NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF INNOVATION AND KNOWLEDGE MANAGEMENT

IMPACT OF ORGANISATIONAL CULTURE AND KNOWLEDGE-TECHNOLOGICAL CAPABILITIES ON ORGANIZATIONAL LEARNING

M.Sc. THESIS

Ifeanyi Gideon ANYIENWE

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Approval

We certify that we have read the thesis submitted by Ifeanyi Gideon Anyienwe titled **"Impact of Organisational Culture and Knowledge-Technological Capabilities on Organizational Learning**" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Innovation and Knowledge Management.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Ifeanyi Gideon Anyienwe

…../01/2022

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Ifeanyi Gideon Anyienwe

Abstract

Impact of Organisational Culture and Knowledge-Technological Capabilities on Organizational Learning

Ifeanyi Gideon Anyienwe
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The present thesis assesses the organisational culture and knowledge technological capabilities effect on organisational learning. The Data was collected from 263 workers working in knowledge management centres through Nigeria's law enforcement agencies via a questionnaire survey. The thesis objectives are: (i) to determine the impact of clan culture on organizational learning; (ii) to determine the impact of hierarchy culture on organizational learning; and (iii) to determine the impact of knowledge technological capabilities on organizational learning. We applied several techniques such as Pearson correlation, multiple regression and ANOVA tests to assess these interrelationships. The outcomes from the regression show that hierarchical culture influence on organisational culture is positive. Moreover, there is positive interconnection between clan culture and organisational learning. Finally, the research established positive interconnection between knowledge technological capabilities and learning organization. The investigation is limited to a specific sort of public organization, which restricts the generalizability of the findings. Secondly, the causal connections could not be deduced directly since the research was cross-sectional. The findings of the research will aid policy-makers in the creation of a learning organization by analysing the influence of organisational culture and technical capability knowledge. This study has contributed to our understanding on the interconnection between Hierarchical and clan cultures, technical capabilities, and organisational learning, especially in Nigeria. This investigation fills the gap in the literature for the case of Nigeria by assessing the effect of technological capabilities, clan culture, knowledge, and on organisational learning.

Key Words**:** organisational learning, clan culture, hierarchical culture, knowledge technological capabilities

Öz

Bu tez, organizasyonel kültür ve bilginin teknolojik yeteneklerinin organizasyonel öğrenme üzerindeki etkisini değerlendirmektedir. Veriler, Nijerya'nın kolluk kuvvetleri aracılığıyla bilgi yönetim merkezlerinde çalışan 263 işçiden bir anket anketi yoluyla toplanmıştır. Tez hedefleri şunlardır: (i) klan kültürünün örgütsel öğrenme üzerindeki etkisini belirlemek; (ii) hiyerarşi kültürünün örgütsel öğrenme üzerindeki etkisini belirlemek; ve (iii) bilgi teknolojisi yeteneklerinin örgütsel öğrenme üzerindeki etkisini belirlemek. Bu ilişkileri değerlendirmek için Pearson korelasyonu, çoklu regresyon ve ANOVA testleri gibi çeşitli teknikler uyguladık. Regresyondan elde edilen sonuçlar, hiyerarşik kültürün örgüt kültürü üzerindeki etkisinin olumlu olduğunu göstermektedir. Ayrıca, klan kültürü ile örgütsel öğrenme arasında pozitif bir bağlantı vardır. Son olarak, araştırma, bilgi teknolojisi yetenekleri ve öğrenen organizasyon arasında pozitif bir bağlantı kurdu. Soruşturma, bulguların genellenebilirliğini kısıtlayan belirli bir kamu kuruluşu türü ile sınırlıdır. İkinci olarak, araştırma kesitsel olduğu için nedensel bağlantılar doğrudan çıkarılamamıştır. Araştırmanın bulguları, örgüt kültürünün ve teknik yeterlilik bilgisinin etkisini analiz ederek, öğrenen bir organizasyonun yaratılmasında politika yapıcılara yardımcı olacaktır. Bu çalışma, özellikle Nijerya'da Hiyerarşik ve klan kültürleri, teknik yetenekler ve örgütsel öğrenme arasındaki karşılıklı bağlantı hakkındaki anlayışımıza katkıda bulunmuştur. Bu araştırma, teknolojik yeteneklerin, klan kültürünün, bilginin ve örgütsel öğrenme üzerindeki etkisini değerlendirerek Nijerya örneğine ilişkin literatürdeki boşluğu doldurmaktadır.

Anahtar Kelimeler: örgütsel öğrenme, klan kültürü, hiyerarşik kültür, bilgi teknolojik yetenekler

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List of Abbreviation

DW: Durbin Watson

OLS: Ordinary Least Squares

SMEs: Small and medium enterprise

ANOVA: Analysis of Variance

SEM: Structural Equation Modelling

OL: Organisational Learning

CC: Clan culture

HC: Hierarchical Culture

KTC: Knowledge Technological Capability

EO: Entrepreneurial orientation

CHAPTER I

Introduction

Background of Study

Since the 1980s, the notion of organizational learning has become a subject of significant interest. Most scholars in this area have emphasized that productive learning in an organization leads to organizational progress through the production of specialized skills (Yang, 2017). Companies need to concentrate on organizational learning to turn modern skills into learning organizations to implement technological innovations in order to retain a strong place in a constantly evolving world and market competition and learn more than their colleagues in competitive organizations to assess the strategic advantage of the business (Senge, 2014).

Corporate learning is an efficient method to boost and preserve the consistent efficiency, enhancement, and competitive advantage of a business (Tortorella et al., 2020). The value of adaptive learning was verified by Salim and Sulaiman, (2011), which strengthened the capacity to build the future of the business more efficiently. The meaning of organizational learning is aiming at organizational potential and marshalling shared astuteness, which was explored by Pedler and Burgoyne (2017). They indicated that in this turbulent period, learning is increasingly essential to organizations because it demonstrates how to do things better to increase corporate efficiency. Therefore, it is not possible to neglect the value of organizational learning for organizational competitive advantages.

The process through which an organization absorbs new knowledge, adopts patterns, and modifies its range of possible behaviours is known as organisational learning (Yadav et al., 2020). Individual learning is not the same as organisational learning (Huber, 1991). Individual learning is sometimes insufficient to alter the behaviour of a whole company. An organization may benefit from organisational learning in order to enhance performance of an organization (Lyman et al., 2019). Further research has linked organisational learning to the adoption of best practices (Nembhard et al., 2014), workplace enhancement (Wright, 2020), and competency of staff. Furthermore, the link between transformational leadership and organizational performance has been found to be mediated by organisational learning (Timmermans

et al., 2012). It's possible that transformational leadership alone won't be enough to boost an organization's performance. As a result, nursing need organisational learning to gain new evidence-based skills and knowledge in order to enhance care quality.

As stated by Hsu and Chang (2014), organizational learning can be specifically improved by investment in some fields. Culture, in an organization, for instance, promotes learning in an organization. For learning in an organization, organizational expertise and technical skills are essential. Few researchers have explored the relationship between culture in an organization and organizational learning. Also, there is a necessity to comprehend the effects of knowledge technology and technological skills on business learning. Previous experiments have verified the potential advantage of continuing on these pathways (Siddique, 2017; Mao et al., 2016).

Research Problem

The influence of culture on organizational learning, considering Nigeria's fast expansion, is still quite different from the culture of the west. The culture of Nigeria, marked by high detachment from an authority, becoming collectivist, and resisting high confusion, has been shown to hinder learning within organizations. Research on interpersonal learning is confined in Nigeria. Siddique (2017), for instance, found a clear correlation in private institutions between organizational learning and aspects of domestic culture. Organizational learning was beneficial in enhancing the advantages of information management favourably (Jabeen & Al Dari, 2020).

The competing values structure (CVF) was used by Isakovic & Jabeen (2018) and Regha & Chidambaranathan (2016) to examine the forms of corporate culture in higher schools and community sector organizations. They observed that in the UAE organizations, the clan and adhocracy cultures controlled actual outcomes, introducing innovative technology and innovating. While different studies have been carried out in western nations, no major studies have been performed in the context of Nigeria. Bjelland and Dahl (2017) indicated that for enhancing organizational learning, the data obtained during the police investigation period is considered necessary. In the Norwegian department of police, an emphasis on guidance and

coaching stressing the practice-based learning culture has been designed to boost learning of the organization (Filstad and Gottschalk, 2013).

Generally, it is required that law enforcement agencies protect communities and ensure protection and security. Such roles are becoming exceedingly difficult and convoluted, and thus many nations provide robust controls to law enforcement organizations. Such obstacles and controls have driven law enforcement authorities to create a learning agency that insists on developing a significant community of learning (Janssens et al., 2017). However, information transmission from cases of police brutality has still not been abstracted as a mechanism of learning in law enforcement (Shao et al., 2015).

The variables that decide learning of organization have been scrutinized by MRR researchers and find opposite results regarding the interconnection between clan culture and organizational learning and outcome revealed that clan culture exerts a positive impact on organizational learning (Chen and Lee, 2005; Mohamad and Dajani, 2017) while negative linkage was reported by Khalil& Alsabbagh, (2017). Hierarchical society has both a constructive information-sharing relationship (Filstad & Gottschalk, 2010) and a detrimental interaction (Dajani and Mohamad, 2017). The previous study has demonstrated that hierarchical society is the prevailing culture of the public-sector (Saif, 2017).

Research Objectives

In this thesis, the following objectives are drafted as a guide in the following ways:

✓ To determine the impact of clan culture on organizational learning

✓ To determine the impact of hierarchy culture on organizational learning

✓ To determine the impact of knowledge technological capabilities on organizational learning

Research Questions

The thesis objectives serve as a guideline in this thesis. Centred on the goals of the thesis, the following research questions were drafted. The study seeks to answer the following research questions:

- What is the influence of clan culture effect on organizational learning?
- What is the impact of hierarchy culture on organizational learning?
- What is the influence of knowledge technological capabilities on organizational learning?

Research Hypotheses

In line with the research objectives, the following research hypotheses are formulated. The null and alternative hypotheses are formulated as follows:

First Hypothesis

Ho: Clan culture does not have a significant impact on organizational learning?

Ha: Clan culture has a significant impact on organizational learning?

Second Hypothesis

Ho: Hierarchy culture does not have a significant impact on organizational learning?

Ha: Hierarchy culture has a significant impact on organizational learning?

