

Indian Journal of Psychological Science

Internationally

Indexed, Refereed and Peer Reviewed

Editor

Dr. Roshan Lal

Professor of Psychology

University of Delhi

DELHI-110007

UGC CARE List-II - Web of Science: Emerging Sources Citation Index:
<https://mjl.clarivate.com/search-results?issn=0976-9218>

IJPS

DOI



The official organ of:

National Association of Psychological Science (Regd)

www.napsindia.org

Email: managingeditorijps@gmail.com, Phone: 9417882789

*Vaishali ** Vandana Singh

Organizational Learning and Job Attitudes: A Meta-Analytical Approach

*Vaishali ** Vandana Singh

Abstract

This research aims to synthesize prior empirical data on the relationship between organizational learning and job attitudes to confirm the existence of a significant association between organizational learning (OL), organizational commitment (OC), and job satisfaction (JS), as well as to identify moderators (publication year, countries, and sectors) which explain differences between prior findings. In this study, meta-analysis was conducted with Meta-Essentials software. A total of 68 studies with 103 correlations from 2002 to 2022 were included in the analysis (Total respondents = 49,989) from different countries. This study found that OC and OL together have an effect size is 0.49, which indicates a moderate association and the effect size of OC & JS is 0.53, and JS & OL is 0.51, shows a strong positive association. The findings revealed that organizational learning has a crucial impact on increasing organizational commitment and job satisfaction.

Keywords: *Organizational learning, job satisfaction, meta-analysis, organizational commitment.*

About authors: * Research Scholar **Associate Professor, Haryana School of Business, GJUS&T, Hisar

DOI:

INTRODUCTION:

Workplaces are undergoing numerous changes due to the dynamic business environment which is a great concern for the growth and development of organizations. The success of an organization depends heavily on how seriously it takes employee development. Employee development enables employees to learn new things constantly (Jacobs & Washington, 2003). That is why it becomes necessary for every organization to support learning and training initiatives that increase their adaptability and flexibility in a turbulent business environment. Therefore, organizational learning is essential for increasing the rate of development. "Organizational learning is a process that helps employees in creating knowledge, acquiring knowledge, and sharing information with colleagues"(Ortenblad, 2001). The need for organizational learning

is currently greater than the desire for it. Since admitting to neglecting learning would be equivalent to accepting the beginning of its collapse, it is nearly impossible to identify firms that do so (Montes et al., 2005). If a business provides an environment that encourages learning for its staff, it will benefit both the organization and its personnel. Thus, organizational learning is now useful in helping to train and grow its workforce (Appelbaum & Gallagher, 2000). Companies that offer training and development opportunities for their staff members report high employee satisfaction (Wagner, 2000). When an employee has a strong connection to their company, they will go above and beyond what is required of them to make the company successful (Mowday, 1998). To develop this connection, a successful company creates a learning environment that

encourages information sharing, teamwork, and so on. Employees get happier with their work when they receive recognition for their efforts at the workplace. Previous studies examined the association of organizational learning with variables like job performance, organizational commitment, job satisfaction, etc. Here, organizational learning is studied along with job satisfaction and organizational commitment. The primary purpose of this research is to examine the strength and direction of the relationship in the research arena for the past 20 years: Firstly, between OL and OC; Secondly, between OL and JS; Thirdly, between JS and OC, and Finally, to find out the moderating effect of (publication year, country, and sector) on the relationships mentioned in the above objectives.

