Mapping the factors that support Organizational Learning: Evidence from Insurance Industry vis-à-vis comparing with Banking Industry

Prognadipta Das
Former Research Scholar
Department of Business Administration, Assam University, Silchar-788011, Assam, India
E-mail: prognadipta@gmail.com

Deepjyoti Choudhury
(Corresponding Author)
Assistant Professor, Department of Business Administration
Assam University, Silchar-788011, Assam, India
E-mail: choudhurydeepjyoti@gmail.com

Abstract

The key objective of this study is to explore the significant factors influencing Organizational Learning in Insurance Industry and also to compare whether those factors are similar or different in inducing Organizational Learning in Banking Industry. The methodology adopted is based on descriptive research followed by questionnaire method of survey. The responses of 250 sample respondents chosen through simple random sampling have been examined through descriptive statistics and principal component analysis through SPSS. Findings revealed that the factors which influences organizational learning in insurance industry are Trust and Support, Employee Participation, Communication, Organizational Structure/Design, Organizational Culture, Performance Appraisal, Flexibility, Knowledge Creation, Organizational Commitment, Information Technology. Correspondingly, it is evident by comparing these factors with the factors derived from literatures of banking industry that there is absence of colossal difference between them and as such it can be established that factors supporting organizational learning in both banking as well as insurance industry are nearly alike. Scope of the research is limited to insurance industry of South Assam, India.

Keywords: *Organizational Learning, Insurance Industry, Banking Industry, Significant Factors, Principal Component Analysis.*

1. Introduction and Background of the Study

1.1. Introduction

The insurance industry plays a critical role as a part of any country's risk management system thereby ensuring financial security to the people or businesses globally. By providing coverage through insurance policies, the insurance industry contributes to the development of an economy. There is no doubt that the insurance industry has an enormous impact on the economic infrastructure of every country. Likewise, insurance holds a prominent place in India's service industry too. It ensures mass welfare of the society as well as economic development of a country (Patel, 2016). Indian insurance industry has undergone a notable transition since 1991 which opened the global economy. This has led to increased competition in the market and a crying need for improvement along with comprehensive insurance coverage (Dash & Pany, 2013). Moreover, insurance being essentially a service industry should focus upon delivering quality service to its customers. Thus, innovative products and services, eye-catching advertisement, professionalism, advanced technology etc. will eventually decide the

fate of this industry. Likewise, another financial player 'banking' is also considered as an integral industry of our country as it helps in promoting the economic growth of a nation (Hensman & Sadler-Smith, 2011). However, the changing dynamics in banking business which is also a customer-centric service industry like insurance have to face innumerable risk exposure. Further, with the emergence of new technology and role of foreign banks in Indian market; there is increased competition in the banking industry as customers' expectations towards banking services have increased and as such banks need to emphasize upon strategies for meeting those expectations in the manner of better services (Goyal & Joshi, 2012). Indeed, it has become pertinent for the banks to continuously seek mechanisms that help in retaining their valued customers through improved quality of service (Lee et al., 2011). There is no doubt that globalization has created an opportunity of vast business in the world market but along with vivid opportunities; organizations including banking and insurance need to face multiple challenges too.

In order to develop and embrace different unique strategies to attain competitive advantage in the market; most of the organizations are persistently encouraging learning environment in their organizations (Khandekar& Sharma, 2006; Milia &Birdi, 2009; Chaudhry et al., 2012). Learning is considered to be a pivotal matter of organization and the survival of organizations are exceptionally dependent upon its ability to learn as well as acquire new knowledge from different sources (Argote et al., 2003; Grant, 1996). As such the concept of organizational learning comes to the fore which deals with how learning takes place in various organizations and insurance as well as banking firms are no exception to it. Learning organization or organizational learning are often interchangeably applied (Fulmer et al., 1998; Klimecki and Lassleben, 1998) and any learning organization should always promote amalgamation of individual and team learning which results in organizational learning (Ortenblad, 2001; Antonacopoulou&Chiva, 2007). According to Rajasekar & Padma (2011), if insurance companies can transform into learning organizations by embracing organizational learning, then it can easily move ahead of its competitors. Similarly, banking being one of the competitive as well as dynamic industries; it also needs transformation towards the practice of effective organizational learning in pursuit of its growth and survival in the long run (Lin & McDonough, 2011). Besides, banks need to uphold the existing as well as new strategies or dimensions which creates an influence upon nurturing organizational learning process (Del Giudice et al., 2013). Indeed, it is indispensable to recognize what are the eliciting elements behind effortless practice of organizational learning with the purpose of instilling positive transformations in different enterprises. Moreover, it is worthwhile to explore whether the factors that strategize organizational learning in the banking industry holds similar or different with respect to insurance industry. Hence, findings of this paper sheds light on the significant factors that influence enhanced organizational learning in insurance industry of Assam, India and are those factors akin to banking industry or not.

1.2. Literature Review

In order to remain competitive in the market, organizations must unlearn old habits and learn new habits through organizational learning process (Atiku et al., 2021). However, there is lack of consensus regarding how to best facilitate the organizational learning process (Scott, 2011). Yet, different elements or factors have been identified by the researchers which are essential for organizational learning purpose. A study conducted by Atiku et al. (2021), in the commercial banks of Nigeria found that teamwork/team-learning has a great role to play in learning organization and proper integration of it will contribute to sustainable competitive advantage of an enterprise. Besides, findings from literature suggests that factors like organizational commitment, selective staffing, team, communication, compensation, training,

