

A Literature Review on the Mediating Role of Organizational Commitment and Job Satisfaction on the Relationship between Organizational Learning and Individual Work Performance among Bangladeshi Call Center Employees

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Abstract – Currently, it is widely believed that organisational learning is the best approach to improve organisational work outcomes such as employees work performance, job satisfaction, organisational commitment etc. Organisational learning is no longer exclusive to the private sector, and it is increasingly emerging as an essential strategy in the public service sector. The purpose of this study is to examine the effect of organisational learning, organisational commitment and job satisfaction on work performance among Bangladeshi call centres employees. Besides, this study seeks to determine the role of organisational commitment and job satisfaction as a mediator on the relationship between organisational learning and public service managers' work performance. The population of the study is around 9,500 employees at a number of 150 renowned call centres in Dhaka. This article mainly focus on the literature review on the published articles regarding the topic in the last decade. It also presents in-depth arguments on various point of views articulated by Bangladeshi scholars focusing organizational learning and job satisfaction in private call centers. Finally,, the researcher provides a recommendations for the future study in this field.

Keywords - Organizational Commitment, Job Satisfaction, Organizational Learning, Work Performance and Call Center Employees.

I. INTRODUCTION

Nowadays, all organisations find themselves continually facing the challenge of having to cope with the rapidly changing environment. Many organisations are influenced by turbulence associated with globalisation economic liberalisation, rapid development and constant innovation in the information and communication technology, and rapid changes in stakeholder's expectations. In this changing environment, organisations are always under pressure to find new ways and solutions, which will preserve future competitiveness. The difficulty of surviving within the existing economic system and the principles on which it operates is compounded by uncertainty about the future, and constant changes in values (Teltemann & Jude, 2019).

How can organisations make sure that they will survive within this dynamic environment? Organisations acquire the necessary capacity for action in their various fields of operation. There is a growing need in organisations to move beyond the need to be sustainable in the competitive environment to continuously improve in the face of changing conditions (Ohemeng F.; Aseidu, 2016). The critical factor for organisations to compete and sustain themselves is learning. Organisational learning is one of the most contemporaneous issues in the management area (Agashae & Bratton, 2001).

Many management gurus have enunciated facts and beliefs that the learning capability of an organisation is the crucial and most useful index of ability to adapt to environmental changes for organisations. According to Garvin (1993), learning is seen as a long term investment Marguardt (1996) writes that by

learning faster, organisations can adapt quicker and achieve significant strategic advantages.

Realising the importance of organisational learning, it has recently commanded a great deal of attention. As a result, the concept of organisational learning has achieved prominence amongst the ideas, which now influence management studies. Furthermore, organisational learning has been proposed as a fundamental strategic process and the only sustainable competitive advantage of the future (Kalhor, Khosravizadeh, Moosavi, Heidari, & Habibi, 2018). The ability to learn is thus of paramount importance organizations which do not successfully implement organisational changes and which fail to cultivate their potential to develop, may soon find themselves amongst the losers (Probst and Buchel, 1997).

The concept of organisational learning has already become part and parcel of every organisation, whether in the private sector or public sector. Nowadays, the focus on organisational learning as Total Quality Management (TQM) (Rad, 2006) has become tremendously important in every part of the world. Organisational learning has been attributed to all kinds of management techniques and initiatives.

Attention to organisational learning is no longer exclusive to the private sector; it is also significant for the public service sector. In Bangladesh, the Government realised that performance, efficiency and effectiveness in the public service sector could be improved through the implementation of organizational learning in line with the private sector (Shohel & Kirkwood, 2012). Organizational learning is a very important element for every organization to be competitive and to ensure its survival.

In the private call centers, it has often been the case that the provision of the service to the public is different than that of a supplier to a customer but rather that of an authority to a subject. The private call centers may not be deliberately belligerent or malevolent, but nonetheless, private call centers have often found themselves primarily as an agent of the state carrying out an official state purpose, rather than a service to the customers (Polo-Vargas, Fama, Rojas-Santiago, Fernández-Ríos, & Bargsted, 2017).

The private call center, after all, is a monopoly with little concepts of realistic pricing of service against market alternatives and the punitive power is in the hands of the public administrator rather than the customer. It was not that the customer could withdraw his custom but private call center could refuse to facilitate it (Özdemir & Gören, 2017). Against this background, the need for organizational learning is clearly important in the private call centers.

