THE IMPACT OF LEARNING ORGANIZATION ON EMPLOYEE RESILIENCE

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ABSTRACT:

The study focuses on the impact of a learning organization on employee resilience aiming to improve employee resilience within the organization. In today's world, employee resilience is crucial for organizational growth, and the learning organization plays a significant role in fostering it. The objective aiming to increase the contribution of the organization to make they employee resilient to any situation. The sample size is 140 individual from the it employee. Data analysis Non-parametric tests such as H-test, U-test, Correlation and chi-square were employed. The findings indicated that employee believe that support of the organization is very important for them to the able to change in any situation, the importance of the collaborative system connectivity in the organization. Employee resilience leads to the higher productivity of the employee. A organization which support their employee to be resilient according to the changing environment through the learning culture which will make the organization to sustain in the market for longer period of time.

INTRODUCTION:

The learning organization is the one that fosters continuous learning, innovation and adaptation to change in the organization. It is used to empower the employee to acquire new skills, knowledge and insights and where the organizational processes are designed to facilitate the creation, sharing and utilization of knowledge. The employee resilience refers to the ability of the employee to change, setback and thrive in the chellenging situation. Learning organization provide employees with the resources, skills and support necessary to adapt to the change, overcome obstacles and thrive in dynamic environmments. By promoting continuous learning, knowledge sharing and experimentation, learning organization cultivat the culture of innovation, creativity and adaptability that enhances employee resilience.

Longitudinal studies have also shown that employees in learning organizations exhibit greater levels of psychological well-being, job satisfaction, and resilience over time compared to those in non-learning organizations Learning organizations invest in employee training and development programs to enhance skills, knowledge, and competencies, which are essential for building resilience. Training programs focus not only

on technical skills but also on soft skills such as problem-solving, decision-making, and emotional intelligence. Empirical evidence suggests that employees who participate in training and development initiatives report higher levels of resilience, as they feel better equipped to handle challenges and uncertainties in the workplace.

LITERATURE REVIEW:

1) P. Malik (2023) states that the proactive work behaviour is positively correlated with employees' perceiption of learning organizations and that this relationship is mediated by the employee resilience. According to the study the organization practitioners should prioritize supporting learning if they want to increase their worker proactive behaviour.

2) V. Shela, T. Ramayah, A. Noor Hazlina (2023) takes Resilient leadership, employee engagement psychological capital as four important factors, the study aim to close the gap between these factor by outlining the significance of resilient leadership in maintaining the employee engagement in the IT sector.

3) S. Sholikhah, RN. Marbun, W. Parimita (2021) takes learning organization, Employee Resilience as the important factor and analysis it influence on work engagement. This study states by using regression analysis learning organization and employee resilience to work engagement have a positive and significant relationship.

4) P. Malik, P. Garg (2020) explore the mediating role of employee resilience in learning organization and work engagement It states that they is a significant relationship between the research variables and shows that a learning organization has a positive effect on employee resilience and work commitment. The employee resilience partially mediates the learning and work engagement.

OBJECTIVE:

- To identify if continuous learning will enhance employee resilience in a learning organization.
- To analyse the effectiveness of collaborative learning in employee resilience within a learning organization.
- To identify the influence of empowerment in a learning organization.
- To identify the degree of relationship between the learning organization and system connectivity.
- To analyse the effectiveness of strategic leadership in employee resilience.

RESEARCH METHODLOGY:

Research methodology refers to the systematic and logical framework within which research is conducted. It encompasses the techniques, procedures, and guidelines that researchers follow to plan, conduct, and analyse research data. The Research design used for this study is a descriptive study.

Sampling technique and sample size:

Stratified sampling involves the division of the population into discrete subgroups or strata according to particular attributes (e.g., age, gender, ethnicity, etc.). After that, samples are chosen at random from every

stratum. The study's ultimate sample size of 138 was determined via a preliminary study including 30 participants.

Data Collection:

Primary data was collected directly from the employee. The survey method is the main data collection approach employed in this study. A survey questions was distributed to 138 participants. Only closed-ended questions were employed.