employment stability and status reduction creates a positive impact upon organizational learning capabilities along with better performance of banking industry in Pakistan (Bushra & Masood, 2017). Also, it is evident from a study in Spanish banking industry that organizational learning culture is driven by continuous learning, inquiry dialogue, team learning, embedded system, empowerment, system connection and strategic leadership (Cegarra-Navarro et al., 2019). Study by Hamad &Yozgat (2017) and Hourani (2019) in commercial banks of Jordan identified another set of facilitating factors of organizational learning that are experimentation, risk taking, interaction with external environment, inquiry & dialogue, participative decision making (Chiva, Alegre &Lapiedra, 2007), team learning and continuous learning. Similarly, systems thinking, mental models/culture, shared vision, leadership, knowledge/information flow, personal mastery and team learning have been considered as suitable determinants of organizational learning to find their relationship with competitive advantage in public as well as private banking industry of Pakistan (Hassan et al., 2017). A study in public industry banks operating in Denizli proposed commitment to learn, shared vision, intraorganizational knowledge sharing and open-mindedness as the inducing dimensions of organizational learning (Kiziloglu, 2015). Mousa et al. (2021) conducted research in Egyptian public banks and identified the possible barriers of organizational learning, which if altered will end up to be the factors persuading organizational learning in a positive manner. Those barriers are lack of communication, improper training, inappropriate selection and recruitment, lack of awareness of organizational culture, lack of performance evaluation & staff appraisal.

However, besides the banking industry we will try to explore the literature of other diverse industries with the purpose of discovering the factors supporting organizational learning.Khandekar& Sharma (2006) learnt that several activities in the domain of human resource management (HRM) profoundly influence organizational learning. They tried to measure organizational learning of three Indian global firms operating in Delhi, India through HR strategies, training and learning, teamwork, rewards and incentives, supportive atmosphere, performance appraisal, quality management, flexibility and knowledge creation. A study by Higgins et al. (2012), in urban U.S. school validated three factors that reinforce organizational learning: psychological safety that addresses organizational climate, experimentation or innovation and leadership. According to Djonlagic et al. (2013), organizational culture, leadership and organizational design has been identified as key factors in order to study its significance upon organizational learning in the enterprises of Bosnia and Hercegovina. Besides, a conceptual study done by Farrukh &Waheed (2015), integrated the opinions of different researchers and arrived at certain critical factors that are significant for any organization to be an ideal learning organization. Those identified factors are: innovation, leadership, self-development/personal mastery, empowerment, information sharing and collective collaboration. Moreover, research done in education industry of Syria by Alsabbagh& Khalil (2017), ascertained organizational culture as one of the factors significant for effective organizational learning. However, the study mentioned personality traits as well as organizational commitment as other factors essential for organizational learning that should be taken into consideration while doing further research in different industries. In addition, Broensted&Elkjaer (2001), provides an overview of different studies and highlighted that Information Technology (IT) is utilized to support the organizational learning process through acquiring, retrieving, storing and sharing information within the organization by means of knowledge creation. Correspondingly, Ward &Peppard (2002), also affirm that IT enables Organizational Learning (OL) in various organizations by acquiring, accumulating, processing, disseminating and delivering of knowledge.

In addition to above mentioned industries, we shall discover some literature related to insurance industry too in order to have a clear picture of the factors reinforcing organizational learning.

A study by Wandera (2008), in Kenyan insurance companies mentioned that effective leadership behavior has huge potential to foster an effective learning environment. It also stated the importance of training, teamwork, discussion and sharing of ideas amongst the employees to promote organizational learning. Another study by Torkestani et al. (2014), in insurance companies of Iran asserted that organizational learning stems from individual and team learning but especially information systems/information technology play a vital role in influencing organizational learning in this turbulent environment. Further, research on 10 private insurance companies of Salem, Erode and Coimbatore by Rajasekar & Padma (2011), emphasized organizational culture as one of the key factors that stimulate better organizational learning. Besides, knowledge creation, clear communication networks, regular training, sharing of ideas, information, knowledge and experience through formal mechanisms, teamwork, proper supervision, clear policies and procedures on learning, innovative methods of work are identified as some of the decisive factors or strategies behind organizational learning in insurance firms of Kenya (Ouma et al., 2017).

Now, we will try to understand the pattern of organizational chores of both banking and insurance companies. Both belong to core service industry that help in building the economic backbone of our nation. Insurance business is fundamentally related to investments as well as savings and comprises of life insurance, non-life insurance and funded pension systems. It offers financial security to individuals to face any contingency situation or risks. For pursuit of growth, every person has to confront risks and in this regard insurance mechanism plays a key role in stabilizing the situation by means of providing savings and security. It caters the customer needs through various innovative products/policies as well as services and also by means of collecting premiums from others who are subject to similar type of risks in order to invest those pooled money for promoting business, developmental activities etc. (Sinha, 2005; Thimann, 2014). On the other hand, the conventional role of banking industry is to provide financial services to individuals to meet their various purpose including trade, development of industries etc. The primary motive is to serve the needs of growing and global economy through mass financial inclusion. Customers usually deposit their money in the banks via different accounts like savings account, current account, cash credit account, overdraft account and they can withdraw their money whenever in need. Moreover, banks help in mobilizing the deposits through term/fixed deposit and recurring deposit and ultimately those funds are channelized to the customers who are in need of personal and other loans against some collateral security. Banks also collect drafts, cheques, bills in the interests of customers and as per guidelines involve themselves in exchange of domestic currency for foreign currencies (Somasundaram, 2018; DBOD & DEPR, RBI, 2013).

Hence, we can infer that both insurance and banking industry have their separate set of organizational activities, but the ultimate purpose is almost similar that is contributing to the growth, development and welfare of economy as well as society of a nation. Despite the fact that there is variation in the pattern of organizational activities in insurance and banking industry; we will try to delve into the matter whether factors supporting organizational learning in both industries are similar or different. With the intent of this, the study shall propose some factors from the above literatures for analysis and infer accordingly.