Third Hypothesis

Ho: knowledge technological capabilities do not have a significant impact on organizational learning~~?~~

Ha: knowledge technological capabilities have a significant impact on organizational learning~~.~~

Significance of the Study

A systematic methodology that tests the law enforcement agencies of organizational learning is critical to follow. This research provides a detailed review by exploring the influence the culture of organization (particularly hierarchical and clan cultures that have an inside focus) and technological competences on organizational learning using organizations who are law enforcement in Nigeria as a case study. This is especially essential for agency who are law enforcement where learning is crucial and needs to be strengthened to enable faster identification of

crimes and protect individuals (Hatemi-J & Al-Shayeb, 2018). The agencies who are law enforcement may gain from the outcomes in order to increase the efficiency of organizational learning.

Definitions of Terms

In this thesis several items are used to discuss and presents certain information. The following words are shortly discussed as follows:

Organizational Learning

The method of constructing, maintaining, and transferring knowledge inside an organization is known as organizational learning. As an organization accumulates experience, it strengthens through time. It is able to develop information from this experience. This knowledge is extensive, spanning every issue that could benefit a company. Ways to improve production efficiency or build positive investor relations are two examples. Individuals, groups, organizations, and inter-organizations all contribute to the creation of knowledge. Organizational learning occurs as a result of an organization's experience and enables it to remain competitive in an ever-changing climate. Organizational learning is a method of improving a process' accuracy, efficiency, profitability.

Clan Culture

A clan culture is a form of business environment that is similar to that of a family or tribe, emphasizing agreement and shared values and goals. Of the four major corporate culture models, clan cultures are the most cooperative and least competitive. Mentorship, employee engagement and corporate involvement are expected to foster loyalty and empowerment, which will boost productivity and profitability. Clan culture opponents, on the other hand, contend that businesses that follow that model may be lacking in diversity. It's also been said that a focus on unity might discourage disagreement, and that a good foundation can cause employees to be less productive than they would be in a more competitive workplace.

Hierarchical Culture

It's a form of organizational culture that prioritizes control and stability, with an emphasis on what goes on within the company in general, and practices and regulations in specific. All have a place, and everyone has a place. This specific organizational culture is formal, with leadership at the top and a well-defined command structure. It is, in essence, a standard business structure.

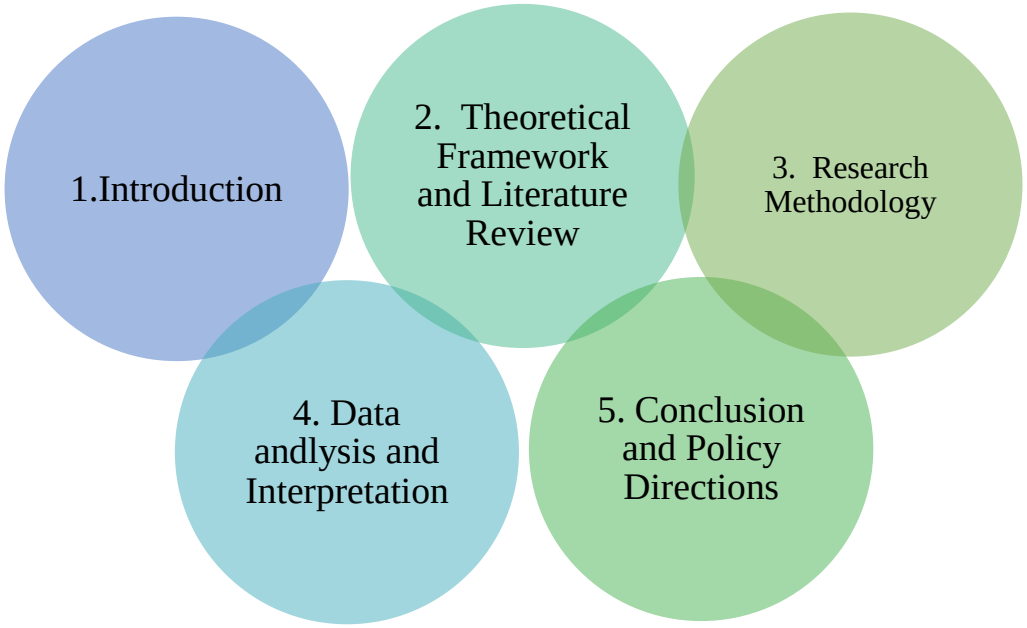
Knowledge technological capabilities

Knowledge management capacities facilitate the development, transmission, sharing and deployment of organization knowledge and involve processes including the collection, preservation, distribution and application of knowledge (Gold et al., 2001). Knowledge management includes knowledge acquisition, security, conversion and implementation capability (Laudon & Laudon, 2006).

Structure of the Thesis

The structure of the thesis is as follows; (i) the research problem, thesis structure, objectives are stated above; (ii) chapter two entails the theoretical framework of the study; (ii) the third chapter discuss the synopsis of prior studies conducted regarding this topic; (iv) the fourth chapter, discuss the methodology employed in this empirical analysis. Discussions, limitations and implications of the thesis is also discussed in this chapter; and (v) presents the conclusion and policy suggestions. Figure 1 depicts the study structure.

Figure 1 Thesis Structure


1.Introduction
2. Theoretical Framework and Literature Review
3. Research Methodology
4. Data andlysis and Interpretation
5. Conclusion and Policy Directions

CHAPTER II

Theoretical Background and Literature Review

Theoretical Background

Organizational culture can have a significant impact on communication and promotion of the right level of comprehension, which will have a significant effect on learning of organization (Torres-Coronas & Arias-Oliva, 2008). Organizational culture is expressed as a store of knowledge in which the method of obtaining and revising this knowledge is organizational learning (Argote, 2013). As per organizational learning theory, in the nonexistence of organisational learning procedures, companies will resist changing their central operating frameworks (Miller, 1996). This indicates that workers are allowed to give knowledge in order to generate creative ideas (Ma et al., 2017).

This has a detrimental impact on learning of organization when workers have no prospect to share knowledge because issues are not solved effectively (Cohen & Levinthal, 1990). The aptitude to assimilate (Khan et al. 2019), or the firm's capacity to absorb technical information and increase organisational learning, is another hypothesis that underlines the relationship between concepts. Building absorptive ability and improving organisational learning, according to Zhang and Kwan (2018), can boost creativity.

Organizational Culture and Organizational Learning

The culture of organizational learning is the set of principles and morals that organizational members implement to promote their learning, thus enhancing relationship and sharing of knowledge (Zhang and Kwan, 2018). Four steps are involved:

- Knowledge acquisition;
- Information distributing;
- Knowledge Interpretation; and
- Memory of an organization (Huber, 1991).

Hodgkinson (2000) asserted in a new analysis that management knowledge capacities, inherent organisational learning and motivation perform an essential part

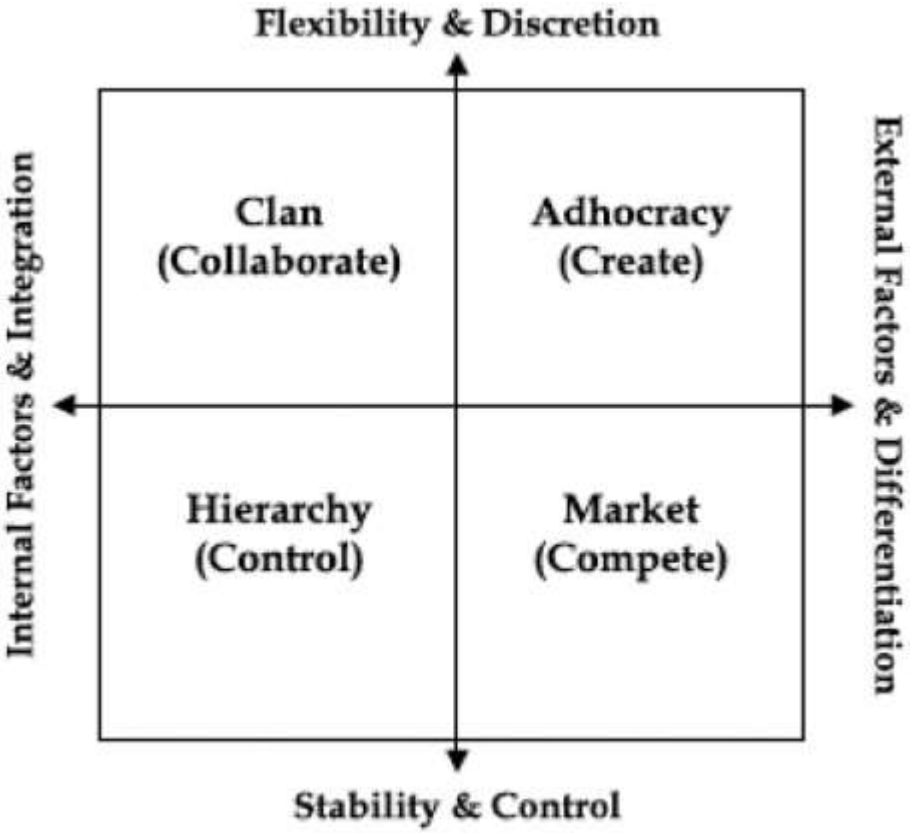
in enhancing the advantages of management of knowledge. Jabeen & Al Dari (2020) affirm that organizations learning really have to encourage their employees through cooperation, connection and exploration to engage in learning. Svetlik & Stavrou-Costea (2007) emphasized that the basic elements of information management are learning organizations. The development of a productive working environment performs an essential part in sharing information (Garvin, 1998). Alerasoul et al. (2021), observed that five activities are undertaken by learning organizations:

- Problems of problems;
- Investigation;
- Through past practice, understanding;
- Learning from other people
- Transfer of knowledge.

Tsang (1997) continued that in organizational learning, an organization that is learning is more efficient. The definition of corporate culture is also widely seen as functionally daunting because it has been interpreted otherwise (Gomes et al., 2021). The concept has been the subject of much attention in study and many researchers have investigated its possible effect on working lives from various perspectives (Langton et al., 2013). Organizational learning is commonly understood to be positively influenced and enhanced by culture of organization, as long as knowledge creation and usage practices are compatible with organizational expectations, principles and beliefs (Alerasoul et al., 2021).

De Toni, & Pessot (2021) proposed a method for identifying and analysing the characteristics that contribute to the creation of culture-altering techniques and enhancing performance of an organizational. Via four types of cultures, they regarded the role of organizational culture in organizational learning: adhocracy, hierarchy, market and clan (Figure 1). The first two, cultures of company and adherence. A business culture illustrates market dominance, strategic edge and the desire to achieve leader-driven income, competitiveness and outcomes (Lalani et al., 2020). The ideology of adhocracy emphasizes, visionary and progressive creativity, difficulties leadership and versatility to modify (Zhan, et al. 2020).

