ORGANIZATIONAL LEARNING CULTURE AND PERCEIVED
ORGANIZATIONAL SUPPORT AS ANTECEDENTS OF
EMPLOYEES' JOB RELATED OUTCOMES

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*Dedication to my family*

*&*

*Teachers*

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# ABSTRACT

This study investigates organizational learning culture and perceived organizational support as antecedents of employees' job related outcome. The study includes two types of outcomes i.e. behavioral and attitudinal. In this study, attitudinal outcomes include job satisfaction, organizational commitment and turnover intention, while behavioral outcome includes organizational citizenship behavior. In addition, this study also investigates the mediation effect of these job related outcomes on the relationship between organizational learning culture and turnover intention and on the relationship between perceived organizational support and turnover intention. Based on a sample of 1340 banking employees of Pakistan, 758 employees responded to the questionnaires. The sample was selected using a multi stage sampling technique. A structural equation modeling was applied to analyze the data. Organizational learning culture was found as an antecedent of job satisfaction, affective commitment, normative commitment and continuance commitment, while perceived organizational support was found as an antecedent of job satisfaction, affective and normative commitment. Additionally, job satisfaction, affective commitment, normative commitment and organizational citizenship behavior towards organization were found to perform the role of mediator between organizational learning culture and turnover intention and perceived organizational support and turnover intention. The results highlight that both organizational learning culture and perceived organizational support are essential in reducing employees' turnover intention in Pakistani banking sector.

# ABSTRAK

Kajian ini mengkaji budaya pembelajaran organisasi dan persepsi sokongan organisasi sebagai penyebab kepada hasil berkaitan kerja pekerja. Kajian ini meliputi dua jenis hasil iaitu tingkah laku dan sikap. Dalam kajian ini, hasil berdasarkan sikap meliputi kepuasan kerja, komitmen organisasi dan kecenderungan berhenti kerja, manakala, hasil berdasarkan tingkah laku merangkumi tingkah laku kewargaan organisasi. Selain itu, kajian ini juga meninjau kesan perantara hasil berkaitan kerja pekerja ke atas hubungan antara budaya pembelajaran organisasi dan kecenderungan berhenti kerja dan ke atas hubungan antara persepsi sokongan organisasi dan kecenderungan berhenti kerja. Berdasarkan sampel sebanyak 1340 pekerja bank dari Pakistan, seramai 758 pekerja telah menjawab soal-selidik kajian. Saiz sampel dipilih dengan menggunakan teknik persampelan pelbagai peringkat. Kaedah analisis *Structural Equation Modeling* telah digunakan untuk menganalisis data. Budaya pembelajaran organisasi didapati sebagai penyebab kepada kepuasan kerja, komitmen afektif, komitmen normatif dan komitmen berterusan, manakala persepsi sokongan organisasi didapati merupakan penyebab kepada kepuasan kerja, komitmen afektif dan komitmen normatif. Selain itu, kepuasan kerja, komitmen afektif, komitmen normatif dan tingkah laku kewargaan organisasi didapati berperanan sebagai perantara antara budaya pembelajaran organisasi dan kecenderungan berhenti kerja dan antara persepsi sokongan organisasi dan niat pusing ganti kerja. Dapatan kajian ini menunjukkan budaya pembelajaran organisasi dan persepsi sokongan organisasi adalah penting dalam mengurangkan kecenderungan berhenti kerja di kalangan pekerja di sektor perbankan di Pakistan.

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| | | |
|---|---|---|
| POS | - | Perceived Organizational Support |
| OLC | - | Organizational Learning Culture |
| TI | - | Turnover Intention |
| OCB | - | Organizational Citizenship Behavior |
| OCBO | - | Organizational Citizenship Behavior towards Organization |
| OCBI | - | Organizational Citizenship Behavior towards Individual |
| JS | - | Job Satisfaction |
| OC | - | Organizational Commitment |
| AF | - | Affective Commitment |
| NC | - | Normative Commitment |
| CC | - | Continuance Commitment |
| OST | - | Organizational Support Theory |

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# CHAPTER 1

# INTRODUCTION

## 1.1    Introduction of the Study

Recent past has witnessed enormous changes in business operational tactics. The main reason behind this shift is change in nature of business field.  Now organizations are working beyond their boundaries where they have to compete globally, adopt technological changes, operate in different culture, and offer customized products and services (Chen, 2010).  Organizations have to confront and espouse these changes in order to survive and grow in the competitive world of today (Singh and Singh, 2010).  To remain competitive and strive, organizations are now improving their efficiency in handling and utilizing their resources (Chen, 2010; Singh and Singh, 2010). Organizations mainly hold three forms of resource i.e. human, financial and physical resources.  The best combination of all these resources can only work well in new business world order.  But it is believed that human resources are most vital assets for an organization because of their ability to lead organizational effectiveness (Bowen and Ostroff, 2004).

