

THE ROLE OF ORGANIZATIONAL LEARNING IN EMPLOYEE ENGAGEMENT AND THE MEDIATING ROLE OF E-LEARNING RESOURCES QUALITY

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ABSTRACT

The banking sector India demands more highly dedicated employees to manage credit risk management in order to control rapid increase in Non-performing Assets (NPA). The Indian Banking industry spreads across its services to various geographical locations around the country, in order to meet the funding requirements of the various kinds of people in the society. The purpose of this research paper is to explore the role of organizational learning in employee engagement and the mediating role of e-learning resources quality in banks in Chennai city. The survey was conducted among the executives who have minimum of two years' experience in the present organization and works in selected branches of the selected banks in Chennai city. The sample size of the research is 250. The data collected were analyzed through IBM SPSS 23.0 and IBM AMOS 23.0. The confirmatory factor analysis and structural equation modeling with mediation analysis was used to analyze the primary data. The findings of the research evident that organizational learning positively impact on employee engagement and the quality of e-learning resources has positive partial mediation on boosting the impact of organizational learning on employee engagement in selected banks of Chennai city.

Keywords: organizational learning, employee engagement, e-learning resources quality, banking industry.

INTRODUCTION

The business scenario around the globe takes rapid change due to technological advancements and customer behavior. Banks in India play major role in meeting the funding needs of the people. Indian banking industry has various types of the banks to cater the different segment of the people in India based on their geographical location, economy level, purpose of banking, amount of fund required, etc. The banking industry in India comprises 27 public sector banks, 22 private sector banks, 44 foreign banks, 56 regional rural banks, 1,589 urban cooperative banks and 93,550 rural cooperative banks, which also includes cooperative credit institutions. In the end of Q3 FY17-18, commercial banks provided the total credit of US\$ 1,288.1 billion, whereas the deposits they received increased to US\$ 1,715 billion, and the assets of public sector banks raised to US\$ 1,518 billion. Major problem facing by Indian banks are increase of Non-Performing assets in recent financial years. The gross non-performing assets (NPAs) of all the banks in the country together is Rs 8,40,958 crore in December 2017, which includes industry loans shadowed by services and agriculture sectors (source: economictimes.indiatimes.com), so in order to minimize the NPAs the banking sector increasingly focusing on adopting integrated approach to risk management. The employees of the banks plays an important role in controlling the NPAs and enhancing the performance of the banks. The well-being of the employees and their happiness must be the priority of every successful enterprise in order to satisfy the customers and achieve the best results. Employee engagement is a vital concept because today's organizations expect their employees to work proactively, collaborate with others, take responsibility for their own professional development and be committed to high performance standards, which means that organizations need engaged employees (Bakker and Schaufeli, 2008). The purpose of this paper is to examine the role of organizational learning in employee engagement and the mediating role of e-learning resources quality on selected banks in Chennai city.

RESEARCH PROBLEM

The bank industry undergoes several changes based on the changes in economic policies of the government, economic changes in national & international level, etc. The Reserve Bank of India (RBI) takes new initiatives in order to control the credit risk and NPA, and circulate these information in the form of circulars which must be followed by the bank employees while providing products & services to their clients. The banks in order to be competitive design, develop and offer various products & services to their customers, so the bank employees must aware about new products & services and changes in existing one, and should also be able to compare with

their competitors' products & services. The bank employees must also aware banks related ethical & security practices in order to educate their customers while doing transactions through ATM and online banking. Therefore, the banks are developing the e-learning resources to update their employees through continuous learning at their comfortable pace. The upgradation of knowledge of the bank employees is inevitable similar like any other industry. The quality of the services provided by the bank employees depends upon their ability to suggest suitable product or service to the customer according to their requirements. Similarly, answering the queries, resolving their grievances, providing the commitments to their clients also depends upon their ability and knowledge. Therefore, banks encourage their employees to update their knowledge through e-learning modules about products & services, rules & regulations of Reserve Bank of India, changes in banking industry, latest amendments in the acts, etc in regular manner. However, the banks don't have any proper mechanism, to know the employees' perception towards e-learning resources quality, and to assess their level of engagement towards their job and organization. Therefore, the researcher attempted to explore the impact of organizational learning and employee engagement, and the mediating role of quality of e-learning resources on selected banks in Chennai city.

