatir, 2005) proposed that once an organization had established effective cultural structures, developed clear values, provided continuous and periodic complete feedback information, and presented management styles and organization impressions resulting from the organization's values, members would put those structures into action to achieve the organizational objectives.

Instead, they advocate a strategy that has several noteworthy advantages for both academics who want to use quantitative and qualitative approaches to study organizational culture and for organizations interested in identifying and changing culture. There is no one ideal paradigm for identifying the components of corporate culture. Their framework gives an organization a way to comprehend and examine important factors that lead to ideas for altering culture and enhancing performance (Quinn, 1999). This study addressed the organizational culture at the universities of the study sample and examine the role of organizational culture in the organizational learning through the following four-types (see Figure 1). These types are summarized as follows:

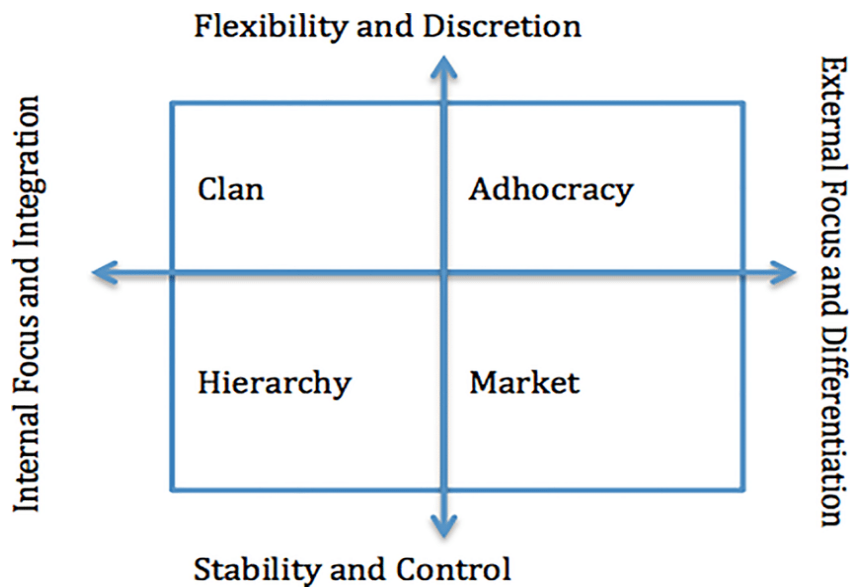


Figure 1 types of culture

Market culture: An emphasis on winning keeps the organization together, with leaders driving the organization toward productivity, results, and profit. The primary concern is with competitive actions and achieving goals, targets, and strengthening its competitive position (Prajogo, 2005) are some of the characteristics of this type of organization.

Adhocracy Culture: The emphasis is on being at the forefront of new information, services, and products in an environment where individuals take chances, leaders are visionary and innovative, the organization is dedicated to experimentation and innovation, preparedness for change and the capacity to address new challenges are essential, and people are willing to take calculated risks (Shepstone, 2008).

Hierarchy Culture: characterized by rules and formal structures, where formal rules and policies hold the organization together, procedures regulate what people do, effective leaders are good coordinators and organizers, maintenance of an efficient organization is important, and the long-term concerns are stability, predictability, and efficiency. (Platt, 2006).

Clan Cultures: is demonstrated by a friendly workplace where people are candid and open with one another, where leaders serve as mentors, where tradition and loyalty keep the company together, where commitment is high, where long-term individual development is prioritized, where there is high cohesion and morale, and where teamwork, participation, and consensus are highly valued (Koutroumanis, 2009)

(Lipshitz, 2007) "A conscious and critical process of reflection intended to produce new perceptions, goals, and/or behavioural strategies" is how organizational learning was characterized. A relationship "between the organization and the environment that encourages proactive rather than reactive behaviour" should be established through organizational learning. Learning organizations place more emphasis on the people involved in the learning process than organizational learning, which focuses on developing the infrastructure that supports and promotes learning among employees.

Organizations must adapt if they are to be safeguarded, survive, and flourish in the face of an environment that is becoming more dynamic and complicated. Organizational culture would unavoidably develop in this circumstance. Organizational culture is one of the key factors in the growth of nations, according to academic studies in management science. The members of an organization can utilize organizational culture, which is a collection of shared values and beliefs, to both explain their behaviour and further certain objectives. Since changing people's behaviour is referred to as "learning," which is one of the features of organizational culture, the core principles of the organization can be more widely accepted by the public. (Zali, 1999).

Organizational learning was described as "a conscious and critical process of reflection intended to produce new perceptions, goals, and/or behavioural strategies" by (X. Zhang, 2019). Through organizational learning, a connection "between the organization and the environment that promotes proactive rather than reactive behaviour" should be created. Learning organizations place more emphasis on the individuals who are actively engaged in learning than organizational learning, which focuses on creating the framework that supports and fosters learning among employees.

Organizational Culture is defined by (Denison D. &., 2008) as the set of management activities and behaviours that both demonstrate and reinforce the underlying values, beliefs, and concepts that form the basis for an organization's management system. Different definitions of organizational culture exist because it has such a broad scope; in this study, the Denison definition is used. The explanation of organizational culture is based on how much it affects the efficacy and performance of organizations. Strong organizational culture so directly correlates with the degree of expected results.

An organization's culture is influenced by its environment, goals, belief systems, and management style. A strong organizational culture suggests that employees share similar beliefs and ethical values, whereas a weak organizational culture suggests that employees hold different opinions and

ethical values. As a result, firms can only succeed by integrating their performance management system with their corporate culture (Robbins S. P., 2012).

The top firm was able to lay claim to being the one company that can use abilities and commitments in the near future. The most effective method to improve performance over the long run is learning. Developed countries today believe that managers must constantly learn to thrive. Conversion (the ability to adapt to changing circumstances) and organizational reform require learning. Managers contend that organizations with flexible and dynamic organizational cultures should foster the learning process. Therefore, the company culture must adapt to one that encourages learners to adjust and fosters employee trust by fostering a flexible workplace. (Pérez-Escribano, 2019).

By obtaining new and necessary knowledge, competencies, and values, a company can gain a competitive advantage through successful organizational learning. Numerous scholars have looked at the essential components or variables that result in effective organizational learning processes. The organizational culture is one of the key elements. a well-known expert on organizational culture (Senge, 2004) argues that organizational culture is the pattern of basic assumptions that organization has developed in learning: Therefore, it can give effects to the quality of organizational learning.

Thus, depending on the principles it promotes, organizational culture can either support learning or be a significant impediment to it. Although the significance of these concerns is generally acknowledged, there hasn't been much research done on the connections between organizational culture and learning, especially from an empirical standpoint. yet very few research have concentrated on how culture affects learning (Chin-Loy, 2003; Leona, 2004; Lee and Chen, 2005; Chang and Lee, 2007) The lack of research on these issues is even more evident in the Syrian context, where there are only a few studies focusing on the relation between organizational culture and learning in the Spanish context (Perez et al., 2004).

2.1.2 Organizational Learning

Learning is regarded as the only durable competitive edge in the rapidly changing world of today (DeGeus, 1998), and firms that learn more effectively than their rivals are more successful. Organizational learning and learning organizations are relatively new organizational models that have attracted a lot of attention. The challenges higher education institutions have faced in recent decades, such as the decline in the employment rate of university graduates, the increase in

student enrolment, the demand for universities to play more effective roles, globalization followed by increased competition, and market orientation activities, have caused decision-makers and professors to change the methods and tools used in educational institutions.

Learning is regarded as the only lasting competitive edge in the rapidly changing world we live in, and businesses that learn more effectively than their rivals are more successful. As new organizational paradigms, organizational learning and learning organizations have so recently received substantial consideration. The challenges that higher education institutions have faced in recent decades, such as the decline in the employment rate of university graduates, the increase in student enrolment, the demand for universities to play more effective roles, globalization, which was followed by increased competition and market-oriented activities, have led decision-makers and professors to change the methods and tools used in educational institutions (Sporn, 2003).

Its four elements are thought to be management commitment, system vision, openness, and experimentation, as well as information transmission and integration. To be competitive in the current unstable environment, business must keep learning new skills. The application of organizational development and learning is known as organizational learning; as a result, the organization must improve both its individual and collective learning capacities. Additionally, OL is seen as a dynamic knowledge-based process that involves moving up and down through the many levels of action, from the individual to the group levels to the organizational level and back again (Huber, 2001).

Moreover, organizational learning is considered as a dynamic process based on knowledge, implying moving along the different levels of action, from the individual to the group levels, and then to the organizational level and back again (Hubber, 1991).