Figure 2 *Competing values framework by Cameron and Quinn (1999)*



Other two cultures, hierarchy and clan's cultures, are inward-facing. A clan culture is like a home, based on cooperation, caring and coaching (Quinn and Cameron, 2005). Lalani, (2020) claimed that clan culture is distinguished by a welcoming environment in which people share; leaders perform the role of mentors; heritage and loyalty tie the business together. In order to minimize the difficulty of the research, this review would only recognize the clan and hierarchy cultures (Tseng, 2010), concentrating on the two forms of cultures with an internal orientation (Lalani et al., 2020).

Acquisition of knowledge creation and the exchange of understanding are part of organizational learning (Zhan et al., 2020; Lalani et al., 2020). In order to foster competition and raise income, business and adhocracy culture depend on the external world (Rahmah et al., 2020). They can result in less sharing of information due to the fact that knowledge is seen as power. Hierarchy and clan cultures concentrate on internal challenges such as increased information exchange (Yadav et al., 2020).). Thus the, they were deemed more important to the goal of this report. In the operation stage, law enforcement agencies pay greater attention to applying laws

across management ranks, depending on different materials to address challenges and strengthen organizational understanding (Castellano, 2019)

De Molli (2019) analysed facets of learning of organizational to affirm that employees are responsible for driving; after executives have shown the organizational objectives and priorities and presented workers with motivation to enforce the same, the burden lies on the initiative and approval of the workers. Therefore, for possible temporary mood gains, there can be nothing a boss can do except therapeutic reinforcement. De Molli (2019) claimed that for exactly that reason, a focus on art is being used, noting some concern found but suggesting more studies for stronger veracity.

Clan Culture and Organizational Learning

Clan culture is recognized to be beneficial for organisational learning and fosters team development due to the pleasant working atmosphere (Bremer, 2016). Individuals have common qualities, and a clan organization is akin to an extended family centred on traditions and loyalties, and it encourages community members to work together. The concept of accomplishment in this community is focused on individual's treatment and consumer or solutions of client (Bremer, 2016).

Chan (1997) researched DHL's corporate culture and noticed that it demonstrated many of the attributes of clan culture, concentrating on commitment, integrity, dedication, healthy membership, and preparation and progress for all employees. Claret, Sahagún, & Selva (2020) researched organizations in the public and private sector and discovered that, after adhocracy, the culture of the clan was the second strongest in private sector companies' culture. De Toni, & Pessot (2021) stated that organizations of the clan type appear to have much more faith in top management than those of other styles of culture.

Cameron & Quinn (1999) initiated the CVF framework which shows that cultures of adhocracy and clan support versatility, so organizational learning should be more probable to be strengthened. Gomes et al. (2021), observed that interpersonal learning may be facilitated through teamwork and flexible social experiences. Wright (2020), found proof that business culture has a positive effect on organizational learning.

Their research indicated that cultures of clan and adhocracy were favourably correlated with learning of organization. Lalani et al. (2020), showed that with

interpersonal learning ability, clan, market adhocracy cultures were strongly associated. Oh and Han (2020) stated in that other research that clan culture in Korean firms had a good interconnection with organizational learning. Alsabbagh and Khalil (2017), nevertheless, established that interpersonal learning was not greatly affected by clan culture. This contrary influence of clan culture offered yet another motivation to examine the effect on interpersonal learning of clan culture. We suggest, then:

H1: There is direct interconnection between organizational learning and clan culture.

Hierarchy culture and Organizational Learning

The culture of hierarchy is characterized by formal systems and rules. The organization is bound by regulations and structured guidelines, individual operations are regulated by processes, active organizers, good leaders and coordinators, focus is given on the smooth running of the corporation and the organization's long-term considerations are productivity and predictability (Alsabbagh and Khalil, 2017). This corporate culture stresses governance, institutionalization and a fixed power and leadership and structure (Tharpe, 2009). As it opposes reform and is backward-looking, it's doesn't promote organizational learning.

Organizations with a bureaucratic hierarchy do not respond to shifting global environments and stop taking chances (Young, 2002). In general, institutional institutions have a hierarchical structure and also have purposes that is non-commercial (Claret et al., 2020). Oh and Han (2020) showed that both hierarchical society and clan culture had a beneficial effect on the exchange of information. Information distribution and information creation are known to be features of organisational learning Lalani et al. (2020). Oh & Han (2020) observed that a hierarchy culture was positively associated with sharing information.

They proposed that the society with a hierarchical facilitate clear exchange of information directly. Oh & Han (2020) emphasized that the culture of hierarchy relies on uniformity, productivity and teamwork. These will assist organizational participants to incorporate innovative procedures and enable them to exchange information and rectify problems that have been identified during IT system integration. Alattas (2015) observed that the culture hierarchy had a major effect on the exchange of information. McDermott and Stock (1999) concluded that sharing

information with everyone is one of the most important rewards of the performance of the business method. Users may also consider that the culture of hierarchy encourages teamwork, internal performance, supervision and control as a central organizational principle.

Rahmah et al. (2020), observed that hierarchy ideology had a detrimental correlation with learning of organization, contrary to prior studies. The paradigm of Cameron and Quinn (1999) follows this because this culture promotes the accomplishment of authority, processes and expectations that are all barriers to the process of autonomy because they inhibit dialogue, orientation of change, collaboration, risk-taking, autonomy, and empowerment. A negative association between learning of organization and the ideology of hierarchy was also found by Alsabbagh and Khalil (2017).

Alattas (2015) found no significant connection between the culture of hierarchy and the potential for organizational learning. This indicates that the outcomes of previous research are controversial, and it is important to examine inspiration. We propose, then:

H2: There is positive and significant interconnection between organizational learning and Hierarchy culture.

Organizational Learning and Knowledge Technological Capabilities

Alsabbagh and Khalil (2017) found out that management of information requires anything possible to derive the greatest benefit from knowledge capital. Knowledge management capacities facilitate the development, transmission, sharing and deployment of organization knowledge and involve processes including the collection, preservation, distribution and application of knowledge (Gold et al., 2001). Knowledge management includes knowledge acquisition, security, conversion and implementation capability (Laudon & Laudon, 2006).

Gao et al. (2019), recently proposed that the proven partnership inter-organizational framework be utilized to improve facets of this and the priorities of organizational learning. The development of knowledge takes place by translating workers' inherent knowledge and interactions into measurable and expressed knowledge via constant refining, testing and incorporation via community and processes of organization (Brennan, & Davidson, 2019). The primary aim of information exchange is to transfer current knowledge from a person to a group and

facilitate learning of organization (Dong & Yang (2015). In knowledge management, IT performs an important role because manipulating information is based on technology (Brennan, & Davidson, 2019).

Dong and Yang (2015) find that while in the improvement of learning of organization procedures, IT has a moderating function. Knowledge management systems are described by Alavi and Leidner (2001) as IT-based systems designed to facilitate and improve regulatory activities including knowledge development, storage/retrieval, transition and implementation. In encouraging teamwork and cooperation within an organization.

Abubakar et al. (2019), indicated that IT was critical and allowed cooperative learning and information analysis. Innovation has been related to IT-focused information management activities (Inkinen et al., 2015) which will increase the corporate capacity to identify and leverage prospects (Inkinen et al., 2015). The organization's resource-based perspective (Barney, 1991) indicates that companies have a generally defined collection of resources and properties that are semi-permanently connected to the organization.

Teece et al. (1997) indicated that the difference between physical capital and brand identities that are entirely suitable for the enterprise and less concrete resources including skills and procedures has been asserted by some scholars implementing the resource-based perspective. There was also a distinction between static or dynamic resources (Wright, 2020). Static reserves are a reserve of resources that can be utilized over a limited time (Yadav et al., 2020). Dynamic tools reflect an organization's strengths, including its learning ability that provides extra prospects over-time (Combs and Ketchen, 1999).

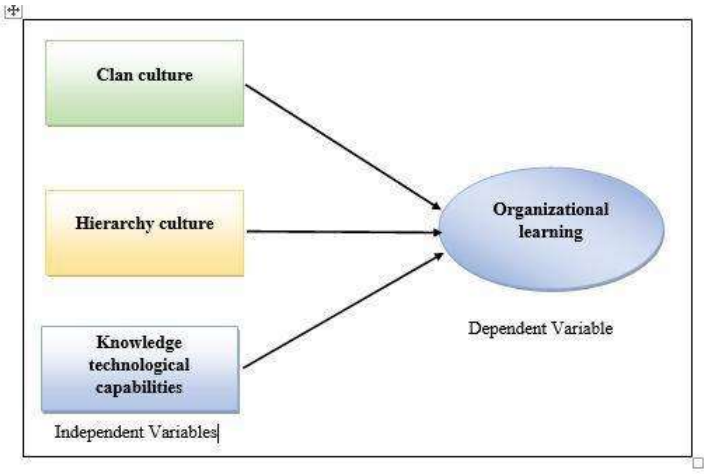
Teece et al., (1997) claimed that the resource-based understanding of corporate tools of all sorts, which are organization-particular and cannot be readily mimicked by rivals, adds to the organizational overall edge (Claret et al., 2020).). Furthermore, Inkinen et al., (2015) explored the value of technical information skills in improving learning by emphasizing the mechanism in the emerging technology field in developed nations. He noticed that this mechanism could not be explained by economic models founded on labour and capital. He indicated that learning was needed to support organizations address these challenges rapidly, which clarified why some organizations could not adapt. The hypothesis below is postulated based on the theory:

H3: There is positive interconnection between organizational learning and Knowledge technological capability

Study Framework

The paradigm seen in Figure 2 portrays the culture of hierarchy and the technological capacities of expertise as three important aspects in achieving organizational learning. The thesis framework is depicted below.

Figure 3 *Proposed Framework*



Literature Review

This portion of the thesis discusses prior studies conducted regarding the topic at hand in different countries an organization. Martín-de Castro et al. (2011) assessed the interrelationship between technological innovation culture of organization and learning of an organization using a sample of 451 firms. The empirical findings suggest that technological innovation and organizational learning are positively linked and also that culture of an organization can encourage organizational learning as well as technical innovation, but can also serve as an obstacle. In addition, the results demonstrate that neither an emphasis on versatility nor an external focus is necessary to increase creativity. To describe organizational culture, both of them are essential. Findings should direct the actions of management in creating an important part of promoting both organizational learning and creativity as they illustrate that the culture of adhocracy promotes both of them and that a hierarchy culture can prevent access to them.

Naranjo-Valencia et al. (2016), used Spanish companies to investigate the dynamics between performance, innovation and organizational culture. The findings of this study suggest that, based on the principles upheld by the society, culture may encourage creativity as well as business success, or it may even be a barrier for all of them. Explicitly, it has been noticed that the greatest creativity and success indicator is an adhocracy community. It can be inferred that creativity mediates the interaction between some forms of corporate cultures and success centred on these findings.