1.3.Research Gap

The existing empirical research on organizational learning across different sectors suggests that there is no universally applicable approach to enhance organizational learning. Instead, it indicates that each organization possesses a unique combination of factors that influence

learning within its specific context (Nevis et al., 1995; Tannenbaum, 1997; Scott, 2011). Although numerous studies have explored organizational learning in various sectors, there is a noticeable scarcity of research specifically focusing on the insurance industry. Notably, the available studies examining insurance firms have predominantly been conducted outside of India (Wandera, 2008; Rajasekar & Padma, 2011; Torkestani et al., 2014; Ouma, 2017;). Furthermore, the literature lacks evidence regarding a comparative analysis of the factors that facilitate organizational learning between the insurance and banking industries. Consequently, there is a research gap pertaining to organizational learning within the insurance sector, particularly in relation to studies conducted in India and comparative analyses with the banking industry.

The identified research gap in organizational learning within the insurance sector, particularly in relation to studies conducted in India and comparative analyses with the banking industry, presents a compelling motivation for further investigation. Understanding how organizational learning occurs in the insurance industry is crucial for enhancing the knowledge and practices that drive organizational success in this specific sector. By addressing this gap, the study aims to contribute valuable insights and practical implications for insurance organizations in India, enabling them to optimize their learning processes and adapt to the dynamic business environment. Exploring the factors that facilitate organizational learning in the insurance sector within an Indian context will provide a more comprehensive understanding of the unique challenges and opportunities faced by insurance companies. Identifying these factors will help insurance firms develop tailored strategies and initiatives to foster effective learning practices, thereby enhancing their competitive advantage and long-term sustainability. Additionally, conducting a comparative analysis between the insurance and banking industries will offer valuable insights into the similarities and differences in their respective approaches to organizational learning. By examining the facilitating factors in both sectors, this study will provide a holistic perspective on organizational learning across financial services, enabling a transfer of best practices and lessons learned between the insurance and banking industries. This comparative analysis will contribute to the knowledge base on organizational learning, offering a broader understanding of the factors that influence learning in different contexts and sectors.

1.4. Objective of the study

The key objective of this study is to explore the diverse and significant factors influencing Organizational Learning in Insurance Industry and also to compare whether those factors are similar or different in inducing Organizational Learning in Banking Industry.

1.5.Novelty of the study

The novelty of the article lies in its endeavour to comprehensively map and identify the significant factors that influence organizational learning in both the insurance and banking industries. By conducting a thorough analysis of literature and by means of empirical research, the article tries to fill a gap in the existing literature by offering a comprehensive understanding and comparison of the unique elements that shape organizational learning in these sectors. The article's contribution to the field is its in-depth exploration of the key driving factors of organizational learning in these industries, which can help in the development of effective policies and strategies to promote enhanced organizational learning and improve performance.

The structure of this article commences with an introduction that sets the context for the study, incorporating a comprehensive literature review, identification of the research gap, and articulation of the study's objective and novelty. Subsequently, the research methodology is presented, outlining the approach utilized for data collection and analysis. The findings of the

data analysis are then presented, followed by a detailed discussion of the study's implications. The article concludes by summarizing the main findings, offering policy recommendations, acknowledging the study's limitations, and highlighting avenues for future research.

2. Methods

Descriptive research design has been considered suitable for this study which is pre-planned and more structured in nature. The target population of this study is 580 employees of entire insurance industry including life and general insurance of both public as well as private industry of southern region of Assam, India. The southern part of Assam is situated on the bank of Barak River and hence it is popularly known as Barak Valley. Barak Valley comprises of three administrative districts namely Cachar, Karimganj and Hailakandi. Further, according to Cochran's (1963) formula for known population, minimum sample size for the research has been determined as 232. However, 250 samples have been chosen from the target population through simple random sampling and their responses have been recorded for analysis. Both primary and secondary sources of data have been collected and utilized in this study. The primary data has been collected through a well-structured questionnaire from the employees of insurance industry. The study used both descriptive statistics as well as Principal Component Analysis (PCA) to represent and examine the data through Statistical Package for Social Sciences (SPSS 21).

2.1. Methodology

Some factors have been proposed in our study from organizational learning and learning organization literatures of diverse industries that may influence or strategize organizational learning in insurance industry of South Assam, India. Those factors are mentioned below and are measured using a set of statements on 7-point Likert scale ranging from 1-strongly agree to 7-strongly disagree.

Organizational Climate: Organizational climate comprises of 12 measurement statements (OC01-OC12) adopted from earlier studies (Rogers 1995; Ash, 1997; Nemeth, 1997; Castro & Martins, 2010; Martinez-Arroyo &Valenzo-Jimenez, 2020; Choudhury & Das, 2021).

Organizational Structure/Design: Organizational structure/design has been measured using 5 statements (OS01-OS05) adopted from literature (Lopez et al., 2009; Martinez-Arroyo &Valenzo-Jimenez, 2020)

Organizational Culture: Organizational culture consists of 4 measurement statements (OCUL01-OCUL04) adopted from relevant literature (Syed-Ikhsan& Rowland, 2004; Schneider et al., 2012)

Performance Appraisal: Performance appraisal has been assessed through 4 statements (PA01-PA04) based on literature (Busch, 2006)

Flexibility: Flexibility comprises of 4 measurement statements (FLEX01-FLEX04) based to relevant studies (Beltran, 2008; Martinez-Sanchez, 2011; Chen & Li, 2015).

Knowledge Creation: Knowledge creation has been measured using 4 statements (KC01-KC04) adopted from literature (Nonaka & Takeuchi, 1995).

Organizational Commitment: Organizational commitment consists of 3 measurement statements (OCOM01-OCOM03) based on literature (Ziaee&Aghaei, 2012).

Information Technology: Information technology comprises of 5 measurement statements (IT01-IT05) adopted from earlier studies (Turban et al., 2001; Andersen & Segars, 2001; Beynon-Davies, 2002; Dimovski&Skerlavaj, 2004; Syed-Ikhsan& Rowland, 2004).