2.1.3 Relationship of Organizational Culture and Organizational Learning

Organizational culture and organizational learning are two fundamental concepts that can have a tremendous impact on the success of any business or organization. In fact, the relationship between these two concepts is crucial for facilitating effective knowledge creation and transfer in the workplace (Goyal, 2015).

Organizational culture, at its foundation, refers to the common values, beliefs, customs, norms, and practices that influence behaviour and establish an organization's identity. The ability of an organization, on the other hand, to obtain, analyse, and apply new knowledge and information in

ways that support its goals and objectives is known as organizational learning. These two ideas are tightly related to one another and can have a big effect on one another. The production and sharing of knowledge inside an organization is one of the most significant ways that organizational culture and organizational learning are related (Alqahtani, 2013).

For employees to establish shared understandings, conventions, and values that promote communication and collaboration, a strong organizational culture is necessary. This common understanding can aid in creating a supportive learning atmosphere where staff members feel encouraged to continue learning and developing. Additionally, studies have shown that companies with strong cultures have a higher chance of success when launching new learning programs. This is because workers who are deeply ingrained in their company's culture are frequently more eager to learn and better equipped to utilise new information and abilities in their work. By creating a culture that values learning and development, organizations can encourage employees to seek out new opportunities for growth and skill-building (Mahmood, 2012)

The relationship between corporate culture and learning is also strongly influenced by trust. Effective knowledge transfer and unrestricted communication within an organization depend on a culture of trust. Employees are more inclined to provide comments, ask questions, and trade ideas when they believe they can trust their co-workers and managers, which can speed up the learning process. Additionally, trust may foster an environment where people feel comfortable taking chances and experimenting with new concepts, which encourages increased innovation and creativity within the company. Similarly, openness to change is another essential element linking organizational culture and organizational learning. A culture that supports continuous improvement and welcomes new ideas is more likely to foster an environment that promotes learning and adaptation.

Businesses with a strong learning culture are frequently more eager to try out novel ideas, take chances, and adjust to changing conditions. Additionally, they are more inclined to accept criticism and apply it to make improvements. Finally, it is crucial to understand that organizational culture and organizational learning are multifaceted and complicated concepts rather than being rigid, monolithic ideas. Hierarchical structures, communication routes, incentive structures, and management procedures are only a few examples of the several characteristics that make up organizational culture. Like individual, team-level, and organizational learning processes, organizational learning also incorporates various levels of analysis. (Watkins, 2003)

Thus, there are many different aspects that affect how these two notions relate to one another; these factors must be recognized and appropriately controlled. In conclusion, it is important to recognize the significant and intricate connection between corporate culture and learning. Focusing on properly managing these two interrelated ideas should be a top priority for organizations looking to boost performance or create a more pleasant work environment. By fostering a strong culture of trust and openness to change, supporting continuous learning initiatives, valuing feedback, and enabling effective knowledge sharing, organizations can create an environment in which learning becomes a part of the organization's DNA and generates long-term benefits for employees and the organization.

The way an organization functions is greatly influenced by its organizational culture, which can also significantly affect how well-equipped it is to grow and change. Clan, hierarchy, adhocracy, and market culture are the four primary categories of organizational culture. Each of these cultures has distinctive traits of its own that can have various effects on learning (Kim J. , 2015)

A strong sense of community and cooperation are characteristics of clan culture. Employee collaboration and support of one another are strongly encouraged in this sort of culture, which also places a significant focus on cooperation and common objectives. By encouraging employees to freely share their thoughts and experiences, this kind of culture can promote learning. Clan culture also emphasizes learning and growth, which can make workers more receptive to fresh perspectives and eager to take on new tasks. (Grachev, 2020)

On the other side, hierarchical cultures place a strong emphasis on power and control and have a distinct chain of command. Employees are expected to comply with instructions under this kind of culture, which places less value on cooperation and teamwork. Although a hierarchy culture can be efficient and productive, it can also impede learning. Employees may have less shared ownership over the organization's aims and objectives and less inclined to contribute their thoughts and experiences under a hierarchical culture. (Koca, 2013)

The emphasis on innovation and adaptability that defines adhocracy culture. Employee experimentation and risk-taking are strongly encouraged in this type of culture, which also places a significant focus on creativity and problem-solving. By fostering an environment where staff members are encouraged to think creatively and take on new challenges, this type of culture can promote learning. Additionally, the adhocracy culture promotes learning and growth, which can make workers more receptive to fresh perspectives and eager to take on new tasks. (Glisson, 2002)

A market culture's emphasis on competition and client satisfaction is distinctive. Employees in this kind of culture are expected to put the needs of the customer first and to always pursue excellence. By encouraging employees to always look for new methods to enhance the company's goods and services, this type of culture can promote learning. Additionally, market culture places a high importance on learning and growth, which can make workers more receptive to novel concepts and eager to take on new tasks (Kasper, 2013)

In conclusion, an organization's learning environment may be significantly impacted by its organizational culture. Clan culture, which emphasizes cooperation and teamwork, can promote learning by fostering a climate in which staff members feel at ease discussing their thoughts and experiences. Learning can be hampered by hierarchical cultures that place a premium on authority and control because they discourage collaboration and idea sharing. Adhocracy culture, which encourages creativity and adaptability, can promote learning by encouraging staff members to think creatively and to take on new tasks. Market culture, which focuses on competition and customer satisfaction, can facilitate learning by creating an environment where employees are constantly seeking out new ways to improve the organization's products and services (Blome, 2009)

2.2 Empirical Literature Review

(Singh, 2015) examined organizational culture types, namely clan culture, adhocracy culture, market culture, and hierarchy culture, have positive relationships with organizational learning and were found to be statistically significant. This study examined the effect of organizational culture on organizational learning in the textile industry. Clan culture is the most prevalent organizational culture type in the study environment, followed by adhocracy culture, hierarchy culture, and market culture, according to the study. In other words, the multiple regression analysis's findings indicated that all organizational culture types—clan, adhocracy, market, and hierarchy—influence organizational learning, with the clan and adhocracy cultures having the biggest impacts on total employee performance.

According to empirical research done in 2017 by Mouaz Alsabbagh on how organizational culture affects organizational learning (in the city of Damascus' education sector), organizational culture in Damascus' public and private colleges has a significant impact on this area of study. This suggests that organizational learning is motivated by the value of a healthy work environment (organizational culture).

2.4 Conceptual framework

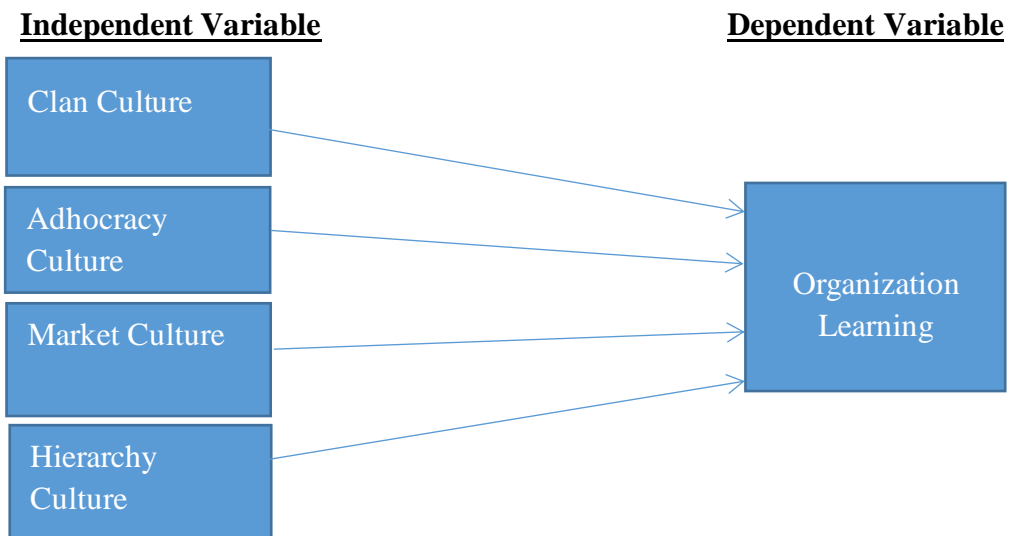


Figure 2 Conceptual framework

Source: Denison, D. H., & Mishra, A. K. (2000)

CHAPTER THREE

3. Research Methodology

This chapter presents a detail discussion about the type of research design employed in the study. Moreover, topics related to target population, sample size, sampling techniques, method of data collection, data analysis and interpretation tools are included. Explanation about validity, ethicality and reliability of study are also part of this chapter.

