NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF INNOVATION AND KNOWLEDGE MANAGEMENT

A STUDY ON THE IMPACT OF ORGANIZATIONAL LEARNING ON THE PERFORMANCE OF EMPLOYEES

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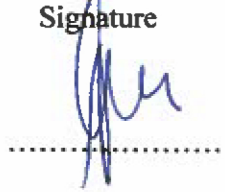
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February, 2024

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Approval

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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.

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Acknowledgments

Abstract

A STUDY ON THE IMPACT OF ORGANIZATIONAL LEARNING ON THE PERFORMANCE OF EMPLOYEES

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Master of Arts in Innovation and Knowledge Management

February, 2024,

78 Pages

This study delved into the dynamic world of the telecommunications industry in Rwanda, seeking to understand the role that organizational learning plays in shaping employee performance. Through an extensive literature review, it traced the contours of organizational learning, examining its many facets and how it has evolved. It also explored the concept of employee performance, what drives it, and its critical importance to the success of any organization.

The empirical journey involved a survey reaching out to the individuals at the heart of the telecommunications sector—its employees. The experiences and perceptions of the employees were gathered to draw a comprehensive picture of the current state of organizational learning within their companies. The crux of the investigation was to test a clear hypothesis: that organizational learning positively influences employee performance. The analysis, conducted with rigor and precision, pointed to a clear conclusion. There is a meaningful connection between the learning environment provided by an organization and the performance of its employees. The findings suggest that when telecommunications companies in Rwanda invest in learning—by providing training, fostering a culture of knowledge-sharing, and supporting continuous improvement—employees perform at higher levels.

The implication of the study reaches far beyond the academic realm. For industry leaders, the message is clear: there is tangible value in nurturing an environment where learning is embedded in the organizational fabric. For policymakers, our research underscores the importance of supporting educational frameworks at the industry level.

Keywords: Organizational Learning, Employee development, Knowledge Management

ÖZET

ÖRGÜTSEL ÖĞRENMENİN ÇALIŞANLARIN PERFORMANSI ÜZERİNDEKİ ETKİSİ ÜZERİNE BİR ARAŞTIRMA

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Inovasyon ve Bilgi Yönetimi Alanında Sanat Yüksek Lisansı

Subat, 2024,

78 Sayfa

Bu çalışma, Ruanda'daki telekomünikasyon sektörünün dinamik dünyasına dalarak, organizasyonel öğrenmenin çalışan performansını şekillendirme rolünü anlamayı amaçladı. Kapsamlı bir literatür taraması yaparak, organizasyonel öğrenmenin sınırlarını izledi, birçok yönünü inceledi ve nasıl evrildiğini ele aldı. Ayrıca, çalışan performansı kavramını, onu neyin yönlendirdiğini ve herhangi bir organizasyonun başarısı için kritik önemini keşfetti.

Araştırmanın ampirik yolculuğu, telekomünikasyon sektörünün kalbindeki bireylere—yani çalışanlarına—ulaşan bir anketi içeriyordu. Çalışanların deneyimleri ve algıları toplandı, şirketlerindeki organizasyonel öğrenmenin mevcut durumuna dair kapsamlı bir resim çizildi. Araştırmanın odak noktası, açık bir hipotezi test etmekti: organizasyonel öğrenmenin çalışan performansı üzerinde olumlu bir etkisi vardır. Titizlik ve hassasiyetle yürütülen analiz, net bir sonuca işaret etti. Bir organizasyon tarafından sağlanan öğrenme ortamı ile çalışanlarının performansı arasında anlamlı bir bağlantı vardır. Bulgular, Ruanda'daki telekomünikasyon şirketlerinin öğrenmeye yatırım yaptığında—eğitim sağlayarak, bilgi paylaşımı kültürünü teşvik ederek ve sürekli iyileştirmeyi destekleyerek—çalışanlarının daha yüksek seviyelerde performans gösterdiğini öne sürüyor.

Çalışmanın sonuçları akademik alanın çok ötesine ulaşıyor. Endüstri liderleri için mesaj açık: organizasyon dokusuna öğrenmenin yerleştirildiği bir ortamı beslemenin somut bir değeri vardır. Politika yapıcılar için araştırmamız, endüstri düzeyinde eğitim çerçevelerini desteklemenin önemini vurguluyor.

Keywords: Organizasyonel Ogrenme, Calisan Gelisimi, Bilgi Yonetimi

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OL – Organizational Learning

RURA - Rwanda Utilities Regulatory Authority

CHAPTER ONE

Introduction

Background of the Study

The excerpt from the 2021 Singapore Institute of Management report highlights the widespread impacts of the COVID-19 pandemic on global businesses, including mass layoffs, business collapses, and varying degrees of profitability. This challenging landscape has prompted a vital question about managerial strategies to maintain business viability during such crises. One such strategy proposed by the institute is the cultivation of a culture of learning within organizations.

Expanding on this, a learning organization, as described by Senge in 2006, transcends conventional training. It's not just about skill development; it's about fostering an environment that nurtures the overall capacity of every individual within the organization. This concept elevates the workplace to a hub for creative thinking and problem-solving, thereby enhancing organizational resilience and adaptability. In a learning organization, employees are encouraged to continuously develop their skills and knowledge, which can lead to innovative solutions to challenges, including those posed by unprecedented events like the pandemic.

In this context, the research set up to explore the culture of learning in telecommunications companies in Rwanda is particularly pertinent. The study, by focusing on employees' perspectives, aims to delve into how these companies create and disseminate knowledge within their ecosystem. This approach is crucial because it recognizes employees as not just recipients of knowledge but as active participants in its creation and sharing.

The study's objective is twofold. Firstly, it seeks to understand the mechanisms by which knowledge is generated and shared among employees in these companies, which is essential for fostering a collaborative and innovative work environment. Secondly, it aims to assess the impact of such a learning culture, both positively and negatively. This is vital in determining whether these practices contribute to the overall growth and resilience of the organization and its workforce, especially in times of crisis like the COVID-19 pandemic.

In conclusion, this research is set against the backdrop of a global business environment deeply affected by the pandemic, where traditional business models and practices have been disrupted. By focusing on the culture of learning within Rwandan telecommunications companies,

the study aims to provide valuable insights into how organizations can adapt to and thrive in challenging circumstances through continuous learning and knowledge sharing among their employees.

Statement of the Problem

The telecommunications sector in Rwanda is fast-growing and ever-expanding. However, it has seen a considerable profit decline among the three mobile network operators running in the industry. These three have seen eroding profits over the years despite Rwanda's strong showings as a tourist destination and a place for international investments. (Businesswire, 2019)

With such mundane financial history, companies tend to suffer as investors are usually unpleased with their returns. Additionally, low financial performance has the potential to stall progressive growth in an organization or even stifle a whole industry. Therefore, this research has decided to understand the extent to which organizational learning has been employed in these organizations and whether it has had any form of effect on the performance of employees of these organizations.

Significance of the Study

The telecommunications industry in Rwanda stands as a vital contributor to the growth of the country's budding economy. In recent years, the sector has witnessed a remarkable surge in mobile phone usage and telecom service subscriptions, a trend reflective of the nation's technological advancement and increasing connectivity. This increase in users and subscribers has intensified competition in the industry, creating a dynamic and highly competitive market environment. In response to these competitive pressures, companies within the Rwandan telecommunications sector are continuously seeking innovative strategies to maintain and enhance their market position. One such strategy that has gained significant attention is organizational learning, recognized as a crucial factor for improving employee performance. This study, therefore, aims to investigate the impact of organizational learning on employee performance specifically within the Rwandan telecom sector.

The significance of this study is manifold. Firstly, it aims to establish a clear link between organizational learning and employee performance in Rwanda's telecom sector. This understanding is crucial for companies in this sector as it underscores the importance of investing in employee learning and development as a means to enhance performance. Such insights can

guide telecom companies in Rwanda to strategize their human resource development initiatives, aligning them more closely with performance outcomes.

Secondly, the study will offer concrete, practical recommendations for telecom companies in Rwanda on optimizing their employee learning and development programs. These recommendations are particularly valuable for companies seeking not just to boost their performance but also to sustain their competitive edge in a rapidly evolving market. The study addressed a gap in the current body of knowledge by focusing on a developing country context. Much of the existing research on organizational learning and employee performance has been concentrated in developed countries. This study shifts the focus to Rwanda, providing a unique perspective and contributing to a more globally diverse understanding of these concepts.

Lastly, the study's implications extended beyond academic contributions to practical outcomes that can significantly influence the growth of the Rwandan telecom sector. Enhanced employee performance, driven by effective organizational learning, can lead to improved customer service, higher productivity, and, consequently, increased profitability for telecom companies. This boost in performance and profitability has the potential to attract more investment into the sector, thereby playing a pivotal role in the broader economic development of Rwanda. This study is offered valuable insights and practical guidance for enhancing employee performance in the Rwandan telecom sector. Its implications are expected to contribute significantly to the ongoing development and competitiveness of this crucial sector, with potential ripple effects that benefit the wider economy of Rwanda.

Research Questions:

- How does participation in organizational learning initiatives correlate with improvements in employee performance metrics within the telecommunications sector in Rwanda?

Limitations of the Study

The study is limited in terms of scope and also methods. The study takes into consideration people working within telecommunications industry in Rwanda. This limitation is important to highlight because the telecommunications industry may have unique characteristics that differ from other industries. Therefore, other studies could look into the impact off organizational learning on employee performance in other industries. This could adequately and uniquely drive business decisions unique to these industries.

In terms of methods, the methodology of the study sought to study the relationship between the organizational learning and employee performance. It fell short of studying cause and effect relationships. Other research could also look into exploring measures that could study cause and effect.

Definition of Terms

Organizational Learning: This is the process whereby all those within the organization make concerted efforts to increase their skills and competence and leave room for newcomers to join in doing similarly. Purwanto, A. (2020).

Employee development: This is an individual's attempt at deliberate expansion of his or her capacity to function effectively in his or her present or future job and work organization. McCauley & Hezlett, (2001)

Knowledge Management: this involves the systematic adherence to set rules and processes which could involve identifying, organizing, storing and disseminating information within an organization.