Considering the importance of human resource in gaining competitive edge, organizations always strive to hire and retain best workforce.  However, getting talented faces or retaining them is a big challenge for organizations of today (Macey *et al.,* 2009). Competition has not only increased operational challenge, but it has also enhanced demand for 'quality workers'. Organizations spend massive budgets in order to hire and retain best workforce (Ballot *et al.,* 2006).  Now organizations spend lots of money on training their workforce in order to make them competitive

labor force, which could meet current and future challenges faced by organizations (Kim and Lee, 2011). Thite (2012) and Lado and Wilson (1994) while signifying the importance of investment in human resource commented that this investment not only makes employees competent enough to meet the current and future challenges, but also has a positive effect on organizational overall performance and culture. Marsick and Watkins (2003) commented that organizations reap these benefits because the amount of investment made in human resource creates a culture of learning that is continuous and never ending process.

An organization where learning is considered the prime motive and where there is an opportunity for continuous learning is called learning organization (Islam *et al.,* 2012; Senge, 1990). Presence of learning culture in organization leaves positive image in the minds of employees. They feel that organization provides them opportunities to prepare them for future challenges which ultimately increase employees' market worth (Garvin, 1993). While signifying organizational culture, Swanson and Holton (2001) stated that the presence of learning culture creates a sense of idea and knowledge sharing. Such learning and sharing culture not only increases positive job attitudes e.g. job satisfaction (Islam *et al.,* 2013; Lee-Kelly *et al.,* 2007), commitment (Joo, 2010; Lim, 2010), performance (Egan *et al.,* 2004); but also reduces negative job attitudes e.g. turnover intention (Islam *et al.,* 2014; Lee-Kelly *et al.,* 2007).

While explaining the relationship of learning organization culture and employees' job attitudes and behaviors, Noe *et al.,* (2005) further probed that when employees are psychologically distressed with their jobs, they should be given an open environment to share themselves and learn from others' experiences. And if the major reasons behind this dissatisfaction are culture or employer itself, organizations have to work even at more exigent grounds in order to win their employees' commitment (Mowday *et al.,* 1982). Thus, it can be observed that presence of learning culture in an organization can offer many attitudinal and organizational benefits.

Relationship of learning culture and attitudinal outcomes could be supported with the "social exchange theory" of Blau (1964). This theory suggests that there exists an exchange relation between parties, when one party offers something valuable which is liked by other party, the receiving party returns that favor or benefit with something of same or even higher worth. Gouldner (1960) called it the concept of "*reciprocation*", which means that receiving or getting benefits from other person creates a moral obligation on receiving party to return it with some valuable favors. When employees feel that they are provided with learning opportunities, they will reciprocate it with positive job behaviors and attitudes (Ahmed *et al.,* 2013; Islam *et al.,* 2013).

However, it is not only the provision of learning culture that could win positive job attitudes of employees, rather organizations have to offer all-round support (organizational support) (Ahmed *et al.,* 2012). While looking at the concept of organizational support, Eisenberger *et al.,* (1986) commented that it is one of the important psychological determinants of positive employee attitudes. Perceived organizational support refers to care, affection and love offered by organization towards its employees (Rhoades and Eisenberger, 2002). Organizational support theory becomes the base for perceived organizational support (POS) (Eisenberger *et al.,* 1997). Organizational support theory proposes that employees always reciprocate positively when they feel that they are helped by their organization. Rhoades and Eisenberger (2002) are of the view that, employees' feel or being supported by the organization only depends upon the fulfillment of their socio-emotional needs. Thus, provision of organizational support will positively predict employees' job related behaviors e.g. satisfaction (Ahmed, 2014; Cheng *et al.,* 2013; Cullin *et al.,* 2014; Gillet *et al.,* 2013), commitment (Marique *et al.,* 2013; Ngo *et al.,* 2013; Jakobsen and Andersen, 2013; Wong *et al.,* 2012), turnover intention (Cheng *et al.,* 2013; Hechanova, 2013; Ngo *et al.,* 2013), organizational citizenship behavior (Cheung, 2013; Elstad *et al.,* 2013; Chiang *et al.,* 2013), productivity (Wickramasinghe and Perera, 2012) and performance (Park and Rainey, 2007).