3.1 Research Design

The research design (Schindler, 2001) provides the framework for data collection and analysis in this study. The goal of the study is to examine how organizational culture impacts organizational learning specifically within the South East Addis Ababa district of NIB International Bank. The research design employed in this study was both explanatory and descriptive, aligning with the purpose and nature of the investigation. A quantitative approach to data collection was utilized to achieve the study's objective. Consequently, an explanatory research design was employed to establish causal relationships between the dependent and independent variables. This design was further complemented by incorporating quantitative methods of analysis to ensure triangulation of findings.

3.2 Population of the Study

According to study, (Schinedler, 2001), a population is the entire group of entities that a researcher wants to draw conclusions about. A study's population comprises all individuals who share certain observable traits. This means that a population consists of all the entities that meet the criteria of a particular study. For this research, the target population consists of the employees who work for Nib International Bank in the South Addis Ababa district. There are 264 employees in total, with 240 being non-managerial and 24 holding managerial positions across 24 different branches Source: South East Addis Ababa district HR (human resource and partnering department) 2023.

3.3 Sampling techniques and sample size

According to (Japheth, 2014), sampling technique is defined as selecting the require sample size in a manner so that the sample is representative of the study population. Sampling techniques can be classified into two main groups, probability, and non- probability sampling.

Since the population is heterogeneous the researcher used probability sampling techniques, specifically stratified because the members of the organization have grouped in to two stratum. Finally, simple random sampling technique was used to select the sample respondents.

The study is particularly confined to identify the effect of organization culture on organizational learning. The bank has a total of 24 branches in South Addis Ababa district. Each branch is further categorized into sub groups as per the bank’s branch grading system. This grading system categorized branches from grade I to grade IV based on volume of transaction, variety of services provided, site location, amenities and staff strength, cash holding limits and other similar consideration. Sample size of the study is determined by using the formula developed by Toro Yemane (1967).

Accordingly, the researcher uses confidence interval of 95%, which is the level of certainty whether the response for each question is the true answer or not. 5% margin of error which is the amount of error from difference in the responses the researcher can tolerate when drawing a conclusion from the data.

Hence, Sample selection from the target population is calculated as follows:

$$n = N / [1 + N(e)^2]$$

Where: -

n= sample size

N= Population size

e= Acceptable sampling error (5%)

$$n = 264 / [1 + 264(0.05)^2]$$

$$= 264 / 1.66$$

$$= 159$$

According to the proportion of the strata each sample size can be selected to make a true representative of the population.

Thus,

$$n_1 = \frac{159 \times 24}{264} = 14 \dots \dots \dots \text{managerial employees}$$

$$264$$

$$n_2 = \frac{159 \times 240}{264} = 145 \dots \dots \dots \text{non-managerial employees}$$

$$264$$

3.4 Data Collection Instruments

In this study, both primary and secondary data was used. A two-part self-administered questionnaire was used to gather primary data. The first section collected general information from respondents and the second section main questionnaire items on a five-point Likert Scale, ranging from "strongly disagree" to "strongly agree," was used to get the speculation of respondents about organizational culture and organizational learning of NIB. Different documents were used as a secondary data source.

3.5 Data Collection Methods

3.5.1 Description and Measurement of Variables

Clan culture is a type of organizational culture that emphasizes a strong sense of community and collaboration. In a clan culture, employees are encouraged to work together and support one another in achieving shared goals. This type of culture is often found in small, close-knit organizations where employees have a high degree of trust and mutual respect.

Adhocracy culture is a type of organizational culture that values innovation, creativity, and risk-taking. In an adhocracy culture, employees are encouraged to think creatively and take calculated risks in order to achieve shared goals. This type of culture is often found in organizations that are highly competitive and require rapid adaptation to changing market conditions.

Hierarchical culture is characterized by a clear chain of command, a structured organization, and a focus on efficiency and control. It is often found in organizations that require a high degree of standardization and conformity, and where decision-making is centralized and top-down.

Market culture is characterized by a focus on competition, performance, and customer satisfaction. It is often found in organizations that operate in highly competitive markets, and where the ability to adapt and respond to changing customer needs is critical to success.

Organizational learning refers to the process by which an organization acquires and applies knowledge and skills to improve its performance and achieve its goals. In short, organizational learning is the process by which an organization adapts and evolves in response to changing circumstances and feedback from its environment.

The below table shows the number of items used to measure the variables.

Table 3.1 Number of items used to measure variables.

Variables	No of items used to measure variables	Remark
Clan Culture	6	
Adhocracy Culture	6	
Hierarchy Culture	6	
Market Culture	6	
Organization Learning	6	

Source: Survey result 2023

Primary data was collected by using a 5 Likert scale questionnaire. It was considered a suitable tool for data collection since a questionnaire often eliminates subjectivity, which is common with other tools such as interviews. The questionnaires contained structured items that enabled the researcher to tabulate and analysed data with ease. The respondents were also given adequate time to reflect before responding, as noted by Kothari (2004).

3.6 Data Analysis methods

The raw data was collected, coded, and analysed to ensure accuracy, consistency, and completeness. Quantitative data analysis methods were used for the analysis of data. The data from the questionnaires was coded and entered in-to the computer using the Statistical Package for Social Science version 20.0 which helped to run simple descriptive analyses that were presented using frequency Tables. Both descriptive and inferential statistics were employed in the data analysis process. Frequency and cross-tabulation were used for the description of respondent's background, correlation, and multiple linear regression.

3.6 Validity and reliability test report of the instruments

Pilot test was conducted prior to the actual data collection that could help to get valuable feedback for the study. To test the construct validity, correlation coefficient for the independent and dependent variables was calculated to ensure that independent variables are positively related with the dependent variables. Therefore, the independent variables can be considered as a good measure of employee performance.

The most used indicator of internal consistency is Cronbach's coefficient alpha and ideally this coefficient should be above .7 for $N < 10$ and above .5 for $N \geq 10$ (Pallant, 2005). Thus, reliability of the measures ensure that they are free from error and yield consistent results.

Table 3.2 Reliability Test

Reliability Statistics			
Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Clan	.952	.953	6
Adhocracy	.914	.913	6
Hierarchy	.923	.924	6
Market	.939	.940	6
Organizational L	.988	.988	6

Source: Survey result 2023

Based on the reliability test results provided in the table, the Cronbach's Alpha coefficients for all five dimensions of organizational culture (Clan, Adhocracy, Hierarchy, Market, and Organizational Learning) are relatively high. In this study, all dimensions of organizational culture have Cronbach's Alpha values above 0.9, which is considered excellent. This indicates that there is a high level of consistency and agreement between the items within each dimension. Furthermore, the Cronbach's Alpha based on standardized items is also high for all dimensions, indicating that even after standardizing the items, the internal consistency remains strong.

3.7 Ethical Consideration

The study considered ethical issues. When distributing questionnaires to employees of the selected branches letter of recommendation from the district was shown and permission would be asked to fill the questionnaires. Respondents won't be asked to write their name to increase the confidentiality of the information they give. And the questionnaire explains that the purpose of research is for academic purpose only.

Chapter Four

4. Data Analysis, Interpretation and Discussion

The present chapter deals with the analysis, interpretation and discussion of the data collected from the employees of Nib International Bank South Addis Ababa district; it was done in three sections;

- ❖ The first section of analysis presents descriptive statistics of respondents in terms of their demographic characteristics and
- ❖ The second section of analysis deals with inferential statistics.
- ❖ The final part becomes discussion of the results.

4.1 Response rate

A total of 159 questionnaires were distributed to the sample respondents, of which 149 questionnaires were returned the rest 10 questionnaires were left unreturned due to different reasons. Therefore; the analysis which is done includes the data which was collected from 149 respondents only. Though the questionnaires were collected from 149 sample respondents; the analysis which was done supposed to be taken as the true representative of the population because probability sampling technique was deployed.

4.1.1 Demographic analysis

Table 4.1 Respondents Demographic characteristics

Characteristics	Frequency	Percent
Sex		
Male	98	65.8 %
Female	51	34.2 %
Total	149	100.0 %
Age		
18-25	36	24.2 %
26-35	68	45.6 %

36-44	32	21.5 %
>44	13	8.7 %
Total	149	100.0 %
Level of Education		
Diploma	10	6.7 %
Degree	92	61.7 %
Masters and above	47	31.5 %
Total	149	100.0 %
Years of experience		
Less than 1 Year	11	7.4 %
1-5	48	32.2 %
6-10	52	34.9 %
Above ten years	38	25.5 %
Total	149	100.0 %

Source: Survey result 2023

The data shows that out of 149 respondents, 98 (or 65.8%) were male, while 51 (or 34.2%) were female. This suggests that male respondents were more prevalent among the surveyed group than female respondents. When interpreting this data, it's important to consider any potential implications of this gender imbalance on the results of the survey or study being conducted. For example, if the survey is investigating a topic that may be influenced by gender, such as perceptions of workplace discrimination or satisfaction with company benefits, the fact that more men than women participated in the survey may skew the results and make it difficult to draw accurate conclusions.