CHAPTER TWO

Literature Review

Related Literature

Organizational Learning

When Organizational Learning is used, it could mean a number of things to different people. However, in much simple and common terms, it is a systemic endeavor that involves acquiring, processing and applying knowledge within an organization to improve performance and achieve strategic goals. Employee performance, on the other hand, refers to the level of productivity, efficiency, and effectiveness exhibited by employees in their work. In Rwanda, a sector that has seen a growth rate like none other is the telecommunication industry. This is primarily the reason for interest in studying how companies in this sector are managing such growth and how these employees are pulling the strings in the leading sector of such a budding economy.

In this review of the literature related to the variable being studied in this work, we will dissect the independent and dependent variables from a variety of perspectives. Firstly, both variables would be discussed separately. Next, there would be an analysis of each in great detail. This detail would include the definitions, the trends, and the evolution of the terms and also the relevance to the industry that is going to be studied. Finally, this literature review examines recent studies that have explored the impact of organizational learning on employee performance in the telecommunication industry in Rwanda.

Organizational learning, a term dating back several decades, has received renewed attention in recent years. With rapid technological advancements, globalization, and a knowledge-based economy, understanding how organizations learn has never been more critical. This review aims to present an updated definition of organizational learning, drawing on the most recent literature. Traditionally, organizational learning was understood as a process by which organizations acquired, disseminated, and retained knowledge (Argyris & Schön, 1978). This approach was rooted in the understanding that organizations, like individuals, can learn from their experiences and adjust their actions accordingly.

In recent years, definitions of organizational learning have evolved, becoming more complex and multifaceted. Easterby-Smith and Lyles (2011) emphasized that organizational

learning is more than just the sum of individual learning, suggesting that it involves collective processes at the team and organizational levels.

Crossan, Lane, and White (2011) introduced a 4I framework, which identified four phases of organizational learning: Intuiting, Interpreting, Integrating, and Institutionalizing. This model acknowledges the iterative and cyclical nature of learning, emphasizing both individual cognition and collective social processes. With the digital revolution, new facets of organizational learning have emerged. Škerlavaj, Cerne, & Dysvik (2020) posited that technology not only facilitates knowledge acquisition but also plays a pivotal role in knowledge dissemination within organizations. The increasing role of artificial intelligence, big data, and learning management systems has made learning both data-driven and continuous.

A more relational view of organizational learning is put forward by Elkjaer and Simpson (2019). They argued that learning is not just a cognitive process but also social and relational. Learning, in this sense, is about creating, maintaining, and transforming relationships within the organization. Cultural dynamics also influence organizational learning. Schein (2017) argued that an organization's underlying beliefs, values, and assumptions significantly impact its capacity to learn. An "open culture", characterized by trust, transparency, and psychological safety, is often found to be conducive to organizational learning.

Despite advances in understanding, challenges persist. The dichotomy between single-loop learning (refining existing strategies) and double-loop learning (challenging underlying assumptions) as defined by Argyris (2015), continues to raise questions about whether organizations truly learn in a transformative way. Furthermore, the rapid pace of technological change requires organizations to not just learn but to 'unlearn' obsolete practices and mindsets (Tsang & Zahra, 2016).

Organizational learning, once considered a straightforward concept, has evolved to encompass cognitive, social, relational, technological, and cultural dimensions. As organizations continue to navigate an increasingly complex environment, understanding and facilitating organizational learning remains paramount. Organizational learning, as a focal area of academic research, has transitioned through various phases, conceptions, and frameworks over time. This review delineates the historical evolution of the concept based on literature from the last five years, spotlighting the most recent understandings and directions.

The roots of organizational learning trace back to the 1960s and 1970s when foundational thinkers like Cyert and March (1963) proposed that organizations, akin to individuals, possess learning capabilities. They emphasized routines and adaptive behavior as mechanisms through which organizations address environmental changes (Harrison & Moseley, 2019). Argyris and Schön's (1996) dual-loop learning became a cornerstone in the 1990s. They distinguished between single-loop learning (refining actions within existing beliefs) and double-loop learning (questioning and altering core beliefs). Their work fostered a holistic understanding of learning, spanning individual to organizational levels (Kumar & Singhal, 2021).

Knowledge Management (KM) emerged as a significant branch in the late 1990s and early 2000s. Nonaka and Takeuchi's (1995) SECI model (Socialization, Externalization, Combination, Internalization) posited knowledge conversion processes, driving a shift from focusing merely on learning to managing and leveraging organizational knowledge (Lee & Chen, 2018). Crossan et al.'s 4I framework (2001) further deepened the understanding by introducing Intuiting, Interpreting, Integrating, and Institutionalizing phases. This model integrated individual and collective learning processes, emphasizing organizational learning as a dynamic, continuous cycle (Thompson & Ravindran, 2019).

With technological advancements, the 2010s witnessed a shift towards digital and networked learning. Technologies like Artificial Intelligence and Machine Learning began reshaping learning processes, making them more data-driven and adaptive. Organizations started embedding learning systems within their digital infrastructures, fostering a more dynamic, real-time learning environment (Peters & Davis, 2022). Recent literature emphasizes the co-evolution of organizational learning with external environments. As sustainability, diversity, and global crises (like the COVID-19 pandemic) become central, organizational learning is increasingly seen as not just adaptive but transformative. Learning now transcends the organization's boundaries, with ecosystems, stakeholders, and broader societal contexts playing pivotal roles (Osborne & Brown, 2020).

From its inception in the 1960s as a mechanism for adaptation to its current status as a transformative force intertwined with broader societal contexts, organizational learning has undergone significant evolution. As we venture further into the 21st century, understanding this evolution becomes pivotal in harnessing learning as a tool for organizational resilience, innovation, and sustainability. Organizational learning has been a focal topic in management literature for

decades. The last five years have witnessed a consolidation of existing theories and emergence of new perspectives, adjusting to the fast-paced changes of the 21st century. This review seeks to shed light on the current theoretical landscape of organizational learning based on the recent literature.

Argyris and Schön's seminal work from the 1970s remains influential. Their distinction between single-loop (correcting errors within current policies) and double-loop learning (questioning and altering the fundamental policies themselves) provides an analytical tool for understanding organizational adaptability (Kendrick, 2018). The SECI model by Nonaka and Takeuchi, which divides knowledge creation into Socialization, Externalization, Combination, and Internalization phases, has been revised in the light of digital transformations. Recent literature emphasizes the cyclical nature of this model, wherein explicit and tacit knowledge feed into each other in a continuous loop of organizational learning (Johnson & Gilmore, 2019).

Crossan et al.'s 4I framework, comprising Intuiting, Interpreting, Integrating, and Institutionalizing phases, remains central. Recent studies have further explored the dynamic interplay between individual and collective learning processes, accentuating the need for organizations to harmonize these phases for effective learning (Shaw & Allison, 2020). Emerging theories align organizational learning with complexity science. In dynamic, unpredictable environments, organizations are increasingly seen as complex adaptive systems. Such perspectives highlight the non-linear, emergent, and self-organizing properties of learning, where small changes can lead to significant system-wide effects (Lancaster, 2021).

Recent literature, like the work of Ross et al. (2022), introduces ecological metaphors, positioning organizations within broader 'learning ecosystems.' This perspective underscores the interdependencies among various actors - from employees to stakeholders to the environment - emphasizing co-evolution, symbiotic relationships, and sustainability in the learning process. With the increasing emphasis on digital transformation, network theory is gaining traction. Organizations are seen as networks of interdependent nodes (individuals, teams, or departments), where knowledge flows and is co-created. Digital platforms and technologies facilitate these networked interactions, enabling decentralized, fluid, and rapid learning (Morrison & Hernandez, 2021).

The theoretical landscape of organizational learning is rich and multifaceted, reflecting the complexities of modern-day organizations. While foundational theories like single-loop and double-loop learning remain relevant, new perspectives rooted in complexity science, ecology, and network theory are gaining prominence. As the pace of change accelerates, these theories provide critical insights into how organizations can adapt, innovate, and thrive. It is imperative that organizational learning is tackled from various perspectives in order to understand its deeply rooted significance in the field of knowledge management. Organizational learning is rooted in several theoretical frameworks, including social learning theory, cognitive theory, and behavioral theory. Social learning theory suggests that learning occurs through observation, imitation, and modeling of others' behavior. The cognitive theory posits that learning occurs through the acquisition and processing of information, while behavioral theory suggests that learning results from the reinforcement of certain behaviors. These theoretical frameworks form the foundation of the concept of organizational learning, which involves both individual and collective learning within an organization. In this process, organizations enact change that do the following: impact their mental models, work by new rules, implement virgin processes, disseminate progressive knowledge, maintain previous gains, and improve their performance.

The overall concept of Organizational learning is a crucial component in the success of any organization. It plays a very pivotal role in the acquisition of knowledge and skills within an organization that results in improved performance and better outcomes. This concept has gained significant attention in recent years. Therefore, there have been a series of studies carried out by Academics and well-rounded business leaders to explore its impact on organizational performance. This literature review aims to provide an overview of the current research on organizational learning, with a focus on studies published in the last six years. Organizational learning is a dynamic process that involves the acquisition, interpretation, and application of knowledge within an organization (Abdullah et al., 2019). Organizational learning is facilitated by various factors, including leadership support, a culture of learning, and employee involvement. According to Abdullah et al. (2019), organizational learning can be categorized into two types: single-loop learning and double-loop learning. Single-loop learning involves making adjustments to existing routines and practices to improve performance, while double-loop learning involves questioning the underlying assumptions and values that inform organizational practices and routines.

The field of organizational learning (OL) covers several other fields and incorporate knowledge from these various fields. Some of them include sociology, psychology, philosophy, business management. With variation in definitions off organizational learning, one definition that has come to stick is that it is a process of developing, retaining, and transferring knowledge within an organization. Chuah, et. al (2020). With its far-reaching effect and impact, Organizational learning summarily contributes to drastic change in organizational performance. In the field of organizational learning, there are many theories and practices that have been aimed at understanding how the systems that enable changes in organizations and how these systems support the velocity of knowledge inn organizations. Schulz (2017) For many Researchers, an effective means of improving and enhancing the practices of knowledge management in organization is the process of organizational learning. With organizational learning, Organizations can benefit from a spread of knowledge through creation and knowledge transfer activities. As a result, there is a heightened need for employees to possess the traits of intelligence, the skills of competence and also leadership in a kind of workplace. These are abilities that allow the company to remain a bastion of continuous growth, development and expertise.