Review of Literature

In today's uncertain business world, learning and development are important factors for any organization; employees can improve their job and adopt adaptive behavior through the process of organizational learning. The basis for gaining a sustainable competitive advantage is organizational learning, which is also a major factor in improving organizational performance (Brockman et al., 2003; Dodgson, 1993). Employees must be adaptable to succeed in a present challenging corporate environment (Dasgupta, 2012). The job attitudes, such as organizational commitment and job satisfaction, are significantly influenced by organizational learning (Wang, 2007) and demonstrated how organizational learning may develop into a predictor with a significant and favorable impact on these employees job attitudes, Organizational commitment is also impacted by organizational learning (Wahyuni et al., 2021; Krishna, 2008; Kamali et al., 2017; Joo & Park, 2009; Islam et al., 2013). Organizational commitment and its

dimensions are positively related to organizational learning (Rose, 2009; Barcus, 2007; Joo & Park, 2009; Marazi, 2017). In the light of literature review, the following hypothesis is formulated:

H₁: There is a significant relationship between OL and OC

Organizational learning has a favorable impact on work attitudes such as job performance, organizational commitment, job satisfaction, and (Pak, 2007). Employees are happier at work if their employer facilitates a learning environment (Addai et al., 2017; Rose et al, 2009). Job satisfaction and organizational learning have a positive association (Emami et al., 2012; Hendri, 2019; Usman, 2011). The following hypothesis is put out while taking into consideration the literature review.

H₂: There is a significant relationship between OL and JS

There are several studies to find out the connection between employees job satisfaction and their commitment to the organization. In these studies, some of the researchers found that job satisfaction has a favorable effect on organizational commitment (Fard & Karimi, 2015; Nguyen et al., 2021; Srivastava, 2013; Chhabra, 2015; Lambert et al., 2015), and others found that job satisfaction is adversely affected by the employee's organizational commitment and others revealed that there is no significant relationship between employees job satisfaction and normative commitment (Donald et al., 2016; Wang, 2007). Therefore, the above arguments establish the below hypothesis.

H₃: There is a significant relationship between JS and OC.

Moderating variables

The present study investigated various moderators, including countries, years, and sectors, to see

if they affected the correlation between organizational learning and job attitudes. However, there is no evidence that the country, year, or sectors act as a moderator between these variables. Gilson et al. (2008) asserted that government sector departments and agencies cannot simply adopt the private sector's efforts on organizational learning. According to Common (2004), in the public sector organizational learning can be described as an organization's capacity to show its ability for collaborative learning by the use of new knowledge in the formulation of policies or creative policy implementation. According to Mihajlov & Mihajlov 2016 and Jung et al., 2007, employees in the private and public sectors have varied levels of job satisfaction. Public companies typically offer comparatively safe and low-risk employment when compared to private ones (Buelens & Broeck, 2007). For-profit employees had the strongest organizational dedication, followed by employees of non-profit organizations (Goulet & Frank, 2002; Markovits et al., 2010). The following hypotheses were made based on this literature review:

H₄: The sector will moderate the link between OL and JS

H₅: The sector will moderate the link between OL and OC

H₆: The sector will moderate the link between JS and OC

The average pay, unemployment rate, and degree of socioeconomic inequality vary by country, which affects job satisfaction (Westover and Taylor, 2010; Pichler and *Vaishali ** Vandana Singh

Wallace, 2009). A report presented by Linz, 2009 measuring job satisfaction levels across countries reveals that job satisfaction level differs in developed and developing economies. The organizational learning process can be different for every country, so, it can also affect employee's attitudes. The following hypothesis is formulated in the context of the literature review:

H₇: The country will moderate the link between OL and JS

H₈: The country will moderate the link between OL and OC

H₉: The country will moderate the link between JS and OC

Over the last two decades, the largest improvement has been seen in job security, salary, and working conditions (Worrell et al., 2005). Throughout time, the level of commitment increased (Beauvais et al., 1991). Another study involving 1004 people from various organizations in Korea found an overall increase in affective commitment over time (Gao-Urhahn et al., 2016). Organizational learning can also be change with a span of time. Therefore, the present paper hypothesized the assumption that publication year can be a moderator between the following variables:

H₁₀: Publication year will moderate the link between OL and JS

H₁₁: Publication year will moderate the link between OL and OC

H₁₂: Publication year will moderate the link between JS and OC

METHODOLOGY: Search Procedure

Using many keywords representing organizational learning, job satisfaction, and organizational commitment; this study

looked for relevant papers, dissertations, and book chapters in electronic management databases such as Taylor & Francis, Willey, Emerald, Elsevier Science Direct, Sage, Springer, EBSCO, JSTOR, etc.