THEORITICAL FOUNDATION

Organizational Learning

According to Lawrence & Dyer, 1983, the term 'Organizational learning' can be defined as "a learning system where organizations not only trying to influence their immediate members, but also transmitted knowledge to others by way of organization histories and norms and not simply transmitting the knowledge by forming the sum of each member's learning experience but has gone beyond that".

Organizational learning is "the process by which an organization continuously adjusts and/or changes itself by utilizing and enriching organizational knowledge resources in an effort to adapt to both external and internal environmental changes to maintain a sustainable competitive advantage" (Chen, 2005, p. 472). Organizational learning can be defined as a dynamic process of creation, acquisition and integration of knowledge aimed at the development of resources and capabilities that contribute to better organizational performance.

Tushman and Romanelli (1985) suggest that an organization has to change when there are certain developments that make existing strategies obsolete in organizations. Restructuring the relationships and learning new ways of working in organization are the ways for long run survival (Haveman, 1992).

Dimensions of Organizational Learning

Table 1. Dimensions of Organizational learning

S. No	Authors	Number of dimensions	Dimensions
1	Begoña Lloria and Moreno-Luzon (2014)	5	the ontological levels of learning, modes of knowledge conversion, learning sub-processes, types of learning, and feedback and feed-forward flows of learning
2	Shaw and Fairhurst (2010).	3	training, mentoring and coaching.
3	Jyothibabu et al. (2010)	3	learning enablers, learning results and performance outcome
4	Susana et al (2005)	5	Acquisition Internal, Acquisition External, Distribution, Interpretation, and organizational memory
5	Watkins and Marsick (1993)	3	Individual, team/group, and organizational level

Employee Engagement

The term 'Employee Engagement' refers to "the ability to capture the heads, hearts, and souls of your employees to instill an intrinsic desire and passion for excellence" (Fleming and Asplund, 2007). In other words, "Employee engagement is the level of commitment of an employee toward their organization and its values" (Azoury et al., 2013). Anyone can hire an employee for a work, but engage them in the work is not an easy task. The employee can give their best if and only if they are connected towards job & organization physically and mentally. An engaged employee accomplish the assigned task with his team and takes initiative to improve the performance of the organization through better products & services which enhance the brand image of the organization. Engaged people always execute their duties physically, cognitively and emotionally (Kahn, 1990). Hence, the

organizations are striving to develop various strategies to connect the heads, hearts, and souls of their employees towards the accomplishment of tasks, betterment of productivity, development of their organization by stimulating their desire and inculcating passion for excellence. According to Kahn (1990), physical engagement refers to the extent of effort employees put in while performing their work roles; emotional engagement is the emotional involvement and feelings employees have about their work; and cognitive engagement is the mindfulness and mental attention of employees towards with work. Various researchers have contributed their insights on employee engagement which was summarized below in Table 2.

Table 2. Drivers of Employee Engagement

S. No	Authors	Number of dimensions	Drivers of Employee Engagement
1.	Choo et al. (2013)	3	Employee development, reward, and recognition
2.	Bhatla (2011)	2	Organisational culture and Organisational communication
3.	Mani (2011)	4	employee welfare, empowerment, employee growth and interpersonal relationships
4.	Towers Watson (2009)	3	Rational, Emotional, and Motivational
5.	Seijit (2006)	10	Connect, Career, Clarity, Convey, Congratulate, Contribute, Control, Collaborate, Credibility & Confidence
6.	Wallace et al (2006)	3	contributions, connections, growth and advancement,
7.	Hewitt (2004)	3	Say, Stay and Strive.
8.	Britt et al (2001)	2	employee involvement and commitment
9.	Kahn (1990)	3	Physical, Emotional, and Cognitive Engagement.