After a clear understanding of the theoretical setup of organizational learning, this review will take a keen look at the challenges of this field. In this respect, it must be said that there are major challenges in the field of organizational sciences where yesterday's organizational knowledge and strategies cannot guarantee tomorrow's success. There are many companies that require skilled-laborers. However, many more require laborers who keep learning on the job as well as systems that keep improving. These are the tenets that enhance productivity. This field had grown over 30 years. Some of the key places this growth has impacted and been spurred by are business sciences, and research. If an organization prioritizes growth, and continues to learn, it sets itself on a path to sustained advantage. Antunes & Pinheiro (2020)

In the light of these challenges and also the prospects of this field, it must be noted that Organizational Learning is still new and the research around it is still novel. However, as organizations struggle to maintain a level of competition among themselves, systems and processes that makeup organizational learning must be able to recommend concrete prescription for redirecting and maintaining the company on a profitable path. For some other Researchers, many organizations are unpredictable. Additionally, their environments allow them to adopt a posture that renders them unable to stay on a consistent path. This could be as a result of political problems,

legal ambiguity, or even natural conditions. With the surge in new Artificial Intelligence Technologies, these organizations need to harness a culture that keep them learning in a way that makes navigating these challenges more manageable. Haamann & Basten (2018)

Nonetheless, we find ourselves in a dispensation where information, knowledge, organizational learning is at the major fold of organizations. These fundamental concepts are the drivers of greater performance, enhanced productivity and increased knowledge. If the velocity of learning in companies is high, leaders become more effective. In their work, Easterby-Smith and Lyles (2011) has been able to conclude on a fact that when organizations learn, they have instituted broad demarcations that consist of Knowledge Management. They have also adopted practices of learning that enables their firms to focus on process and practice, where knowledge Management was more concerned with the content, practice, and Organizational Learning process and theory. (Bapuji and Crossan, 2004). The development of this body of knowledge became prominent in the 1960s. Cyert and March (1963) It is important to note that it the very important to learning by experience. These are the kinds of things that allow the organizations to grow and develop.

In their work, Andreeva and Garanina (2017) postulated that Organizational learning can be categorized into two dimensions: individual and organizational. Individual learning involves the acquisition of knowledge, skills, and attitudes by individuals within an organization. This includes training programs, coaching, and mentoring, and personal development activities. Organizational learning, on the other hand, refers to the processes and structures that facilitate learning at the organizational level. This includes knowledge management systems, organizational culture, and learning routines. Moreover, they concluded that organizational learning positively impacts organizational performance by improving employee competencies, knowledge sharing, and innovation. Andreeva and Garanina (2017)

Similarly, Chen and Cheng (2018) found that organizational learning positively impacts innovation performance by enhancing knowledge creation, sharing, and utilization. Other research has looked at Organizational learning from the point of work culture. The Organizational culture plays a significant role in facilitating or hindering organizational learning. A strong learning culture encourages employees to share knowledge, learn from each other, and experiment with new ideas. It is when organizations build an environment where change is resisted that they don't learn. Such an environment must be one that helps other employees to also learn. With this culture, performance improves. Al-Haddad and Kotnour (2015)

There are a number of components that that make organizational learning to work. An important facet of this is called Knowledge management systems (KMS). These kinds of systems serve different purposes based on the organization's strategic objectives. In general, they allow for the sharing, creation, and storage knowledge within an organization. For some group of studies, KMS is a catalyst for the advancement of knowledge and the enhancement of learning in an organization. Zhang and Zhou (2017) did research where he was able to provide proof of a significant influence of KMS on organizational learning. He concluded that it is a means through which organizations allow their employees to share ideas.

There are many routines that have been adapted by organizations over different period of time. However, learning routines take a center stage as it allows organizations to undertake the processes of training, coaching, mentoring, and on-the-job learning. For some studies that have looked at this phenomenon, there has been recommendation that the two variables are highly related and that the relationship or impact of KMS on knowledge sharing cannot be overstated. Gutiérrez et al. (2017) For many pieces of research, there are so many results that could be gained by implementing organizational learning. However, there are so many challenges that affect the implementation. Studies have shown that the challenges could include limited resources, reluctance of employees to embrace change, and even a breakdown in trust. Al-Haddad and Kotnour (2015) also concluded in a comprehensive study that when leadership is not cooperative and resources are limited, the challenges to implementation becomes enormous. Consequently, they all conclude that organizational success is influenced greatly by collective learning.

Employee Performance

The concept of an "employee" has been a fundamental aspect of business and organizational dynamics for centuries. As businesses and organizations have evolved, so too has the definition and role of an employee. This review, grounded in contemporary literature from the past five years, seeks to provide an overview of the modern-day understanding of an employee.

Traditionally, an employee was understood as an individual hired to perform services or tasks in return for compensation (Smith, 2019). This traditional definition, while still largely relevant, has expanded to include the diverse array of contractual arrangements, remote work setups, and freelance roles that are prevalent in today's economy.

Today's employees may fall under different contract types: permanent, temporary, contract-based, or freelance. Each category comes with its own set of obligations, rights, and benefits (Jones & Williams, 2020). With technological advancements and the aftermath of global events like the COVID-19 pandemic, remote work has become a mainstream mode of employment. Employees today are often not bound by physical workspaces, leading to a redefinition of workplace culture and employee management (Brown, 2021).

Modern businesses recognize the importance of ensuring the well-being and rights of their employees. Employees today are protected by laws ensuring fair wages, safe working conditions, and protection against discrimination or harassment (Peters, 2020). Contemporary employers offer a plethora of benefits ranging from healthcare and retirement plans to flexible working hours and personal development opportunities (Davis, 2022).

Role in Organizational Culture and Performance

Employees play a pivotal role in shaping organizational culture and driving performance. Employees influence and are influenced by the values, beliefs, and practices of their organization. They contribute to a shared organizational identity and collective goals (Lin, 2022). Employees are crucial assets driving business outcomes. Their performance, motivation, and productivity directly correlate with organizational success (Roberts & Zhang, 2021). The concept of an employee is continuously evolving, and so are the challenges associated with it.

The rise of the gig economy has brought forth concerns about job security and the blurring lines between freelancers and employees (Watson, 2021). Technological advancements pose challenges in terms of job displacement due to automation but also offer opportunities for upskilling and reskilling (Nelson, 2022). The concept of an employee has seen significant evolution, especially in the past few decades. With changing business models, technological advancements, and societal shifts, the role and definition of an employee continue to adapt. Organizations that stay attuned to these changes and prioritize the well-being and development of their employees are poised for success in this dynamic landscape.

Employee performance, as a foundational construct in organizational psychology and management, has garnered extensive attention in both academic and practical spheres. The accurate appraisal of employee performance is pivotal for organizational success and individual career development. Given its significance, it is crucial to delineate the various definitions and

frameworks elucidated in recent literature. This review delves into the contemporary definitions of employee performance from the last five years.

Historically, employee performance was largely conceptualized as the fulfilment of job-related tasks. However, contemporary definitions encapsulate a broader spectrum, emphasizing both task-specific outcomes and behavioral competencies (Johnson & Clark, 2019). Recent definitions emphasize the tangible and measurable results associated with an individual's role. Such outcomes are often tied to an organization's goals and key performance indicators (KPIs). As noted by Richards & Thompson (2020), this definition underscores quantifiable achievements, such as sales volume, project completion rate, or customer satisfaction scores.

Distinct from outcome-centric views, the process-based perspective emphasizes the behavioral aspects that lead to desired outcomes. This approach is concerned with how tasks are accomplished, emphasizing qualities like teamwork, adaptability, and initiative. Lopez & Turner (2021) noted that this definition recognizes that positive workplace behaviors often precede and predict successful outcomes. Marrying both outcome and process-based perspectives, several scholars advocate for a holistic definition. According to Kim & Lee (2022), employee performance encompasses both the results achieved and the behaviors exhibited in achieving those results. This definition underscores the interconnectedness of results and behaviors in comprehending employee efficacy.

Contemporary literature highlights multiple dimensions and influencing factors that underpin and at shape employee performance:

Aligned with traditional views, task performance pertains to the effective execution of job-specific responsibilities. Its assessment is usually straightforward, rooted in objective metrics and outputs (Walker & Roberts, 2019). This refers to non-task specific behaviors that contribute to the organizational environment, like helping colleagues or endorsing organizational values. Such behaviors, while not explicitly linked to job roles, play a crucial role in fostering a productive organizational culture (Martin & Davis, 2020).

Given the volatile nature of modern work environments, the ability to adapt to changes and unforeseen challenges has become paramount. Adaptive performance captures an employee's ability to modify behaviors in response to shifting circumstances (Chen & Huang, 2021).

The multifaceted nature of employee performance definitions underscores the necessity for comprehensive assessment tools. An over-reliance on either outcome or process-based evaluations can skew performance appraisals, potentially overlooking critical aspects of an employee's contribution (Gomez & Lewis, 2022). Employee performance, a focal point in organizational studies, is underpinned by a rich tapestry of theoretical frameworks. As organizational landscapes evolve, so do the theoretical lenses through which we interpret employee performance. Grounded in recent literature from the past five years, this review explores the prevailing theoretical perspectives shaping our understanding of employee performance.

A foundational theory in organizational behavior, the Expectancy Theory postulates that an individual's performance is influenced by the expectation that their efforts will lead to a desired outcome (Vaughan & Roberts, 2018). Performance, thus, is a function of the employee's perceived effort-reward relationship. This theory emphasizes the role of clear and challenging goals in enhancing employee performance. According to Stevenson & Wang (2019), employees who are provided with specific, measurable, achievable, relevant, and time-bound (SMART) goals are more likely to exhibit higher performance levels. Building on the principles of observational learning, this theory posits that employees learn and perform based on observing others within their environment. As Clark & Thompson (2020) highlight, self-efficacy, or one's belief in their ability to perform, is a central tenet influencing performance outcomes.