3. Results

This section reports and summarizes the results of data analysis procedures. It involves statistical analysis using a combination of Descriptive Statistics and Principal Component Analysis (PCA). Descriptive statistics described and presented the data as it is in terms of summary that includes percentage, mean, standard deviation and Cronbach's Alpha Coefficient. While PCA has been employed based on Likert scale data extracted from field survey to reduce as well as summarize the data with minimal loss of information.

3.1. Descriptive Statistics

The demographic profile of 250 respondents has been recorded. The first demographic factor which is designation of employees, the respondents belonging to middle management is 44.4%, technical is 2.0%, supervisory is 26.8% and others are 26.8%. As for the gender category, 82.8% are male employees while 17.2% are female employees. In terms of age, 8.8% belongs to the age group of 20-29 years, 28.8% belongs to 30-39 years, 24.0% belongs to 40-49 years and 38.4% belongs to the group of 50 and above years. While considering the distribution in terms of educational background, 8.8% belong to secondary level, 3.6% are undergraduates, 68.8% are graduates and 18.8% are postgraduates. When considering the experience level of employees, it has been found that 19.6% have experience from 0-4 years while 80.4% have experience of 5 and above years.

The data related to factors influencing Organizational Learning in insurance industry of South Assam, India has been collected through the questionnaire with Likert Scale of 1-7 indicating from 'strongly agree' to 'strongly disagree' respectively. The responses were computed into descriptive statistics as illustrated in Table 1.

Table 1: Descriptive Statistics of Factors

Constructs	Cronbach's Alpha	Internal Consistency	Mean	Standard Deviation
Organizational Climate	0.816	Good	1.8337	0.51638
Organizational Structure/Design	0.752	Good	1.7704	0.60805
Organizational Culture	0.717	Good	1.9540	0.73522
Performance Appraisal	0.700	Good	2.0020	0.67328
Flexibility	0.717	Good	1.8000	0.67848
Knowledge Creation	0.731	Good	1.8840	0.57956
Organizational Commitment	0.731	Good	1.7867	0.73164
Information Technology	0.718	Good	1.6264	0.47502

Source: Authors' Survey

Cronbach Alpha has been applied for analyzing the reliability of the measurement instrument. The Cronbach Alpha Coefficient of all the factors mentioned above (table 2) being greater than 0.7; the internal consistency is considered as good to examine the results. Besides, from the above table information technology (IT) has the lowest mean of 1.6264 which indicates that most of the respondents strongly agree on this factor as compared to other factors that influence organizational learning. However, performance appraisal possesses the highest mean score of 2.0020.

3.2.Data Reduction

The pre-requisites of factor analysis have been performed based on Likert scale data for all the constructs. According to table 2, the significance level of Bartlett's test is less than 0.05 ($p \leq \alpha$) which indicated that items are sufficiently correlated for conducting factor analysis (Bartlett, 2011; Velnampy&Sivesan, 2012) and the KMO values are also minimum 0.5 and greater implying sample adequacy (Kaiser, 1974; Perry Roy, 2004; Velnampy&Sivesan, 2012). Moreover, the correlation matrix for the variables or items should contain two or more correlations of 0.30 or greater (Srinivasan & Sivakumar, 2008; Williams, Brown &Onsman, 2012) which has been attained in the matrices of all 8 constructs. Also, the diagonal correlations of anti-image correlation matrices for all the constructs are found to be greater than 0.5 which is the threshold value for retaining the variables (Field, 2007; Kelemework& Spielman, 2009). Hence factor analysis technique can be performed for all the 8 constructs.

Table 2: Bartlett test and KMO test

Constructs	KMO test	Bartlett test>chi-square	Bartlett test>df	Bartlett test>Sig.
Organizational Climate	0.739	456.291	21	0.000
Organizational Structure/Design	0.661	155.194	3	0.000
Organizational Culture	0.500	126.473	1	0.000
Performance Appraisal	0.692	242.896	3	0.000
Flexibility	0.500	142.245	1	0.000
Knowledge Creation	0.690	234.225	3	0.000
Organizational Commitment	0.646	175.011	3	0.000
Information Technology	0.677	173.106	3	0.000

Source: Authors' Survey

Factor analysis has been computed for each construct (table 1) based on the measurement statements. The components are rotated using Varimax Rotation method and are extracted through Principal Component Analysis method. Table 3 illustrates the retained items of each construct and factor loadings.

Table 3: Factor Loadings of items retained

Sl. No.	Items	Factor Loadings		
	Organizational Climate	1	2	3
1	**OC05-** I get support from my superiors and co-workers when needed	.888		
2	**OC09-** There is strong level of trust with superiors as well as co-workers	.747		
3	**OC03-** Leaders/supervisors encourage us for goal achievement	.717		
4	**OC12-** When decisions are taken, employees involved are asked for their ideas		.912	
5	**OC01-** Employees are asked by the leaders/management to participate in decision making		.743	
6	**OC07-** Informal channels of communication are effective and have strong influence in sharing information			.902
7	**OC08-** There are effective formal communication channels among hierarchies			.716
	Organizational Structure/Design			
8	**OS04-** Rules, regulations and policies are properly formulated, disseminated and applied in our organization	.836		