The data shows that out of 149 respondents, the largest age group is the 26-35 range with 68 respondents, accounting for 45.6% of the sample. This is followed by the 18-25 age group with 36 respondents, or 24.2% of the sample. The third largest age group is the 36-44 range with 32 respondents, accounting for 21.5% of the sample. The smallest age group is above 45 years with 13 respondents, making up 8.7% of the sample.

This data gives us an indication of the age distribution among the survey participants, which may be important when interpreting data related to attitudes, behaviours, or opinions that may be influenced by age. For example, if the survey is looking at trends in technology usage or adoption rates, it may be relevant to consider that participants in their late twenties and early thirties are likely to be more comfortable with technology than older or younger participants.

The table shows the educational background of sample respondents. Out of 149 samples, 10 have a diploma which represents 6.7% of the total. The largest percentage of samples, 61.7%, have a degree. Lastly, 47 samples, which make up 31.5% of the total, have a master's degree or higher. Overall, most of the sample has completed at least a degree program.

The data shows that majority of respondents (67.1%) in this sample group have work experience ranging from 1 to 10 years, while only 7.4% have less than one year of work experience. This suggests that many members of this sample group are likely in mid-level or advanced positions within their organizations, which could indicate a relatively stable and experienced labour force. The remaining 25.5% of respondents have work experience exceeding 10 years. By understanding the distribution of work experience across different age groups, companies can develop more targeted approaches to workforce development and create market opportunities for both new hires and seasoned employees to grow their skills and advance their careers.

4.1.2 Mean and standard deviation analysis of variables

Table 4.2 Mean and std. Deviation of clan culture

Clan Culture			
Statements	N	Mean	Std. Deviation
My colleagues often talk about their personal lives at work	149	4.27	.741
When someone makes a mistake, it is seen as an opportunity to learn	149	4.28	.715
Employees are encouraged to take risks and experiment	149	4.71	.650
The organization encourages face-to-face communication	149	4.54	.731
People who work here are more than just colleagues	149	4.19	1.089
There is a strong sense of loyalty among employees	149	4.40	.821

Source: *Survey result 2023*

Based on the table provided, it appears that the organizational culture of this workplace leans towards clan culture. The scores for "My colleagues often talk about their personal lives at work" and "People who work here are more than just colleagues" suggest that there is a strong emphasis on building interpersonal relationships and creating a sense of community among employees. Additionally, the high score for "Employees are encouraged to take risks and experiment" indicates that there is likely a high degree of trust and autonomy given to employees.

The scores for "When someone makes a mistake, it is seen as an opportunity to learn" and "There is a strong sense of loyalty among employees" further reinforce the idea that this organization values employee growth and development, as well as fostering a sense of community and shared purpose. Overall, these results suggest that the organizational culture of this workplace prioritizes the well-being and growth of its employees, promoting a strong sense of community and supportiveness.

Table 4.3 Mean and std. Deviation of Adhocracy culture

Adhocracy Culture			
Statements	N	Mean	Std. Deviation
There is a strong sense of loyalty among employees	149	4.40	.821
The organization is always looking for new and better ways to do things	149	4.35	.697
The people who work here value innovation and creativity	149	4.71	.650
The organization encourages risk-taking and experimentation	149	4.43	.808
It is common for employees to challenge the status quo	149	3.97	.944
Employees have significant autonomy over their work	149	4.46	.793

Source: Survey result 2023

Based on the table provided, it appears that the organizational culture of this workplace leans towards adhocracy culture. The high scores for "The organization is always looking for new and better ways to do things," "The people who work here value innovation and creativity," and "The organization encourages risk-taking and experimentation" all suggest that there is a strong emphasis on pushing boundaries, taking risks, and constantly striving for improvement and innovation. Similarly, the high score for "Employees have significant autonomy over their work" indicates that there is likely a high degree of flexibility and independence given to employees. The lower score for "It is common for employees to challenge the status quo" may seem initially contradictory to the other results, but it could suggest that individuals within this adhocracy culture are expected to be self-motivated and proactive about pushing boundaries, rather than needing to rely on external challenges to do so.

Overall, these results suggest that the organizational culture of this workplace prioritizes innovation, creativity, and risk-taking, with a strong emphasis on autonomy and independence for employees. This type of culture can lead to a highly dynamic and adaptive organization that is constantly evolving and making progress towards new and ambitious goals.

Table 4.4 Mean and std. Deviation of Hierarchy culture

Hierarchy culture			
Statements	N	Mean	Std. Deviation
There is a clear chain of command that defines who reports to whom	149	4.44	.765
Employees must follow established rules and procedures	149	4.40	.753
The organization values consistency and predictability	149	4.48	.750
Policy decisions are made by senior management	149	4.35	.697
Employees' performance is measured by their adherence to rules and procedures	149	4.71	.650
It is important for employees to maintain order and stability in the workplace	149	4.46	.758

Source: Survey result 2023

The table provided in these statements that the organization has a strong hierarchy culture where there is a clear chain of command defining who reports to whom, and employees are required to follow established rules and procedures. The organization values consistency and predictability, and policy decisions are made by senior management. These factors indicate that the organization places a high emphasis on order and stability in the workplace.

Furthermore, the data indicates that employees' performance is measured by their adherence to rules and procedures, as the mean score for this statement was particularly high at 4.71. Such an emphasis on following established protocols can lead to a highly organized and efficient workplace, but it may also mean that employees have limited autonomy or may be discouraged from thinking creatively or making decisions that deviate from standard procedures. Overall, these findings suggest that this organization is characterized by a traditional top-down approach to management, which can provide stability but may also stifle innovation and creativity.

In summary, the data suggests that the organization has a strong hierarchy culture where policies are made by senior management, and employees are expected to follow established rules and procedures. This culture places a high emphasis on order and stability in the workplace, and

performance is measured by adherence to protocols. While this approach can foster efficient operations, it may also inhibit creativity and innovation. Furthermore, this culture implies limited autonomy for employees and reinforces a traditional top-down approach to management.

Table 4.5 Mean and std. Deviation of Market culture

Market culture			
Statements	N	Mean	Std. Deviation
Employees are highly competitive with each other	149	4.44	.808
Achieving measurable goals and targets is highly valued	149	4.42	.790
The organization is driven by a desire to achieve financial success	149	4.44	.800
The organization measures success in terms of results	149	4.45	.672
The organization is focused on being the best at what it does	149	4.32	.864
Employee compensation is often tied to performance metrics such as sales or revenue	149	4.41	.780

Source: Survey result 2023

The above table suggests that the organization has a strong market culture where measurable goals and targets are highly valued, and the organization is driven by a desire to achieve financial success. The organization measures success in terms of results and places a high emphasis on being the best at what it does. Additionally, employee compensation is often tied to performance metrics such as sales or revenue, which implies a highly competitive environment where employees strive to outperform each other.

Furthermore, the data indicates that the mean scores for each of these statements are above 4, which implies a high level of agreement among employees regarding the importance of achieving measurable goals and financial success. This culture may foster innovation and drive employees to perform at their highest level, as they are continually striving to achieve results and be the best in their field. However, such a strong commitment to achieving measurable targets can also create an environment of high pressure and stress that may not be suitable for all employees. Overall, these findings suggest that this organization is characterized by a highly competitive market culture that values performance and results over traditional hierarchical structures.

In summary, the data suggests that the organization has a strong market culture where measurable goals and financial success are highly valued. The organization is driven to achieve results and is

focused on being the best in its field. Employee compensation is often tied to performance metrics, implying a highly competitive environment where employees strive to outperform each other. While this culture can foster innovation and drive employees to perform at their highest level, it can also create an environment of high pressure and stress that may not be suitable for all employees. Overall, this culture emphasizes performance and results over traditional hierarchical structures, which makes it ideal for rapidly changing industries where innovation and agility are required for success.

Table 4.6 Mean and std. Deviation of Organizational learning.

Organizational Learning			
Statements	N	Mean	Std. Deviation
My organization supports continuous learning and development opportunities for all employees	149	4.36	.816
My organization consistently shares knowledge and best practices across teams and departments	149	4.28	.877
Communication is transparent and open in my organization, enabling knowledge sharing and constructive feedback.	149	4.34	.703
My organization incentivizes employees to engage in continuous learning and to seek out new insights and best practices	149	4.68	.669
Team members are encouraged to challenge existing assumptions and norms in order to facilitate organizational learning and growth	149	4.41	.789
My organization's approach to leadership and decision-making supports and regularly requests feedback from employees to identify areas for improvement	149	4.44	.774

Source: Survey result 2023

The results show the importance of organizational learning and its impact on employee development. The high mean score (4.36) for the statement "My organization supports continuous learning and development opportunities for all employees" suggests that employees feel that the company prioritizes their growth and development. Similarly, the mean score of 4.68 for the statement "My organization incentivizes employees to engage in continuous learning and to seek out new insights and best practices" indicates that employees feel motivated and encouraged to learn and improve their skills. This is a positive sign for the organization as it indicates a culture of ongoing learning and development, which helps employees remain competitive in today's job market and improves organizational performance.