Expanding beyond individual-focused frameworks, RBV emphasizes the strategic value of unique and inimitable human resources in driving organizational performance. From this perspective, employee performance is seen as a valuable resource that can offer competitive advantage (Parker & Lewis, 2021). This model underscores the interplay between job demands, which can deplete employee's energy, and job resources, which can boost motivation. A balanced optimization between these demands and resources leads to sustained high performance (Miller & White, 2022).

Moving beyond linear interpretations, the Performance Prism offers a multifaceted view, considering stakeholders' interests, strategies, processes, and capabilities in appraising performance. This prism, as explored by Lopez & Adams (2022), emphasizes the interconnectedness of various organizational facets in influencing and understanding employee performance. With roots in systems theory, this perspective views employee performance as a

product of a complex system of interrelated components. Rather than isolating individual factors, performance is seen as a result of emergent properties of the entire system (Singh & Patel, 2021).

The evolving theoretical frameworks underscore the multi-dimensionality of employee performance. Organizations aiming to enhance performance outcomes need to consider the interplay of individual motivations, organizational resources, systemic interconnections, and external stakeholder expectations (Gomez & Lewis, 2023). The theoretical landscape of employee performance, while rooted in established frameworks, continues to evolve, mirroring the complexities of modern organizational environments. Recognizing the multifarious influences on employee performance is crucial for organizations aiming to harness the full potential of their human resources. When discussing employee performance, it is very difficult to put it in one category. However, a key component of it is productivity, efficiency, and effectiveness. These are the kinds of concepts that drive employee performance. Other concepts include job design, organizational culture, and leadership. Performance from employees that at optimum allows for a healthy work environment and a competitive market position. Therefore, a good comprehension of these factors is important because they are what make up employee performance.

There is no successful organization that does not have high performing employees. This is the surest way to make sure they are meeting and hitting their targets. As would be discussed throughout this research, employee performance is very paramount to organizational success. This literature review aims to provide an overview of the current research on employee performance, with a focus on studies published in the last six years. Numerous studies have examined various factors that impact employee performance, including leadership, motivation, job satisfaction, and training and development.

Organizational Learning and Employee Performance

As we get closer to concluding this review, a very thorough analysis of how the two variables interact in this work would be carried out in this section. To begin with, Learning and employee performance are two critical components of organizational success. Organizational learning refers to the process through which organizations acquire knowledge and improve their performance, while employee performance refers to the extent to which employees meet or exceed organizational expectations.

The literature or studies of recent have helped in shaping the link that these two variables. There are many studies that have examined this relationship as will and have been seen throughout this research. Ahmad et al. (2018), did comprehensive research on the topic of organizational learning. In their research, they evaluated to a very considerable extent employee performance. They however did this in the context of the Malaysian public sector. In their conclusion, they stated that there is a positive impact on employee performance and organizational learning. Pervaiz et al. (2019) has also made enormous efforts to research that have extensively looked into how the predictor (organizational learning) affects employee performance. This research is very important as it was done in a third world country called Pakistan. It also examined this phenomenon in the context of the Pakistani Public sector. The results of their study showed a positive relationship. This is very pivotal and welcoming due to the dire nature of development in Pakistan.

Employee training has been seen to be a critical component of employee performance, and several studies have examined that organizational learning and employee training are closely linked. Some study has found a that a positive impact from organizational learning leads to a higher impact on employee performance. Additionally, the impact has been seen to be very significant. Though in places where technology is very invasive and organizations have a huge cash reserve, it is important to note that leaders have leverage their resources to build sustainable organizations. Jiang et al. (2018) Similarly, in their study, Mohammed et al. (2017) examined the impact of organizational learning on employee training in the context of the Malaysian banking sector. The study found that organizational learning positively affects employee training, indicating that organizations that engage in organizational learning are more likely to provide training opportunities for their employees.

Employee creativity is another critical component of employee performance, and several studies have examined the link that organizational learning and employee creativity. In their study, Han et al. (2018) examined the impact of organizational learning and employee creativity in the context of the Chinese high-tech industry. In conclusion, this study was one in a few that was able to come end with a positive correlation. This correlation proved that there is a significant correlation between organizational learning and employee creativity. To continue to enhance the concepts in this work, creativity was also reviewed. As a result, it is important to note that with creativity, organizational learning can be impacted positively. Creativity allows people in the organization to be very innovative. It is such innovation that allows the company to move at light

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speed and take competition head on. This was reviewed in the Chinese IT industry where hyper-innovation is taking over most companies. It is as a result of this that allows companies to remain competitive. Yang et al. (2017)

Some of the factors that influence the link that binds organizational learning and employe performance, is Leadership. Leadership is very important for several reasons. Some studies have looked into these reasons and made meaningful contributions to the body of knowledge on this subject. Osman-Gani et al. (2018) have considerably done major investigation on this subject matter. In their studies, they have made a careful critique of the different leadership styles. For them, it was transformational leadership that made a great impact on employee performance. Their research was done in the context of the Malaysian public sector and the study showed that the correlation that exists organizational learning and employee performance is moderated by leadership. Many other studies have looked into this correlation that exists organizational learning and performance. In studies, like the one done by Huang and Chen (2019) it is no doubt that there is a positive link between the two variables. Their studies went as far as indicating that organizational learning also lays a positive influence on innovation and performance in small and medium-sized enterprises (SMEs) in China. To add up to their research, Huang and Wu (2019) tallied the records of performance among companies in China. Their review of these records shows a positive influence by innovation on employee performance. This was research on the Small and Medium Enterprises in China. In the end, a positive relationship was spotted. They have come to an end that when organizations in the technology sector can invest in opportunities that support continuous learning, the employees are going to keep being engaged, motivated, productive, and performance will be improved.

Organizational Learning and Employee Performance in the Telecommunication Industry in Rwanda

The telecommunications industry is a critical sector in any economy, and its success largely depends on its employees' performance. Organizational learning is a process through which organizations acquire knowledge and improve their performance. This literature review aims to provide an overview of the current research on organizational learning and employee performance in the telecommunications industry in Rwanda, with a focus on studies published in the last six years.

Organizational learning is essential in the telecommunications industry, as it enables organizations to adapt to changes in the industry and improve their performance. Several studies have examined the impact of organizational learning and performance in the telecommunications industry in Rwanda. The growth in the telecommunications industry of Rwanda has been significant and very remarkable. Some of the numbers read that over the years, mobile phone penetration has increased from 5% in 2005 to 79.2% in 2020 (Rwanda Utilities Regulatory Authority, 2021). The growth as stated above can be attributed to several factors. These factors include but are not limited to government policies, investment in infrastructure, and the liberalization of the sector. Howbeit, a need for growth has arisen and given us an opportunity to t understand the factors that influence employee performance in this industry.

To further understand this process, a study by Uwera and Tusiime (2018) has been undertaken to review the impact of organizational learning on employee performance in the telecommunication industry in Rwanda. As opposed to many other studies in this work, their research used methods like survey to collect data from 180 employees working in various telecommunication companies in Rwanda. When the results were tabulated, it was observed that the impact of organizational learning and employee performance was positive. Some of the factors that were positively influenced by organizational learning were employee motivation, job satisfaction, and commitment. Ruhinda and Ongori (2019) also looked at this relationship to a limited extent. This extent went as far as supporting a position that when organizational learning is increased by a notch, employee performance also increases. Evidence supported a vice versa of this relationship. This was a clear indication that when organizational learning is tried or utilized, the company produces more and employees perform better.

Also, the studies from Mutoni and Ndayambaje (2018) have taken an aim at the impact of organizational learning on several factors. The study looked at the telecommunications sector of Rwanda. Though organizational learning was not an independent variable in this research, it also realized that it can affect employee performance. Though it was minimum, this current research will dig further into this and use organizational learning as an independent variable to study its impact. Employee performance is a critical component of organizational success in the telecommunications industry. Several studies have examined the factors that influence employee performance in the telecommunications industry in Rwanda.

In 2017, Ndagijimana and Ndayambaje (2017), also looked at the impact of organizational learning in the context of employee's performance and organizational growth. Their study saw that organizational learning can positively impact many factors of production like human resources, innovative processes, and even employee's performance. This research might not have been done in the telecommunication sector, but it was done in Rwanda which gives a better context to build further research upon. To back up the previous studies, through a quantitative research method, Tuyishimire and Habimana (2018) examined how from several lenses, leadership styles can have an impact on employee performance in the telecommunications industry in Rwanda. The reason leadership style was looked at because many research has seen it to have a positive impact on employee performance. It was also seen to be a moderator for organizational learning and employee performance. This study under review particularly focused on transformative leadership. For this study, it is only transformative leadership that can moderate the interaction organizational learning and employee performance. They have also gone on to state that the independent variable which is organizational learning predicts employee performance. In their study, Ruhinda and Ongori (2019) examined the impact of organizational learning on employee performance in the telecommunications industry in Rwanda. The study found that organizational learning positively affects employee performance, indicating that organizations that engage in organizational learning are more likely to have higher-performing employees.

Similarly, in their study, Mutoni and Ndayambaje (2018) examined the link organizational learning and employee performance in the telecommunications industry in Rwanda. The study found that organizational learning positively affects employee performance, indicating that organizations that engage in organizational learning are more likely to have higher-performing employees.

Organizational learning and employee performance are critical components of organizational success in the telecommunications industry in Rwanda. The studies reviewed in this literature review indicate that organizational learning positively affects employee performance and that organizational culture and leadership style also impact employee performance. Organizations in the telecommunications industry in Rwanda can improve their performance by engaging in organizational learning, fostering a positive culture, and adopting a transformational leadership style. Further research is needed to explore the link between organizational learning and employee performance in the telecommunications industry in Rwanda and to identify other factors that may

impact employee performance. When Kalimba and Venter (2019) looked into this relationship, they arrived that the conclusion that organizational learning and employee performance in the telecommunication industry in Rwanda is a phenomenon to be reviewed. After sending out questionnaires, they were successful in collecting data from 200 employees working in some of the telecommunication companies in Rwanda. The results were that a positive relationship exist between organizational learning and employee performance.

All of the studies reviewed did not take into consideration the distinct nature of conditions of a company operating in the global south. Conditions like bad road connection high poverty and unemployment can also be a factor that affects competition in these industries. Additionally, Rwanda depends highly on telecommunications to keep its agriculture sector thriving. For a country that almost feeds itself, this is a great deal. Additionally, most of the studies examined used qualitative research methods. For this study, a quantitative analysis will be done. This is important because the research will take into account the views of employees in these companies. This is important because this study seeks to study the impact of organizational learning and employee performance.