E-LEARNING RESOURCES QUALITY

Tremendous advancement in technology has impacted lot of positive changes in training and development industry in India. Now-a-days Indian organizations preferred to adopt online learning programs (Mittal, 2008), which brings attention of the professionals in the field of e-learning about the issue of quality and the ways to bridge the gap between learner's expectation and perception (Oliver, 2005). The business organization which invest huge money in developing e-learning resources for their employees at various level are more concern about its impact on employees performance, growth of the organization and return on investment. Even the education and training providers and national accreditation and quality agencies are also more concern about the quality of e-learning resources (Quality Assurance Agency, 2004; Western Cooperative for Educational Telecommunication, 2002). The earlier researches also evident that the quality issues related to the web site affect learners' attitude and learning process. The e-learning quality issues may be inappropriate content, the sequence and presentation of the content, audio/ video issues, poor connectivity, etc. So, its' mandatory for every organization which encourages updation of knowledge of their employees through e-learning resources to verify whether it is really useful and what are its positive and negative outcomes to the individuals and organization.

DEVELOPMENT OF HYPOTHESES

The hypothetical relationship was formed between the chosen variables of the study based on existing literatures.

Relationship between Organizational Learning and Employee Engagement

According to Bakker and Demerouti (2008), employee engagement has been identified as a strong driver for improving performance in an organization. Many empirical research studies have confirmed that employee engagement has a positive impact on performance (Bakker and Bal, 2010; Bakker et al., 2006; Salanova et al., 2005). Although little empirical research has been conducted to examine the direct relationship between learning organization culture and employee engagement, many human performance models describing the determinants of performance (Bichelmeyer and Horvitz, 2006; Gilbert, 1978; Harless, 1970) strongly support that organizational environment (e.g. learning organizational culture) has a large impact on employee behaviors (e.g. employee engagement), which in turn improves performance. Therefore, it is assumed that employee engagement plays a mediating role in the relationship between learning organization culture and team performance improvement.

H1: Organizational Learning is having positive impact on Employee Engagement

Relationship between Organizational Learning and E-Learning resources quality

Kijpokin Kasemsap (2016), in his book described the roles of E-Learning, Organizational Learning, and Knowledge Management in the Learning Organizations. He also quoted that the utilization of e-learning, organizational learning, and knowledge management leads to the improved organizational success in the growing knowledge economy. Quality of e-learning resources quality not only has impact on employee engagement, it also positively impact on organizational performance (Chien-Pei Ko and Chen-Chen Ko, 2012). E-learning development for enterprises is still in its infancy in that scholars are still working on identifying the critical success factors for e-learning in organizational contexts (Ying Chieh Liu et al, 2012). Apart from this, there are no specific studies which attempts to explore the relationship between Organizational Learning and quality of E-Learning resources, so the researcher wants to explore the relationship between the variables through the following hypothesis.

H2: Organizational Learning is having positive impact on E-Learning Quality

Mediating effect of E-Learning resources Quality

Now-a-days most of the learning of employees in the organizations happens through electronic networks through internet, intranet, e-learning softwares, etc, which means e-learning acting as a medium for organizational learning, so the researcher wants to find the mediating role of quality of e-learning resources in enhancing the impact of organizational learning on employee engagement, because in general the quality of learning depends on the quality of learning resources, so the researcher framed the following hypothesis as H3.

H3: E-Learning resources quality mediates the relationship between organizational learning and Employee Engagement.

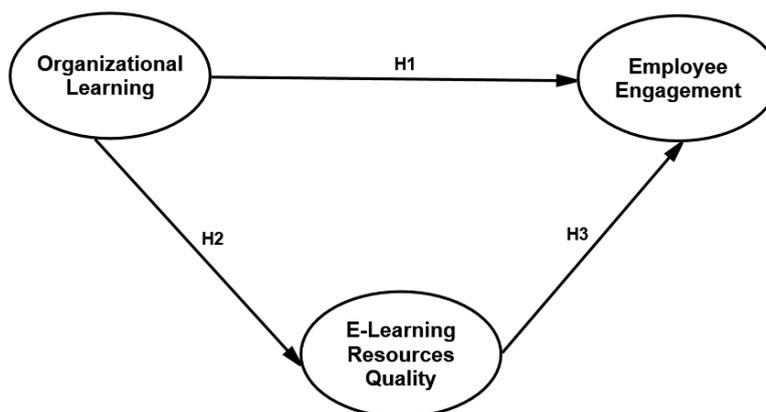


Figure 1. Conceptual Model

The conceptual model as shown in Figure 1 was developed in order to test the above mentioned three hypothesis, whereas Figure 2 represents the latent variables of the study with its factors/ dimensions.

