

# TO ESTABLISH RELATIONSHIP BETWEEN INDIVIDUAL LEARNING AND ORGANIZATIONAL LEARNING

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## Abstract

Learning is an activity which shows the intent and belief of getting sense or knowledge by studying or observing. The relationship between individual and organizational learning remains one of the contested issues in organizational learning debates. This article provides new evidence about the relationship between individual and organizational learning and presents empirical findings exploring the learning practices of individual managers. The discussion reveals the psychosocial dimensions of learning as a process that transcends across multiple levels and units of analysis. The analysis of the relationship between individual and organizational learning highlights the multiple and interlocking contexts that define the content and process of learning in organizations, the politics of learning at work and the institutional identity of individuals' learning as a reflection of organizational learning. The article concludes the way we study the relationship between individual and organizational learning.

KEYWORDS: Individual learning, Organizational Learning

## 1 INTRODUCTION

In order to understand the relationship between individual learning and organizational learning one must understand how both the aspects differentiates from each other. These aspects includes the contribution of individual learning to the organizations growth in essence organization's contribution of knowledge to the growth of perceived individual learning however, the organization structure revolves this knowledge over time to improve individuals learning.

Learning means getting out sense and stems temporary or rigid changes from activities, experience, ideas and feelings. For it to be sustained an organization needs a supportive environment in which it allows an employee to disagree , ask questions and take numerous risks that will allow an individual to reduce fear of being an introvert to eliminate the fear of disagreement and forfeit.

Individual learning is defined as the capacity to build knowledge through individual reflection about external stimuli and sources, and through the personal re-elaboration of individual knowledge and experience in light of interaction with others and the environment.

Change drives the need for learning, and learning allows the individual to initiate for the implementation of new knowledge and practices by gathering data or information he/she seeks and experiences new situations and overcome uncertainties.

## **2 Literature Review**

An organization's capability to learn has been linked to a fundamental source of competitive advantage De Geus A (1998) [1], which is why Hussein and Ishak (2006) [2] insisted that organizational learning helps to improve an organizations competitive advantage as well as responsiveness to change. Interestingly, "business executives and intellectuals have come to realize that knowledge assets and intellectual capital can best serve as a source of competitive advantage in comparison with the total dependence of traditional factors of production" (2000) [3]. This lends a support to the fact raised by Handy (1990) [4] over three decades ago, that the value of a firm's organizational learning capabilities and knowledge assets is frequently several times that of its material assets. This study will review several literatures on organizational learning and learning organization to explore the various areas that organizations can benefit by focusing on the organizational learning process and its outcome (learning organization).

According to Saadat and Saadat (2016) [5], the first to introduce the concept of organizational learning into the literature were Kurt and March. However, another study has it that Cangelosi and Dill were the first to introduce the topic of organizational learning with empirical analysis. Be that as it may, the quantum of debate on whether organizational learning should be conceptualized as a change in cognitions or behavior has greatly reduced in recent times (2000) [6], owing to the great acceptance in recent literature that learning involve both a change in cognition as well as change in behavior. In other words, it is almost a universal postulation that learning involves both cognition and doing.

Organizational learning is defined as a change in the organization's knowledge base that occurs due to past experience (1985) [7]. Learning organization has been described as an outcome or product of organizational learning, which is complex and multidimensional in approach. That is why Jones and Hendry (1992) [8] view organizational learning as a process going on in the learning organization" (p. 157). According to Cyert, and March(1992) [9], the creation of knowledge, the retention of knowledge, and the transfer of knowledge, which altogether can be classified as organizational learning, can be conceptualized as formal activities which are a function of experience.

Organization learning is hereby conceptualized as a "multilevel process where members individually and collectively acquire knowledge by acting together and reflecting together" Scott BB (2011) [10].

Accordingly, this paper proposes that Individual learning have direct effects on organizational learning and organizational innovativeness, potentially leading to long-term organizational success.

### **3 OBJECTIVES OF THE STUDY**

This research work will answer the question that how individual learning Integrates organizational learning in respect to Improve organizational learning . This is accomplished through the following research objectives-

- To understand the relationship between organization and individual learning.