Lee et al. (2016), examined the impacts of organizational culture and top management support of knowledge sharing on the success of software process utilizing partial least squares (PLS) to analyse 118 samples collected from SPI-certified Taiwanese organizations. The findings show that in the sense of SPI performance, clan-style organizational culture has a greater relationship with the exchange of information than hierarchy type. In the sense of SPI success, SPI information sharing is found to be a mediator of both clan culture and top management support. The results also include strengthening our understanding of how corporate culture and top management support promote productive exchange of information on the road to SPI success.

Ahmadi et al. (2012), explored the linkage between culture of an organization and implementation of strategy utilizing a sample of 137 participants from the bank of Karafarin. The findings validate the hypotheses and show the relationships of all cultural typologies and measurements and application elements. The findings explain the main role of cultural flexibility in the process of policy execution. In addition, the results of verifying flexible societies have to do more for policy formulation and execution of systemic influences. In addition, the findings show the essential connection between cultural strategic focus and strategy execution.

Leal-Rodríguez et al. (2015), explored the association among innovation outcomes, performance and Organizational unlearning by incorporating the moderating influence of firm size. This research builds a conditional modelling approach and uses a selection of 145 companies from the manufacturing sector of Spanish automobile parts. This research uses structural equation modelling based on variance and the PROCESS framework to analyse results. Data suggests that the results of innovation partly mediate the influence of organizational unlearning on employee success and that business size has a negative impact on this indirect effect.

Abdi et al. (2018) investigates the influence of organizational learning, organizational culture, and knowledge management on innovation. Data was collected from a sample of 279 companies that supply Iran Khodro Company, Iran's largest automotive producer, with automotive components. Analysis showed that corporate culture and management of information affected organizational creativity. Other than that, in that relationship, interpersonal learning figured prominently as a mediator. In the interaction between corporate culture and organizational creativity, nevertheless, information management has not been regarded as a mediator. As a realistic input, the research results serve as a guide for decision makers and administrators in the development of sustainable innovation policies and strategies. Knowing the success of innovation will allows the management decide things on the continuity of this strategy.

Ali et al. (2020) examined hotel performance, capabilities and Organizational learning using Data collected from 240 managers in the hotel industry of United Kingdom and Pakistan via survey. The findings showed a clear direct correlation between various levels of skills and an indirect association between organizational learning and success across these skills. This study makes theoretical additions to management as well as hospitality and hotel analysis by providing an interdisciplinary and trying to unite context for a success linkage between organizational learning, explaining association abilities and empirically demonstrating the particular way these capabilities boost performance.

Putra et al. (2020) examined the Relationship between Innovation, Soft Skills, Performance and Hard Skills by exploring the Mediating role of Organizational Learning. The data was collected by a basic random sample of 251 teachers in 5-private senior high schools in Tangerang. As a basis of studies that has a positive and important impact on the potential for creativity of educators, both direct and indirect via the mediation of interpersonal learning, hard skills and soft skills was inferred. And also, the opportunity to innovate for students, it has a positive and important impact on their results.

Chahal, H., & Bakshi, P. (2015) assessed the intellectual capital and competitive advantage relationship as well as the role of organizational learning and innovation. The information was gathered from 144 branches of 21 public and commercial banks in Northern India (Jammu). Purposefully, three leaders from each branch (one manager and two senior employees) are contacted. 339 of the 576

questionnaires administered were completed, for a number of respondents of 62.08 percent. Innovation has a direct and positive impact on the competitive edge, according to the research. It's also been proven that innovation is a complete mediator between intellectual capital and strategic edge. It is also established that organisational learning has a moderating influence on the link between intellectual capital and strategic edge. The research is confined to the banking industry in Jammu. In this research, only three components of intellectual capital are studied.

Fink, L., Yogev, N., & Even, A. (2017) explored the Business intelligence and organizational learning connection. This study proposes and examines a model of BI wealth generation that is securely grounded in both areas of investigation, with the goal of bridging the gap between well-established concerned with information technology (IT) value creation and the nascent research of business intelligence (BI). To hypothesis about the paths through which BI assets and BI skills create value creation, the study draws on the resource-based view and conceptualizations of organisational learning. The investigation model is evaluated first in an exploratory analysis of the data obtained via conversations in three companies, and then in a confirmatory analysis of data gathered through a poll.

Gomes & Wojahn, (2017) investigated the connection among innovation organizational learning and performance using small and medium-sized enterprises (SMES). The study used a quantitative method, descriptive and causal analysis, and a cross-sectional survey. The textile industry was represented by 92 businesses in the sample. The data were examined using the SEM approach. The findings demonstrate that organisational knowledge acquisition has an impact on small and medium-sized firms' innovative performance; nevertheless, the impact of learning capacity on organisational performance was not substantial. The research provides proof for these relationships and indicates that they are substantial and favourable in the context of SMEs textile businesses, a sector with a dearth of the empirical literature. Contingency considerations for inventive and organisational performance should be evaluated in future studies. Other research could look into the disparities in industrial and service sector innovation.

Sheng, M. L., & Chien, I. (2016) explored the interrelationship between Rethinking organizational learning orientation and radical and incremental innovation. The research was used as a study case in high-tech companies. The study compares standard PLS-SEM with fsQCA to evaluate hypotheses utilising two

independent data analysis. The empirical outcomes showed that fsQCA is more accurate than PLS-SEM at predicting outcomes. Because of their success based on competency and learning orientation in specialised disciplines, entrepreneurs and high-tech enterprises should take the findings with care. Superior capacity in a specific field leads to exploitative training and incremental improvements in the high-tech entrepreneurial and industry endeavours.

Altinay et al. (2016) assessed the entrepreneurial orientation, and organizational learning capability interrelationship. It reports on the findings from 350 small and medium enterprises (SMEs) in North Cyprus operating in the services and retailing sectors. The findings indicate a positive relationship between Entrepreneurial Orientation (EO), sales and market share growth, but not between EO and employment growth. There is also a positive relationship between organizational learning capability and EO. This paper contributes to the small business management literature by providing a holistic analysis of the interface between organizational learning capability, EO, and growth.

Chadwick & Raver, (2015) assessed Goal orientation and organizational learning association. The results of the study provide a multilevel hypothesis that explains how people's desire for various accomplishment objectives, or goal orientations, influence how they engage in organisational learning processes individually and collectively. This paradigm is based on a theoretical fusion of organisational learning and achievement goal theories, emphasising the importance of employing emergence motivation theories to better comprehend how largely cognitive learning mechanisms may develop throughout organisational levels. The findings demonstrated how mastery- and performance-oriented norms evolve in work teams and impact information interpretation and integration in specific. The researchers go on to explain how achievement goal norms in groups can become established in organisational culture, affecting how learning processes are institutionalised throughout the company. This theoretical framework aims to provide a comprehensive picture of why and how learning occurs in organisations, paving the way for further research into the micro foundations of organisational effectiveness and how they might help companies improve their capacities.

Qi and Chau (2018) investigated the influence of enterprise social networking systems (ESNS) on organizational learning processes and organisational learning, focusing on the mediating function of knowledge generation and exchange. The

study model's hypotheses were built using four theories from sociology and organizational strategy. An online questionnaire was used to put the concept to the test. The findings of the study revealed that ESNS use has a direct and indirect impact on organisational learning, with knowledge management strategies (knowledge generation and sharing) serving as a bridge between the two. For three reasons, this study adds to the existing literature on corporate social networks. For starters, it's one of the first to link the three separate concepts (knowledge management, social media, and organisational learning) and investigate their interrelationships inside a single conceptual framework. Secondly, this research looks into the impact of ESNS (in this case, Yammer) on organisational processes and outputs. Thirdly, this is ground-breaking research that involves different theories to answer research problems in the context of organisational social media. As a result, the study has implications for both professionals and academicians who want to learn more about the success of ESNS in today's enterprises.

Smith et al. (2019) examined the determinants of organization's ability to manage innovation. The study concentrates on the body of literature pertaining to the elements that influence entrepreneurial orientation in businesses. The goal of this study is to give a comprehensive insight into the factors that influence innovation management. This study highlights nine critical elements that affect an organization's ability to manage creativity using a systematic literature review technique that included over 100 studies. Leadership, Management style, resources, organisational structure, business strategy, knowledge management, technology, personnel, and process innovation are the nine elements identified. Furthermore, their study examines the inferential developed model that displays the essential links discovered between the elements in order to give a complete perspective of innovation management. As a result, rather than focusing on individual aspects, we open up the debate on innovation management as a systemic approach. As a result, we may conclude that the elements have a number of dominant interactions, with the open innovation will be the only endogenous component in the framework.

Intezari et al. (2017) examined the main knowledge processes associated with organizational knowledge culture. Although the existing literature refers to a wide range of knowledge processes, there is limited consensus on which information procedures are crucial and should be promoted by organisational culture. This research assessed the primary literature – peer-reviewed and academic publications

released in the top 7 organizational learning and intellectual assets (KM/IC)-related journals – that used a systematic literature approach. Knowledge development, knowledge implementation and Knowledge sharing are the three main knowledge processes that have been discovered. According to the study, an efficient management KM strategy necessitates a clear understanding and effective management of the basic knowledge processes and infrastructure. While technical infrastructure is a crucial part of any KM endeavour, the amount to which the organisational culture promotes or inhibits flow of knowledge determines whether knowledge is integrated into management processes and decision - making.

Wei & Miraglia, (2017) explored the knowledge transfer in project-based organizations and Organizational culture in Chinese construction firms. The study looked at how three key characteristics of organisational culture — artifacts, norms, and common ideology – affect knowledge transfer between projects in a project-based company. We gathered and evaluated extensive and thorough material from paperwork, secondary information, and in-depth interviews conducted with really experienced project managers of a Chinese building company using a single case study research approach. The results of this study add to existing investigation on how the interaction of corporate-level organisational culture and cultural aspects at lower organisational levels influences individual decisions about (1) which areas of learning are most important to shift, (2) under what circumstances knowledge can be communicated or hoarded, and (3) the scope to which sharing or hoarding is acceptable. The study also adds to the body of information on legitimacy by demonstrating how corporate culture changes public views of "knowledge authority" and their choices for various knowledge transfer modalities.

Antunes & Pinheiro, (2020) studied the Linkage between memories, knowledge management, organizational learning using Cross-sectional design and correlational design were used in meeting the objectives of the research. There were 550 questionnaires circulated to participants, and only 382 surveys were administered, with 15 questionnaires omitted due to inaccurate and lacking values from the 382 questionnaires. Results demonstrate that management skills and corporate governance greatly boost both organizational learning and the survival of a business. In comparison, leadership styles greatly increase interpersonal learning but have little impact on the survival of a business. Organizational learning mediates greatly between organizational skills, corporate governance, models of leadership,

and the survival of the enterprise. Organizational preparation has a major impact on the survival of the organization as well.