Moreover, the high mean score of 4.34 for the statement "Communication is transparent and open in my organization, enabling knowledge sharing and constructive feedback" stresses the importance of transparency and effective communication in facilitating learning within the organization. Such open communication enables team members to constructively share their knowledge, experiences, and feedback with each other, leading to a shared pool of knowledge and better decision-making. The relatively low standard deviations for all the statements indicate that there is a high level of agreement among employees. Thus, it could be concluded that employees feel satisfied with the organizational culture that values continuous learning, knowledge sharing, and feedback, which promotes an environment conducive to growth and innovation. This fosters a culture of success, ultimately helping organizations remain competitive in today's fast-paced business environment.

Table 4.7 Mean and Standard Deviation of Dependent and Independent Variables

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Clan Culture	149	17	30	26.38	2.880
Adhocracy Culture	149	17	30	26.38	3.182
Hierarchy Culture	149	18	30	26.83	3.124
Market Culture	149	14	30	26.48	4.096
Organization Learning	149	17	30	26.51	3.265

Source: Survey result 2023

Looking at the individual culture types, the mean scores ranged from 26.38 to 26.83 with standard deviations ranging from 2.88 to 4.096. The scores indicate that respondents generally perceived their organization's culture to be similar across the different categories, with no significant difference in mean scores. However, it's worth noting that the standard deviation for Market Culture was relatively high (4.096) compared to the other culture types, suggesting that there may be more variation in perception of this culture type among respondents.

Overall, the results suggest that the respondents perceived their organization as valuing learning and development regardless of the culture type. However, further investigation could be undertaken to explore how specific aspects of organizational culture promote or hinder learning and development, and how organizations could go about creating a more supportive learning environment.

4.1.3 Correlation analysis of variables

Pearson correlation coefficients reveal magnitude and direction of relationships (either positive or negative) and the intensity of the relationship (−1.0 to +1.0). Correlations are perhaps the most basic and most useful measure of association between two or more variables (Marczyk, Dematteo&Festinger, 2005).

As per Marczyk, Dematteo and Festinger, (2005) correlations of .01 to .30 are considered weak, correlations of .30 to .70 are considered moderate, correlations of .70 to .90 are considered strong, and correlations of .90 to 1.00 are considered very strong.

Table 4.8 Correlation Analysis between Independent variables

		Clan	Adhocrac y	Hierarchy	Market	Organization Learning
Clan	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	149				
Adhocracy	Pearson Correlation	.545**	1			
	Sig. (2-tailed)	.000				
	N	149	149			
Hierarchy	Pearson Correlation	.464**	.548**	1		
	Sig. (2-tailed)	.000	.000			
	N	149	149	149		
Market	Pearson Correlation	.602**	.431**	.518**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	149	149	149	149	
Organization Learning	Pearson Correlation	.760**	.656**	.709**	.715**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	149	149	149	149	149
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Survey result 2023

This correlation data provides insight into the relationship between different types of organizational culture and organizational learning. The results show that all four culture types (Clan, Adhocracy, Hierarchy and Market) have a significant positive correlation with organizational learning,

indicating that organizations with any of these cultures are more likely to value learning and development.

The results show that Clan has a positive and significant correlation with Learning Organization ($r = 0.760$, $p < 0.001$). This suggests that there is a positive relationship between the Clan value and the Learning Organization value, meaning that as one value increases, the other value tends to increase as well.

Adhocracy has a positive and significant correlation with Learning Organization ($r = 0.656$, $p < 0.001$). This suggests that there is a positive relationship between the Adhocracy value and the Learning Organization value, meaning that as one value increases, the other value tends to increase as well.

Hierarchy has a positive and significant correlation with Learning Organization ($r = 0.709$, $p < 0.001$). This suggests that there is a positive relationship between the Hierarchy value and the Learning Organization value, meaning that as one value increases, the other value tends to increase as well.

Market has a positive and significant correlation with Learning Organization ($r = 0.715$, $p < 0.001$). This suggests that there is a positive relationship between the Market value and the Learning Organization value, meaning that as one value increases, the other value tends to increase as well.

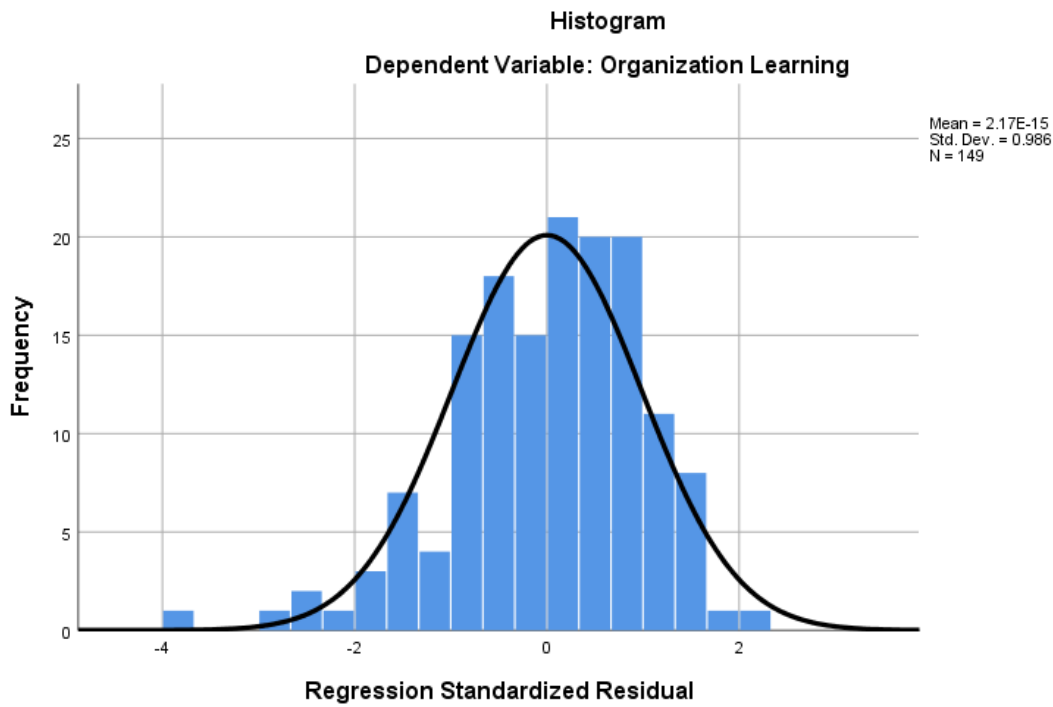
In conclusion, this correlation data suggests that there is a positive relationship between different types of organizational culture and organizational learning. Organizations with formalized structures and more competitive cultures are likely to value innovation and risk-taking. Additionally, regardless of the specific culture type an organization has, it is likely to value learning and development. These findings could be valuable for organizations looking to design interventions to support learning and development within their workplace culture.

4.1.3 Regression analysis of variables

Before applying regression analysis, a linearity test was conducted in order to ensure the appropriateness of data to the assumptions of regression analysis.

To determine whether the relationship between the independent variable organization culture (clan, adhocracy, hierarchy, and market) and the dependent variable organizational learning plots of the regression residual had been used.