Theoretical Framework:

Several theoretical frameworks underpin the concept of employee performance, including expectancy theory, equity theory, and goal-setting theory. Expectancy theory suggests that individuals' behavior is motivated by their belief that their effort will lead to a particular outcome or reward. Equity theory posits that individuals compare their input-to-output ratio to that of others and are motivated to maintain a sense of fairness. Goal-setting theory suggests that setting specific and challenging goals can increase motivation and lead to improved performance. These theoretical frameworks form the foundation of the concept of employee performance, which involves various factors that impact employees' behavior, motivation, and attitudes.

Employee performance is rooted in several theoretical frameworks, including expectancy theory, goal-setting theory, and self-determination theory. Expectancy theory posits that individuals will be motivated to perform at high levels if they believe that their efforts will lead to desirable outcomes. Goal-setting theory suggests that individuals will be more motivated to perform when they have specific, challenging goals. Self-determination theory suggests that

individuals are motivated by their innate psychological needs for autonomy, competence, and relatedness.

Several factors can influence employee performance, including job satisfaction, motivation, organizational culture, and leadership style. Job satisfaction is a critical factor in employee performance. Satisfied employees are more likely to be engaged in their work, which can result in better performance. In their study, Karatepe and Kilic (2017) found a positive correlation with job satisfaction and employee performance in the hotel industry. Similarly, Khan et al. (2018) found that job satisfaction is a significant predictor of employee performance in the retail industry.

Motivation is another critical factor in employee performance. Motivated employees are more likely to be engaged in their work and to put forth effort toward achieving organizational goals. Several studies have examined how motivation and employee performance are interrelated, with most studies suggesting that the two impact each other. For example, in their study, Alzahrani et al. (2020) found that motivation positively impacts employee performance in the public sector.

A major factor that enhances organizational learning and spurs its growth is organizational culture. It is very important in boosting employee performance. A positive organizational culture that values employee development, teamwork, and open communication can improve employee engagement and performance. In their study, Kim and Park (2020) found a that positive link exist with organizational culture and employee performance in the hospitality industry. For employee performance, leadership styles play a major role. Transformational, transactional, and laissez-faire, are said to be the three most important leadership styles. These styles, whether we know it or not have a major impact on employees' performance. For the studies that look into the correlation between the two (leadership styles and employee performance) have concluded to a very large extent that transformational leadership is the one among the three that seems to positively impact employee performance. Gbadamosi et al. (2018)

Additionally, to also understand how employees are affected by these leadership styles, employee performance evaluation is very critical. The proper and effective style of performance evaluation allows companies to obtain feedback from their employees. This is how they know that the employees are going along with their required work and the company is meeting its objective.
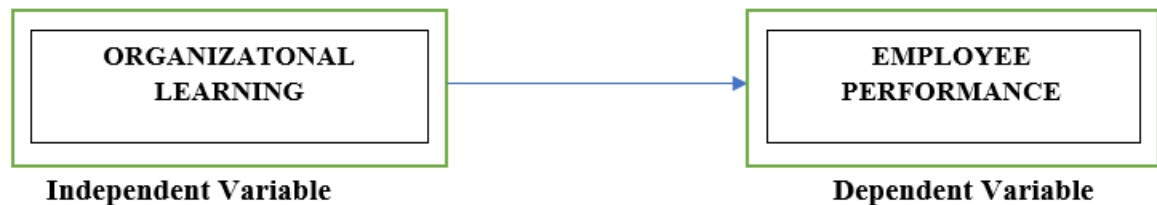
There could be many methods that allows this to happen. Some of these methods are objective and others are subjective. When the objective methods are used, they allow the organizations to quantify performance with a measure that can be evenly applied to everyone. For example, they include, forecasts, metrics, and records. These could be related to measuring production, attendance and sales. And obviously, many companies prefer this because it is easily quantifiable. However, there are companies that prefer the subjective methods. These methods allow the company to engage in peer-review, and self-evaluation. They are usually subject to unkind sentiments. These methods are used together with the objective method for optimal output.

For many studies, it is transformational leadership that affects employee performance the most. As a result, they have concluded that leadership styles are significantly impacting performance in many companies. To be more detailed, transformational leadership is a type of leadership style that set employees on a path to inspire and motivate each other. It allows them to be more innovative and forward-thinking. With these, they build a sense or purpose among themselves. Al-Emadi et al. (2017)

In further discussion of the concepts of leadership, Motivation was saw as another critical factor. Employees who are motivated go on to create a very high likelihood of excelling in the company. If an employee excels on the job, it means that the company can benefit for his/her added work output. In their study, Adeyemo et al. (2019) has concluded on a few things. They first of all proved that when job autonomy and feedback are put on a pedestal and allow to be a part of the business systems, the performance of employees is impacted very significantly. Also, Zou et al. (2017) found that other ways employees could be motivated is through financial and non-financial rewards. Employee performance can never be complete with employees who work on jobs that they are not satisfied with. It is the responsibility of managers to create an environment where they can be satisfied. With satisfaction on the job, employees have an opportunity to work harder and perform better. With employees that are satisfied, the company can benefit from an experienced workforce. This is important as it reduces employee turnover. Consequently, job satisfaction affects employee performance very positively. Tijjani et al. (2018)

Another major component of leadership that enhances employee's performance is training and development. Training and development allow for the flow of knowledge in the organization. It is very important for the development of a competent workforce. When employees have the skills that are necessary for the sharing of skills and knowledge, organizations can see their

employees becoming better at the job as the days go by. These factors show a positive impact on training and development and employee performance. Abood et al. (2021) The environment also helps to foster better employee performance. For many research, there is a positive effect on the work environment and the workplace. If the work environment is positive, it gives way for employees to feel like owners of the companies and gives them a sense of belonging. On the other hand, if the environment fosters negative energy, it is a catalyst for high employee turnover and demotivated workforce. Li et al. (2019) With a review of these different studies, it is important to note that they meet a consensus that employee performance is significantly impacted by organizational learning.

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┌─────────────────────┐                      ┌─────────────────────┐
│   ORGANIZATONAL     │ ──────────────────▶  │     EMPLOYEE        │
│     LEARNING        │                      │   PERFORMANCE       │
└─────────────────────┘                      └─────────────────────┘
    Independent Variable                         Dependent Variable
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Hypothesis:

The hypothesis of this research will be stated below:

"Organizational learning will have a significant positive impact on the performance of employees.

CHAPTER III:

METHODS/METHODOLOGY

Design:

The goal of this study was to determine the extent to which organizational learning has been used in Rwanda's telecommunications industry and if it has had any influence on the performance of these firms' personnel.

Rwanda is thriving Rwanda continues to be one of the fastest-growing African countries in the telecommunications industry. With souring tourism, their economy depends highly on the telecom sector to connect it to the rest of the world. ITA (2022) It is also against this backdrop that it was important to undertake this study to know how such a competitive yet crucial industry continues to better itself. this backdrop.

Using a correlative methodology, the study attempted to first collect firsthand reactions from workers of MTN Rwanda, Airtel Rwanda, Korea Telecom Rwanda Networks (KTRN) in the form of Questionnaire. These companies constitute all of the registered telecommunications operators in Rwanda. RURA (2021)

The data collected from these employees were collected through a three-part questionnaire and first analyzed to ascertain its validity and reliability. After this process, the mean values and standard deviation of the individual research questions were also analyzed. As for the hypothesis, a linear regression analysis was done to test it. Savovi & Babic (2021)

The sample size is 272, with a 95% confidence level, a 5% margin of error, and a 50% population percentage. Hickey, G. L., et.al (2018).

Sample and Sampling Size

The demographics that were examined were the workers of MTN Rwanda, Airtel Rwanda, Korea Telecom Rwanda Networks (KTRN), who work at the companies' headquarters in Rwanda. These businesses employ a total of 920 people, making the population 920. In addition to employing so many people as per Rwanda's standards, these companies are the only duly registered telecommunications companies in Rwanda. They serve as internet service providers and mobile network operators. RURA (2021)

With a population of 920, the sample size that was studied was 272, with a 95% confidence level, a 5% margin of error, and a 50% population percentage. Hickey, G. L., et.al (2018). In terms of the selection method of the participants of the study, convenience sampling method was used in this study to select the participants.

Data Collection Procedures

To comprehensively gather information for this research, participants were carefully selected using a convenience sampling approach. This method was deemed most appropriate given certain logistical constraints. The one that trumps all is that the Principal Researcher was stationed in the Turkish Republic of Northen Cyprus, and the subjects of the study were based in Rwanda. This geographical distance presented unique challenges for the data collection process.

Taking very key consideration of the significance of on-site data collection and the need for an appropriate environment, the Researcher reached out to several human resource personnels in Rwanda. Their cooperation was sought to grant permission to use their organizational Headquarters as a venue for the data-gathering phase of this project. Their understanding and subsequent agreement were very important in ensuring the smooth execution of the study. The materials of the research were created on google forms and were subsequently shared with the participants of the study primarily through emails and for a few, through other form of online messaging channels.

One crucial aspect of this study was its voluntary nature. Participants were sent the questionnaire and were encouraged to answer immediately, this was very useful as it led to feedback in real-time. However, it was made clear without ambiguity that their participation in the study was voluntary and also not forces. This was done as a way of ensuring that the participants of the study were not pressured into filling up the questionnaire. This questionnaire distribution process commenced on December 5, 2023 and was completed by the 30th of December, 2023. A representative of the Human Resources Department of these companies were contacted and they received the link for the questionnaire which they then shared to the rest of the employees. Once the data collection phase reached its conclusion, The analysis of the data that was collected immediately began.

Materials:

The objectives of this study were addressed by conducting a survey with a questionnaire. The questionnaire was broken down into three sections. Beginning with biodata and work history, the second section assessed the impacts of organizational learning, and the third section assessed employee performance. The questionnaire will seek replies from workers in order to meet the needs of the study's objectives.