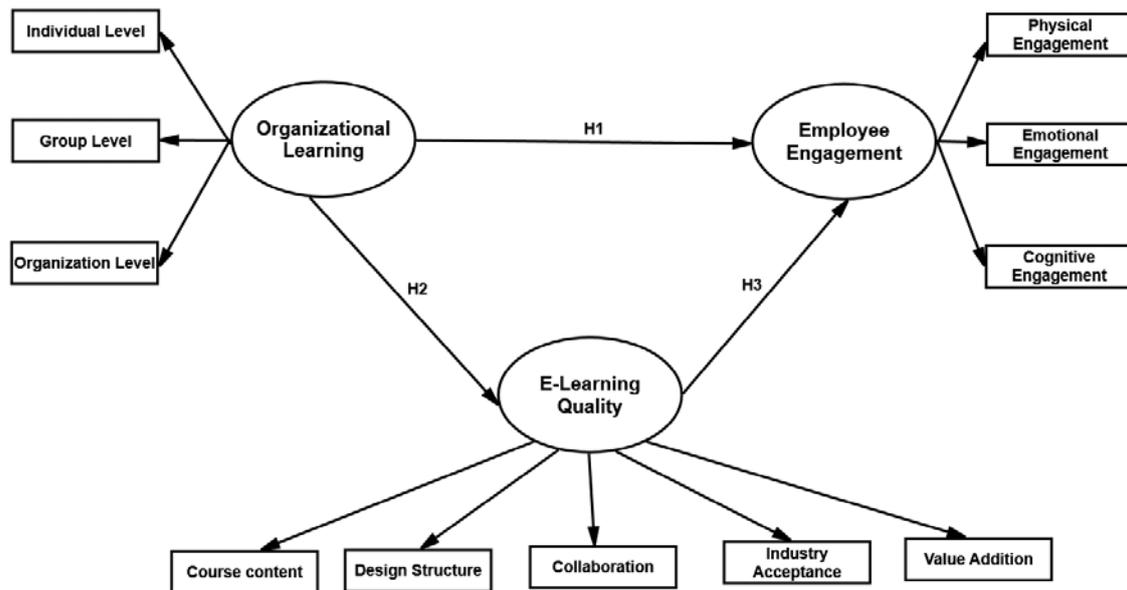


Figure 2. Conceptual model with Latent variables and dimensions

RESEARCH METHODOLOGY

This research followed descriptive research design in order to describe the role of organizational learning in employee engagement and the mediating role of e-learning quality in non-banking financial companies in Chennai city.

Sample and study procedure

The data for the research were collected from public and private sector banks in the Chennai city, India. The survey was conducted among the employees working as executives in selected banks who have minimum 2 years' experience in the present organization. As per the publication of Dun & Bradstreet "India's Top Banks 2017", which includes public, private and foreign banks in India. However, the researcher has chosen only public and private sector banks from the list. The sampling unit of the research was listed in table 3.

Table 3. List of sampling Units

S. No	Name of the Company	Group	Rank	No. of Samples
1	Allahabad bank	Public	2	25
2	Andhra Bank	Public	4	25
3	Axis bank	Private	6	25
4	Bank of Baroda	Public	10	25
5	Bank of India	Public	11	25
6	Bank of Maharashtra	Public	12	25
7	Canara bank	Public	17	25
8	The Catholic Syrian Bank Limited	Private	18	25
9	Central Bank of India	Public	19	25
10	City Union Bank Limited	Private	21	25

(Source: <http://www.dnb.co.in/Publications/topbanks2017/TopBanks2017.pdf>)

From the above listed banks, the researcher has chosen five branches which is located in Chennai city and the branch manager who has accepted to conduct research was selected through convenience sampling technique. From each branch of the selected bank, five employees in different levels and sections were selected through judgmental sampling technique (non-probability sampling technique), because few employees refused to respond to the research questionnaire. Therefore the total sample size of the research is 250. The period of data collection of the study was from April 2018 to June 2018 (3 Months).