DATA ANALYSIS:

MANN WHITNEY U-TEST

Ho: There is no significant difference between mean rank of gender with respect to the continuous learning, collaborative learning, empowerment, system connectivity and management support.

H1: There is significant different between mean rank of gender with respect to the continuous learning, collaborative learning, empowerment, system connectivity and management support.

1.1 TABLE SHOWING U-TEST

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Continuous learning	1	97	70.13	6802.50
	2	43	71.34	3067.50
	Total	140		
Collaborative Learning	1	97	73.85	7163.50
	2	43	62.94	2706.50
	Total	140		
Empowerment	1	97	71.83	6967.50
	2	43	67.50	2902.50
	Total	140		
System Connectivity	1	97	70.13	6803.00
	2	43	71.33	3067.00
	Total	140		
Management Support	1	97	71.32	6918.50
	2	43	68.64	2951.50
	Total	140		

Test Statistics

	Continuous learning	Collaborative Learning	Empowerment	System Connectivity	Management Support
Mann-Whitney U	2049.500	1760.500	1956.500	2050.000	2005.500
Wilcoxon W	6802.500	2706.500	2902.500	6803.000	2951.500
Z	-.167	-1.500	-.595	-.162	-.372
Asymp. Sig. (2-tailed)	.868	.134	.552	.871	.710

a. Grouping Variable: Gender

INFERENCE:

From the above analysis it is found that, P(sig)>0.05, Hence accept the Ho. There is no significant difference between the mean rank of gender of respondents with respect to continuous learning, collaborative learning, empowerment, system connectivity and management support.

H-TEST

Ho: There is no significant difference between the mean of the respondent age group with respect to continuous learning, collaborative learning, empowerment, system connectivity and management support.

H1: There is significant difference between the mean of the respondent age group with respect to continuous learning, collaborative learning, empowerment, system connectivity and management support.

1.2 TABLE SHOWING H-TEST

Ranks

	Age	N	Mean Rank
Continous learning	1	93	73.40
	2	45	66.88
	3	2	17.00
	Total	140	
Collaborative Learning	1	93	70.39
	2	45	69.56
	3	2	97.00
	Total	140	
Empowerment	1	93	70.73
	2	45	69.58
	3	2	80.50
	Total	140	
System Connectivity	1	93	66.22
	2	45	78.62
	3	2	86.75
	Total	140	
Management Support	1	93	71.67
	2	45	67.93
	3	2	73.75
	Total	140	

Test Statistics[a,b]

	Continous learning	Collaborative Learning	Empowerment	System Connectivity	Management Support
Chi-Square	4.526	.917	.154	3.219	.287
df	2	2	2	2	2
Asymp. Sig.	.104	.632	.926	.200	.866

a. Kruskal Wallis Test

b. Grouping Variable: Age

INFERENCE:

From the above analysis it is identified that , P(sig)>0.05.Hence null hypothesis Ho is accepted.There is no significance difference between the mean rank of respondents age group with respect to continuous learning, collaborative learning, empowerment, system connectivity and management support.

CHI-SQUARE TEST

Ho: There is no dependency between continuous learning and Gender.

H1: There is a dependency between continuous learning and Gender.

1.3 TABLE SHOWING CHI-SQUARE(TEST FOR INDENDENCY)

Crosstab

Count

		Collaborative Learning											Total
		6	7	8	9	10	11	12	13	14	15	16	
Gender	1	2	3	3	11	35	9	11	9	10	1	3	97
	2	1	1	6	9	11	2	4	1	5	1	2	43
Total		3	4	9	20	46	11	15	10	15	2	5	140

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.852ª	9	.847
Likelihood Ratio	5.604	9	.779
Linear-by-Linear Association	.045	1	.833
N of Valid Cases	140		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .31.

INFERENCE:

From the above table it is found that p(sig)>0.05. hence null hypothesis is accepted. There is no dependency between gender and continuous learning.

CHI-SQUARE TEST

Ho: There is no dependency between Age and Collaborative learning.

H1: There is a dependency between Age and Collaborative learning.