How both learning culture and support work in an organization to create positive work environment by positively influencing job attitudes and behaviors is

the main stay of this research endeavor. The following section covers the background of the concepts and their association, which will ultimately help to reach the problem statement.

## 1.2 Background of the Study

A famous book "The fifth discipline", written by Senge (1990), popularized a new idea "learning organization", but the philosophy of organizational learning was first expounded by Chris Argyris and Kurt Lewin almost sixty years ago in 1930's. Nevertheless, the idea of organizational learning can be tracked back much earlier from the study of Lev Semenovich Vygotsky about children's education (Franco and Almeida, 2011). To identify the environmental, organizational and human characteristics, researchers in 1960's emphasized the importance to study interaction between organizational learning and individuals. The main reason behind this was to determine those characteristics which could not only affect individual's learning, but also forecasting learning situations (Cangelosi and Dill, 1965). Therefore, in the 1970's, individuals become the unit of analysis for the organizational learning. Expanding the same study, another idea "learning as an important organizational process" was proposed by Argyris and Schon (1978). In addition to this, they also introduced two concepts of learning i.e. double loop learning and single loop learning. Hedberg (1981) raised a point that organizational learning is not only confined to individuals but also at group and organizational level. Hedberg's study raised a question about selection of unit of analysis for learning in organization (Crossan *et al.,* 1995).

In today's era, many researchers have evinced complexity and multilateral characters of organizational learning which were not traditionally considered as dynamic process, but as result (Lieberman, 1987). Consequently, organizational change become the main focus of organizational learning and the terms change and adoption starts being use arbitrarily to describe the process by which organizations regulate themselves to environments (Sher and Lee, 2004; Ipe, 2003). Similarly,

Pedler *et al.,* (1989) avowed that learning organization not only facilitate the learning of all individuals, but also transform itself on continuous basis.

Over the years, literature on the topic of organizational learning was afflicted by researchers debating on its ambiguities (Popper and Lipshitz, 2000). However, Senge (1990) determined this concept by showing a practical way to organizations for learning. Senge's study emerged a new concept "learning organization", "an organization that deliberately develop strategies to encourage learning" (p. 3). Since then, the topics of learning organization and organizational learning, have captured the researcher's interest and become inspiring catch all in the field of HR development and management (Sun, 2003).

Senge (1990) defined learning organizations as "a place where people continuously expand their capacity to create the results they truly desire, where collective aspiration is set free, where new and expansive patterns of thinking are nurtured, and where people are constantly learning to see the whole together" (p. 3). Such organizations are suppler, adaptive and able to improve the organizational performance through tapping the individual learning (Rijal, 2010). Similarly, some argued that, learning organizations are prearranged in such a way that collaboration, knowledge process, team work, creativity and sharing of information have a cooperative (combined) meaning and value (Confessore and Kops, 1998; Jones, 1995). Sharing of information and knowledge process means making of knowledge available and understandable for other individuals (Kolb, 1984). On the other hand, the ability to amass and use information is obligatory to alter individuals' behaviors and it proves to be the pillar of effectiveness of learning organization (Salm and Amboni, 1997). Therefore, knowledge and information should be available for all collaborators in the organization.

Emphasizing the importance of collaborator's relations and incorporation in a specific organizational environment researchers added cultural perspective of learning organization (Brown and Duguid, 1991; Cook and Yanow, 1993). According to Roberts (1970), culture signifies the norms and shared values that combine individuals of an organization as an entity. The culture of an organization

shows itself as knowledge patterns (Schein, 1993). As all the individuals need to share organizational values therefore, culture is considered as a base for learning organization (Lopez-Salazar and Lopez-Sanchez, 2001).