The questionnaire was used as data collection instrument, in which first section described information about the purpose of the research, section gathered the respondents' demographic profile, and third section includes the statements related to the variables of the study.

Demographic profile of the respondents

Out of 250 respondents surveyed from selected banks, 59.2% of them are Male and remaining (40.8%) are female. 19.6% of sampled respondents are belongs to the age group of less than 25 years, 42% of the respondents are 25-35 years, whereas 23.6% of them are 35 -45 years, and only 14.8% of them are above 45 years. With regards to their designation, 52.4% of them are junior executives, 33.6% of them are senior executives, and rest (14%) of them are Managers. 23.2% of them are having work experience of less than 5 years in the present organization, majority (i.e. 51.2%) of them are having 5-10 years, and rest (25.6%) of them are having more than 10 years in the present organization.

Table 4. Demographic profile of the respondents

S. No	Particulars	Frequency	Percentage
1	Gender		
	Male	148	59.2
	Female	102	40.8
2	Age Group		
	< 25 Years	49	19.6
	25 – 35 Years	105	42
	35 – 45 Years	59	23.6
	Above 45 years	37	14.8
3	Designation		
	Junior Executives/ Clerks	131	52.4
	Senior Executives / Clerks	84	33.6
	Managers	35	14
4	Work Experience in Present Organization		
	Less than 5 years	58	23.2
	5 – 10 Years	128	51.2
	Above 10 years	64	25.6
	Total	250	100

(Source: Primary Data)

Scale and Measures

The researcher adopted "Learning Assessment Map" instrument tool to measure organizational learning, which was developed by Van Buren and Lucadamo (1996) in American Society for Training and Development (ASTD). The questionnaire developed by Arun Kumar Agariya and Deepali Singh (2012) was used to assess e-learning quality which has two dimensions learners' perspective and faculty perspective, but the researcher used only learners' perspective to assess the employees' working in selected banks. The employee engagement of selected banks was assessed through Kahn (1990) questionnaire. The scales and its factors used in the study mentioned in table 5.

Table 5. Scales and its factors

S. No	Scale	Number of Items	Number of factors	Factors
1	Organizational learning	42	3	Individual (19), Group (12), and Organizational Level (11)
2	E-Learning Quality	17	5	Course content (4), design structure (4), collaboration (4), industry acceptance (2), and value addition (3).
3	Employee Engagement	15	3	Physical, Emotional, and Cognitive Engagement

DATA ANALYSIS

The primary data collected through the questionnaire were analyzed through IBM SPSS 23.0 and IBM AMOS 23.0 statistical analysis software. Before testing the hypothesis, Confirmatory Factor Analysis (CFA) was done to evaluate the fit of the measurement model. The researcher also adopted Harman's 1-factor test to verify the

common method bias, since all the variables of this study were collected from a single source. (Podsakoff, MacKenzie, Jeong-Yeon, & Podsakoff, 2003). Structural Equation Modeling (SEM) was employed to verify the hypothetical relationships mentioned in the study. The researcher also executed the mediating effect of e-learning resources quality through Preacher and Hayes (2004) mediation analysis.

RESULTS

Descriptive statistics

The descriptive statistics and correlation among research variables are depicted in table 6. The results of descriptive analysis supports the kind of relationship mentioned in conceptual model of the research in figure 1.

Table 6. Descriptive statistics

S. No	Variables	Mean	Std. Deviation	Organizational Learning	E-Learning Resources Quality
1	Organizational Learning	3.59	0.563	--	--
2	E-Learning Resources Quality	3.78	0.752	0.341*	--
3	Employee Engagement	3.98	0.483	0.283*	0.427*

Note: * denotes significant at 1% level.

Reliability of the constructs

Table 7. Reliability of the constructs

S. No	Constructs	Cronbach Alpha	Result
1	Organizational Learning	0.742	Acceptable
2	E-Learning Resources Quality	0.893	Good
3	Employee Engagement	0.794	Acceptable

The Cronbach Alpha reliability coefficient of the constructs was presented in table 7. From the table 5, it is found that all the constructs used in the present research has Cronbach alpha value at acceptable level (i.e. more than 0.7).