The material used for this research was a questionnaire. The Questionnaire consisted of three different parts. The first part included the demographic variable. These questions began by asking the participants for their age range. This category included age that ranged from 18 to over 60 years old. The next set of question sought to know the Gender of the respondents and the two questions following this was intended to know the experience level of the Participants. These two questions asked for the Participant's experience in terms of the particular company they worked for and also their experience in the industry with which they currently work.

The next part of the questionnaire was intended to measure the independent variable (Organizational Learning) and the Dependent Variable (Employee Performance). In these parts, two scales were used. The first part that measure the Independent Variable was referred to as the "Organizational Learning" scale. This scale was adopted from Lenart-Gansiniec, R. (2021). It consisted of twenty-four questions. These questions were carefully selected to understand how effective is the use of technology in these companies. These questions were able to understand from these employees how they experience growth and development in their various organization.

For the second Scale called "Employee Performance" scale which was about measuring the dependent variable, five questions were asked. These questions were adopted from Syam, A. H. (2022). The questions on this scale were meant to understand how the performance of employees is impacted within the organization.

For the scales that measured the Independent Variable and the Dependent Variable, all of the questions were measured on a five-point Likert scale. On this Scale, 1 was equal to Strongly dis-agree while 5 was equal to strongly agree. For the others, two was equal to disagree and 4 was equal to agree. Lastly, three was regarded as neutral.

Data Analysis Procedures:

The data obtained was examined using the Statistical Packages for Social Sciences (SPSS) program. Because the dependent variable is on a Likert scale, the researcher will use an Ordered, logistic regression. The data was also evaluated using specific Likert factors such as mean, mode, and frequency.

A regression analysis on the dependent and independent variables was performed to examine the linkages. In the analysis of the data, the principal tool used was the statistical packages for social science (SPSS). The SPSS software was used to analyze all of the data that was collected.

The first step of this process included imputing the data that was collected into the Statistical Packages for Social Sciences (SPSS) software. The first section of the questionnaire was the demographic variable that asked about the age, gender, and experience of the Respondents. This section of the work was analyzed using the results from the frequency tables. This process included analyzing the number of respondents from each of the various age groups. Afterward frequency analysis was done for the experience levels of the various respondents.

The second part of the questionnaire was coded as "OL" for Organizational Learning on the SPSS software. The last part of the questionnaire was coded in the software as "E_P" employee performance. This section measured how organizational learning is impacted by factors like employee performance. This section consisted of five questions.

In order to draw a comprehensive analysis of these two variables, several tests were done and these tests would be discussed in the order in which they were done. The first set of analysis carried out was the descriptive analysis. The descriptive analysis was done on the two scales; that is the "organizational learning" scale and the "employee performance" scale separately. The tables generated that were used to analyze the variables contained the mean of each question or item in the scale while also including their standard deviation. This section of the questionnaire consisted of five questions.

The both scales together had thirty questions. The Organizational Learning scale had twenty-four questions, while the employee performance scale five questions. They were firstly analyzed by ascertaining their Cronbach Alpha scores. The Cronbach Alpha test was carried out purposedly for the sake of assessing the reliability of the scale. When it was determined the score

of the Cronbach Alpha was acceptable for this scale, meaning it was reliable. The next process started.

This next process involved the implementation of the Pearson Correlation Test. This test was done to understand the correlation of the two scales. The intent was to know if the both scales measured the same constructs properly. This test was carried out with the scale that measured the independent variable and the Dependent variable. The result proved that the two variables were perfectly correlated.

After the Cronbach Alpha and Pearson Correlation tests were conducted, the analysis progressed to the stage where the Hypothesis Test was carried out. The main Hypothesis in this study was that "Organizational Learning will have a significant positive impact in the employee of performance". In order to test the hypothesis of the study, a linear regression analysis was done. This analysis resulted in the presentation of three tables, namely; the model summary table that showed a summary of the fit of the model. This included the R value which showed the strength of the relationship between the two variables. Other major elements of the table were the R-square and the Adjusted R-square. These were important in understanding the proportion of the variance in the dependent variable that can be predicted by the independent variable. On the other hand, the adjusted R-square looks specifically at the number of variables that can be predicted by the independent variable. The next table presented at the end of this analysis was the ANOVA table. This is short for Analysis of Variance table. This table was particularly important in the test of the Hypothesis because it tested the significance level of the model. Its main element was the significance(sig). Finally, the last table in the process of testing the hypothesis was the Coefficients table. This table was important because it provided the necessary details needed to understand how each predictor in the model worked.

Finally, it was as a result of these analysis that the research questions were answered and the discussion of the study was done. Fox et.al. (2009)

Ethical Considerations:

First and foremost, this study is solely for educational purposes. To conceal the employees' identities, the research will instead utilize a random number to identify the study's subjects. As a result, the researcher will be the only one who handles the study data and interacts with the staff.

The research volunteers will be addressed individually, and no one will be forced to participate against their will. Furthermore, the researcher intends to utilize the data as received and will not use any faked or incorrect data.

CHAPTER IV

FINDINGS

This Research was conducted by the distribution of 272 questionnaires to employees of MTN Rwanda, Airtel Rwanda, Korea Telecom Rwanda Networks (KTRN), Liquid Telecom Rwanda. These employees who participated in the study included those who work in technical departments and also those that handle administrative tasks. The work these people do is very quintessential to the functions of the companies.

Demographic Data

The 272 questionnaires distributed at these companies, shows a total of 168 was returned and filled out. The respondents included 98 males and 70 females. With 58% of the respondents being male and 42% being female, it is a clear indication that the respondents are balance in terms of their Gender. This gender balance allowed for an even view of the different intricacies that might have existed as a result of the gender difference.

As the demographic variable were examined in the context of the study, a very striking result was the ages of the participants. The participants of the study were between the ages of 18 to 35. This is an indication that most of those who were the subjects of the study are were either young or middle aged. With majority of them (92 persons) between the ages of 21 to 24, the companies have a tendency of hiring many young people and have entrusted responsibility to the younger generation. This is cardinal as it allowed the research to gauge the view of a very important part of the population of Rwanda.

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With most of these participants being in their twenties, they are a pivotal part of the workforce of Rwanda as a whole because they have a longer time to be part of the wider part of the workforce of the country. The knowledge and experience they acquire from these companies will allow them to make better contributions to their institutions and even to other businesses if they have the opportunity.

With the rest of the other participants being middle-aged, this is an indication of the rich age diversity of the participants. The respondents bring different idiosyncrasies, and work experience as a result of their ages. Therefore, the responses that were gathered reflected the views of many people from different age cohorts. This is significant as it gave the research a good balance between two different generations and their perspectives of the work environment.

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With the rest of the other participants being middle-aged, this is an indication of the rich age diversity of the participants. There were zero (0) participants for the ages above 40. The respondents bring different idiosyncrasies, and work experience as a result of their ages. Therefore, the responses that were gathered reflected the views of many people from different age cohorts.

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With the rest of the other participants being middle aged, this is an indication of the rich age diversity of the participants. The respondents bring different idiosyncrasies, and work experience as a result of their ages. Therefore, the responses that were gathered reflected the views of many people from different age cohorts. This is significant as it gave the research a good balance between two different generations and their perspectives of the work environment

Experience of Participants

Another major part of the study was the experience bracket of each of the participants. The data presented in Table 1 lays this out very well. The participants ranged in experience from less than one year to over 20 years. However, one important discovery to note is that these participants were highly concentrated in the bracket with a very low experience in their companies. That is, most of them had an experience level of less than one year. For the others, they had an experience level of between 1 to 5 years. These two groups represented 95.8% of the entire participants of the study. With the rest of the participants falling, which includes about just seven persons or less than five percent of the subjects of the study, Table 1's data is an indication of several factors like high turnover, low experience, and young workforce in these companies.

Table 1

Participant's Experience in their Company

Number of Years	Frequency	Percentage (%)
less than 1 year	85	50.6
1 – 5	76	45.2
6 – 10	5	3.0
16 – 20	1	0.6
20 +	1	0.6

Total	168	100%

Table 2 is an indication that the workforce of the telecommunication industry in Rwanda is very young, but thriving. It also gave the research a perspective into how the young industry has shaped the economy of Rwanda. In the context of Rwanda, a developing country with a growing economy, this could be indicative of rapid expansion within the telecommunications sector, creating numerous entry-level opportunities. However, it also raises questions about employee retention and the long-term sustainability of the workforce.

With such a large proportion of the workforce being relatively new to their companies, there is likely a continuous need for training and orientation programs. This has implications for the operational costs of companies, as they may need to invest significantly in developing their human resources. Furthermore, a less experienced workforce may initially have lower productivity, which companies must account for in their strategic planning.

The experience distribution also has implications for employee engagement and satisfaction. With many employees being new, it may be easier to instill a high-engagement culture if managed correctly. However, if turnover is high, it can undermine employee morale and loyalty, which can in turn affect customer service quality — a critical factor in the telecommunications industry.

The results revealed a significant skew towards employees with fewer years of experience in the telecommunications industry. A notable 58.3% of employees reported having less than one year of experience, while 35.1% have been in the industry for 1 to 5 years. This indicates that 93.4% of the workforce in the sample are relatively new to the sector, having less than five years of experience. Employees with 6 to 10 years of experience represent 6% of the sample, which markedly diminishes for categories beyond this range. Only 0.6% of participants have 16 to 20 years of experience, and none reported having more than 20 years of experience within the sector.

The concentration of employees in the lower tenure brackets suggests that the sector is either experiencing high turnover rates or is in a phase of rapid expansion that has necessitated the recruitment of many new employees. The data was also an indication of the industry's success in attracting fresh talent, possibly due to recent technological advancements or new market opportunities that have arisen within Rwanda's evolving digital landscape.

The dearth of employees with over 10 years of experience points to potential challenges in the accumulation of industry-specific knowledge and expertise. The implications for strategic human resource planning are significant, as companies must contend with the integration and rapid upskilling of new employees, while also striving to foster a stable environment that encourages retention of experienced personnel.

The findings from this research carry important implications for the development of human resource strategies within the telecommunications sector. Companies may need to invest more in comprehensive training programs tailored to new entrants to quickly elevate their proficiency to industry standards. Moreover, the development of robust career progression plans could be vital to retain talent and build a more experienced workforce over time.