Inclusion and exclusion criteria

For the current meta-analysis, empirical and primary data-based studies were needed to satisfy the following requirements. Firstly, the present research considered primary studies evaluating at least one of the following dimensions of organizational commitment (such as “affective commitment”, “normative commitment”, and “continuous commitment”) described by Meyer & Allen (1991) and job satisfaction dimensions (include “Intrinsic Job Satisfaction”, and “Extrinsic Job Satisfaction”).

Secondly, those studies which provide details about the correlation coefficient (r) were considered. A few studies provide the value of R square which was converted into correlation coefficient (r) to make studies consistent.

Thirdly, the papers that were published between the years 2002 and 2022 were taken into consideration as there have been numerous changes have occurred in the workplace over the last

20 years such as the technological transition to a paperless, wireless, and digital workplace.

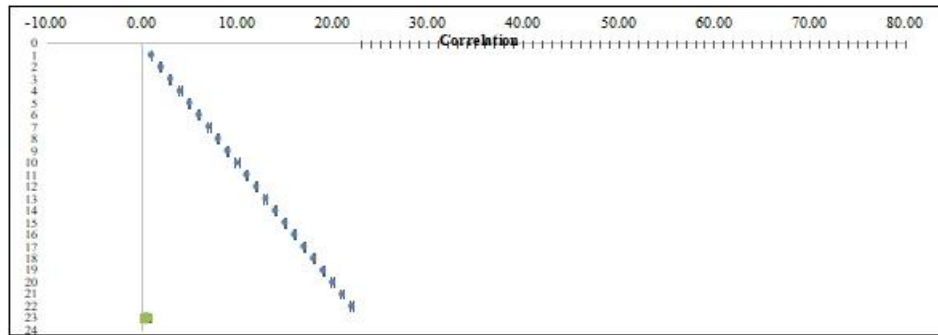
Out of 68 types of research with 103 correlations, 19 studies have examined the link between OL and JS. Similarly, 22 papers have studied the relationship between OL and OC, while the remaining 62 studies have investigated the association between JS

and OC. With the help of Meta-Essentials software, a meta-analysis was done. In total, the data set comprised of 49,989. Studies from many countries have been collected. In this investigation, a random effect model was used, with a 95 percent confidence interval. Using the Meta-Essentials Workbook, the effect size has been computed (Suurmond et al., 2017). The effect size used in meta-analysis determines how much of a relationship there is between two variables (Kelley & Preacher, 2012). Another study (Cohen, 1992) proposed an index to measure the extent of the effect size based on the studies that had been done. Additionally, the "random effects model" will be applied if the data are sufficiently varied (Borenstein et al., 2011; Shaik & Dhir, 2020). The tests for heterogeneity were conducted to validate the random effects model (Hamari and Keronen, 2017).

RESULTS & DISCUSSION:

As mentioned in the objectives the study analyzed prior research on the connections between OL, JS, and OC to conclude the findings. For achieving these objectives meta-analysis was conducted using the Meta-Essentials Workbook, with different countries, years, and sectors being the categories considered in the meta-analysis.

Figure 1: Forest Plot of Relationship between OL and OC

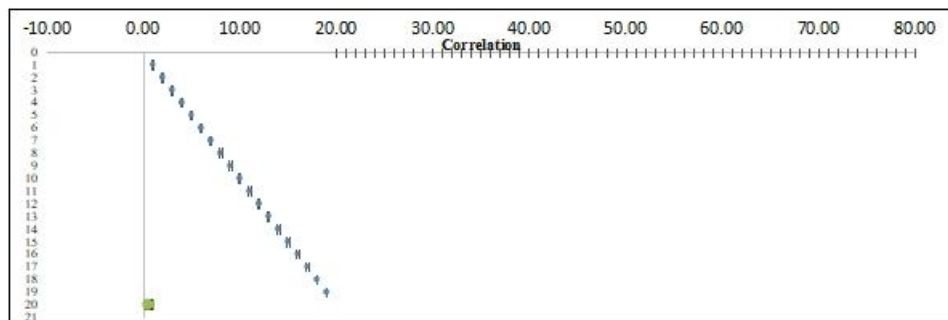


Source: Author’s own computation using software

For the first objective, a total of 22 study correlations between the variables suggest a link between OL and OC. Figure 1 depicts the findings of a meta-analysis that OL and OC together have an effect size is 0.49,