Assessment of Measurement Model

Initially, the confirmatory factor analysis with all latent variables were performed as a full measurement model, comprising all latent variables (Hair et al., 2006). The model fit of full measurement model with all the three factors (74 items) such as organizational learning organization (42 items), e-learning quality (17 items), and employee engagement (15 items).

Table 8. Model Fit Summary

Model	χ^2 (df)	χ^2/df	GFI	AGFI	CFI	NFI	RMSEA	RMR
Model 1 (3 factors) – 74 items	404** (138)	2.927	0.828	0.804	0.720	0.818	0.073	0.069
Model 2 (3 factors) – 69 items	328** (224)	1.464	0.934	0.921	0.914	0.927	0.032	0.028
Harman's One factor model	1467 (362)	4.052	0.535	0.458	0.368	0.584	0.137	0.225

Note: ** denotes significant at 1% level of significance

The model fitness summary depicted in table 8 indicates that the overall fit summary of the model I (74 items) full measurement model does not fit the data extremely well. Therefore, the researcher carefully examined the values of modification indices and standard residual co-variances and deleted three items from organizational learning and two items from employee engagement scales which results Model 2 with the same 3 factors (69 items) with enhanced model fit data (Hair et al., 2006) ($\chi^2 = 328$, $df = 224$, Normed $\chi^2 = 1.464$, $GFI = 0.934$, $AGFI = 0.921$, $CFI = 0.914$, $NFI = 0.927$, $RMSEA = 0.032$, and $RMR = 0.028$).

In order to verify the common method bias, the researcher adopted Harman's single factor test, in which all the variables of organizational learning, e-learning quality, and employee engagement were loaded into one single factor (Hair et al., 2006). The result of the model indicated poor fit with following fitness indices values (i.e.) $\chi^2 = 1467$, $df = 362$, Normed $\chi^2 = 4.052$, $GFI = 0.535$, $AGFI = 0.458$, $CFI = 0.368$, $NFI = 0.584$, $RMSEA = 0.137$, and $RMR = 0.225$ which evident that that a single factor did not explain majority of variance. Therefore, it is concluded that common method bias was not a problem in this research. Thus, model 2 with enhanced fitness indices was considered for further analysis.

Test of Hypotheses

The Model 2 was further used to test the hypothesized model. The researcher implemented Structural equation modeling (SEM) approach to test the stated hypotheses of the present research. The researcher has developed and tested three structural models namely direct effect, full mediation and partial mediation models, further direct effect model was tested against the fully mediated and partially mediated models.

Table 9. Model fit summary for structural equation model comparisons.

Model	χ^2 (df)	χ^2 /df	GFI	AGFI	CFI	NFI	RMSEA	RMR
Direct effect model ^a	359** (215)	1.670	0.843	0.828	0.913	0.826	0.045	0.063
Full-mediation model ^b	483** (193)	2.503	0.845	0.828	0.792	0.834	0.064	0.073
Partial-mediation model ^c	328** (224)	1.464	0.931	0.917	0.937	0.949	0.028	0.024

Note: 1. ** denotes significant at 1% level of significance.

2. a denotes organizational Learning directly effect on employee engagement.
3. b denotes organizational Learning effect on employee engagement through e-learning quality.
4. c denotes organizational Learning effect employee engagement both directly and indirectly.

The model fitness indices of all the three models are presented in Table 9. The results of the above mentioned three models shows that partial mediation model has better fit while compared to other two structural models (i.e. direct effect and full mediation models. In addition to that, the researcher attempted to find the mediating effect of e-learning resources quality on the relationship between organizational learning and employee engagement through Preacher and Hayes mediation analysis (2004), which was executed using 1000 bootstrap samples with 95% confidence interval ranging from 0.05 to 0.17. Since zero is not confined in the 95% confidence interval for the indirect effect, the mediating effect of e-learning resources quality resilience was supported.