Hosseini et al. (2020) explored the mediating effect of organizational culture in the association of style of leadership with organizational learning. 10500 workers of the organization were included in the target community. Cochran's finite population formula provided a data set of 371. The plan is to ensure 95 percent trust in the study hypothesis, i.e., leadership style had a positive and significant influence on organizational culture, and organizational culture in turn had a significant and positive effect on organizational learning. In addition, the findings found that the association between leadership style and organizational learning was greatly influenced by organizational culture.

Li et al. (2014) examined opportunity capture and organizational learning nexus. The paper aims to clarify these relationships and proposes a dynamic theoretical model that has mutual causality at its core and is based on ideas originating in complexity theory. The final model results from case studies of two clothing sector firms. The authors consider that the three concepts constitute a complex system and can adapt and transcend, as any alteration can take the system to the edge of chaos. Adaptability is fostered by concentration, improvement and discussion. Transcendence is fostered by attention, dialogue and inquiry. The different paces of the two case study companies led their systems to two different models: the incremental complex adaptive system model and the global complex generative system model. The incremental model is characterized by adaptive learning, incremental innovation and low internationalization; and the global system is characterized by generative learning, radical innovation and global internationalization. The paper ends with an exploration of the academic and management implications of the model.

In a Korean scenario, Oh & Han (2020) investigated the link between organisational culture (OC) and organisational learning (OL), as well as the mediation effect of OL on OC and performance. This research utilized a 4I paradigm (inference, understanding, institutionalising and integrating) to evaluate OL and assessed OC using four cultural types: adhocracy, clan, hierarchy and market. Data on management groups in mentioned private Korean firms was gathered, and 527 replies were evaluated. Model assessment and SEM analysis were used to examine nine hypotheses. Adhocracy and Clan cultures were shown to have high positive

correlations with OL, but market and hierarchical cultures exhibited no such relationships. Clan and adhocracy cultures, as well as organisational performance, were entirely mediated by OL activities. OL improves organisational performance; thus, management should design occupational learning methods to match, especially when it comes to cultivating clan and adhocracy cultures.

Cho et al. (2013) used an organisational learning framework to examine the link between organisational culture and service quality. The goal of the research is to determine the link between service quality in knowledge-intensive commercial services and organisational culture using the organisational learning approach (KIBS). The regressors were four types of organisational cultures from Quinn's conflicting values model (developmental culture, hierarchical culture, group culture, and rational culture). The response variable is KIBS quality predicated on SERVQUAL, and the mediating factors are three kinds of learning attitude and organisational learning practices (OLBs) founded on an organisational learning model, which relate organisational cultures and service quality. The investigators utilised SEM to determine how much effort to put in to improve its service company's service quality. Their research found that learning orientation was impacted by developmental, rational cultures and group, but not by hierarchy culture. Three types of learning orientations also affected OLB, which in turn influenced KIBS quality. We proposed a novel model on the clear connection between organisation behaviour and service quality by upgrading the existing organisational learning approach and merging it with a conflicting values model (CVM). This report also offers guidance on the sort of organisational culture that KIBS should adopt in order to increase service quality.

Rezaei et al. (2018) investigated the impact of organisational culture and learning on organisational innovation in knowledge-based firms. Top and intermediate managers from knowledge-based, start-up, and industrial experience and understanding firms were among the attendees. The 133 survey results were scrutinized. This research used a correlational technique centred on SEM to evaluate the measuring equipment and assumptions. The findings revealed that adhocracy and clan cultures had a good impact on organisational learning, whereas market culture and hierarchical culture had a negative impact. Furthermore, adhocracy and clan cultures were shown to have a favourable impact on technical and administrative innovation, but market and hierarchical cultures were found to be barriers to

innovation. Organizational learning was also proven to have a favourable impact on technological and administrative improvements.

Waddell and Pio (2015) investigated the impact of senior executives on organisational learning and employee perspectives. The information was gathered through qualitative study using New Zealand-based information technology firm as a case study. The results add experimentally to the small field of knowledge on how senior managers affect organisational learning by applying an exploitative, transformative and explorative organisational learning approach, as well as a transformational and transactional leadership framework. The research shows how senior managers used a transformational leadership method during transformative and explorative learning, but a transactional leadership style throughout exploitation learning. Respondents' remarks about how senior managers made workers feel connected with company preconceptions and test them all through the process of learning were very intriguing.

Similarly, Beneke et al. (2016) looked at how learning orientation and market orientation affect performance of the organization. Furthermore, we looked at the reliability of this tripartite link at both private and public Egyptian colleges in the Greater Cairo area. 298 academics were recruited via a quota sample technique, including 186 from private colleges and 112 from public colleges. Transactional and Transformational leadership styles, as well as organisational learning capability aspects, demonstrated important connections. Nevertheless, there was no mention of the role of organisational culture in the link between leadership styles and organisational capabilities. Finally, scholars advised Egyptian authorities and decisionmakers on the style of leadership and culture type that might help higher education institutions improve their learning ability.

From the viewpoints of well-being and organizational behaviour, Chumg et al. (2016) investigated Factors impacting workers' knowledge-sharing behaviour in the virtual organization. Using the definition of organizational actions, this study adds one ground breaking forerunner and intermediary, the feeling of well-being, to the components of organizational culture and social capital theory to establish an interdisciplinary opportunity to better understand individuals' experience and understanding behaviour inside the more dynamic context of Taiwanese Non-governmental Organizations' virtual organization (NGOs). The results of a field survey of 131 workers from the chosen virtual organization were examined

experimentally using SEM. The study provides compelling evidence that enhancing workers' feeling of well-being may activated automatically a bridge connecting organizational culture, social capital tendency, and workers' knowledge-sharing behaviour. Interestingly, and despite popular belief, the integrated approach reveals that, in a Chinese cultural setting, social power tendencies appear to be more significant than organizational culture in determining workers' feeling of well-being within the virtual organization. As a result, this study has highlighted the delicate interaction between workers' feeling of well-being, social capital tendencies, organizational culture, and information-sharing behaviour, whereas the in-depth analysis lends great assistance to knowledge management practice and research.

Paliokait and Pasa (2015) investigated the association between organizational ambidexterity and foresight. The focus of this research is on the link between organizational foresight and organizational handedness. Anticipation is thought to play a role in promoting organizational ambidexterity, particularly explorative (radical) innovation. There has been very little experimental study to date to assess the likelihood of this idea with higher restriction schemes. The findings of a Lithuanian survey of 230 industrial enterprises. It emphasizes the significance of organizational forethought, acknowledging its role in both exploitative and exploratory innovations, organizational ambidexterity. This research presents testable aspects of organizational foresight founded on a conceptual framework that depicts organizational insight as a collection of information gathering, strategy selecting, and integrating skills. They put the hypothesis to the test and produce proof for the hypothesized link between ambidexterity and foresight in organizations.

CHAPTER III

Research Methodology

Introduction

Research methodology is defined, and the study's methodology has been validated. This chapter provides an overview of the diverse study methodologies, including study design, sample design and methodology, data collecting questionnaire data gathering, analysis methods, design procedures, validation, instrument reliability and hypothesis testing. Each hypothesis will be evaluated in light of its relevance. This research is guided by a mind-set that aimed to add value to what was already known. The study took a positivist approach to assess the connections between dependent and independent variables, focusing on quantitative method (Oh, & Han, 2020).

This thesis utilized tests such as measurement, questionnaires and sampling, which are used by positivist researchers. The conclusions reached are expected to have a high level of validity and reliability, implying that the findings may be applied to a wide range of situations (Saunders et al., 2009). By providing three hypotheses, testing the statement amongst variables, and assessing results to see if they reflect the beliefs, a deductive method was used to test and build a paradigm for organizational learning in an enforcement organization (Johnson & Onwuegbuzie, 2004).

Research Design

The research design lays the groundwork for data collection and analysis (Bryman, 2004). It lays up the plan for gathering and analysing data on how to respond to the research problem. The following four essential concerns about research data, as proposed by Leedy and Ormrod (2010), can be successfully structured for a presentation of a realistic data. According to Kuckartz (2016), research design is used as a model or framework for performing the analysis in order to assert complete control over variables that may affect the validity of the investigation's findings. The design of the study is the overall strategy used to integrate the many aspects of the study in a consistent and coherent manner, guaranteeing that the research problem is properly addressed; it provides the

foundation for data collection, analysis, and assessment (Kuckartz, 2016). It should be remembered that the research study, not the other way around, dictates the design method to be employed. The investigator's overall purpose is to offer responses to the survey questions that propel the investigation.

According to Gao & Sun (2020), planning research allows investigators to organise and perform their study in such a way that they may reach the desired result, increasing the likelihood of collecting knowledge that is congruent with the real scenario. This study used a quantitative technique to identify, analyse, and explain the relationship between deliberate and developing approaches, which the company employs extensively. Quantitative data can be translated into numbers in an organised, objective, systematic approach to retrieve information and descriptive aspects, as well as their relationships (Bryman & Cramer, 2011).

Quantitative Research Method

The quantitative analysis technique, also known as the positivist method, employs numerical data from a selected demographic segment to generalize the outcomes in a methodical and scientific manner (Maree & Peterson, 2007). Quantitative analysis, according to Bryman (2012), is a method of research that improves data measurement, collection, assessment, and analysis. Quantitative research allows scholars to broaden their horizons and foster scientific impartiality by removing the researcher's subject of research from the equation (O'Leary, 2010). The quantitative technique investigates social problems by examining theories. Its data usually consists of numerically computed variables that are assessed using statistical formulas (Leedy & Ormrod, 2010).

To put it another way, quantitative techniques usually start with a hypothesis that has to be explored and end with the hypothesis being validated or disabled once it has been examined (Naoum, 2007). The quantitative testing method's deployment phase necessitates providing respondents with specific questions that will reply to survey inquiries (Thomas, 2003). Developmental design experiments, research experiments, qualitative methods, experimental procedures and interaction research studies are all examples of quantitative study designs (Dahlberg & McCaig, 2010).

Qualitative Research Method

Qualitative research focuses on understanding qualitative information in the context of narratives phrases, and sentences. According to Bryam (2012), qualitative analysis encompasses a wide range of ideas and approaches. In comparison to quantitative research methods, qualitative analysis provides a more in-depth picture of the situation (Silverman, 2006). Hennink et al. (2011), on the other hand, regard qualitative research technique as a support to quantitative research rather than the polar opposite. In the data gathering and analysis process, it may be characterized as a system that magnifies terms rather than estimations.