which indicates a moderate association (95% confidential interval: 0.42 to 0.55) (see Table 1). It implies that a rise in OL will boost OC. As a result, hypothesis 1 is confirmed.

Figure 2: Forest Plot of Relationship between OL and JS

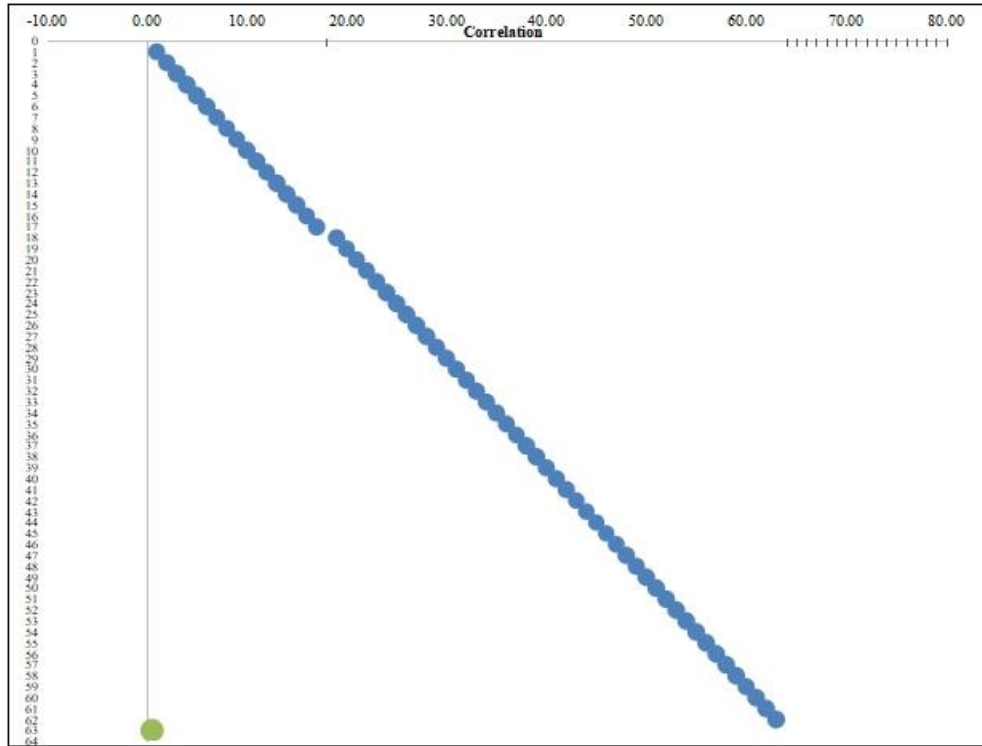


Source: Author’s own computation using software

With regard to the second objective, a total of 19 types of research have specifically addressed the effect of OC on JS among employees from different nations. Figure 2 indicates that JS and OL have a strong positive relation, with a combined

effect size of 0.51. Therefore, Hypothesis 2 is confirmed. The outcome of the forest plot reveals that the value of the prediction interval ranges between 0.24 and 0.71. The confidence interval 95 percent lies between 0.44 to 0.58 (see Table 1).

Figure 3: Forest Plot of Relationship between JS and OL



Source: Author’s own computation using software

A total of 62 studies have been examined using Meta-Essentials software to investigate the relationship between JS and OC which is the third objective of the

present research. As shown in figure 3 the combined effect size of JS and OC is 0.53, which indicates a strong positive association (95 percent CI: 0.48 to 0.58). Thus, Hypothesis 3 is supported.