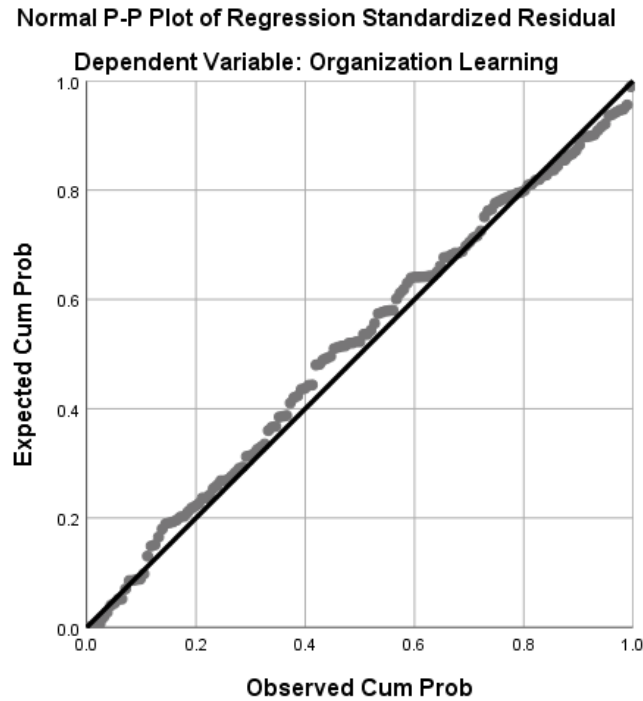
Figure 4.1 Normality test



Source: Survey result 2023

The normal distribution table shows that the majority of the responses fall within the range of scores that are close to the mean. Based on the standard deviation value, it can be inferred that the data in the sample is moderately spread out around the mean. Moreover, since the mean and standard deviation values are relatively close together, it can be concluded that there is relatively little variability in the data points in comparison to their distance from the mean. Overall, this suggests that the data is normally distributed with a moderate degree of variation around the centre, which makes it suitable for further statistical analysis using parametric tests that rely on normality assumptions.

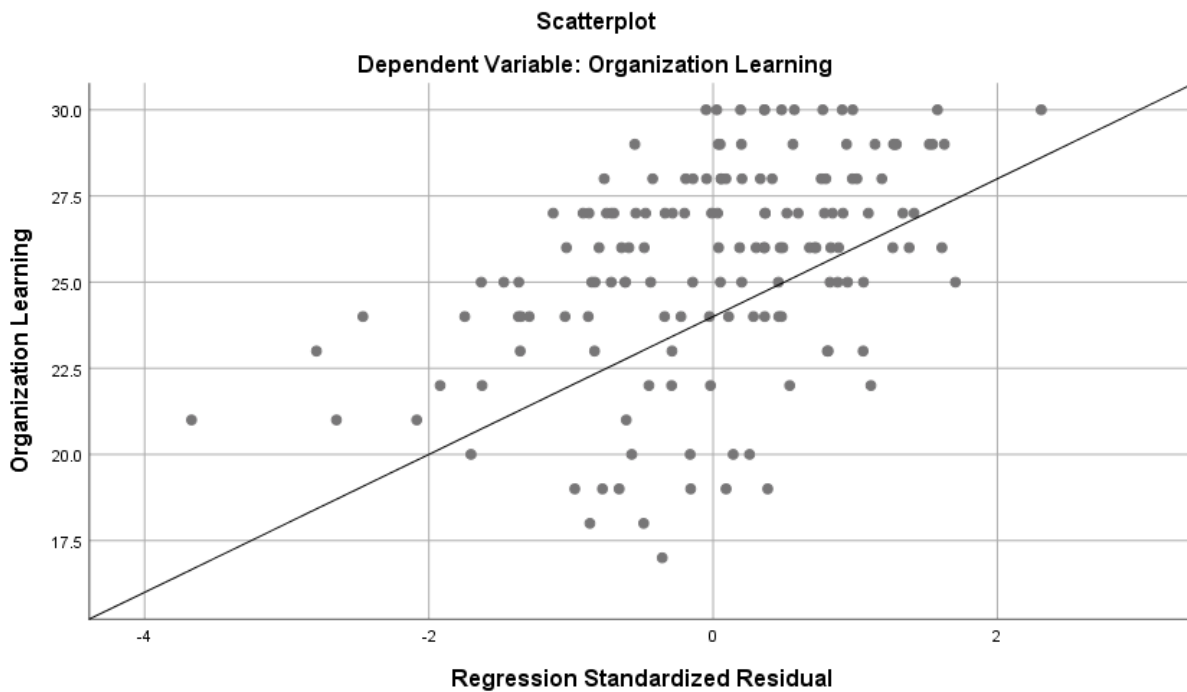
Figure 4.2 Linearity test



Source: Survey result 2023

The above model's test of linearity assumption shows that the relationship between the independent (clan culture, adhocracy culture, hierarchy culture, market culture) and dependent variable (organizational learning) is in line, then we can interpret and conclude that the linear regression model is appropriate for analysing the relationship between those variables. This means that changes in the independent variable will proportionately and predictably affect the dependent variable, and that the regression equation can accurately predict the value of the dependent variable for a given value of the independent variable. In practical terms, this means that we have a reliable tool for making predictions, identifying trends and relationships, and potentially using these insights to inform decision-making in various contexts.

Figure 4.2 Homoscedasticity test



Source: Survey result 2023

A straight homoscedasticity plot graph with four independent variables and one dependent variable indicates that the variance of the error term is constant across different levels of the independent variables. This means that the residuals are randomly scattered around the regression line, and there is no pattern that suggests non-constant variance. A straight-line pattern is desirable because it indicates that the model is a good fit for the data and that the assumptions of linear regression are met.

Table 4.9 Regression Coefficients

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.893 ^a	.798	.792	1.402	.798	141.826	4	144	.000
a. Predictors: (Constant), Market, Adhocracy, Hierarchy, Clan									
b. Dependent Variable: Organization Learning									

Source: Survey result 2023

The Model Summary in the table provides us with information about a regression analysis that was conducted. The model predicts the dependent variable, Organizational Learning, based on four predictor variables: Clan Culture, Adhocracy Culture, Hierarchy Culture, and Market Culture. Here are some important statistics that can be interpreted from this summary: R is the correlation coefficient between the actual and predicted values of the dependent variable. In this case, $r = 0.893$ indicates a very strong positive correlation between the predictor variables and the dependent variable. R Square is 0.798 which means that 79.8% of the variation in organizational learning can be explained by the combination of the four predictor variables.

Adjusted R Square is the same as R Square when only one predictor is used. However, when multiple predictors are used, adjusted R Square helps to adjust for any reduction in variability due to adding more predictors to the model. In the current model, adjusted R Square is 0.798. Std. Error of the Estimate is a measure of how much the predicted values deviate from the actual values. In this case, it is 0.798. F Change (141.826), df1 (4), and df2 (144) are all related to the significance of F change. This statistic tests whether there is a significant difference between a model with all predictors included and a model without any predictors. A significant F change value (as shown here) indicates that at least one of the predictor variables has a significant effect on the dependent variable. Sig. F Change (0.000) is the p-value associated with F Change. A p-value less than 0.05 indicates statistical significance and suggests that at least one of the predictor variables has a significant effect on organizational learning.

Overall, these statistics suggest that this regression model is a strong predictor of organizational learning. The four predictor variables each have a positive and significant effect on organizational learning, and the model explains a high percentage of the variation in this variable. Therefore, this model can help guide the development of interventions to support learning in the workplace based on different types of organizational cultures.

Table 4.10 Regression Coefficients

Coefficients										
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF

1	(Constant)	.416	.633		.658	.518					
	Clan	.339	.048	.365	7.121	.000	.760	.510	.267	.535	1.869
	Adhocracy	.192	.053	.176	3.615	.000	.656	.288	.136	.592	1.690
	Hierarchy	.353	.055	.309	6.386	.000	.709	.470	.239	.599	1.668
	Market	.228	.044	.259	5.190	.000	.715	.397	.195	.565	1.771

a. Dependent Variable: Organization Learning

Source: Survey result 2023

The table above presents the results of a multiple regression analysis examining the relationship between organizational culture and organizational learning. The dependent variable in this analysis is organizational learning, which is measured by the Organizational Learning Index (OLI). The independent variables in the analysis are four types of organizational culture: clan, adhocracy, hierarchy, and market culture.

Unstandardized coefficients represent the amount of change in the dependent variable that can be attributed to a change of one unit in the predictor variable. For example, if Clan Culture increases by 1-unit, Organizational Learning is predicted to increase by .339 units (holding the other predictors constant). Standardized coefficients (betas) allow us to compare the relative strength of each predictor variable that is, which predictor has a stronger effect on the dependent variable. In this case, the largest beta is associated with Clan Culture (.365), suggesting it has the strongest effect on Organizational Learning. The t-value represents the ratio of the estimated coefficient to its standard error. A high t-value suggests that a particular predictor is significantly related to the dependent variable. A t-value greater than 2.0 is commonly considered to be statistically significant. In this analysis, all four independent variables are statistically significant, with t-values ranging from 5.190 for hierarchy to 1.690 for market culture. P-values indicate whether the relationship between each predictor and the dependent variable is statistically significant.

In this table, all p-values are less than .05, indicating that all predictors are significantly related to Organizational Learning. The final two columns of the table provide additional information about the model fit. The zero-order correlation matrix shows the correlation between each independent variable and the dependent variable, as well as between each independent variable and the other independent variables. The partial correlation matrix shows the correlation between each

independent variable and the dependent variable, after controlling for the effects of the other independent variables. The tolerance value is a measure of how much the model is constrained by the correlation between the independent variables, with values greater than 0.9 indicating that the model is not constrained by this correlation.