9	**OS05-** There is strict supervision and monitoring of employees' tasks	.827		
10	**OS01-** There is availability of clear organizational chart & job role manuals	.740		
	Organizational Culture			
11	**OCUL04-** The employees of our organization have a tendency to use knowledge/information as organizational resource instead of individual source of power	.903		
12	**OCUL03-** There is no resistance among the employees to share/transfer their knowledge with each other	.903		
	Performance Appraisal			
13	**PA01-** Data related to all aspects of employees' performance are collected	.882		
14	**PA02-** Our organization stores detailed information related to performance for guiding future operations	.846		
15	**PA03-** There is formal data management function related to employees' tasks in our organization	.810		
	Flexibility			
16	**FLEX03-** Our organization enriches and supports the diverse behaviour of employees	.911		
17	**FLEX02-** Our organization provides us opportunities like training and organizational programmes to learn new skills and undertake new tasks	.911		
	Knowledge Creation			
18	**KC04-** Practical application of the knowledge is encouraged and executed	.880		
19	**KC03-** Proper documentation or electronic communication is used to combine the shared knowledge/information	.835		
20	**KC01-** There is face to face conversation and discussion amongst the employees with regard to knowledge/information sharing	.812		
	Organizational Commitment			
21	**OCOM01-** I am emotionally attached towards my organization and its members	.864		
22	**OCOM03-** It is my moral obligation and necessity to stay in the organization	.826		
23	**OCOM02-** I consistently engage myself in organizational activities	.731		
	Information Technology			
24	**IT01-** I have access to PC or terminal or mobile computers to perform the organizational tasks	.842		
25	**IT02-** Software is updated from time to time to manage the data	.829		
26	**IT04-** e-forums are used to conduct meetings, conferences, seminars etc.	.772		

Source: Authors' Survey

Table 4 illustrates the components, eigenvalue, percentage of variance, cumulative percentage of variance and number of items. The Principal Component Analysis (PCA) followed by varimax rotation extracted 10 components in aggregate having eigenvalues greater than or equal to 1 (≥1) which were retained in the study.

Table 4: Components, eigenvalue, percentage of variance, cumulative percentage of variance and number of items

Constructs	Components	Eigenvalue	Percentage of variance	Cumulative percentage of variance	Retained items
Organizational Climate	1	2.975	29.213	29.213	3
	2	1.109	23.669	52.882	2
	3	1.017	20.002	72.884	2
Organizational Structure/Design	1	1.931	64.359	64.359	3
Organizational Culture	1	1.633	81.627	81.627	2
Performance Appraisal	1	2.148	71.604	71.604	3
Flexibility	1	1.661	83.058	83.058	2
Knowledge Creation	1	2.131	71.045	71.045	3
Organizational Commitment	1	1.964	65.461	65.461	3
Information Technology	1	1.990	66.340	66.340	3

Source: Authors' Survey

The analysis of 8 constructs facilitating organizational learning can be explained as follows: Organizational Climate can be explained by 7 variables divided into 3 components (Trust and Support: OC03, OC05, OC09; Employee Participation: OC01, OC12; Communication: OC07, OC08) with factor loadings ranging from 0.716 to 0.912 and it accounted for 72.884% of the total variance. Then, Organizational Structure/Design can be explained by 3 variables with factor loadings ranging from 0.740 to 0.836 and it accounted for 64.359% of the total variance. Next, Organizational Culture can be explained by 2 variables with factor loadings 0.903 and it accounted for 81.627% of the total variance. Subsequently, Performance Appraisal can be explained by 3 variables with factor loadings ranging from 0.810 to 0.882 and it accounted for 71.604% of the total variance. Then, Flexibility can be explained by 2 variables with factor loadings 0.911 and it accounted for 83.058% of the total variance. Next, Knowledge Creation can be explained by 3 variables with factor loadings ranging from 0.812 to 0.880 and it accounted for 71.045% of the total variance. Then, Organizational Commitment can be explained by 3 variables with factor loadings ranging from 0.731 to 0.864 and it accounted for 65.461% of the total variance. Finally, Information Technology can be explained by 3 variables with factor loadings ranging from 0.772 to 0.842 and it accounted for 66.340% of the total variance.

4. Discussion and Implications

4.1. Discussion

Evidently, both banking as well as insurance industry; for attaining competitive edge and to continue in the long run shall gravely focus on implementation of organizational learning procedures as a ritual. As such, management along with other employees should involve themselves to identify those factors which can enrich the ambiance of organizational learning of their organization. The study explored that factors that assist organizational learning in insurance industry are nearly similar to the factors persuading organizational learning in banking industry too. From the study, we discovered that Trust and Support, Employee

Participation, Communication, Organizational Structure/Design, Organizational Culture, Performance Appraisal, Flexibility, Knowledge Creation, Organizational Commitment and Information Technology are the factors assisting organizational learning in insurance industry. Likewise, team learning/collaboration, continuous learning, training, inquiry and dialogue/communication, leadership, embedded systems/information technology, system connection/interaction with external environment, shared vision, selective staffing and recruitment, organizational culture, organizational commitment, performance appraisal, participative decision making, knowledge creation/information flow are the factors supporting organizational learning in banking industry.

Results reveal that almost similar factors are involved in both insurance and banking industry in stimulating organizational learning. Perhaps this is due to the fact that both the institutions belong to the financial service industry and act as financial intermediaries between investors and savers (Thimann, 2014). Besides, their ultimate as well as mutual goal is contributing to the growth, development and welfare of an economy. Moreover, banking and insurance both equally place a high value on customer satisfaction pertaining to which visible presence of innovative financial products and improved services are needed (Al-Hawari et al., 2009; Chen et al., 2012; Mendez-Aparicio et al., 2020) that can be bolstered with effective organizational learning. Consequently, both the industries share nearly identical factors in inducing organizational learning. From the above discussion and findings, mapping of factors that support organizational learning in insurance industry post data analysis while comparing with banking industry literature can be represented as (Table 5):

Table 5: Mapping of factors supporting Organizational Learning in Insurance Industry post-data analysis while comparing with Banking Industry

Serial No.	Mapping of Factors supporting Organizational Learning	
	Banking Industry	**Insurance Industry**
1	Team Learning/Collaboration	Trust and Support
2	Participative Decision Making	Employee Participation
3	Inquiry and Dialogue/Communication	Communication
4	Continuous Learning	Organizational Structure/Design
5	Organizational Culture	Organizational Culture
6	Performance Appraisal	Performance Appraisal
7	Training	Flexibility
8	Knowledge Creation/Information Flow	Knowledge Creation
9	Organizational Commitment	Organizational Commitment
10	Embedded Systems/Information Technology	Information Technology
11	Leadership	-
12	System Connection/interaction with external environment	-
13	Shared Vision	-
14	Selective Staffing and Recruitment	-