According to Leedy and Ormrod (2010), qualitative analysis entails examining characteristics that cannot be reduced to a numerical value. Leedy and Ormrod (2010) opined that this method of analysis is frequently employed when there is little understanding about a certain field of research and the components are unknown, or when the evidence for a major hypothesis is insufficient. Grounded theory, case studies, ethnography, historical research, phenomenology, and a deductive methodology were all used in qualitative research (Leedy & Ormrod, 2015).

Variables Used

Dependent Variable

Organizational Learning: The method of constructing, maintaining, and transferring knowledge inside an organization is known as organizational learning. As an organization accumulates experience, it strengthens through time. It is able to develop information from this experience. This knowledge is extensive, spanning every issue that could benefit a company. Ways to improve production efficiency or build positive investor relations are two examples. Individuals, groups, organizations, and inter-organizations all contribute to the creation of knowledge. Organizational learning occurs as a result of an organization's experience and enables it to remain competitive in an ever-changing climate. Organizational learning is a method of improving a process' accuracy, efficiency, profitability.

Independent Variables

Clan Culture: A clan culture is a form of business environment that is similar to that of a family or tribe, emphasizing agreement and shared values and goals. Of the four major corporate culture models, clan cultures are the most cooperative and least competitive. Mentorship, employee engagement and corporate involvement are expected to foster loyalty and empowerment, which will boost productivity and profitability. Clan culture opponents, on the other hand, contend that businesses that follow that model may be lacking in diversity. It's also been said that focus on unity might discourage disagreement, and that a good foundation can cause employees to be less productive than they would be in a more competitive workplace.

Hierarchical Culture*:* It is a form of organizational culture that prioritizes control and stability, with an emphasis on what goes on within the company in general, and practices and regulations in specific. All have a place, and everyone has a place. This specific organizational culture is formal, with leadership at the top and a well-defined command structure. It is, in essence, a standard business structure.

Knowledge technological capabilities: Knowledge management capacities facilitate the development, transmission, sharing and deployment of organization knowledge and involve processes including the collection, preservation, distribution and application of knowledge (Gold et al., 2001). Knowledge management includes knowledge acquisition, security, conversion and implementation capability (Laudon & Laudon, 2006).

Measurement of variables and Survey Design

The present thesis used a valid questionnaire to gather information from the respondents. All of the variables were culled from prior research. The questionnaire was divided into four components. The first section dealt with demographic data. Section B used eight questions from Lee et al. (2016) to assess hierarchy and clan culture (Four for hierarchy culture and three for clan culture). Four questions from Mao et al. (2018) were incorporated in Section C, which looked at knowledge technical skills (2016). Kohtamäki et al. (2012) posed four questions in Section D

concerning organizational learning. The replies were graded on a 5-Likert scale which range from strongly disagree to strongly agree. The poll was completely optional, and there were no incentives for taking part. All processes, data collecting, and outcomes were kept secret for the respondents.

Sample selection and data Collection

According to Naoum (2007), the method used to collect data is determined by the scope of the investigation and the type of evidence required and available. The examination of numerous data sources for the research is part of data processing. Fieldwork is the major source of data for the study, which is alluded to as primary data (Naoum, 2007). In this study, primary data were used. Primary data was defined by Struwig and Stead (2007) as "fresh data produced for the study analysis." Primary data, according to Wegber (2009), is information that is acquired at the moment of generation. This method of data collection helps a researcher to ensure that the analyses' purpose and relevance are understood. (Kumar et al., 2011).

Furthermore, the present research utilized convenient sampling to gather data. A convenience sample is a non-probability selecting approach that takes a sample from a group of individuals who are simple to reach or contact. A convenience sample might be someone sitting in a mall or a grocery shop and asking individuals to answer questions. Grab sampling or accessibility sampling are terms used to describe this sort of survey. The sampling technique has no further requirements than those individuals be accessible and willing to engage. Furthermore, because the sole justification is whether the respondents consent to engage, this sort of sampling method does not necessitate the generation of a simple random sample.

Data was gathered using a standardized questionnaire developed from prior study and aimed to gather information from respondents. Part A of the survey asked participants to submit some demographic information as well as work experiences. Part B unveils question regarding Clan Culture. The questions on clan culture were derived and modified from the study of Al Dari et al. (2020). Section C shows questions pertaining to Hierarchy Culture which is also derived from the study of Al Dari et al. (2020).

Section D presents questions on Knowledge technological Capability which was adapted from the study of Alsabbagh & Khalil, (2017). Section E unveils

questions on Organizational learning and the questions was adapted from the study of Alsabbagh & Khalil (2017). The data were collected from workers in knowledge management in Nigeria. The data were collected between August and September. Questionnaires were distributed through emails, WhatsApp, and physical means. Their responses were collected and coded into the excel worksheet which was later uploaded to the SPSS software for further analysis.

Sampling

The research was conducted in Nigeria and questionnaires are distributed to workers in the law enforcement. The outcomes from this thesis will benefit organizations, employers and students in this field. Furthermore, the convenient sampling technique will be utilized in this thesis. Convenience sampling (also characterized as grab sampling, inadvertent sampling, or opportunity sampling) is a non-probability sampling technique in which a sample is taken from a population group that is readily accessible. A convenience sample is a non-probability sampling technique that takes a sample from a group of individuals who are able to reach or contact. A convenience sample might be someone sitting in a mall or a grocery shop and asking individuals to answer questions. Grab sampling or availability sampling are terms used to describe this form of survey. The sampling approach has no additional requirements than that people be willing and available to participate. Furthermore, because the only requirement is whether the participants consent to participate, this form of sampling method does not necessitate the generation of a simple random sample. Therefore, since the sample of this research covers law enforcement agencies in Nigeria. Getting in touch with all the employees in the enforcement is not feasible as a result we used the convenient sampling technique to gathered information.

Data Analysis

Data analysis include evaluating, verifying, tabulating, and categorizing information in order to respond to the report's most pertinent proposal (Yin, 2003). The data gathered is usually examined during the analysis phase to answer research questions or hypotheses (Creswell & Clark, 2007). Processing of data is usually done to evaluate the research's progress (Naoum, 2007). The data collected is generally enormous, making the results a bit harder to understand (Naoum, 2007).

In the case of quantitative data, the data is analysed using the research question format, and the relevant mathematical test is used to answer the questions or hypothesis. The data used in this study were assessed only on the basis of their presence.

Validity and Reliability of Data

Depending on the research topic, validity and reliability are described in a variety of ways (Leedy & Ormrod). The validity and reliability of research instruments are assessed in order to demonstrate that they perform their intended purpose and produce accurate findings when used (Struwig & Stead, 2007). According to Silverman (1993), dependability and validity are critical in evaluating the trustworthiness and neutrality of an analysis. Therefore, the present thesis utilized the Cronbach Alpha to assess the reliability of the variables of the study.

CHAPTER IV

Findings and Discussions

Introduction

This part of the thesis discusses in details the findings obtained from the methodology applied in section three of the empirical analysis. The first analysis discusses the demographic information's of the respondents which is followed by participants responses on questions related to clan, hierarchy, knowledge technological capability and organization learning.

Descriptive Statistics

Table 1 presents the summary of variables utilized in this thesis. The maximum and minimum for all the variables ranges from 1 to 5. The mean of Clan Culture, Hierarchy Culture, knowledge technological capability and Organizational Learning are 2.3346, 2.0856, 2.6654 and 2.2443 respectively. Furthermore, we reported standard deviation. The standard deviation is a statistic that measures the amount of diversity or divergence in a set of numbers. The standard deviation for Clan Culture, Hierarchy Culture, knowledge technological capability and Organizational Learning are 0.91287, 0.76374, 0.96745 and 0.88157 respectively. The low standard deviation implies that the values are close to the set's mean.

Table 1 *Descriptive Statistics*

	N	Minimum	Maximum	Mean	SD
Clan Culture	263	1.00	5.00	2.3346	.91287
Hierarchy Culture	263	1.00	5.00	2.0856	.76374
knowledge technological capability	263	1.00	5.00	2.6654	.96745
Organizational Learning	263	1.00	5.00	2.2443	.88157

Demographic Information

Table 2 presents the response to the question “your gender?” by the participants in the survey. The majority of the participants (61.6%) are male which is followed by female with 38.4%. This implies that majority of the respondents are male.

Table 2

Gender Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	162	61.6	61.6	61.6
	Female	101	38.4	38.4	100.0
	Total	263	100.0	100.0	

Table 3 unveils the participant response to the question “What is your age range?” in the survey. The majority of the participants (33.8%) are between 36-45 which is followed by 25.9% which falls between 26 and 35 years, 19.8% which falls between 46 and 55 years, 15.6% which are less than 25 years and 4.9% which are above 55 years.

Table 3

Age Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	41	15.6	15.6	15.6
	26-35	68	25.9	25.9	41.4
	36-45	89	33.8	33.8	75.3
	46-55	52	19.8	19.8	95.1
	55 years above	13	4.9	4.9	100.0
	Total	263	100.0	100.0	

Table 4 shows the participant response to the question “What is your job function?” in the survey. The outcomes from the Table 4 shows that 31.6% of the respondents are Technical, 31.2% administrative, 27% Operational Fieldwork, and 10.3% perform other functions.

Table 4

Job Function

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Technical	83	31.6	31.6	31.6
	Administrative	82	31.2	31.2	62.7
	Operational Fieldwork	71	27.0	27.0	89.7
	Other	27	10.3	10.3	100.0
	Total	263	100.0	100.0	

Table 5 shows the participant response to the question “What is your level of education?” in the survey. The Table 5 outcomes unveiled that 29.7% of the respondents have NCE/OND, 30.8% possessed Bachelor/Diploma, 21.7% possessed high school diploma. 15.6% posed Masters and 2.3% possessed above masters. This shows that the participants have basic understanding of the questionnaire.

Table 5

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	57	21.7	21.7	21.7
	NCE/OND	78	29.7	29.7	51.3
	Bachelor/Diploma	81	30.8	30.8	82.1
	Masters	41	15.6	15.6	97.7
	Above Masters	6	2.3	2.3	100.0
	Total	263	100.0	100.0	

Table 6 shows the participant response to the question “What is your Position?” in the survey. The Table 6 outcomes unveiled that 31.9% of the respondents Military Officer, 28.1% are Custom Officer, 20.9% are Police Officers, 17.9% are Civil Defence Officers, and 1.1% are Road Safety Officers

Table 6

Job Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Police Officer	55	20.9	20.9	20.9
	Custom Officer	74	28.1	28.1	49.0
	Military Officer	84	31.9	31.9	81.0
	Civil Defence Officer	47	17.9	17.9	98.9
	Road Safety Officer	3	1.1	1.1	100.0
	Total	263	100.0	100.0	

Reliability Test

The stability or consistency of test scores is measured by reliability. We can also think of it as the capacity to replicate a test or study outcomes. A coefficient that is reliability is a measure of a test's ability to accurately evaluate performance. The internal-consistency coefficient that is most commonly employed is the Chronbach alpha. The benchmark of the test is that the value of the Chronbach alpha must be greater than 0.70. The value of chronbach alpha for Clan culture, Hierarchy Culture, knowledge technological capability and organization learning are 0.861, 0.861, 0.805 and 0.877 respectively as reported by Table 7. Since the chronbach alpha for the variables are greater than the 0.70 benchmark, the study agree that they are internally consistent as reported by Table 7.