On top of that, another main reason that influences the Bangladeshi policy makers to give more emphasis on organizational learning programs in the private service sector is the prevailing political climate, including the national will to break the country's long bondage to a volatile, primary economy and industrial production based economy to knowledge economy (K-economy) based. The quality of human resources will be the single most important factor that will determine the pace and success of the transition towards K-based economy (ISIS, 2012). The attainment of this national goal calls for the nurturing and moulding of a dynamic Bangladeshi private sector. It also calls for a more efficient, adaptive and outward looking private sector.

II. PROBLEM STATEMENT

Theories of organizational learning offer great challenges in this current dynamic organizational environment. It is believed that future work on organizational learning needs to focus on linking learning with organizational outcomes (i.e., work performance, job satisfaction, and organizational commitment) that result from the different levels of organizational processes (Meriño Fuentes & Garzón Castrillón, 2017). Organizational learning has gained a lot of attention, but there is little agreement on what organizational learning means and even less on how to create a learning organization and subsequently improve work performance (Uli, 2015) and other positive organizational outcomes.

According to Bohanec, Borštnar, and Robnik-Šikonja (2015), although links between learning and positive work outcomes have often been assumed, there is little empirical evidence to support this perspective. Spicer and Sadler-Smith (2016) contend that researches into organizational learning have failed to consistently demonstrate its impact on organizations. They further add that the field has suffered from a dearth of empirical evidence to support the assertion that there is a positive relationship between organizational learning and performance.

According to Xue (2015), researchers are in the relatively early stages of exploring learning organization constructs and developing measurement approach. These early studies and adoption of learning organization principles in practice have led to growing interactions between organizational learning culture and organizational outcomes (Kawai, Oe, & Noda, 2015). They further assert that the interaction among organizational learning, job satisfaction and organizational commitment has not yet been explored extensively. Furthermore, according to Rowden and Conine (2015) and Cropanzano and Byrne (2017) one factor that has not been

explored adequately is the impact workplace learning has on job satisfaction. At the same time, the relationship between employees' beliefs regarding training (learning) benefits and employees' organizational commitment is as yet unclear (Radosz, 2018).

Although organizational learning theories and practices have been clarified by practitioners and scholars over the past several years, there is much to be explored regarding interaction in organizational learning culture, employees learning and organizational outcomes (Egan et al., 2016). Also not many researches have been conducted regarding this topic in Bangladesh, especially in the private call center services sector. This is due to a common belief that the implementation of organizational learning in the private services sector is typically more problematic compared to the public sector (Warr & Nielsen, 2018). The private call center services sector has fundamentally different types of objectives, culture, climate, system and procedures.

Several studies have been conducted by several researchers on organizational learning, organizational commitment, job satisfaction and work performance, but many of the studies treat the variables concerned in isolation (Fung, 2018; Saad, 2018; Yeganeh, Reichard, McCoy, Bulbul, & Jazizadeh, 2018). Furthermore, only very few researchers conducted empirical studies on the role of organizational commitment and job satisfaction as mediating variables, and so far no study has been conducted by any researcher on the role of organizational commitment and job satisfaction as mediating variables on the relationship between organizational learning and work performance (Diana, Hasanbasri, & Hakimi, 2017; Hessels, Agarwal, Saiman, & Larson, 2017).

Initial discussions with the private call center services sector employees revealed that the implementation of organizational learning programs in the private call center services sector faced several problems and obstacles due to various factors. The first and the main factor is the lack of understanding of the private call center services sector employees regarding the importance and impact of organizational learning on positive work outcomes.

Furthermore, the employees also do not see the benefits to be gained from the implementation of learning within the organization. Many of them also have a narrow understanding pertaining to organizational learning; for them learning is the same as training (Iancu, Burciu, Colomeischi, & Scutaru, 2015). Some of the private call center services sector employees see organizational learning as a cost and a waste of

time and it is only suitable and applicable for the private sector. Due to time constraint, it is very difficult to involve every private call center services sector employee actively in the organizational learning program. Therefore, many the private call center services sector employees do not give serious attention, involvement, and support for organizational learning programs in their agencies.

Hence, it is crucial for the private call center services sector employees to gain an insight of the problems and undertake effective measures to improve the organizational learning program which subsequently can enhance work outcomes such as organizational commitment, job satisfaction and work performance. Therefore, the private call center services agencies need to be made aware of the importance of organizational learning in order to improve and enhance their employees positive work outcomes and subsequently improve the customer delivery system.

III. RESEARCH QUESTIONS

- a) What is the current level of organizational learning, organizational commitment, job satisfaction, and work performance of the private call center services sector employees?
- b) Is there any relationship between organizational learning, organizational commitment, job satisfaction and work performance?