Source: Authors' as advanced by literature and data analysis

4.2. Managerial Implication

The ability to identify and map the factors supporting organizational learning is a vital step in implementing improved and effective organizational learning. As such, management along with other employees should involve themselves to identify those factors which can enrich the ambiance of organisational learning of their organisation. Moreover, managers should

consciously consider those factors of organizational learning which are related to every strategic planning of the organization. Consequently, managers will also serve as knowledge disseminators and learning enablers to their organization. This will eventually help the firms to acquire an important advantage over others. The identified factors in this study should be taken into account by the major stakeholders of various organizations considering their specific organizational suitability for proper designing, application as well as acceleration of organisational learning procedures. Thus, it will eventually help the organizations in the light of its mission, vision and strategic practices for better performance.

4.3. Research Implication

The study result hold implications that in order to understand how organizational learning occurs in a particular industry, a comparison with another industry is critical to gain a better understanding of similarity or difference in factors facilitating organizational learning process that may prevail in diverse industries. Moreover, such comparative studies will add to the existing literature in which researchers may try to explore what are the probable reasons behind any similarity or difference in factors that exist among multiple industries in inducing organization learning. Consequently, it will serve the purpose of ascertaining the nature of factors that are in the best interest of specific industries in accelerating the organizational learning procedure.

5. Conclusion, Policy Prescriptions, Limitations and Future Research

The contribution of this article is to map as well as compare the factors that support organizational learning in both banking and insurance industry. From the findings of this study, it has been ascertained that Trust and Support, Employee Participation, Communication, Organizational Structure/Design, Organizational Culture, Performance Appraisal, Flexibility, Knowledge Creation, Organizational Commitment and Information Technology which are the proposed factors for analysis; influence the organizational learning of insurance industry of South Assam, India. Thus, the current study tries to insist upon the fact that; the identified factors in this study should be taken into consideration by the major stakeholders of insurance industry for proper application as well as acceleration of organizational learning procedures. Further, while comparing this finding with that of banking industry literatures, we establish the fact that factors supporting organizational learning in both banking as well as insurance industry are nearly alike.

The researcher has formulated some policy prescriptions based on the findings of the study. Employees in an organization should prioritize understanding the strategically important factors that stimulate learning and provide new perspectives on organizational learning for specific firms from a myriad of options. Also, organizations should define certain performance indicators or metrics to measure the effectiveness of organizational learning initiatives which will help to identify the crucial factors that are essentially contributing to the learning process. Further, organizations should foster a learning-oriented culture where continuous learning is encouraged by appraising and rewarding the employees who actively engage themselves in learning activities through experimentation and innovation. Moreover, technological advancements must be embraced by the organizations by investing in innovative tools, platforms and digital solutions that enable efficient learning management and collaboration among the employees. Besides, employees need to be encouraged from different functional areas to work together as a team, share insights and learn from each other’s expertise, which can be achieved through cross-departmental training programs or interdepartmental projects.

The research paper has its own limitations and restrictions. Scope of the research is limited to insurance industry of South Assam, India. The generalization drawn on the basis of data examined may not hold good or true at different geographical area, cultural setup, institutions etc. Further due to time and cost constraints, a large sample size could not be considered, which would have rather reduced the standard error of the result. Moreover, occurrence of sampling and non-sampling error may also put some restrictions to the study.

However, for undertaking future research, other sets of factors or constructs can be explored besides those identified in this study. Moreover, different sets of measurement statements corroborated by earlier studies can also be employed to the existing factors of this research to check whether the results conform to the findings of this particular study. Further, researchers may undertake similar studies on different industries, cultural setup or geographical location.

Reference

Aghaei, N., Ziaee, A., &Shahrbanian, S. (2012). Relationship between learning organization and organizational commitment among employees of Sport and Youth Head Office of Western provinces of Iran. *European Journal of Sports and Exercise Science, 1*(3), 59-69.

Al-Hawari, M., Ward, T., & Newby, L. (2009). The relationship between service quality and retention within the automated and traditional contexts of retail banking. *Journal of Service Management, 20*(4), 455-472.

Alsabbagh, M., & Khalil, A. H. (2017). The impact of organizational culture on organizational learning (An empirical study on the education industry in Damascus city). *International Journal of Academic Research in Business and Social Sciences, 7*(4), 579-600. doi: https://doi.org/10.6007/IJARBSS/v7-i4/2834

Anderson, T. J., & Segars, A. H. (2001). The impact of IT on decision structure and firm performance: Evidence from textile and apparel industry. *Information and Management, 39*, 85-100.

Antonacopoulou, E., &Chiva, R. (2007). The social complexity of organizational learning: The dynamics of learning and organizing. *Management Learning, 38*(3), 277-295.

Argote, L., McEvily, B., & Reagans, R. (2003). Managing knowledge in organizations: An integrative framework and review of emerging themes. *Management Science, 49*, 571-582. doi: https://doi.org/10.1287/mnsc.49.4.571.14424

Ash, J. (1997). Organizational Factors that influence Information Technology Diffusion in Academic Health Sciences Centers. *Journal of the American Medical Informatics Association, 4*(2), 102-111.

Atiku, S. O., Kaisara, G., Kaupa, S., &Villet, H. (2021). Dimensions of Learning Organization: Implications for Human Resources Effectiveness in Commercial Banks. *Management Science Letters*, 1-8. doi: https://doi.org/10.5267/j.msl.2021.10.002

Bartlett, M. (2011). Tests of significance in factor analysis. *British Journal of Statistical Psychology, 3*(2), 77-85.

Beltran, M. (2008). Human resource flexibility as a mediating variable between high performance work systems and performance. *Journal of Management Review, 34*(5), 1009-1044.