According to Wang (2005), the term organizational learning culture (OLC) is used for learning organizations in cultural context. Learning culture in organizations create such environment which supports desired work related outcomes (Marsick and Watkins, 2003) such as performance, employees' satisfaction towards his/her job, commitment towards organization and reduced turnover intention (e.g. Islam *et al.,* 2014; Islam *et al.,* 2013; Wang 2005; Ellinger *et al.,* 2003; Egan *et al.,* 2004). For instance, discussing the importance of job satisfaction in learning organizations, Dirani (2009) and Lim (2010) found high correlation between OLC and job satisfaction. While, Jo and Joo (2011) and Hsu (2009) found enhanced organizational commitment and reduced turnover intention as consequent of OLC. Therefore, the importance of organizational learning culture cannot be ignored because of its desired positive results created capacity (Egan *et al.,* 2004; Marsick and Watkins, 2003).

Recent literature identifies that organizational leaning culture is not free from exchange relations. For instance, Ahmed *et al.,* (2013) pointed that in learning organizations employees share their information with other employees which creates a learning environment. When employees perceive that their organization is providing them with such environment where they can learn continuously, they try to reciprocate in further enhancing learning culture (Islam *et al.,* 2013). Eisenberger's (1986) organizational support theory also supports the above arguments that employees' perception of learning environment reciprocates positive job related outcomes. Organizational support is defined as "an employee's perception that the organization values his or her contribution and cares about the employee's well-being" (Eisenberger *et al.,* 1986). This theory was presented by Eisenberger and colleagues on the basis of Blau's (1964) "social exchange theory".

The role of employees' perceptions of organizational support is also pivotal in contributing towards their work related outcomes. Some of the outcomes, such as

employees' turnover intention (TI), organizational commitment (OC) i.e. continuance commitment (CC), affective commitment (AC) and normative commitment (NC), individual related and organizational related citizenship behavior (OCBI & OCBO) and job satisfaction (JS) are of much importance because these helps an organization to accomplish its stated goals. Researchers have identified that perceived organizational support is the common predictor for all these vital constructs. Discussing and exploring perceived organizational support, researchers have identified it to increase employee's job satisfaction (e.g. Ahmed, 2014; Cheng *et al.,* 2013; Cullin *et al.,* 2013; Gillet *et al.,* 2013), organizational commitment (e.g. Marique *et al.,* 2013; Ngo *et al.,* 2013; Jakobsen and Andersen 2013), organizational citizenship behaviors (e.g. Cheung, 2013; Elstad *et al.,* 2013; Chiang *et al.,* 2013) and reduction of turnover intention (e.g. Cheng *et al.,* 2013; Hechanova, 2013; Ngo *et al.,* 2013). Despite the ample of literature, there still exists loophole because earlier studies have examined these work related outcomes as whole, but not dimensionally except few. Therefore, it is of worth to study organizational learning culture and perceived organizational support as antecedents of employee's work related outcomes (i.e. job satisfaction, citizenship behavior, commitment towards organization and turnover intention).

## 1.3    Statement of Problem

Most of the developed countries have shifted their economy from manufacturing sector towards service sector (Islam, 2011; Shuck *et al.,* 2011) as service sectors contribute 73 percent and 53 percent in the GDP of developed and developing countries respectively (Ahmed and Ahsan, 2011). In the case of Pakistan, service sector is contributing one third in employment and 54 percent in GDP. Eighteen percent of this service sector's contribution in GDP is because of the banking sector (Economic Survey of Pakistan, 2012). In Pakistan, all the activities regarding banking sector (i.e. private or public) are monitored by State Bank of Pakistan (SBP). A total of 34 commercial banks (including 4 public, 18 private, 7 foreign and 5 specialized) are working under supervision of SBP (www.sbp.org.pk).

According to Ali (2014), global financial crises of 2007 badly damaged the financial sector (especially banks), but Pakistani banks were the only that continued to survive.  This growth has welcomed competition by attracting foreign banks (Hanif and Kamal, 2009) who started their practices as private banks.  Thus, to remain competitive has become prime consideration for banks.  To gain competitiveness, organizations not only need to grasp all available resources (i.e. human, financial and physical), but to use them well.  A best combination of all these resources can only work well in new business world order.  But, it is believed that human resources are most vital assets for an organization (Bowen and Ostroff, 2004).