### **HYPOTHESIS DEVELOPMENT**

#### **Hypothesis:**

H0: There is no relationship between Individual and Organizational Learning

H1= There is a significant relationship between Individual and Organizational Learning

### **4 RESEARCH METHODOLOGY**

#### **RESEARCH DESIGN:**

The design of the research will be an exploratory research. It will focus on collecting and analyzing data statistically. Both open-ended and closed ended questions will be prepared.

#### **DATA COLLECTION:**

##### **PRIMARY DATA:**

The study is based on primary data such as personal Interview, schedule Questionnaire.

The schedule questionnaire was constructed in three sections comprising;

Section I: Demographic information of respondent.

Section II: Information related to Individual learning

Section III: Information related to organizational learning

Questionnaire was answered with the help of Likert Scale, which helped in

Determining the percentage value of each parameter .A five point scale was used

With one being strongly agree to Strongly Disagree.

##### **SECONDARY DATA:**

Secondary sources to collect the data are journals, books, internet, research papers and other E-database.

Sampling Design: Target population- The study of area is higher educational institute in Dehradun. The institutes covered were Alpine Institute of Aeronautics, BFIT Group of Institutions, Dev Bhoomi Institute of Technology, Beehive College of Engineering & Technology, Tulas Engineering Management College.

Sampling elements- The sampling elements for this study were gender, age, Income. Occupation.

Sampling frame-A total of 5 higher educational institutions were taken to Conduct the research and know the relationship between individual learning and organizational learning Sampling size-Out of the targeted population taken from 5 higher educational Institutions a total number of 150 questionnaires were prepared to conduct the Test out of which 100 were selected for further study.

## 5 DATA ANALYSIS AND INTERPRETATION

### **Correlation across Individual learning and organization learning**

Correlations

		organizational_ learning	Individual Learning
organisational_ learning	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	100	100
Individual_ Learning	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

**Interpretation:** The above correlation table shows the Pearson correlation valued at +.701, which describes that there is a strong positive relationship between Individual learning and Organizational learning.

Thus, H<sub>0</sub>= There is no significant relationship between Individual and Organizational Learning is **Rejected**.

And there is a significant relationship between Individual and Organizational Learning.

## **FINDINGS**

- Majority of respondents were from the age group 18 years to 25 years.
- Sample is the combination of male and female .However, majority of respondents were male.
- Sample is the combination of students, faculty, and staff. Majority of respondents were students

- Majority of respondents were earning between Rs 280000 to Rs 380000 P/A
- there is a strong positive relationship between individual learning and organizational learning Thus null hypothesis is rejected which indicates that there is a significant relationship between individual learning and organizational learning

### CONCLUSION

The main objective of this study was to investigate the there is a significant relationship between individual learning and organizational learning and to see if there is an impact of individual learning and organizational learning on organization's performance .

To establish relationship between individual learning and organizational learning it is observed that the value of correlation between individual learning and organizational learning , there is a strong positive relationship between individual learning and organizational learning Thus null hypothesis is rejected which indicates that there is a significant relationship between individual learning and organizational learning .

Simple linear regression analyses was used to assess the combine impact of learning (Individual learning, Organizational learning) on Organizational performance and there is a significant positive impact of Individual and Organizational Learning on Organization's performance.

### SUGGESTIONS

- It is suggested that organizations are not only compositions of individuals and groups but holds a vast knowledge information that flows from individual to groups and then to organization, as they have a wide range of programs aimed at organization's performance. Regardless of the barriers that persist, it is obvious that the more one is capable of learning, collectively we gives boost to organization's performance. Therefore, it is critically important that individual(s), group(s) and organizations learn from each other and must go collaboratively.
- Individual and organizational learning have strong positive relation in order to leverage organizational performance, organization must adopt new strategies in order to improve organizational learning.
- This research make me curious about how learning helps in one to be adaptable to change and helps in organization's ability to withstand competitive advantage and responsiveness to change gives me opportunity to do a new research

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