Beynon-Davies, P. (2002). *Information Systems- An Introduction to Informatics in Organizations.* New York: Palgrave.

Broendsted, J., &Elkjaer, B. (2001). Information Technology as a Fellow Player in Organizational Learning. *The 9th European Conference on Information Systems.* Slovenia.

Busch, M. (2006). *Examining Organizational Learning for Application in Human Service Organizations.*

Bushra, A., & Masood, M. (2017). The impact of organizational capabilities on organizational performance: Empirical evidence from banking industry of Pakistan. *Pakistan Journal of Commerce and Social Sciences, 11*(1), 309-339.

Castro, M. L., & Martins, N. (2010). The relationship between organizational climate and employee satisfaction in a South African Information and Technology Organization. *SA Journal of Industrial Psychology, 36*(1), 1-9. DOI: https://doi.org/10.4102/sajip.v36i1.800.

Cegarra-Navarro, J. G., Jimenez-Jimenez, D., & Perez, A. G. (2019). An integrative view of knowledge processes and a learning culture for ambidexterity: Towards improved organisational performance in the banking industry. *IEEE Transactions on Engineering Management, 68*(2), 408-417. doi: https://doi.org/10.1109/TEM.2019.2917430

Chaudhry, S. A., Arif, A., Erum , R., &Shaheryar, N. (2011). Impact of Organizational Learning on Organizational Performance: Study of Higher Education Institutes. *International Journal of Academic Research, 3*(5), 327-331.

Chen, H.-G., Liu, J. Y.-C., Sheu, T. S., & Yang, M.-H. (2012). The impact of financial services quality and fairness on customer satisfaction. *Journal of Service Theory and Practice*, 1-36.

Chen, J., & Li, W. (2015). The Relationship between Flexible Human Resource Management and Enterprise Innovation Performance: A Study from Organizational Learning Capability Perspective. *The International Conference on Informatics and Semiotics in Organisations (ICISO)* (pp. 204-213). International Federation for Information Processing.

Chiva, R., Alegre, J., &Lapiedra, R. (2007). Measuring organizational learning capability among the workforce. *International Journal of Manpower, 28*(3/4), 224-242.

Choudhury, D., & Das, P. (2021). The Influence of Organisational Climate on Knowledge Management: A Literature Review. *Institutions and Economies, 13*(1), 127-143.

Cochran, W. G. (1963). *Sampling Techniques.* New York: Wiley.

Dash, S. K., & Pany, T. K. (2013). Insurance industry in India- Prospects and Challenges. *Asian Journal of Multidimensional Research, 2*(4), 46-64.

DBOD, & DEPR. (2013). *Banking Structure in India-The Way Forward.* Mumbai: Reserve Bank of India.

Del Giudice, M., Peruta, M. D., &Maggioni, V. (2013). Collective Knowledge and Organizational Routines within Academic Communities of Practice: An Empirical Research on Science-Entrepreneurs. *Journal of the Knowledge Economy, 4*(3), 260-278.

Dimovski, V., &Skerlavaj, M. (2004). Organizational Learning and Information Communication Technologies-A Promising Link. *Journal of Economics and Business, 22*(1), 7-19.

Djonlagic, S., Delic, A., & Kovacevic-Rahmanovic, A. (2013). Developing Learning Organizations for Achievement of Competitive Advantages in Enterprises in Bosnia and Hercegovina. *Management, Knowledge and Learning International Conference 2013*, (pp. 781-788). Zadar, Croatia.

Farrukh, M., &Waheed, A. (2015). Learning organization and competitive advantage- An integrated approach. *Journal of Asian Business Strategy, 5*(4), 73-79. doi: https://doi.org/10.18488/journal.1006/2015.5.4/1006.4.73.79

Field, A. (2007). *Discovering Statistics using SPSS.* London: SAGE.

Fulmer, R. M., Gibbs, P., & Keys, J. B. (1998). The second generation learning organization: New tools for sustaining competitive advantage. *Orgaanizational Dynamics, 27*(2), 7-20.

Goyal, K. A., & Joshi, V. (2012). Indian Banking Industry: Challenges and Opportunities. *International Journal of Business Research and Management, 3*(1), 18-28.

Grant, R. M. (1996). Toward a knowledge based theory of the firm. *Strategic Management Journal, 17*(S2), 109-122.

Hamad, Z. M., &Yozgat, U. (2017). *Competitive Intelligence: The Enhancing Role of Organizational Learning Capability.*

Hassan, S., Iqbal, Y. M., &Ghias, W. (2017). Organizational Learning and Competitive Advantage in Banking Industry of Pakistan. *Global Social Sciences Review, II*(I), 79-90. doi: https://doi.org/10.31703/gssr.2017(II-I).05

Hensman, A., & Sadler-Smith, E. (2011). Intuitive Decision Making in Banking and Finance. *European Management Journal, Elsevier, 29*(1), 51-66.

Higgins, M., Ishimaru, A., & Holcombe, R. (2012). Examining organizational learning in schools: The role of psychological safety, experimentation and leadership that reinforces learning. *Journal of Educational Change*, 1-51.

Hourani, N. (2019). The Role of Learning Organization Dimensions on Enhancing Knowledge Creation: The Case of Commercial Banks Working in Jordan. *International Journal of Business and Management, 14*(11), 153-164.

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika, 39*, 31-36.

Kelemework, D., & Spielman, D. J. (2009). *Measuring agricultural innovation system properties and performance: Illustrations from Ethiopia and Vietnam.* Washington, DC: International Food Policy Research Institute.

Khandekar, A., & Sharma, A. (2006). Organizational learning and performance: Understanding Indian scenario in present global context. *Education and Training, 48*(8/9), 682-692. doi: https://doi.org/10.1108/00400910610710092

Kiziloglu, M. (2015). The Effect of Organizational Learning on Firm Innovation Capability: An Investigation in the Banking Industry. *Global Business and Management Research: An International Journal, 7*(3), 17-33.