Every bank aims to compete by having best combination of human resource through becoming employer of choice since they have realized the importance of skilled human resource (Islam *et al.,* 2013).  To have best human resource, many banks have started hiring professionals from their rivals by offering them high remuneration, learning opportunities and carrier growth as compared to the public banks (Hyder and Reilly, 2005).  According to the statistical values published in the annual report of State Bank of Pakistan 2011-12, almost 24 percent of the employees resign from their jobs.   This high rate of employee turnover has become a challenge for HR practitioners (Khan *et al.,* 2011).

The problem of turnover intention has raised the need to investigate this issue in the banking sector (Tenbrink, 2012). Furthermore, it is noticed that turnover not only resulted in loss of talented employee, but also increase recruitment cost (Abbasi and Hollman, 2000).  Robbins (2005) commented that new recruitment costs an organization 10 times more as to retain. Failure to retain employee has fatal consequences for the organizations, thus, it is important for the HR practitioners to overcome this issue.

Employees' turnover intention can be predicted by organizational and individual factors and among these organizational factors are of most important (Francis, 2012).   Suffice to say, employees' intention to leave the organization depends upon their perception of organization (Alfes *et al.,* 2013).  While looking at organizational factors, organizational learning culture and perceived organizational

support are of most significance (Ahmed, 2014; Islam *et al.,* 2014; Alfes *et al.,* 2013; Muse and Wadsworth, 2012) because of their influence on positive job related outcomes (i.e. attitudinal and behavioral outcomes).

According to Shuck *et al.,* (2011), employees' low level of emotional and psychological attachment results turnover intention. Turnover intention occurs when employee feel that there is lack of emotional binding with the organization (Saks, 2011). But, if organization enabled to influence employees' perception about organizational support (Ahmed, 2014) and learning environment (Islam *et al.,* 2014) then it can conquer the issue of turnover intention. The current study also assumed that the problem of turnover intention among banking employees of Pakistan can be reduced by organizational support and provision of learning culture.

Organizational learning culture (OLC) is the fastest growing construct in the field of management and HR development for last decade, because of its ability to lead to organizational effectiveness (Hsu, 2009). Lopenz-Salazar and Lopez-Sanchez (2001) highlighted the significance of culture for a learning organization and argued that it's the base for a learning organization because all human resource wishes to contribute towards organizational values. Thus, creation of culture should be based on learning (Goh, 1998). Numerous researchers have developed theoretical and conceptual models regarding OLC and organizational outcomes (e.g. Kuchinke, 1995; Kontoghiorghes *et al.,* 2005), While some have developed models regarding employee's work related outcomes, such as employee's turnover intentions, their satisfaction with the job, and their commitment towards organization (e.g. Islam *et at.,* 2014, 2013; Pantouvakis and Bouranta, 2013). Recently, Pantouvakis and Bouranta (2013) and Jo and Lim (2009) asserted that there is still need to study organizational learning culture with employee's attitudes and behaviors as learning is found to have positive influence on employee job attitudes and behaviors. In addition, these attitudes directly influence organizational performance and effectiveness. Amongst these outcomes, extra role behavior is of equal importance and one of the under investigated area (Jo and Joo, 2011).

Relationship of organizational learning culture and attitudinal outcomes could be supported with the "social exchange theory" of Blau (1964). This theory suggests that there exists an exchange relation between parties. When one party offers something valuable which is liked by other party, the receiving party returns that favor or benefit with something of the same or even higher worth. Gouldner (1960) called it the concept of "*reciprocation*", which means that receiving or getting benefits from other person creates a moral obligation on the receiving party to return it with some valuable favors. When employees feel that they are provided with learning opportunities, they will reciprocate it with positive job behaviors and attitudes (Ahmed *et al.,* 2013; Islam *et al.,* 2013). Thus, the current study aims to investigate this issue by probing following research question:

**RQ1**: Does organizational learning culture directly influence employees' job related outcomes i.e. job satisfaction, organizational commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan?