Table 7

Reliability Tests

Variables	Number of Items	Cronbach Alpha
Clan Culture	3	0.861
knowledge technological capability	4	0.861
Hierarchy Culture	3	0.805
organization learning	4	0.877

Correlation Test Outcomes

In this present research, the research assesses the correlation association between both the dependent and independent variables utilizing Pearson correlation. The Pearson correlation outcomes are illustrated in Table 8. The outcome unveiled significant possible correlation between organization learning, Hierarchy Culture, knowledge technological capability and Clan Culture which implies that all the variables move together in the same direction. For instance, clan culture has a positive correlation with hierarchy culture (0.670), knowledge (0.657), and organisational learning (0.745). Furthermore, Hierarchy Culture has a positive and significant correlation with Clan Culture (0.70), Knowledge (0.505), and Organization Learn (618). In addition, knowledge technological capability has a positive and significant correlation with clan culture (0.657), and organisational learning (0.464). Lastly, Organization Learning has a positive and significant correlation with clan culture (0.745), and hierarchy culture (0.618). These outcomes are also validated by the significant values of the correlation among all the variables.

Table 8

Correlations

		Clan Culture	Hierarchy Culture	Knowledge	Organization Learn
Clan Culture	Pearson Correlation	1	.670**	.657**	.745**
	Sig. (2-tailed)		.000	.000	.000
	N	263	263	263	263
Hierarchy Culture	Pearson Correlation	.670**	1	.505**	.618**
	Sig. (2-tailed)	.000		.000	.000
	N	263	263	263	263
knowledge technological capability	Pearson Correlation	.657**	.505**	1	.464**
	Sig. (2-tailed)	.000	.000		.000
	N	263	263	263	263
Organization Learn	Pearson Correlation	.745**	.618**	.464**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	263	263	263	263
**. Correlation is significant at the 0.01 level (2-tailed).					

Model Summary

Table 9 shows the study model. The outcomes of the thesis model shows that the R^2 and Adj R^2 are 0.58 and 0.57 respectively. This demonstrates that 58% of the independent variable can be explained by the independent variables (Hierarchy

Culture, knowledge technological capability and Clan Culture). This shows that the model is good and inference can be drawn from it.

Table 9

Model Summary

Model	R	R^2	Adj R^2	Std. Error of the Estimate	Change Statistics			DW
					R Square Change	F Change	Sig. F Change	
1	0.76	0.58	0.579	0.571	.584	121.326	0.000	1.436
a. Predictors: (Constant), Knowledge, Hierarchy Culture, Clan Culture								
b. Dependent Variable: Organizational Learning								

ANOVA

One of the most common misunderstandings among scholars is the distinction between analysis of variance (ANOVA) and regression analysis. In ANOVA, the independent variable can only be a categorical variable, but in regression, both continuous and categorical independent variables can be utilized. As a result, ANOVA may be thought of as a type of linear regression with categorical predictors**.** The outcomes of the ANOVA are depicted in Table 10. The outcomes shows that all the regressors (Hierarchy Culture, knowledge technological capability and Clan Culture) can significantly predict organizational learning as revealed by the significant value (0.000).

Table 10

ANOVA

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	118.964	3	39.655	121.326	.000[b]
	Residual	84.652	259	.327		
	Total	203.616	262			
a. Dependent Variable: Organizational Learning						
b. Predictors: (Constant), Knowledge, Hierarchy Culture, Clan Culture						

Regression Analysis

The present thesis assesses the influence of knowledge, hierarchy Culture, clan Culture on Organizational Learning. In doing so, we utilized the multiple regression analysis. The multiple regression analysis is often utilized when there is one dependent variable and several independent variables. Firstly, we observed positive interconnectedness between clan culture and Organizational Learning. This implies that holding other factors constant, 1unit increase in clan culture would increase organisational learning by 0.620. Furthermore, the impact of Hierarchy Culture on organisational learning is significant and positive. This implies that 1unit increase in Hierarchy Culture will increase organisational learning by 0.259 when other factors are held constant. Lastly, the study disclosed positive effect of Knowledge technological capacities on organisational learning which implies that 1unit increase in Knowledge technological capacities will increase organisational learning by 0.065 holding other factors constant.

Based on the above findings, clan culture impact organizational learning positively. Although the bulk of prior research has indicated a strong beneficial influence of clan culture on organizational learning; though the studies of Lee and Chen, (2005), Cameron and Quinn, (1999), Bhatnagar and Bhandaris, (1998), Alsabbagh and Khalil, (2017) and Bremer, (2016) affirmed no significant association between clan culture and organizational learning.

Conversely, the thesis found that hierarchical culture has a direct and significant impact on organizational learning, bolstering prior study outcomes (Shao et al., 2012; Alavi et al., 2005; Alattas, 2015). Uniformity, coordination and efficiency are qualities of hierarchical culture that might aid organizational members in embracing new procedures. They can also encourage them to share their expertise and address challenges that have arisen as a result of organizational learning

procedures. Knowledge management procedures are often streamlined in hierarchical cultures, and this form of culture was a far better predictor of organizational learning than clan culture (Saif, 2017; Dajani & Mohamad, 2017). It appears that the predictive and determinative culture of organizational learning in the examined organization was hierarchical instead. Employees were seen to choose efficiency, coordination and uniformity over pleasant working, commitment and camaraderie to their co-workers as strategies to enhance organizational learning.

Organizational norms (particularly hierarchical processes), instead of the connections formed and maintained between individuals, are the key characteristic of organizational culture that defines organizational learning in the business organization. Clan culture and hierarchical cultures were found to have a positive impact on organizational learning and can play a critical role in predicting organizational learning behaviour. More study integrating these aspects with a concentration on organizational culture and operational variables, such as that conducted by De Molli (2019) and Chidambaranathan and Regha (2016) will add to the body of knowledge.

Lastly, we observed positive and significant association between knowledge technological capability and organizational learning which suggests that knowledge technological capability (KTC) improves organizational learning. This outcome complies with the research of Melville et al., (2004), Abubakar et al., (2019) and Dong and Yang, (2015). Through procedures such as knowledge dissemination storage, application and acquisition, KTC supported the creation, distribution, application and transfer of knowledge in the studied company. The intrinsic nature of organizational culture and knowledge technology capacities as predicting variables of organizational learning behaviours has been demonstrated in this thesis. As an addition to the current academic knowledge base, these results increase understanding of the organizational learning, including its promoters and antecedents. This also implies that managers should endeavour to guarantee that the organizational culture's values align with the requirements for organizational learning.

Giving and expanding knowledge technical skills may also help organizations learn more effectively (De Molli, 2019; Bremer, 2016). The collaborative character of clan culture indicates that it typically permits the developmental path to lead to an average. While appealing, it may not be in the best interests of organizational

function, since it is clearly described by the organization's specialists or most elite employees. Conversely, the positive effects of hierarchical culture suggest that the top-down method is most successful in achieving higher-level goals. The bottom-up strategy, on the other hand, may be best handled by deeper observation and analysis of viewpoint in organizations only as these higher levels govern them. Examining the interests of lower-level employees beyond some strategically established objectives, as accepted by the organization's most knowledgeable and powerful members, is seen unproductive. However, greater consideration of the bottom levels viewpoint than has been done in conventional or traditional corporate procedures may help this informed nature.

Table 11

Regression Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.430	0.117		3.663	0.000
	Clan Culture	0.620	0.060	0.642	10.322	0.000
	Hierarchy Culture	0.259	0.063	0.224	4.132	0.000
	Knowledge	0.065	0.049	0.071	4.335	0.000
a. Dependent Variable: Organizational Learning						

Testing of Hypotheses

The Table 12 below depicts the hypotheses Table. The hypotheses formulated in Section one is tested here. The findings show that first hypothesis of clan culture does not have significant impact on organizational learning is rejected. Therefore, there is significant interrelationship between clan culture and organizational learning.

The secondly hypothesis of hierarchical culture does not have significant impact on organizational learning is rejected. Therefore, there is significant interrelationship between hierarchical culture and organizational learning. Lastly, hypothesis of knowledge technological capability does not have significant impact on organizational learning is rejected. Therefore, there is significant interrelationship between knowledge technological capability and organizational learning.

Table 12

Hypothesis Table

	Null Hypotheses	Criteria	Decision
H 1	Clan Culture does not have significant impact on organizational learning	Accept Ho if P-value > 1% and 5%	We fail to accept the Ho since the P-value is less than 1% level of significance. Therefore, there is significant interrelationship between clan culture and organizational learning
H 2	Hierarchical Culture does not have significant impact on organizational learning	Accept Ho if P-value > 1% and 5%	We fail to accept the Ho since the P-value is less than 1% level of significance. Therefore, there is significant interrelationship between Hierarchical Culture and organizational learning
H 3	knowledge technological capability does not have significant impact on organizational learning	Accept Ho if P-value > 1% and 5%	We fail to accept the Ho since the P-value is less than 1% level of significance. Therefore, there is significant interrelationship between knowledge technological capability and organizational learning

Discussions and Limitations

Implications

Scholars researching organizational learning in Nigeria will benefit from the findings of this study. In Nigeria, there are few research on organizational learning, with the majority focusing on the private sector. There were just a few researches that looked into the influence of corporate culture on organizational learning. This investigation fills a vacuum in the literature on knowledge and culture, as well as technical capacities and organizational learning. Previous theories linked to the study framework, such as absorptive capacity theory and organizational learning theory, are used in this research. These are supportive of the connection between organizational capacities and learning.

A different organization may provide opposite findings if the same research was replicated. Creating a data collection that concentrates on both management and trainee viewpoints, which might possibly but not definitely include organizational cultural frameworks or variables, is the most major addition to the existing knowledge about this broad optimization of organizational learning. In terms of efficient and useful implementations and results, such a contributing set of data would indisputably establish the most successful variables from both management and employee viewpoints.

This formal way of indicating and describing connections and discrepancies between what employees and managers consider to be the most relevant or causal elements would be more helpful to developers, managers, analysts, and other parties interested in implementing this type of optimization. The research, for instance, proved the relevance of knowledge technology skills in boosting organizational learning in a law enforcement agency. This might indicate the organization's desire to improve workers' IT abilities, particularly those who operate in diverse geographic areas and necessity to obtain data on crime statistics in order to make allocation of resources choices.