IV. OBJECTIVES OF THE STUDY

The main and primary objective of this study is to examine and empirically test the effect of organizational learning on organizational commitment, job satisfaction and work performance. By doing so, it is hoped that a better understanding of the influence of the organizational learning on an employee's satisfaction, commitment and performance in the private call center services sector employees will be attained.

From the general objective above, several specific objectives of the study are formulated. The specific objectives of the study are to examine and determine:

- a) The current level of organizational learning, organizational commitment, job satisfaction and work performance of the private call center services sector employees.
- b) The relationship between organizational learning, organizational commitment, job satisfaction, and work performance;

V. RESEARCH FRAMEWORK

The purpose of this study is to examine and determine the relationship between organizational learning and related positive organizational outcomes, such as organizational commitment, job satisfaction and work performance among the private call center services sector employees. The framework to be tested is presented in figure 1.1 below. It is especially to investigate the influence of organizational

learning on the private call center services sector employees' organizational commitment, job satisfaction and work performance. In addition, it is to empirically examine whether organizational commitment and job satisfaction has any effect on work performance. Finally, it is also to investigate the role of organizational commitment and job satisfaction as mediating variables on the relationship between organizational learning and work performance.

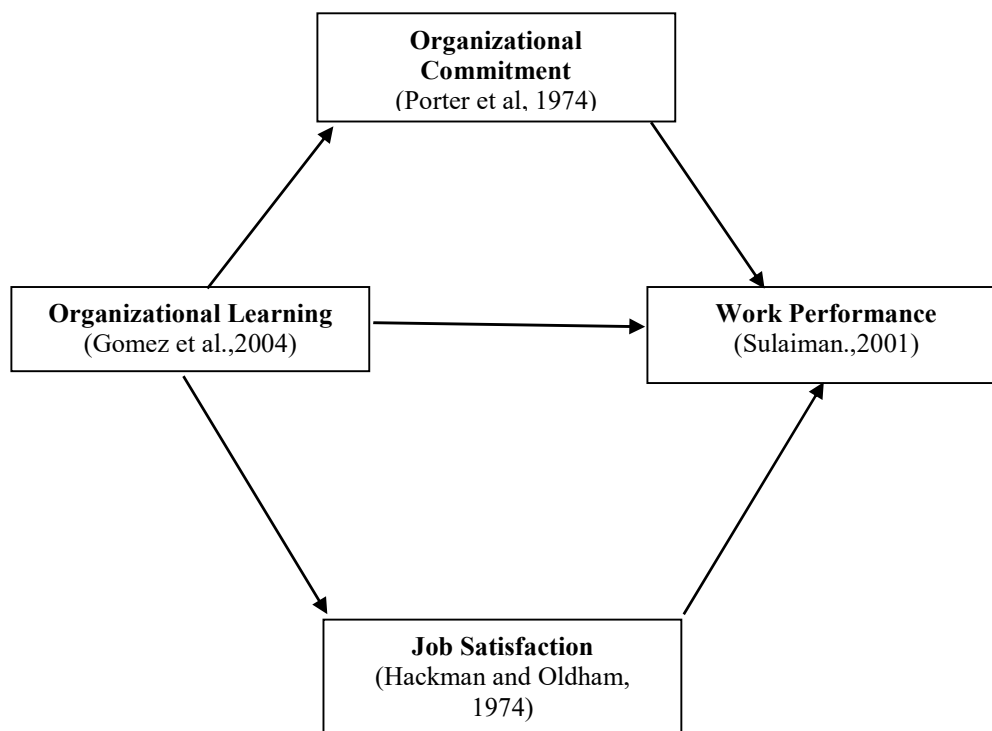


Figure 1. 1: Research Framework

The variables are represented in the framework shown in Figure 1.1 above. The literature review will explain the variables and their relationships among them.

VI. LITERATURE REVIEW

A. Organizational Learning

Many definitions emphasize organizational learning as a process, for example Gomez, Lorente and Cabrera (2004) define organizational learning as the capability of an organization to process knowledge. In other words, to create, acquire, transfer, and integrate knowledge, and modify its behavior to reflect the new cognitive situation, with a view to improving its performance. Gomez et al. (2004) propose that organizational learning consists of four dimensions, namely

managerial commitment, systems perspective, openness and experimentation, and knowledge transfer and integration.