Table 1: Meta-Analysis Results

Variables	<i>k</i>	<i>r</i>	<i>N</i>	<i>CI (LL-UL)</i>	<i>PI (LL-UL)</i>	<i>I²</i>	<i>Q</i>	<i>T²</i>
OL - OC	22	0.49	5591	0.42-0.55	0.12-0.74	90.56	222.53	0.04
OL - JS	19	0.51	5053	0.44-0.58	0.24-0.71	84.98	119.62	0.02
JS - OL	62	0.53	39345	0.48-0.58	0.12-0.49	97.09	209.49	0.05

**r* = Coefficient of correlation, *k* = number of studies, *N* = Sample size, *Q* = heterogeneity statistic for correlation, *I²* = proportion of variance, *CI* = Confidence interval 95%, *PI* = Prediction Interval, *T²* = Amount of heterogeneity

Table 1 shows that JS and OC have a positive connection. The correlation coefficient value has varied from -0.127 to 0.86. The forest plot's outcome reveals that the prediction interval values vary from 0.12 to 0.79 (see Table 1).

Meta-regression

In this study publication year (categorized as studies conducted from 2002-2012 & 2013-2022), type of country (developed, developing, and underdeveloped), and sector (public, private & both) works as a moderator for the association between OL and OC; OL and JS, and JS and OC.

Table 2: Moderation Analysis Results

Variables	β	<i>P-value</i>	<i>R</i> ²	<i>Z-value</i>
Sector	-0.20	0.003	4.05%	-3.00
OL - OC				
OL – JS	-0.30	0.001	8.96%	-3.28
JS – OC	-0.10	0.000	1.07%	-4.73
Country				
OL – OC	0.23	0.001	5.24%	3.41
OL – JS	0.08	0.404	0.58%	0.83
JS – OC	-0.20	0.000	4.13%	-9.31
Publication year				
OL – OC	0.11	0.095	1.25%	1.67
OL – JS	0.15	0.0904	2.34%	1.68
JS – OC	0.28	0.000	8.04%	12.97

**P-Value* < 0.05, *R*² = % of variance explained, β = Standardized regression coefficient

The country significantly modifies the association between OL and OC ($z = 3.41$, $p = .0001$); JS and OC ($z = -9.31$, $p = 0.000$); but not between OL and JS ($z = 0.83$, $p = 0.404$). These results indicate support for hypotheses H₈ and H₉, but not for hypothesis 7. JS and OC ($z = 12.97$, $p = 0.000$) are moderated by the publication year. The publication year failed to moderate the association between OL and JS ($z = 1.68$, $p = 0.0904$) and OL and OC ($z = 1.67$, $p = .095$). According to these findings, hypothesis 12 is supported; however, hypotheses H₁₀ and H₁₁ are not. Therefore, rather than the publication year, countries and sectors are the important moderators between OL and OC.

The final meta-analysis result supports findings from studies by Aghaei et al. (2012) and Xie (2005) that Organizational learning and Organizational commitment have a significant moderate association (Addai et al., 2017; Usman et al., 2011; Atak, 2011). Additionally, research findings from Lin and Huang (2020), Chen (2011), and Islam et al. (2013) revealed a substantial association between organizational learning and job satisfaction.

Similarly, job satisfaction and organizational commitment demonstrated a strong relation with a greater effect size (Vandenabeele, 2009; Xie, 2005; Anton, 2009).

Theoretical and Practical Implications

The present meta-analysis contributes to existing research regarding the relationship between OL with job attitudes such as JS and OC in several ways. Firstly, to the best of our knowledge, very few researchers have integrated and synthesized the three variables together namely OL, JS, and OC thus the present study not only is a welcome addition to the body of research pertaining to the variables mentioned. Secondly, the present study helps academicians, especially in the field of human resource practices and organizational behavior by providing and filling the research gap in the research for the past 20 years and offers a unifying explanation for the relationship between OL and job attitudes. Thirdly for the policymakers, within an organization, the present research demonstrates that OL is an important antecedent that leads to JS and builds OC. This finding will help the policymakers to identify, frame, and implement policies,

procedures, and plans that enrich OL among employees to increase satisfaction.