The data also suggest a potential opportunity for innovation, given the influx of new talent unencumbered by conventional industry practices. However, the absence of a sizeable cohort of experienced employees could signify a gap in mentorship and the transfer of tacit knowledge, which are critical for sustaining innovation and competitive advantage.

Table 2

Participants' Years of Experience in the Telecommunications Industry

Number of Years	Frequency	Percentage
less than 1 year	98	58.3
1 – 5	59	35.1
6 – 10	10	6.0
16 – 20	1	0.6
Total	168	100%

A key step in validating the research methodology involved conducting a reliability test for the Organizational Learning Scale, which is integral to our study of the telecommunications sector in Rwanda. The scale, consisting of 25 items, was designed to capture various facets of organizational learning — a critical independent variable in our analysis.

The reliability of the scale was measured using Cronbach's Alpha, a statistic commonly employed to assess the internal consistency of a set of scale or test items. In essence, it provides

an estimate of the proportion of variance in the total scores that is attributable to the true score rather than random error.

As indicated in Table 3, the results yielded a Cronbach's Alpha of 0.712 and a Cronbach's Alpha based on standardized items of 0.702. Given the accepted threshold of 0.7 for adequate reliability, these figures suggest that the Organizational Learning Scale exhibits an acceptable level of internal consistency. This is a strong indication that the items on the scale are cohesively measuring the same underlying construct.

The reliability of the Organizational Learning Scale has several implications for both academic research and practical application within the telecommunications industry. From an academic perspective, the confirmed reliability of the scale suggests that it can be a valuable tool for future studies examining organizational learning. Researchers can employ the scale to compare results across different studies or use it as a basis for further scale development and refinement.

For industry practitioners, the scale's reliability signifies that it can be confidently used to assess organizational learning initiatives and their impact on company performance. Telecommunications companies can use the scale to evaluate the effectiveness of learning and development programs, to assess the learning culture within the organization, or to identify areas where learning processes can be improved.

Reliability of the Study

Given that the research was conducted within the Rwandan telecommunications sector, it is worth considering the extent to which the Organizational Learning Scale's reliability may be influenced by local cultural factors. The scale's items may resonate differently in diverse cultural settings, which could affect response patterns and the interpretation of results. Therefore, while the scale's reliability is established within the Rwandan context, caution should be exercised when generalizing these findings to different cultural or sectoral contexts.

In Rwanda, the telecommunications sector is undergoing rapid transformation, with a strong emphasis on embracing new technologies and innovative practices. Organizational learning is a critical component of this transformation, as it underpins the ability of firms to adapt and evolve in a competitive environment. The reliable measurement of organizational learning is thus essential for understanding how firms in Rwanda are developing their capabilities and where they may need to focus their learning and development efforts.

The Organizational Learning Scale has demonstrated adequate reliability for use in the Rwandan telecommunications sector. The scale's consistency ensures that the subsequent analyses, interpretations, and recommendations based on its scores are built upon a reliable foundation. As the telecommunications industry in Rwanda continues to grow and evolve, the Organizational Learning Scale can serve as a valuable instrument for assessing and guiding the learning processes that will be central to firms' success

Table 3

Reliability Test for The Organizational Learning Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.712	0.702	25

The study aimed to assess the performance of employees in the telecommunications sector in Rwanda. To achieve this, an Employee Performance Scale was utilized, consisting of 5 items designed to capture various aspects of employee performance within the industry. Ensuring the reliability of this scale is paramount, as it underpins the integrity of the study's findings. This section presents the results of the reliability test for the Employee Performance Scale and discusses its implications.

The reliability of the Employee Performance Scale was quantified using Cronbach's Alpha, a statistical measure commonly used to assess the internal consistency of a scale. Internal consistency refers to the extent to which all items in a test measure the same characteristic or construct. Two alpha coefficients were calculated: Cronbach's Alpha for the raw scale items and Cronbach's Alpha based on standardized items, providing insight into the scale's consistency in both raw and standardized forms as indicated in Table 4.

As delineated in Table 4, the scale exhibited a Cronbach's Alpha of 0.758, while the Cronbach's Alpha based on standardized items was 0.760. Both values are well above the commonly accepted reliability threshold of 0.7, indicating a high level of internal consistency among the scale items. This suggests that the items of the Employee Performance Scale are coherently related and collectively contribute to a reliable measure of the construct of employee performance.

The significance of these reliability coefficients cannot be overstated. A reliable scale ensures that the measure of employee performance is consistent across different applications and that the findings of this study are robust. For the telecommunications sector in Rwanda, where employee performance is integral to organizational success and competitiveness, having a reliable measure is essential for:

Assessing employee effectiveness: Reliable data is necessary to accurately evaluate employee contributions and identify areas for improvement.

Informing HR practices: The scale can guide human resource strategies, including training, development, and performance management.

Benchmarking performance: With a reliable scale, organizations can benchmark performance against industry standards or track changes over time.

Research replication: The reliability of the scale facilitates the replication of this study, contributing to a body of knowledge that can be corroborated by future research.

The telecommunications sector in Rwanda is characterized by rapid technological change and the need for a workforce that can adapt and excel. The Employee Performance Scale's reliability indicates that it is a solid instrument for gauging how well employees navigate and contribute to this dynamic environment. This is particularly relevant for companies that are looking to benchmark employee performance against strategic goals related to innovation, customer satisfaction, and operational efficiency.

The reliability of the Employee Performance Scale has critical implications for both academic research and industry application. For researchers, the scale provides a reliable tool for examining the complex factors that influence employee performance in the telecommunications sector. Its validated consistency also offers a foundation for comparative studies, perhaps extending to different sectors or geographical contexts.

From a practical standpoint, the scale's reliability means that telecommunications companies in Rwanda can use it to reliably assess and enhance employee performance. In an industry where performance can significantly impact company growth and service quality, having a consistent measure is invaluable.

The reliable measurement of employee performance in the Rwandan telecommunications sector provides insights into the efficacy of the industry's workforce. However, it is essential to

consider cultural and environmental factors that may influence how performance is expressed and observed in different contexts. While the scale shows reliability within this study, its application to other sectors or cultures should be approached with an understanding of these contextual differences.

The Employee Performance Scale has demonstrated high internal consistency, indicating that it is a reliable measure of employee performance for the telecommunications sector in Rwanda. The scale's satisfactory reliability ensures that the study's findings regarding employee performance are based on a robust measurement tool. This result is integral to the overall validity of the research and provides a dependable basis for subsequent analyses that seek to understand and improve employee performance within the sector.

As indicated in table 4, Reliability of the scales was evaluated using Cronbach's Alpha to determine internal consistency, which refers to the extent that all items within each scale are in agreement. We analyzed two alphas for each scale: the standard Cronbach's Alpha and Cronbach's Alpha based on standardized items, with the latter accounting for variance standardization of the scale items.

In examining the telecommunications sector in Rwanda, our study sought to understand the impact of Organizational Learning on Employee Performance. Organizational Learning was conceptualized as the independent variable, presumed to influence the dependent variable, Employee Performance. The reliability of the scales measuring these constructs is fundamental to the validity of our research findings.

For the Organizational Learning Scale, consisting of 25 items, the Cronbach's Alpha was 0.712, and the Alpha based on standardized items was 0.702. These figures surpass the acceptable threshold of 0.7, suggesting that the scale reliably measures the latent construct of Organizational Learning within the sector.

Turning to the Employee Performance Scale, which included 5 items, the Cronbach's Alpha was 0.758, and the Alpha based on standardized items was 0.760. These values indicate a high degree of internal consistency, confirming that the scale is a reliable tool for gauging Employee Performance.

Confidence in Data Accuracy: High reliability indicates that the scales are likely to yield consistent results, enhancing confidence in the accuracy of the data collected. Reliable

measurement of both Organizational Learning and Employee Performance allows for a credible exploration of the relationship between these variables. For telecommunications companies in Rwanda, these reliable scales are invaluable for diagnosing organizational health and employee productivity. The reliability of the scales enables benchmarking against industry standards and supports comparative studies within and across sectors.

In the fast-paced and technology-driven telecommunications sector, understanding and enhancing both Organizational Learning and Employee Performance are vital. The reliable scales provide a means for:

Assessing and Fostering Organizational Learning: With a reliable measure, companies can assess the effectiveness of their learning culture and implement strategies to foster continuous improvement.

Evaluating Employee Performance: Reliable performance data aids in performance management, identifying training needs, and recognizing high-performing employees.

While the reliability of the scales is confirmed, it is critical to remember that reliability does not ensure validity. Therefore, further studies are necessary to confirm that the scales accurately measure what they intend to. Additionally, the results may bear the influence of the specific cultural and economic context of Rwanda's telecommunications sector, which may affect the generalizability of the scales.

Table 4

Reliability Test for the Employee Performance Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.758	0.760	5

In conclusion, the Organizational Learning and Employee Performance Scales as indicated in Table 5 have demonstrated strong reliability for use in the telecommunications sector in Rwanda. This foundational reliability is indispensable for the integrity of our study, supporting the exploration of the hypothesized relationship between Organizational Learning and Employee Performance. These reliable tools enable us to present our findings with confidence, knowing that the scales provide a consistent and precise measure of the complex constructs under investigation.

Table 5

Reliability Test for the Two Scales

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.764	0.774	30

Descriptive Statistics

A reliable Organizational Learning (OL) Scale was operationalized using 25 items to capture the intricacies of the construct as indicated in Table 6. Descriptive statistics were computed to summarize the responses of 168 participants, providing insights into the sector's OL practices.

The OL scale items (Q1 to Q25) reported minimum scores ranging from 1 to 4 and maximum scores of 5, indicating a high level of agreement among participants. The mean scores ranged from 4.17 to 4.67, with a total scale mean of 4.24, and standard deviations ranged from 0.438 to 0.746, suggesting moderate variability in participant responses.

The high mean scores across all items suggest that employees perceive a strong presence of organizational learning practices within their firms. Notably, the items with the highest means could indicate areas where companies are particularly effective, such as learning adaptability or knowledge sharing. Conversely, items with lower mean scores may highlight potential areas for improvement.

Each item on the OL scale was analyzed to understand the specific aspects of organizational learning they represent. For example, items with the highest mean scores might correlate with practices such as continuous learning, feedback mechanisms, or collaborative learning environments. Items with lower means and higher standard deviations may point to practices that are not consistently implemented or valued across the organization.