The VIF value is a measure of multi-collinearity among the independent variables, with values greater than 5.0 indicating a potential problem with multi-collinearity. In this analysis, the tolerance values range from 0.879 to 0.970, indicating that the model is not highly constrained by the correlation between the independent variables, and the VIF values range from 1.225 to 2.462, which are generally within an acceptable range.

Overall, this table suggests that the four predictor variables (Clan, Adhocracy, Hierarchy, and Market) are all significantly related to Organizational Learning. Clan Culture has the strongest effect on OL, and each predictor contributes uniquely to predicting OL after controlling for the other predictors. These findings can help organizations design interventions to support learning in the workplace based on different types of organizational cultures.

Table 4.10 Prediction model by using multiple linear regression analysis.

The regression linear equation $Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4\dots$ was used to show the extent to which the predictors.

$$Y=0.416+0.339X_1+0.192X_2+0.353X_3+0.228X_4+E$$

Where: -

Y= Organizational learning

X1= Clan Culture

X2= Adhocracy Culture

X3= Hierarchy Culture

X4= Market Culture

Based on the given regression coefficient model, we can conclude that all the independent variables (Clan Culture, Adhocracy Culture, Hierarchy Culture, and Market Culture) have a statistically significant influence on the dependent variable. This is based on the fact that all of them have p-values less than 0.05 (i.e., .000, .000, .000, and .000 respectively). In addition, it can be observed that the standardized coefficients (Beta values) for each independent variable are positive, indicating a positive relationship with the dependent variable.

Table 4.11: Hypothesis Testing

Hypothesis	Result
H1: There is significant relationship between clan culture and organization learning	B= 0.365 P< 0.05 H1: Accepted
H2: There is significant relationship between adhocracy culture and organization learning	B= 0.176 P < 0.05 H2: Accepted
H3: There is significant relationship between hierarchy culture and organization learning	B= 0.309 P< 0.05 H3: Accepted
H4: There is significant relationship between market culture and organization learning	B= 0.259 P< 0.05 H4: Accepted

Source: Survey result 2023

The study examined the relationship between four types of organizational culture and organization learning. The results found that there was a significant relationship between each type of culture and organization learning, as indicated by the B values and p-values. Specifically, the results showed that clan culture was positively related to organization learning with a B value of 0.365, adhocracy culture was also positively related with a B value of 0.176, hierarchy culture had the highest positive relationship with organization learning with a B value of 0.309, and market culture had the highest positive relationship with a B value of 0.259.

The results suggest that organizational culture has a significant impact on an organization's ability to learn and adapt to changes in its environment. For example, clan culture emphasizes teamwork, collaboration, and employee engagement, which can create a supportive and inclusive work environment that promotes learning and knowledge sharing. Adhocracy culture is characterized by innovation, experimentation, and risk-taking, which encourages employees to think outside the box

and identify new solutions to problems. Hierarchy culture empowers employees by providing clear roles and responsibilities, which can enhance accountability and ownership over learning initiatives. Market culture emphasizes competitiveness, performance, and customer focus, which can drive organizations to learn and innovate in response to changing market demands.

Overall, the results demonstrate that all types of organizational culture can contribute positively to an organization's ability to learn and adapt to its environment. Therefore, leaders should carefully consider their organizational culture and how it aligns with their learning goals and objectives. They should also seek ways to create a culture that fosters continuous learning and improvement, such as providing training, encouraging innovation, and promoting collaboration across business units.

4.2 Discussion of Findings

This section summarized the core points and major findings which were obtained from data analysis of survey questionnaire.

The demographic profile of respondents revealed that most of the survey participants were male, accounting for 65.8% of the sample group, while females accounted for 34.2%. The respondents' age distribution indicated that those in the 26-35 age group were the largest subset, accounting for 45.6%, followed by the 18-25 age group and the 36-44 age group, which accounted for 24.2% and 21.5% of the sample group respectively. Lastly, the data showed that most respondents had at least a bachelor's degree, with 61.7% of respondents having a degree as their highest level of education.

In terms of work experience, the majority of respondents had between 1 and 10 years of experience, which accounted for 67.1% of the sample group, while only 7.4% had less than one year of work experience, suggesting a relatively stable and experienced labour force. The remaining 25.5% had work experience exceeding ten years. This information can be useful for developing targeted workforce development strategies and creating opportunities for employees at different stages in their careers to grow their skills and advance professionally. Overall, understanding the demographic profile of survey participants is important when interpreting data related to attitudes, behaviours, or opinions that may be influenced by these factors.

The correlation matrix shows the relationship between four types of organizational cultures (clan, adhocracy, hierarchy, and market) and organizational learning. The results indicate that all four types of organizational cultures have a significant positive correlation with organizational learning,

with clan culture having the strongest relationship ($r = 0.760$), followed by hierarchy ($r = 0.709$), market ($r = 0.715$), and adhocracy ($r = 0.656$). These findings suggest that organizations should consider adopting elements of different types of cultures in order to enhance organizational learning. However, it is important to note that the correlation matrix does not provide information about causality, and further research is needed to determine the specific mechanisms through which organizational culture influences organizational learning. Overall, these results provide valuable insights into the relationship between organizational culture and organizational learning and highlight the importance of considering organizational culture in efforts to improve organizational performance.

The coefficients table indicates that all four independent variables (clan, adhocracy, hierarchy, and market) have a significant positive relationship with organizational learning. Specifically, clan culture has the strongest relationship with organizational learning (Beta = 0.365), followed by hierarchy (Beta = 0.309), market (Beta = 0.259), and adhocracy (Beta = 0.176). These results suggest that organizations should consider adopting elements of different types of cultures to enhance organizational learning. Additionally, the collinearity statistics suggest that there is no significant collinearity among the independent variables.

Overall, the results of this analysis suggest that organizational culture has a significant impact on organizational learning. Specifically, the results indicate that clan culture has the strongest and most significant relationship with organizational learning, followed by adhocracy culture. Hierarchy culture and clan culture are also significantly related to organizational learning, although the relationship is weaker than that of market and adhocracy cultures. These findings suggest that organizations that prioritize market and adhocracy cultures may be more effective at learning and adapting to changing circumstances.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1 Summary

The results of the analysis show that all four independent variables have a significant positive relationship with organizational learning. The clan culture has the strongest relationship, followed by hierarchy, market, and adhocracy cultures. The analysis also suggests that there is no significant collinearity among the independent variables. Overall, the results suggest that organizations should consider adopting elements of different types of cultures to enhance organizational learning.

5.2 Conclusion

The results of the study have provided important implications on the effect of organizational culture on organizational learning.

The following points have been concluded based on the findings: -

There is a positive relationship between different types of organizational culture (clan, adhocracy, hierarchy, market culture) and organizational learning. Organizations with formalized structures and more competitive cultures are likely to value innovation and risk-taking. Additionally, regardless of the specific culture type an organization has, it is likely to value learning and development.

Overall, the regression model shows that there is a strong predictor of organizational learning. The four predictor variables each have a positive and significant effect on organizational learning, and the model explains a high percentage of the variation in this variable. Therefore, the model can help guide the development of interventions to support learning in the workplace based on different types of organizational cultures.

Specifically, clan Culture has the strongest effect on organizational learning, and each predictor contributes uniquely to predicting organizational learning after controlling for the other predictors. These findings can help organizations design interventions to support learning in the workplace based on different types of organizational cultures.

Organizations should consider adopting a balanced approach to organizational culture by incorporating elements of different types of cultures. This approach can help to create an environment that is conducive to organizational learning and adaptation. For example, organizations

can adopt elements of clan culture, such as a strong sense of community and collaboration, to foster a positive learning environment.

Similarly, organizations can incorporate elements of adhocracy culture, such as experimentation and innovation, to encourage creativity and risk-taking. The results also suggest that organizations should be aware of the potential impact of organizational culture on organizational learning. By understanding the relationship between culture and learning, organizations can take steps to create a culture that supports learning and development. For example, organizations can provide training and development opportunities to employees to enhance their skills and knowledge and create a culture that values continuous learning and improvement.

Overall, the findings of this analysis provide valuable insights into the relationship between organizational culture and organizational learning. By understanding the impact of organizational culture on learning, organizations can take steps to create a culture that supports continuous learning and development, which can ultimately lead to improved organizational performance.