Conclusion

According to the study's findings, OL has a crucial impact on increasing OC and JS. This research aims to synthesize prior empirical data on the association between OL and job attitudes to confirm the existence of a positive relation between OL, OC, and JS, as well as to identify moderators that could explain differences between prior findings. The ongoing digitalization of the business world, which necessitates that firms constantly adapt to a changing environment, makes this topic particularly significant.

REFERENCES:

Addai, P., Ofori, I. N., Avor, J., & Tweneboah, D. N. (2017). Organizational learning and job complexity as predictors of commitment among employees at nestle Ghana limited. *International Journal of English Literature and Social Sciences*, 2(6), 239-247.
<https://dx.doi.org/10.24001/ijels.2.6.16>

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.

Anton, C. (2009). The impact of role stress on workers' behaviour through job satisfaction and organizational commitment. *International journal of psychology*, 44(3), 187-194.
<https://doi.org/10.1080/00207590701700511>

Appelbaum, S. H., & Gallagher, J. (2000). The competitive advantage of organizational learning. *Journal of workplace learning*,

12(2), 40-56.
<https://doi.org/10.1108/13665620010316000>

Atak, M. (2011). A research on the relation between organizational commitment and learning organization. *African Journal of Business Management*, 5(14), 5612.

Barcus, S. A. (2007). *The impact of organizational learning and training on multiple job satisfaction factors*. University of North Texas.

Beauvais, L. L., Scholl, R. W., & Cooper, E. A. (1991). Dual commitment among unionized faculty: A longitudinal investigation. *Human Relations*, 44(2), 175-192.

Borenstein, M., Hedges, L. V., Higgins, J. P., & Rothstein, H. R. (2021). *Introduction to meta-analysis*. John Wiley & Sons.

Brockman, B. K., & Morgan, R. M. (2003). The Role of Existing Knowledge in New Product Innovativeness and Performance. *Decision Sciences*, 34(2), 385-419.
<https://doi.org/10.1111/1540-5915.02326>

Buelens, M., & Van den Broeck, H. (2007). An analysis of differences in work motivation between public and private sector organizations. *Public administration review*, 67(1), 65-74.

Chen, B. L. (2015). *The influence of organizational learning on the job satisfaction of employees from manufacturing industry in Klang* (Doctoral dissertation, Universiti Utara Malaysia).

Chhabra, B. (2015). Person - Job Fit : Mediating Role of Job Satisfaction & Organizational Commitment. *The Indian Journal of Industrial Relations*, 50(4), 638-651. <https://www.jstor.org/stable/24547010>

Cohen, J. (1992). Quantitative methods in psychology: A power primer. In *Psychological bulletin*. 112(1), 155–159.

Common, R. 2004. Organizational Learning in a Political Environment: Improving policymaking in UK government. *Policy Studies*, Vol. 25, No. 1, 35-49

Dasgupta, M. (2012). Conceptual paper: Organizational learning and its practices. *SAGE Open*, 2(1), 1–11. <http://dx.doi.org/10.1177/2158244011432198>

Donald, M. F., Lucia, M. E., & Victor, N. M. (2016). The Relationship between Job Satisfaction and Organizational Commitment among Academic Staff Members in a Selected Higher Education. *Journal of WEI Business and Economics-August*, 5(2). <https://api.semanticscholar.org/CorpusID:161053888>

Emami, R., Moradi, E., Idrus, D., & Almutairi, D. O. (2012). Investigating the relationship between organizational learning culture, job satisfaction and turnover intention in it SMEs. *International Journal of Innovative Ideas*, 12(1), 8-23.