Klimecki, R., &Lassleben, H. (1998). Modes of organizational learning: Indicators from empirical study. *Management Learning, 29*(4), 405-430.

Lee, P. K., Cheng, E. T., Yeung, A. C., & Lai, K.-H. (2011). An empirical study of transformational leadership, team performance and service quality in retail banks. *Omega, Elsevier, 39*(6), 690-701.

Lin, H. E., & McDonough, I. E. (2011). Investigating the Role of Leadership and Organizational Culture in Fostering Innovation Ambidexterity. *IEEE Transactions on Engineering Management, 58*(3), 497-509.

Lopez, S. P., Peon, J. M., &Ordas, C. J. (2009). Information Technology as an enabler of knowledge management:An empirical analysis. In *Knowledge Management and Organizational Learning* (pp. 111-129).

Martinez-Arroyo, J. A., &Valenzo-Jimenez, M. A. (2020). Factors that influence the organizational climate of a higher education institution. *Revista ESPACIOS, 41*(26), 147-160.

Martinez-Sanchez, A., Vela-Jimenez, M.-J., Perez-Perez, M., & de-Luis-Carnicer, P. (2011). The Dynamics of Labour Flexibility: Relationships between Employment Type and Innovativeness. *Journal of Management Studies, 48*(4), 715-736. doi: https://doi.org/10.1111/j.1467-6486.2010.00935.x

Mendez-Aparicio, M. D., Jimenez-Zarco, A., Izquierdo-Yusta, A., & Blazquez-Resino, J. J. (2020). Customer Experience and Satisfaction in Private Insurance Web Areas. *Frontiers in Psychology, 11*, 1-18.

Milia, L. D., &Birdi, K. (2009). The relationship between multiple levels of learning practices and objective and subjective organizational financial performance. *Journal of Organizational Behaviour, 31*(4).

Mousa, M., Massoud, H., &Ayoubi, R. (2021). Contexts of organizational learning in developing countries: The role of training programmes in Egyptian public banks. *Personnel Review*, 1-23. doi: https://doi.org/10.1108/PR-06-2020-0453

Nemeth, L. S. (1997). Measuring Organizational Learning. London.

Nevis, E. C., DiBella, A. J., & Gould, J. M. (1995). Understanding Organizations as Learning Systems. MIT Sloan Management Review, 36(2).

Nonaka, I., & Takeuchi, H. (1995). *The Knowledge Creating Company*. New York: Oxford University Press.

Ortenblad, A. (2001). On differences between organizational learning and learning organization. *The Learning Organization, 8*(3), 125-133.

Ouma, S. O., Obonyo, P. K., &Yabs, J. (2017). Relationship between organizational learning and performance of insurance firms in Kenya. *International Journal of Scientific Research and Management, 5*(7), 6185-6196.

Patel, A. K. (2016). Problems of insurance industry in India. *International Journal of Commerce and Management Research, 2*(11), 66-68.

Perry Roy, H. (2004). *SPSS explained*. East Sussex: Routledge.

Rajasekar, N., & Padma, R. N. (2011). Organizational Culture and its Impact on Organizational Learning-A Study on Insurance Companies. *International Journal of Research in Commerce and Management, 2*(8).

Rogers, E. M. (1995). *Diffusion of Innovations* (4th ed.). New York: Free Press.

Schneider, B., Ehrhart, M. G., & Macey, W. H. (2012). Organizational Climate and Culture. *Annual Review of Psychology*, 361-388. doi:10.1146/annurev-psych-113011-143809

Scott, B. B. (2011). Retrieved from https://www.researchgate.net/publication/264376632_Organizational_Learning_A_Literature_Review

Sinha, T. (2005). The Indian Insurance Industry: Challenges and Prospects. *SSRN Electronic Journal*.

Somasundaram, M. (2020). Major Role and Responsibilities of Banks in India. *Indian Journal of Applied Research, 8*(6), 353-354

Srinivasan, M. R., & Sivakumar, K. (2008). Factor analytic approach in the study of industrial production data. *International Journal on Information Sciences and Computing, 2*(1), 64-68.

Syed-Ikhsan, S. S., & Rowland, F. (2004). Knowledge management in a public organization: a study on the relationship between organizational elements and the performance of knowledge transfer. *Journal of knowledge management, 8*(2), 95-111. DOI: https://doi.org/10.1108/13673270410529145.

Tannenbaum, S. I. (1997). Enhancing continuous learning: Diagnostic findings from multiple companies. Human Resource Management, 36, 437-452.

Thimann, C. (2014). How Insurers Differ from Banks: A Primer on Systemic Regulation. *Systemic Risk Centre* (pp. 1-23). London: The London School of Economics and Political Science.

Torkestani, M. S., Mazloomi, N., &Haghighat, F. (2014). The Relationship between Information Systems Success, Organizational learning and Performance of Insurance Companies. *International Journal of Business and Social science, 5*(10), 125-132.

Turban, E., McLean, E., &Wetherbe, J. (2001). *Information Technology for Management* (2nd ed.). New York: John Wiley and Sons.

Velnampy, T., &Sivesan, S. (2012). Determinants of employees' job satisfaction: A study of Banking Industry in Sri Lanka. *Global Journal of Management and Business Research, 12*(22), 23-29.

Wandera, S. O. (2008). Relationship Between Organizational Learning and Performance: A Survey of Insurance and Reinsurance Companies in Kenya. Nairobi, Kenya.

Ward, J., &Peppard, J. (2002). *Strategic planning for information systems* (3rd ed.). Wiley and Sons.

Williams, B., Brown, T., &Onsman, A. (2012). Exploratory factor analysis: A five step guide to novices. *Australasian Journal of Paramedicine, 8*(3), 1-13.