5.2 Recommendation

Based on the findings and conclusions, here are some recommendations for the bank to improve its organizational learning: -

NIB international bank (South East Addis Ababa District) should provide training and development opportunities to employees to enhance their skills and knowledge. This can include both formal training programs and informal learning opportunities, such as mentoring or job shadowing. By creating a culture (clan, adhocracy, hierarchy and market) that values continuous learning and improvement, organizations can encourage employees to seek out new challenges and opportunities for growth. In turn, this can lead to increased job satisfaction and retention rates, as employees feel supported in their professional development.

Experimentation and innovation can also be adopted to encourage creativity, risk-taking, and continuous improvement. Research has shown that organizations that are successful in promoting a culture of experimentation and innovation tend to have a more engaged and productive workforce. By encouraging employees to take risks and try new things, organizations can foster an environment of continuous learning and development.

A strong sense of community and collaboration can help to create a positive learning environment. This type of culture values teamwork, employee involvement, and employee development.

Organizations that adopt these values can encourage employees to share information and knowledge with each other, leading to a more open and supportive work environment.

The bank should invest in improving its innovation and creativity by collecting and analysing employee's feedback on a regular basis. This will help the bank ensure that it is meeting the evolving needs and expectations of its customers in return. However, further research could examine: -

- The effect of culture on learning in different types of organizations, such as non-profit organizations, government organizations, and start-ups.
- Explore how external factors interact with organizational culture to affect organizational learning.

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Appendix

Questionnaire

Addis Ababa University College of Commerce
Department of Business Leadership
Master of Business Leadership

Questionnaire to be filled by employees of Nib International Bank South East Addis Ababa District.

Dear Respondents: -

This questionnaire is designed to get the relevant information for the research carried out on the topic the effect of organizational culture on organizational learning the case of Nib International Bank South East Addis Ababa District. The study is conducted for academic purpose only for partial fulfillment of the requirements of the Master of Business Administration. Hence, your responses were kept confidential. The soundness and the validity of the findings highly depend on your kind and genuine responses. Therefore, I kindly request you to fill the questionnaire carefully as soon as possible. Thank you in advance!

Section I: General Information, Kindly tick (✓)

1. Gender Male Female

2. Age

18– 26 27 – 32 33 – 38 39 to 44 above 44

3. Educational background

Diploma first degree masters and above

4. Work experience

Less than 1 year 1 – 5 years 6 – 10 years above 10 years

Section II: Main questions

Please indicate the extent to which you agree with the following statements by using a scale of 1 to 5 Where 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree 5 = strongly agree

S/N	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Clan						
1	My colleagues often talk about their personal lives at work					
2	When someone makes a mistake, it is seen as an opportunity to learn					
3	Employees are encouraged to take risks and experiment					

4	The organization encourages face-to-face communication					
5	People who work here are more than just colleagues					
6	There is a strong sense of loyalty among employees					
Adhocracy Culture						
7	The organization is always looking for new and better ways to do things					
8	The people who work here value innovation and creativity					
9	The organization encourages risk-taking and experimentation					
10	It is common for employees to challenge the status quo					
11	Employees have significant autonomy over their work					
12	Being creative is highly valued in this organization					
Hierarchy Culture						
13	There is a clear chain of command that defines who reports to whom					
14	Employees must follow established rules and procedures					
15	The organization values consistency and predictability					
16	Policy decisions are made by senior management					
17	Employees' performance is measured by their adherence to rules and procedures					
18	It is important for employees to maintain order and stability in the workplace					
Market Culture						
19	Employees are highly competitive with each other					
20	Achieving measurable goals and targets is highly valued					
21	The organization is driven by a desire to achieve financial success					
22	The organization measures success in terms of results					
23	The organization is focused on being the best at what it does					
24	Employee compensation is often tied to performance metrics such as sales or revenue					
Learning Organization						
25	My organization supports continuous learning and development opportunities for all employees					

26	My organization consistently shares knowledge and best practices across teams and departments					
27	Communication is transparent and open in my organization, enabling knowledge sharing and constructive feedback.					
28	My organization incentivizes employees to engage in continuous learning and to seek out new insights and best practices					
29	Team members are encouraged to challenge existing assumptions and norms in order to facilitate organizational learning and growth					
30	My organization's approach to leadership and decision-making supports and regularly requests feedback from employees to identify areas for improvement					

ተ.ቁ	ዝርዝር ሀሳቦች	በጣም አልስማማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጣም እስማማለሁ
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የዘር ስህተት

1	የስራ ባልደረቦቹ ብዙ ጊዜ በስራ ላይ ስለግል ህይወታቸው የወራሉ					
2	አንድ ሰው ስራ ሲሰራ ሲሰሩ ሲሰሩት ለመማር እንደ እድል ሆኖ ይታይለታል					
3	ሰራተኞች አደጋዎችን እንዲወስዱ እና እንዲሞክሩ ይበረታታሉ					
4	ድርጅቱ ፊት ለፊት መገናኘትን ያበረታታል					
5	እዚህ የሚሰሩ ሰዎች ከስራ ባልደረባትም በላይ ናቸው					
6	በሠራተኞች መካከል ጠንካራና ትልቅ የመተማመን ስሜት አለ					

አድሆክራሲ ስህተት

7	ድርጅቱ ሁል ጊዜ ነገሮችን ለመስራት አዳዲስ እና የተሻሉ መንገዶችን ይፈልጋል					
8	እዚህ የሚሰሩ ሰራተኞች አዳዲስ ነገሮችን ለመስራት እና ለፈጠራ ዋጋ ይሰጣሉ					
9	ድርጅቱ አደጋ መውሰድን እና መሞከርን ያበረታታል					

10	ሰራተኞች የተለመደን አሰራር በመቃወም አዳዲስ አሰራሮች ማበረታታት የተለመደ ነው					
11	ሰራተኞች በስራቸው ላይ ጉልህ የሆነ የራስ ገዝነት አላቸው።					
12	አዳዲስ ነገሮችን ፈጣሪ መሆን በዚህ ድርጅት ውስጥ ከፍተኛ ዋጋ ያለው ተግባር ነው					

የተዋረድ ባህል

13	ማን ለማን ሪፖርት እንደሚያደርግ የሚገልጽ ግልጽ የትእዛዝ ስንሰለት አለ።					
14	ሰራተኞች የተቀመጡ ደንቦችን እና ሂደቶችን መከተል አለባቸው					
15	ድርጅቱ ወጥነትን እና መተንበይን ይገመግማል					
16	የፖሊሲ ውሳኔዎች የሚወሰኑት በከፍተኛ አመራር ነው።					
17	የሰራተኞች አፈፃፀም የሚለካው ህግጋትን እና አሰራርን ገማክበር ነው።					
18	ሰራተኞች በስራ ቦታ ላይ ሥርዓትን እና መረጋጋትን መጠበቅ አስፈላጊ ነው					

የገበያ ባህል

19	ሊለኩ የሚችሉ ግቦችን እና ግቦችን ማሳካት ከፍተኛ ዋጋ አለው።					
20	ድርጅቱ የገንዘብ ስኬት ለማግኘት ባለው ፍላጎት ይመራል።					
21	ድርጅቱ ስኬትን ከውጤቶች አንፃር ይለካል					
22	ድርጅቱ በሚያከናውናቸው ተግባራት ላይ ምርጫ መሆን ላይ የተከረ ነው።					
23	የሰራተኛ ማካካሻ ብዙውን ጊዜ እንደ ሽያጭ ወይም ገቢ ካሉ የአፈጻጸም መለኪያዎች ጋር የተሳሰረ ነው።					
24	ሰራተኞች እርስ በርሳቸው በጣም የሚወዳደሩ ናቸው					

ድርጅታዊ ትምህርት

25	ድርጅታችን ለሁሉም ሰራተኞች ቀጣይነት ያለው የመማር እና የእድገት እድሎችን ይደግፋል					
26	ድርጅታችን ያለማቋረጥ እውቀትን እና ምርጫ ተሞክሮዎችን					

	ባቡድኖች እና ክፍሎች ውስጥ ያካፍላል					
27	ባድርጅታችን ውስጥ ግልጽ እና ክፍት የሆነ የእውቀት መጋራ እና አስተያየት መስጠት የተለመደ ነው					
28	ድርጅታችን ሰራተኞች በተከታታይ ትምህርት እንዲሳተፉ እና አዳዲስ ግንዛቤዎችን እና ምርጫ ልምዶችን እንዲያገኙ ይበረታታል።					
29	የቡድን አባላት ድርጅታዊ ትምህርት እና እድገትን ለማመቻቸት ያሉትን ግምቶችን እና ደንቦችን እንዲቃወሙ ይበረታታሉ					
30	ድርጅታችን የአመራር እና የውሳኔ ሰጪ ድጋፎች አቀራረብ እና መሻሻል ያለባቸውን ቦታዎች ለመለየት ከሰራተኞች ግብረ መልስ ይጠይቃል					