1.4 TABLE SHOWING CHI-SQUARE(TEST FOR INDENDENCY)

Crosstab

Count

		Collaborative Learning											Total
		6	7	8	9	10	11	12	13	14	15	16	
Age	1	3	1	5	13	33	8	11	6	10	1	2	93
	2	0	3	4	7	12	3	4	4	5	0	3	45
	3	0	0	0	0	1	0	0	0	0	1	0	2
Total		3	4	9	20	46	11	15	10	15	2	5	140

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.788ª	20	.002
Likelihood Ratio	18.288	20	.568
Linear-by-Linear Association	.443	1	.506
N of Valid Cases	140		

a. 24 cells (72.7%) have expected count less than 5. The minimum expected count is .03.

INFERENCE:

From the above analysis it is found that p(sig)<0.05, Hence null hypothesis is rejected. There is likely a difference between the Age and the Collaborative Learning.

SPEARMAN'S CORRELATION:

1.5 TABLE SHOWING SPEARMAN'S CORRELATION

Correlations

			Continous learning	Collaborative Learning	Empowerme nt	System Connectivi ty	Manageme nt Support
Spearma n's rho	Continous learning	Correlation Coefficient	1.000	.053	.094	-.083	.229**
		Sig. (2-tailed)	.	.536	.271	.331	.006
		N	140	140	140	140	140
	Collaborative Learning	Correlation Coefficient	.053	1.000	.295**	.140	.117
		Sig. (2-tailed)	.536	.	.000	.099	.169
		N	140	140	140	140	140
	Empowerment	Correlation Coefficient	.094	.295**	1.000	.311**	.293**
		Sig. (2-tailed)	.271	.000	.	.000	.000
		N	140	140	140	140	140
	System Connectivity	Correlation Coefficient	-.083	.140	.311**	1.000	.128
		Sig. (2-tailed)	.331	.099	.000	.	.131
		N	140	140	140	140	140
	Management Support	Correlation Coefficient	.229**	.117	.293**	.128	1.000
		Sig. (2-tailed)	.006	.169	.000	.131	.
		N	140	140	140	140	140

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

INFERENCE:

It is positively correlated with collaborative learning and empowerment. It is not correlated with the system connectivity. It is moderately correlated with management support. It is correlated with continuous learning It is moderately correlated with empowerment, system connectivity and management support. It is correlated with continuous learning. It is moderately correlated with collaborative learning, system connectivity and management support. It is not correlated with continuous learning. It is moderately correlated with collaborative learning, empowerment and management support. It is moderately correlated with continuous learning, collaborative learning, empowerment and system connectivity.

SUGGESTION:

- Management support was found to be moderately correlated with continuous learning, it's essential to enhance managerial encouragement for learning opportunities. This could include implementing mentorship programs, regular check-ins on learning progress, and recognition for employees who actively pursue continuous learning.

- Strengthen programs or initiatives that promote continuous learning as a means to adapt to workplace changes. This could involve regular skills assessments, agile training programs, or cross-functional training to enhance adaptability.

- Foster a culture of trust among team members by encouraging open communication, collaboration, and knowledge sharing. Establish platforms or forums where employees can share insights, best practices, and lessons learned.

- Recognize the lack of learning about various systems in the organization and prioritize training initiatives to bridge this gap. Offer workshops, tutorials, or online courses to educate employees on the use and benefits of different systems.

- Encourage reporting managers to actively support employees in pursuing learning opportunities related to their roles. Provide resources, guidance, and recognition for managers who prioritize employee development

CONCLUSION:

The final project focuses on a study of the impact of the learning organization on employee resilience, providing valuable insights into both the learning organization and employee resilience. By collecting information on the impact of the learning organization on employee resilience, it indicates that with the growing technology and networks, it is important to foster learning so that employees can easily adapt to changing trends. This study implies that the level of employee resilience is higher in organizations that have a continuous learning culture. Implementing these suggestions can increase the capacity of employee resilience, which will, in turn, increase employee productivity. A continuous learning culture is crucial for improving employee resilience, as it keeps employees ready to face any challenges within the organization.