Limitation of Thesis

Despite the significant findings and policy recommendations suggested above, this research also has certain drawbacks. This work has some important shortcomings. To begin with, the outcomes may be confined to a certain form of public organization, making them non-generalizable. Secondly, causal links could not be deduced directly since the research was cross-sectional. Other constraints that applied to this study were the sample size of the single organization investigated, as well as the assumed total correctness of the data gathered. Because the sample has more male participants than female participants, the research's findings may be restricted.

To successfully enhance management practices and tactics, theories of culture and organizational learning must be better matched. To investigate the influence of different forms of culture on organizational learning, more study is needed. In the meantime, because only a few research have experimentally investigated the relationship between organizational culture and organizational learning, the findings give support and proof of practical relevance for ongoing important advancements in this area (Palos and Stancovici, 2016; Lindquist and Marcy, 2016).

More targeted study can fill up the gaps in the knowledge base that have been identified. Nonetheless, the investigator does not believe that a finished investigation would be the most important contribution. The impacts of corporate culture and technical capabilities on organizational learning must be better understood.

CHAPTER V

Conclusion and Recommendations

Without any doubt, the impact of clan culture, hierarchy culture and knowledge technological capabilities have considerable level of influence on organizational learning. These values and parameters directly affect organizational learning. This chapter highlights recommended insights based on the findings of the research and other areas where further research can be carried out.

Conclusion

Over the years, the notion of organizational learning has become a subject of significant interest. Most scholars in this area have emphasized that productive learning in an organization leads to organizational progress through the production of specialized skills (Yang, 2017). Companies need to concentrate on organizational learning to turn modern skills into learning organizations to implement technological innovations in order to retain a strong place in a constantly evolving world and market competition and learn more than their colleagues in competitive organizations to assess the strategic advantage of the business (Senge, 2014).

The impacts of organizational culture (hierarchical and clan culture) and knowledge technology skills on organizational learning in Nigerian law enforcement agencies were investigated in this thesis. The thesis objectives are: (i) to determine the impact of clan culture on organizational learning; (ii) to determine the impact of hierarchy culture on organizational learning; and (iii) to determine the impact of knowledge technological capabilities on organizational learning. We applied several techniques such as Pearson correlation, multiple regression and ANOVA tests to assess these interrelationships.

The findings based on approaches are as follows: (i) the internal consistency is tested using Cronbach alpha. The benchmark of the test is that the value of the Cronbach alpha must be greater than 0.70. Based on the aforementioned yardstick, all the variables i.e., clan culture, Hierarchy Culture, knowledge technological capability and organization learning are internally consistent (ii) the correlation outcome unveiled significant possible correlation between organization learning,

Hierarchy Culture, knowledge technological capability and Clan Culture while implies that all the variables move together in the same direction. This is also validated by the significant values of the correlation among all the variables (iii) the ANOVA outcomes shows that all the regressors (Hierarchy Culture, knowledge technological capability and Clan Culture) can significantly predict organizational learning as revealed by the significant value (0.000). (iv) The findings from the multiple regression demonstrated that organizational culture impact organizational learning positively. This implies that an increase in organizational culture leads to an increase in organizational learning.

Furthermore, we observed that knowledge technology has significant and positive influence on organizational learning suggesting that upsurge in knowledge technology will lead to an increase in organizational learning. This outcome demonstrates that increase in organizational learning is caused by an increase I organizational culture and knowledge technology respectively.

Recommendations According to Findings

From the findings of this research, negative and redundant hierarchy culture takes a toll on an organization's growth process and should be reduced to its barest minimum. This study shows that constructive clan and hierarchy cultures foster organizational learning. Also, good knowledge technological capabilities help maximize the potentials of an organization. Thus, in order to foster organizational learning, organizations must take active steps to develop knowledge sharing techniques and encourage positive cultures within them. Organizations should stimulate employee engagement via formal and informal techniques that maximize their productivity and foster positive culture.

Recommendations for Further Research

Organizational learning is one of the most important elements in the lifecycle of an organization. It helps to measure the level of growth in an organization while utilizing variables such as clan culture, hierarchy culture and knowledge technological capabilities. It is recommended that future researches be carried out on organizational learning in diverse industries including but not limited to education,

health, services and information technology. This will not only add credibility to the study of organizational learning, but also significantly increase its generalizability.

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APPENDICES

Questionnaire

Proposed Questionnaire

Dear Participant,

The present research tends to assess the organisational culture and knowledge technological capabilities effect on organisational learning. The Data was collected from 263 workers working in knowledge management centres throughout Nigeria's law enforcement agencies via a questionnaire survey. The thesis objectives are: (i) to determine the impact of clan culture on organizational learning; (ii) to determine the impact of hierarchy culture on organizational learning; and (iii) to determine the impact of knowledge technological capabilities on organizational learning. You consent to partake in this analysis by filling out the questionnaire below. Please bear in mind that your participation in the study is completely voluntary. In this case, your information will not be shared with third parties. The information gathered during this study can only be used for educational reasons, however it can be addressed at national and international academic gatherings and/or journals. You can stop engaging in the study at any moment by contacting us. Your data will be deleted from our database and will not be used in any further research measures if you opt out of the analysis. If you have any queries or require further information, please contact us using the information provided below.

Ifeanyi Gideon Anyienwe(Student researcher)
Department of Innovation and Knowledge Management, Near East University.
Tel: +905391057371, +2348143101327
Email: ifygideon@gmail.com

Section A: Respondents Information

1. What is your Gender

(a) Male

(b) Female

2. What is your Age

(a) 26-35

(b) 36-45

(c) 46-55

(d) 55 years above

3. What is your job function

(a) Technical

(b) Administrative

(c) Operational Fieldwork

(d) Other

4. What is your level of education

(a) High School

(b) NCE/OND

(c) Bachelor/Diploma

(d) Masters

(e) Above Masters

5. What is your position

(a) Police Officer

(b) Custom Officer

(c) Military Officer

(d) Civil Defense Officer

(e) Road Safety Officer

Section B: Clan Culture

Note: 1, 2, 3, 4, and 5 illustrates strongly agree, agree, neutral, disagree and strongly disagree

Clan Culture	1	2	3	4	5
A personal place is an organization. It is an extended family and individuals interact with each other a lot about themselves.					
My organization's organizational style is defined by consensus, teamwork, and individual engagement.					
Loyalty and shared confidence are the bond that binds together the organization.					

Source: Al Dari et al. (2020).

Section C: Hierarchy Culture

Hierarchy Culture	1	2	3	4	5
The organisation is a very ordered and regulated environment.					
The organization's management style is distinguished by work protection, conformity, predictability and partnerships of continuity.					
Performance and consistency are stressed by the organisation. Performance, control and smooth processes are necessary.					
Smooth planning and low-cost output are crucial for reliable distribution,					

Source: Al Dari et al. (2020).

Section D: Knowledge technological Capability

Knowledge technological Capability	1	2	3	4	5
To acquire an awareness of our vendors and associates, my company has processes					
My organization has policies in order to spread information around the organization.					
In my organization, information is available to those that need it.					

Source: Alsabbagh & Khalil, (2017).

Section E: Organizational learning

Organizational learning	1	2	3	4	5

Our workers are inspired to learn and improve.					
Our workers are invited to share their expertise.					
We love trying out different concepts so much that we often accept errors.					
Our management and staff are continually encouraged to share their views, aspirations and ideas.					

Source: Alsabbagh & Khalil (2017).

APPENDIX B

Scale of permission

Permission to use questionnaire

Inbox

Jabeen Smith May 19
to Ifygideon

Dear Gideon
Thank you for the warm message. You are free to use the questionnaire and the scale for your thesis. Wish you the best

Yours Sincerely
Dr Jabeen Smith

APPENDIX C

Ethical committee approval

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

09.08.2021

Dear Ifeanyi Gideon Anyiemwe

Your application titled **"Impact of Organisational Culture and Knowledge Technological Capabilities on Organisational Learning"** with the application number NEU/SS/2021/930 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

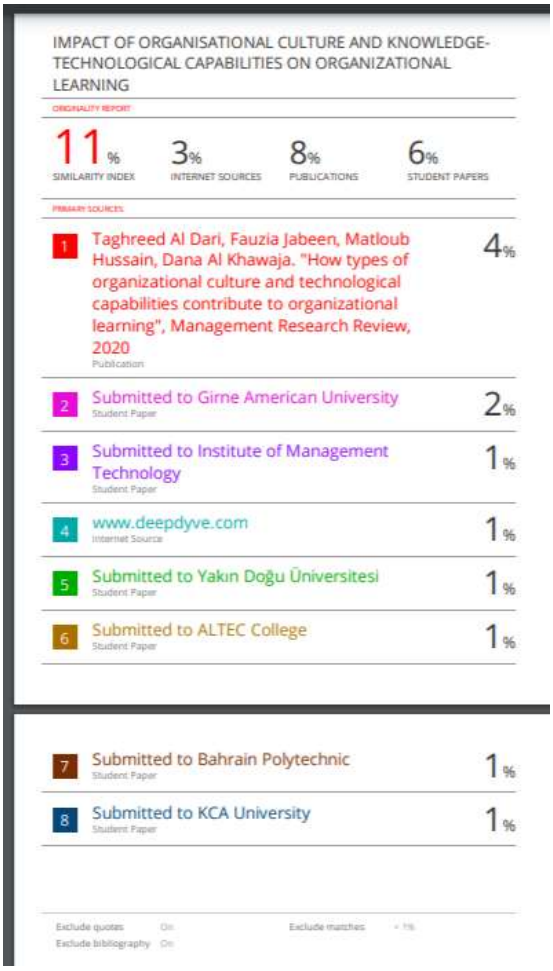
Rapporteur of the Scientific Research Ethics Committee

Direnç Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX D

Turnitin Report



IMPACT OF ORGANISATIONAL CULTURE AND KNOWLEDGE-TECHNOLOGICAL CAPABILITIES ON ORGANIZATIONAL LEARNING

ORIGINALITY REPORT

11%	3%	8%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Taghreed Al Dari, Fauzia Jabeen, Matloub Hussain, Dana Al Khawaja. "How types of organizational culture and technological capabilities contribute to organizational learning", Management Research Review, 2020 Publication	4%
2	Submitted to Girne American University Student Paper	2%
3	Submitted to Institute of Management Technology Student Paper	1%
4	www.deepdyve.com Internet Source	1%
5	Submitted to Yakın Doğu Üniversitesi Student Paper	1%
6	Submitted to ALTEC College Student Paper	1%
7	Submitted to Bahrain Polytechnic Student Paper	1%
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