Fard, P. G., & Karimi, F. (2015). The Relationship between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University. *International Education Studies*, 8(11), 219-227. <https://doi.org/10.5539/ies.v8n11p219>

Gao-Urhahn, X., Biemann, T., & Jaros, S. J. (2016). How affective commitment to the organization changes over time: A longitudinal analysis of the reciprocal relationships between affective organizational commitment and income.

Journal of Organizational Behavior, 37(4), 515-536.

Gilson, C., Dunleavy, P., & Tinkler, J. (2009). Organizational learning in government sector organizations: Literature review. LSE Public Policy Group, London School of Economics and Political Science, London, UK.

Goulet, Laurel R., and Margaret L. Frank. 2002. Organizational Commitment across Three Sectors: Public, Non-Profit, and For-Profit. *Public Personnel Management* 31 (2): 201 – 10.

Hamari, J. and Keronen, L. (2017), “Why do people play games? A meta-analysis”, *International Journal of Information Management*, Vol. 37 No. 3, pp. 125-141.

Hendri, M. I. (2019). The mediation effect of job satisfaction and organizational commitment on the organizational learning effect of the employee performance. *International Journal of Productivity and Performance Management*, 68(7), 1208-1234. <https://doi.org/10.1108/IJPPM-05-2018-0174>

Islam, T., Ahmad, U. N. U. B., & Ahmed, I. (2013). Organizational learning culture and leader-member exchange quality: The way to enhance organizational commitment and reduce turnover intentions. *The Learning Organization*, 20(4/5), 322-337. <https://doi.org/10.1108/TLO-12-2012-0079>

Jacobs, R., & Washington, C. (2003). Employee development and organizational performance: a review of literature and directions for future research. *Human resource development international*, 6(3), 343-354. DOI: 10.1080/13678860110096211

Joo, B. K., & Lim, T. (2009). The effects of organizational learning culture, perceived

job complexity, and proactive personality on organizational commitment and intrinsic motivation. *Journal of Leadership & Organizational Studies*, 16(1), 48-60. <http://dx.doi.org/10.1177/1548051809334195>

Jung, K., Jae Moon, M., & Hahm, S. D. (2007). Do age, gender, and sector affect job satisfaction? Results from the Korean labor and income panel data. *Review of Public Personnel Administration*, 27(2), 125-146.

Kamali, M., Asadollahi, S., Afshari, M., Mobaraki, H., & Sherbaf, N. (2017). Studying the relationship between organizational learning and organizational commitment of staffs of well-being organization in Yazd province. *Evidence-Based Health Policy, Management, and Economics*, 1(3), 178-185.

Kelley, K., & Preacher, K. J. (2012). On effect size. *Psychological Methods*, 17(2), 137-152. <https://doi.org/10.1037/a0028086>

Krishna, V. (2008). *Exploring organizational commitment from an organizational perspective: Organizational learning as a determinant of affective commitment in Indian software firms* (Doctoral dissertation, The George Washington University).

Lambert, E. G., Qureshi, H., Hogan, N. L., Klahm, C., Smith, B., & Frank, J. (2015). The association of job variables with job involvement, job satisfaction, and organizational commitment among Indian police officers. *International Criminal Justice Review*, 25(2), 194-213. <https://doi.org/10.1177%2F1057567715580985>

Lin, C. Y., & Huang, C. K. (2020). Employee turnover intentions and job performance from a planned change: the effects of an organizational learning culture

and job satisfaction. *International Journal of Manpower*, Vol. 42 No. 3, pp. 409-423. <https://doi.org/10.1108/IJM-08-2018-0281>

Marazi, S. H. (2017). The effect of organizational learning on organizational commitment, job satisfaction, and work performance among university teachers of Kashmir region. *Int. J. Enhanc. Res. Manag. Comput. Appl*, 6(11), 407-441.

Markovits, Y., Davis, A. J., Fay, D., & Dick, R. V. (2010). The link between job satisfaction and organizational commitment: Differences between public and private sector employees. *International Public Management Journal*, 13(2), 177-196. <http://dx.doi.org/10.1080/10967491003756682>

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.