B. Organizational Commitment

Organizational commitment refers to a wide range of feelings, attitudes, values, practices, and the implementation of brilliant ideas in the interest of the organization to which an employee belongs (Alagaraja, Rose, Shuck, & Bergman, 2015). Organizational commitment has been defined differently by different scholars (Biener. C, Eling, 2015). According to Vásquez-Rizo & Gabalán-Coello, (2015), the most accepted definition is designated "attitudinal" organizational commitment.. Mowday, Steers and Porter (2016) define attitudinal commitment as the relative strength of the identification of the individual and his involvement

with his particular organization. This definition consists of three dimensions of organizational commitment. The three dimensions are employees' strong belief in the acceptance of the goals and values of the organization, employees' willingness to exert considerable effort on behalf of the organization; and the employee's strong desire to maintain membership in the organization (Ohemeng F.; Aseidu, 2016). In this research, organizational commitment is measured as attitudinal commitment reflecting identification and involvement with the organization.

C. Job Satisfaction

Job satisfaction is a set of favorable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude - a feeling of relative likes or dislikes (Jyung, 2016). Peng & Lin, (2016) defined job satisfaction as the degree of which employees have a positive affective orientation towards employment by the organization. Job satisfaction has been defined and measured both as a global construct and as a concept with multiple dimensions or facets (Ohemeng F.; Aseidu, 2016). In this research, job satisfaction will be measured as a multidimensional construct which additively reflects an overall satisfaction with the job.

D. Work Performance

The term for performance is often used indiscriminately to describe everything from efficiency and effectiveness to improvement (Ginoux, Isoard-Gautheur, & Sarrazin, 2019). Motowildo, Borman and Schmit (2017) defined performance as the aggregated value to the organization of the discrete behavioural episodes that an individual performs over a standard interval of time. Performance is widely agreed to be multifaceted concepts (Suliman, 2001). Somers and Birbaum (2016) suggest that using multiple dimensional scales to study performance relationship with other variables is necessary to examine and understand the nature, significance, and strength of these relationships. In this research work performance will be measured as a multidimensional construct to reflect overall public service managers' performance.

VII. IDENTIFICATION OF RESEARCH GAPS

The literature review shows the relationship between organizational learning, organizational commitment, job satisfaction and work performance. Most of the previous studies were conducted in western and outside the public service context.

Based on the researcher's knowledge, three studies (e.g. Wright, 1997; Yang et al., 2003; Wang, 2015; Hemon,

Monnier-Senicourt, & Rowe, 2018) have been conducted regarding the relationship between organizational learning and job related attitude (organizational commitment and job satisfaction) of employees, but these studies did not link these factors to the employees' performance.

Many studies have been done to test the role of organizational commitment (Mowday et al., 1979; Mathieu and Zajac, 1990; Suliman, 2002; Norris-Watts and Levy, 2004; Yousef, 2009; Cropanzano et al., 2015) and job satisfaction (Lok and Crawford, 2001; William and Hazer, 1986; Price and Mueller, 1981; Yousef, 2002; Cropanzano et al., 2013; Chiu and Francesco, 2015) as mediating variables, but to the best of researchers' knowledge, no study has been conducted specifically to test the role of organizational commitment and job satisfaction as mediating variable on the relationship between organizational learning and work performance.

Furthermore, many studies on performance normally used objective measures to measure organizational performance but very few studies have used perceptual measures to measure employees' performance.

According to Lopez et al. (2015) although links between learning and positive work outcomes have often been assumed, there is little empirical evidence to support this perspective. Egan et al. (2014) further asserted that there is much to be explored regarding interaction in organizational learning culture, employees learning and organizational outcomes such as job satisfaction, organizational commitment and motivation to learn. The lack of attention given to the possible influence of this matter in the previous studies has highlighted a significant issue that requires further investigation (Marembo, Chinyamurindi, & Mjoli, 2018).

Hence, this research aims to produce an integrated study to cover the gaps identified in the literature and extend earlier research on organizational learning, commitment, job satisfaction and work performance to cover private call center employees in Bangladesh. It is hoped that this study will contribute positively to current research in this field.

VIII. RECOMMENDATION

From the analysis of this study, it appears that some areas need further research in the future. This study is a cross-sectional study, where the data were collected at one point in time as mentioned earlier. While strategic management research models treat performance as the dependent variable, there is a possibility that these relations may occur in the reverse order. Mintzberg, Quinn and Vover (1995) argued

that performance provides important feedback about the efficiency of a learning process and ultimately affects how an organization continues to learn. Many scholarly articles have identified the factors influencing organizational performances, but a limited resources have been found on the organisational performance of private call centers in Bangladesh. There is an urgent need of more discussion on the topic by the scholars from Bangladesh. It is believed that this study has contributed to the body of knowledge in this field. It is hoped that, this study will instigate more researchers to conduct studies in this area especially in the public service sector.

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