It is not only the learning environment that reciprocates positive job behaviors and attitudes; rather employees' perception of organizational support (POS) is evenly important (Ahmed, 2014). This notion is further supported by Eisenberger's *et al.,* (1986) theory of "organizational support". This theory believed that when organization offer support, employee feel it a favor from organizational perspective in term of support (Rhoades and Eisenberger, 2002). According to Wang *et al.,* (2012), employees reciprocate organizational support in shape of positive job attitudes (i.e. commitment, satisfaction and reduced turnover intention) and behaviors (i.e. citizenship behavior). Researchers have identified that perceived organizational support is the common predictor for all these vital constructs. Discussing and exploring perceived organizational support, researchers have identified it to increase employee's job satisfaction (Ahmed, 2014; Cheng *et al.,* 2013), organizational commitment (Marique *et al.,* 2013; Ngo *et al.,* 2013), organizational citizenship behaviors (Cheung, 2013; Elstad *et al.,* 2013) and reduced of turnover intention (Cheng *et al.,* 2013; Hechanova, 2013). Although attempts in past were made to dig deeper into work related outcomes, yet there are unexamined

opportunities like looking at the concept dimensionally. Thus, it can be inferred that POS directly influence employees job related outcomes, which is probed with the following research question:

**RQ2:** Does perceived organizational support directly influence employee's job related outcomes i.e. job satisfaction, organizational commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan?

Somech and Drach-Zahavy (2004) are of the view that learning organizations provide such an environment which enables individuals to focus on continuous improvement rather than immediate outcomes. Such learning principles change employees' perceptions of their tasks, as they feel themselves responsible to work beyond their job. Social exchange theory is also of the view that individuals reciprocate organizational support (which they perceive through learning environment) with positive attitudes and behaviors. On the other hand, employees turnover is a big issue in current dynamic business environment (Cascio, 2006), and hence, researchers have identified that commitment, citizenship behaviors and job satisfaction helps employees to be with and in the organization (Joo, 2010; Yi and Lee, 2012; Loo, 2010; Calisir, *et al.*, 2011) but, how these variables perform as mediator between OLC and employees' turnover intention needs to explore more because so much has not been explored in this regard except few (Joo, 2010; Egan, *et al.,* 2004). Thus, it can be inferred that OLC indirectly influence turnover intention through employees' job related outcomes, which is probed with the following research question:

**RQ3:** Do job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between organizational learning culture and turnover intention among the banking employees of Pakistan?

Perceptions of organizational support leads towards increased citizenship feelings for both individuals (OCB-I) and organization (OCB-O) (Chiang and Hsieh, 2012; Wickramasinghe and Perera, 2012), Job satisfaction (Tekleab and Chiaburu,

2011; Filipova, 2011), reduce employee's turnover intention (Newman, Thanacoody, and Hui, 2012; Yew, 2011) and enhance individual's commitment towards their organizations (Khurram, 2009; Pepe, 2010). In a recent study, Wong, Wong and Ngo (2012) proposed that there is still need to investigate employee's commitment, satisfaction and intentions not to leave current organization, as these are considerations for every organization to meet the rising challenges. The study will also investigate how perceived organizational support helps employees to reduce their intentions to leave the organization indirectly through job satisfaction, citizenship behaviors and organizational commitment as so much has not been explored in this regard except few (Galletta *et al.,* 2011; Carl, *et al.,* 2007; Loi, *et al.,* 2006). Carl *et al.,* (2007) investigate the indirect influence of AC and NC on the relationship between POS and employees intention to leave the organization considering the call of Loi *et al.,* (2006) who suggested studying the mediating impact of three dimensional commitment. To explore the mediating role of continuance commitment is still need to be investigated. Thus, it can be inferred that POS indirectly influence turnover intention through employees' job related outcomes, which is probed with the following research question:

**RQ4:** Do job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between perceptions of organizational support and turnover intention among the banking employees of Pakistan?

Conclusively, the present study aimed to investigate the problem of turnover intention among Pakistani banking sector. Earlier studies have focused on reward, recognition and pay in reducing employee turnover intention, but OLC and POS are among those aspects which have not been a frequent part of earlier studies to address this problem. In addition, the present study also aimed to investigate the same issue through mediation variables (i.e. Job satisfaction, commitment and citizenship behavior).

**1. 4    Research Questions of the Study**

The present study is intended to look at the role of OLC and POS on employee's job satisfaction, commitment towards organization, citizenship behavior and turnover intention among the banking employees of Pakistan.    Research questions of the study are:

1   Does organizational learning culture directly influence employees' job related outcomes i.e. job satisfaction, organizational commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan?