Mihajlov, S., & Mihajlov, N. (2016). Comparing public and private employees' job satisfaction and turnover intention. *MEST Journal*, 4(1), 75-86.

Montes, F.J.L., Moreno, A.R., & Morales, V.G. (2005). Influence of leadership support and teamwork cohesion on organizational learning, innovation and performance: an empirical examination. *Technovation*, 25, 1159-1172.

Mowday, R. T. (1998). Reflections on the study and relevance of organizational commitment. *Human Resource Management Review*, 8(4), 387-401. [https://doi.org/10.1016/S1053-4822\(99\)00006-6](https://doi.org/10.1016/S1053-4822(99)00006-6)

Nguyen, P. N. D., Nguyen, L. L. K., & Le, D. N. T. (2021). The impact of extrinsic work factors on job satisfaction and organizational commitment at higher

education institutions in Vietnam. *The Journal of Asian Finance, Economics and Business*, 8(8), 259-270. <https://doi.org/10.13106/jafeb.2021.vol8.no8.0259>

Ortenblad, A. (2001). On differences between organizational learning and learning organization. *The learning organization*, 8(3), 125–133. <https://doi.org/10.1108/09696470110391211>

Pak, O. G. (2007). *The effect of organizational learning on organizational commitment, job satisfaction and work performance. Unpublished thesis, Universiti Putra Malaysia.*

Pichler, F., & Wallace, C. (2009). What are the reasons for differences in job satisfaction across Europe? Individual, compositional, and institutional explanations. *European sociological review*, 25(5), 535-549.

Rose, R. C., Kumar, N., & Pak, O. G. (2009). The effect of organizational learning on organizational commitment, job satisfaction and work performance. *Journal of Applied Business Research (JABR)*, 25(6). <https://doi.org/10.19030/jabr.v25i6.995>

Shaik, A. S., & Dhir, S. (2020). A meta-analytical review of factors affecting the strategic thinking of an organization. *Foresight*, 22 (2), 144–177. <https://doi.org/10.1108/FS-08-2019-007>

Srivastava, S. (2013). Job satisfaction and organizational commitment relationship: Effect of personality variables. *Vision*, 17(2), 159-167. <http://dx.doi.org/10.1177/0972262912483529>

Suurmond, R., van Rhee, H., & Hak, T. (2017). Introduction, comparison, and validation of Meta-Essentials: a free and simple tool for meta-analysis. *Research*

synthesis methods, 8(4), 537-553. <https://doi.org/10.1002/jrsm.1260>

Usman, A. (2011). *Impact of Motivation To Learn , Organizational Commitment and Job Satisfaction on Organizational Learning Culture*. 2(3), 108–115.

Vandenabeele, W. (2009). The mediating effect of job satisfaction and organizational commitment on self-reported performance: more robust evidence of the PSM—performance relationship. *International review of administrative sciences*, 75(1), 11-34. <https://doi.org/10.1177%2F0020852308099504>

Wagner, S. (2000). Retention: finders, keepers. *Training & Development*, 54(8), 64-64.

Wahyuni, W., Sutanto, B., & Supadi, S. (2021). The mediating role of organizational learning in the relationship between organizational commitment and lecturer innovative behavior. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 1-8. <http://dx.doi.org/10.29210/3003673000>

Wang, X. (2007). *Learning , job satisfaction and commitment : an empirical study of organizations in China. Chinese Management Studies*, 1(3), 167–179. <http://dx.doi.org/10.1108/17506140710779285>

Westover, J. H., & Taylor, J. (2010). International differences in job satisfaction: The effects of public service motivation, rewards and work relations. *International Journal of Productivity and Performance Management*.

Worrell, T. G., Skaggs, G. E., & Brown, M. B. (2006). School psychologists' job satisfaction: A 22-year perspective in the

USA. *School Psychology International*,
27(2), 131-145.

Xie, D. (2005). *Exploring organizational
learning culture, job satisfaction, motivation*

*to learn, organizational commitment, and
internal service quality in a sport
organization.* The Ohio State University.