Table 10. Results of Mediation analysis

Variable	E-Learning Quality	Employee Engagement	Indirect effect
E-Learning Quality	--	0.752**	--
Organizational Learning	0.584**	0.694**	0.110**

The outcome of the mediation analysis of the research was presented in table 10, which explores that the existing hypothetical paths in the model were significant and support the hypotheses mentioned in this paper. H1 specified that organization learning would be positively associated with employee engagement. The standardized regression coefficient of 0.694 exists between organization learning and employee engagement confirms H1. Similarly, the coefficient of 0.584 exists between organizational learning and e-learning resources quality proves H2, whereas the standardized coefficient between e-learning resources quality and employee engagement is 0.752, which indicates positive association and support H3, and all these relationships are significant at 1% level. From the above mentioned results, it is confirmed that the e-learning resources quality partially mediates the effect of organizational learning on the employee engagement, because the effect of organizational learning on employee engagement (0.694, <0.001) diminishes with the presence of e-learning resources quality but still is significant (0.110, p < 0.001). Figure 3 presents the conceptual model with path coefficients.

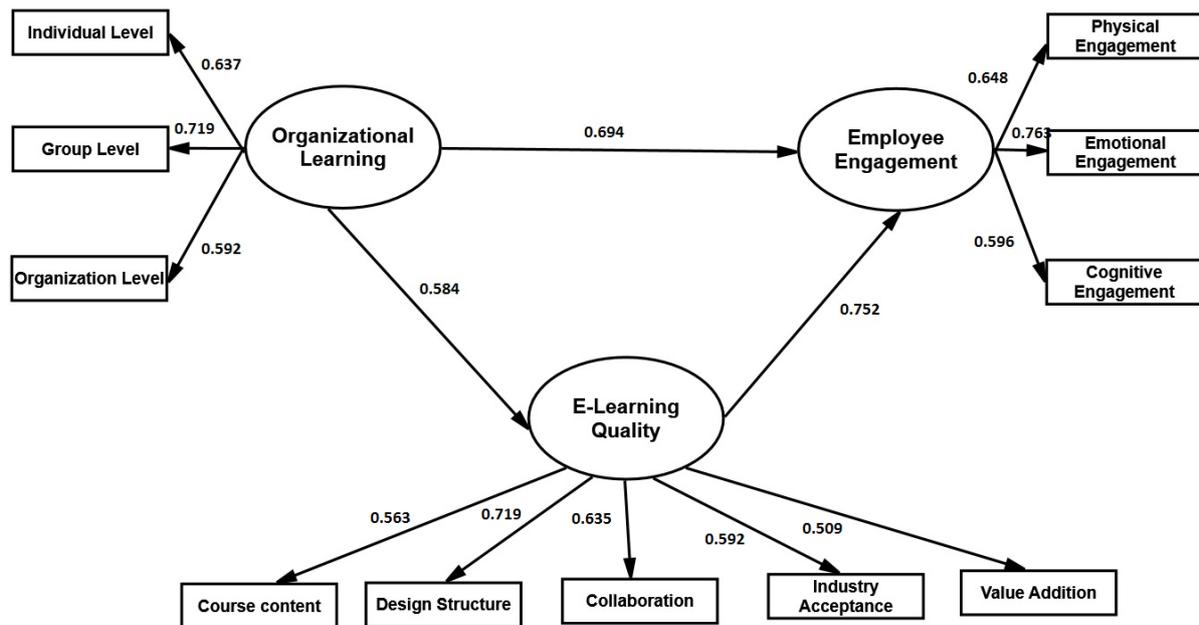


Figure 3. Conceptual model with path coefficients

DISCUSSION AND CONCLUSION

The results of the above mentioned hypotheses testing indicates that there is a significant relationship between organizational learning, e-learning resources quality, and employee engagement from the samples of employees from selected banks in India. In order to compete in the hyper competitive banking industry, it is essential to develop learning in the organization through good quality e-learning resources which enhances the engagement of the employees in the physical, emotional and in their cognitive level, so they will positively engage themselves in job and organization. The results of the previous researches indicates that better employee engagement leads to positive outcomes such as improved productivity and performance. Therefore, based on the results of the research it is concluded that organizational learning is having positive effect on employee engagement, however it can be further enhanced by having good quality e-learning resources which enriches the positive attitude of the employees towards e-learning resources and results in better employee engagement.

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