2   Does perceived organizational support directly influence employee's job related outcomes i.e. job satisfaction, organizational commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan?

3   Do job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between organizational learning culture and turnover intention among the banking employees of Pakistan?

4   Do job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between perceptions of organizational support and turnover intention among the banking employees of Pakistan?

**1.5    Objectives of the Study**

The present study is intended to achieve the following objectives:

1   To examine the direct influence of organizational learning culture on employees' job related outcomes i.e. job satisfaction, organizational

commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan.

2   To examine the direct influence of perceived organizational support on employees' job related outcomes i.e. job satisfaction, organizational commitment, organizational citizenship behavior and turnover intention among the banking employees of Pakistan.

3   To examine job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between organizational learning culture and turnover intention among the banking employees of Pakistan.

4   To examine job satisfaction, organizational commitment, organizational citizenship behaviors mediate the relationship between perceptions of organizational support and turnover intention among the banking employees of Pakistan.

## 1.6   Hypotheses of the Study

In accordance with research questions and objectives the current study would test the following hypothesis:

H1:  OLC is positively associated with JS among banking employees of Pakistan.

H2: OLC is positively associated with OC (Affective **H2a,** Normative **H2b** and continuance commitment **H2c**) among banking employees of Pakistan.

H3: OLC is positively associated with OCB (OCBO **H3a** and OCBI **H3b**) among banking employees of Pakistan.

H4:  OLC is negatively associated with TI among banking employees of Pakistan.

H5:  POS is positively associated with JS among banking employees of Pakistan.

H6: POS is positively associated with OC (Affective **H6a,** Normative **H6b** and continuance commitment **H6c**) among banking employees of Pakistan.

H7: POS is positively associated with OCB (OCBO **H7a** and OCBI **H7b**) among banking employees of Pakistan.

H8:  POS is negatively associated with TI among banking employees of Pakistan.

H9: JS mediate the association between OLC and TI among banking employees of Pakistan.

H10: OC (Affective **H10a**, Normative **H10b** and continuance commitment **H10c**) mediate the association between OLC and TI among banking employees of Pakistan.

H11: OCB (OCBO **17a** and OCBI **H11b**) mediate the association between OLC and TI among banking employees of Pakistan.

H12: JS mediate the association between POS and TI among banking employees of Pakistan.

H13: OC (Affective **H13a**, Normative **H13b** and continuance commitment **H13c**) mediate the association between POS and TI among banking employees of Pakistan.

H14: OCB (OCBO **14a** and OCBI **H14b**) mediate the association between POS and TI among banking employees of Pakistan.

## 1.7  Significance and Contribution of the Study

The present study contributes theoretically and practically in the field of HR management and organizational behavior (OB). Theoretically this study contributes how OLC and POS impact on employee's intention to leave the organization through their commitment towards organization, satisfaction with their job and citizenship behavior in the service sector.  Servicing sector is the fastest growing sector in the world because of its remarkable contribution in the country's gross domestic products (Ahmed and Ahsan, 2011).  While in case of Pakistan, this sector is contributing one third in employment and 54 percent in gross domestic product. However, now days it has become difficult for organizations to retain its skilled employee because banks are hiring best men from their rival banks.  This issue has created huge problem for the HR managers regarding high cost of employee's retention. To retain the skilled employees some organizations are paying attention

towards promotions, rewards, recognitions, growth opportunity and training etc. (Perryer *et al.,* 2010). While other are trying to retain them through better environment (Islam *et al.,* 2012). Organizational learning culture and organizational support are amongst those factors which have not yet been considered by managers to retain its key employees. These aspects might help HR practitioners to resolve this issue.

Organizational learning culture and perceived organizational support consequent positive employees attitudes such as, JS, OC and turnover intention. Ample of literature is available regarding JS, OC and OCB, but very few of them have studied their relationship with organizational learning culture and perceived organizational support. In addition to this, still there exists a loop hole because such relations have not been tested indirectly earlier. The present study contribute in the existing limited body of knowledge by not only examining the direct impact of OLC and POS on employees intention to leave, but also indirectly through organizational commitment (normative, continuance and affective), citizenship behaviors (OCB-O and OCB-I) and job satisfaction.

Along with the conceptual contribution (explained in above discussion), the study also contributes empirically. This study is focused on the banking sector of Pakistan because researchers have not investigated perceived organizational support and organizational learning culture among banking sector. For this purpose banks of capital cities of the provinces of Pakistan (i.e. Lahore, Karachi, Peshawar, Quetta and Gilgit) are selected because these cities have multi culture and ethnic traits.

## 1.8    Scope of the Study

The present study examines the role of OLC and POS on employee's turnover intention directly and indirectly through their commitment towards organization, satisfaction with their jobs and citizenship behavior. For this purpose, an attempt has been made to investigate all possible research studies work on the constructs form well known databases.

The present study includes OLC and POS as independent variables, while turnover intention is considered as dependant variable. Psychologists are of the view that it is better to study turnover intention instead of actual turnover as they still remained unable to find the actual cause of turnover. In addition, the previous studies also suggest examining direct and indirect effect of employee turnover intention. Therefore, the study also includes job satisfaction, organizational commitment and organizational citizenship behavior as mediators between OLC and POS and turnover intention.

The study focuses on the employees of the Pakistani banks (except sweepers and office boys). For this, capital cities of the provinces of Pakistan were selected because of their multi culture and ethnic traits. The present study not only contribute in existing knowledge regarding organizational learning culture, perceived organizational support, turnover intentions, organizational commitment, and citizenship behaviors, but also generalize the previous studies along with the direction to the future researchers.

## 1.9 Operational Definitions of the Terms

Operational definition of each construct used in the study are given below

**Organizational Learning Culture (OLC)**

Learning organization (LO) is "an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights" (Garvin, 1993, p.80). Learning organizations in the cultural context is called OLC (Wang, 2005). Organizational learning culture involves an environment in which organizational learning is structured so that teamwork, collaboration, creativity, and knowledge processes have a collective meaning and value (Confessore and Kops, 1998).

**Perceived Organizational Support**

"Perceived organizational support is the employees feeling about their well being, care and values their contribution from organizations" (Eisenberger *et al.,* 1986, p.9). In present study it is used as the degree to which employee's belief about their values, care and support from the organization.

**Job Satisfaction**

Positive feelings about ones job is referred as job satisfaction (Robbins and Judge, 2010).

**Organizational Commitment**

Commitment towards organization is defined as "the strength of an individual's identification with and involvement in a particular organization" (Porter *et al.,* 1974, p.604). It is "a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization" (Allen and Meyer, 1996, p.252)

**Affective Commitment**

Affective commitment is "emotional attachment to, identification with, and involvement in, the organization" (Meyer and Allen, 1991, p.67)

**Normative Commitment**

Normative commitment is "a perceived obligation to remain in the organization" (Meyer *et al.,* 2002, p.21).

**Continuance Commitment**

Continuance commitment "refers to the awareness of the costs associated with leaving the organization" (Meyer and Allen, 1991, p.67)

**Organizational Citizenship Behavior**

Employees citizenship behaviors towards organization can be defined as "individual's behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregates promotes the effective functioning of the organization" (Organ, 1988, p.4)

**Citizenship Behaviors towards Individuals (OCB-I)**

Individual related citizenship behaviors are "behaviors that immediately benefit specific individuals and indirectly through this means contribute to the organization (e.g. taking personal interest in other employees or help the absent ones etc.)" (Williams and Anderson, 1991, p. 602).

**Citizenship Behaviors towards Organization (OCB-O)**

Employees' organizational related citizenship behaviors are those "that benefit the organization in general (e.g. giving advance notice when unable to come to office etc.)" (Williams and Anderson, 1991, p. 602).

**Turnover Intention**

It is "a conscious and deliberate willingness to leave the organization" (Tett and Meyer, 1993, p. 262).

**1. 10    Summary of the Chapter**

The current chapter highlights the importance and need to study employee's turnover intentions.   Previously researchers have focused on pay, rewards, recognition and remuneration etc. to reduce the employee's intentions to leave the organization and ignored the elements of support and learning culture.   Current chapter focused the need to use organizational support and learning culture in organizations along with other job related outcomes such as commitment towards organization, satisfaction with their jobs and citizenship behavior in reducing turnover intention.   Basic theories behind these constructs and their contribution in retaining key employees are discussed in the next chapter.

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