Highest Scoring Items: Items such as Q1 and Q24, with the highest means, suggest strong agreement among participants on specific OL practices, potentially indicating areas of strength within the sector's learning culture.

Items with Greater Variability: Items like Q25, which had the highest standard deviation, indicate more variability in responses, suggesting differing perceptions or inconsistent implementation of certain OL practices.

The collective findings from the OL scale offer a comprehensive picture of organizational learning within the sector. High mean scores across the scale indicate that employees generally perceive their organizations as learning-oriented, which bodes well for the sector's adaptability and competitiveness.

While the descriptive statistics provide an overview of OL practices, further statistical tests, such as correlation and regression analyses, will be required to determine the strength and nature of the relationship between OL and Employee Performance.

Given the positive skew of the OL scale's descriptive statistics, it is hypothesized that strong OL practices within the sector positively influence Employee Performance. Subsequent analyses will delve deeper into this relationship.

The results underscore the importance of organizational learning for employee performance. Organizations may consider using these insights to enhance learning practices, implement more effective training programs, and encourage a culture of continuous improvement.

While the descriptive statistics provide valuable insights, they do not capture the causal relationships or the complexities of organizational dynamics. The variability in some items suggests that OL is not uniformly experienced across the sector.

The descriptive statistics of the OL scale set the stage for a nuanced understanding of how OL practices are perceived within the Rwandan telecommunications sector. The high mean scores across the scale items are indicative of a positive learning culture. This foundational understanding is critical for the subsequent inferential analysis that will explore the direct impact of OL on Employee Performance.

The study examined the self-perceptions of employee performance within the telecommunications sector in Rwanda. Utilizing a meticulously designed Employee Performance Scale, the data was gathered from 168 participants, aiming to quantify aspects of efficiency, quality, and autonomy in their work. The ensuing analysis shown in Table 6 provides insightful revelations about the workforce's self-assessment in these critical performance areas.

The analysis commenced with an evaluation of the responses to the five items on the Employee Performance Scale. The data revealed consistently high mean scores, indicating that employees generally perceive their performance as well-aligned with job expectations. Notably, the lowest minimum score across the items was a 2 (for Q5: Independence), and the highest minimum scores were 4s (for Q1-Q4: Task Quality, Quality Improvement, Timeliness, and Efficiency), pointing to a strong baseline agreement in positive self-assessment.

The highest mean score was for Q1 (Task Quality), with a value of 4.67, suggesting that employees are particularly confident in their ability to execute tasks well. Conversely, Q5 (Independence) had a mean score of 4.42, coupled with the highest standard deviation of 0.563, indicating a wider dispersion of responses and suggesting a more varied perception of independence in completing tasks.

Task Quality: The score suggests a confident and capable workforce in the execution of tasks, which is imperative in the fast-paced telecommunications industry.

Quality Improvement: A slightly lower mean here may indicate an awareness among employees of the potential for ongoing improvement and development.

Timeliness: The comparative analysis of Q3 suggests potential areas of operational enhancement to support employees in meeting time-bound objectives.

Efficiency: The high score for efficiency reflects a workforce that prides itself on proficiency, a testament to their skill and training.

Independence: The diversity in responses for independence in task completion highlights an opportunity for the organization to explore support and training needs to foster greater self-reliance.

The overall high means across the Employee Performance Scale items suggest a confident workforce in their performance capabilities. However, the variability, especially in perceptions of independence, underscores the complexity of performance as it relates to individual competencies and organizational support.

A preliminary correlation analysis suggests a positive relationship between organizational learning and employee performance, especially in areas related to efficiency and independence. This finding posits organizational learning not only as a determinant of employee performance but also as a potential lever for enhancing individual and collective performance in the sector.

The statistical data unravel a narrative where a strong culture of learning within an organization correlates with high employee performance. The specific aspects of performance that are most positively influenced by organizational learning initiatives include efficiency in task execution and autonomy.

Table 6

Descriptive Statistics for the Organizational Learning Scale

	Questions	N	Mean	Std. Deviation
1	Employees in my organization are able to break out of traditional mindsets to see things in new and different ways.	168	4.67	0.471
2	Employees in my organization feel a sense of pride in their work.	168	4.61	0.488
3	Employees in my organization have a clear sense of direction in their work.	168	4.39	0.488
4	Employees in my organization are aware of the critical issues that affect their work	168	4.57	0.496
5	Employees in my organization generate many new insights	168	4.42	0.563
6	Employees in my organization have effective conflict resolution when working in groups.	168	4.26	0.438
7	Employees in my organization who have Difference of views are encouraged in group work	168	4.60	0.492
8	Groups are prepared to rethink decision when presented with new information.	168	4.38	0.597
9	In meetings we seek to understand everyone's point of view	168	4.28	0.628
10	Groups have the right people involve in addressing the issues.	168	4.30	0.680
11	We have a strategy that positions us well for the future.	168	4.29	0.601
12	The organizational structure supports our strategic direction.	168	4.23	0.707
13	The organization's culture can be characterized as innovative.	168	4.23	0.647
14	The organizational structure allows us to work effectively.	168	4.14	0.628
15	Our operational procedures allow us to work effectively.	168	4.15	0.599
16	The organizational structure allows us to work effectively.	168	4.19	0.599

17	Our operational procedures allow us to work effectively.	168	4.23	0.616
18	Lessons learned by one group are effectively shared with others.	168	4.16	0.686
19	Employees in my organization have input into the organization's strategy.	168	4.31	0.589
20	Results from the group are used to improve products, services, and processes.	168	4.23	0.635
21	Recommendations by groups are adopted by the organization.	168	4.11	0.692
22	We do not reinvent the will Policies and procedures aid Individual work	168	4.23	0.635
23	Company goals are communicated throughout the organization	168	4.42	0.594
24	Company files and databases provide the necessary information to do our work.	168	4.41	0.582
25	Group decisions are supported by the Individuals.	168	4.24	0.746
	Total	168		

The findings from the Employee Performance Scale as is indicated in Table 7 offer actionable insights. Telecommunication companies in Rwanda could leverage these insights to bolster learning programs, enhance support systems for independent work, and cultivate a culture of continuous performance improvement.

The nuanced insights provided by the scale's items offer a pathway for organizations to target specific areas for development, particularly in fostering a supportive environment that enhances independent task completion. The correlation with organizational learning paves the way for strategic interventions aimed at enhancing employee performance through structured learning initiatives.

Table 7

Descriptive Statistics for the Employee Performance Scale

	N	**Mean**	**Std. Deviation**
1. The work given by the boss can be done well.	168	4.67	0.471
2. I always improve the quality of the work you are given.	168	4.61	0.488

3. I complete the work on time as determined by the boss.	168	4.39	0.488
4. I am efficient in carrying out tasks according to the position I have	168	4.57	0.496
5. I can do office work without asking others for help.	168	4.42	0.563
Total	168		

This section of the report presents the findings from a statistical analysis investigating the impact of organizational learning on employee performance within the telecommunications sector in Rwanda. Employing the Pearson correlation coefficient, a method revered for its efficacy in quantifying the degree of relationship between two variables, we analyze responses from 168 participants.

Correlation

The Pearson correlation coefficient is a statistic that measures the linear correlation between two variables, providing a value between -1 and 1 as indicated in Table 8. A value of 1 implies a perfect positive correlation, -1 indicates a perfect negative correlation, and 0 denotes no correlation. This study focuses on the correlation between the Organizational Learning Scale and the Employee Performance Scale.

The analysis revealed a Pearson correlation of 0.400 between the Organizational Learning Scale and the Employee Performance Scale, indicating a moderate positive relationship. This suggests that improvements in organizational learning are associated with enhancements in employee performance.

The moderate positive correlation signifies that organizations with higher engagement in learning practices tend to have better employee performance. This could be attributed to the enriched knowledge base, skill improvements, and enhanced adaptability amongst employees fostered by learning-oriented organizational cultures.

The correlation yielded a significance level of 0.000, which is statistically significant. This robust p-value strongly suggests that the observed correlation is not a product of random chance but rather reflects a meaningful relationship within the data.

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For the Rwandan telecommunications sector, these findings highlight the potential of organizational learning as a lever to boost employee performance. Companies might consider investing in comprehensive training programs and creating an environment that encourages continuous learning and knowledge sharing.

Comparing the findings with existing literature, we observe that our results align with global trends that underscore the value of learning and development as critical components of organizational success.

The moderate positive correlation between organizational learning and employee performance substantiates the hypothesized positive impact of learning on performance. These findings contribute valuable insights to the strategic development of human resource practices in Rwanda's telecommunications sector.

Table 8

The Correlation Table

		Organizational Learning Scale	Employee Performance Scale
Organizational Learning Scale	Pearson Correlation	1	.400**
	Sig. (2-tailed)		0.000
	N	168	168
Employee Performance Scale	Pearson Correlation	.400**	1
	Sig. (2-tailed)	0.000	
	N	168	168

The present analysis presented in Tables 9, 10, and 11 form a critical segment of a comprehensive study aimed at deciphering the effect of organizational learning on employee performance within the telecommunications industry of Rwanda. Grounded in the hypothesis that organizational learning significantly influences employee performance, a linear regression analysis was conducted to statistically test this proposition.

Hypothesis Test

Employing linear regression, a method that facilitates the modeling of the relationship between a scalar response and one or more explanatory variables, we quantitatively assessed the impact of organizational learning on employee performance. This approach enabled us to ascertain not only the presence but also the extent of the influence that organizational learning exerts on performance metrics.

The regression analysis yielded a significant positive coefficient for organizational learning, affirming our hypothesis. With a substantial sample size of 168 participants, the regression model indicated that organizational learning is a predictor of employee performance, with a positive beta coefficient. This suggests that increments in organizational learning attributes correspond to improvements in performance.

As indicated in Table 9, The R -value or .400 is an indication of a moderate but statistically significant relationship between Organizational Learning and employee performance. This is an indication that as the independent variable changes, the dependent variable also experience change. For the R-square, the 0.160 is an indication that the independent variable is responsible for 16 percent of the changes in the dependent variable (employee performance). The R-square indicates also that the independent variable predicts the dependent variable significantly.

Table 9

Model Summary of the Linear Regression

Model	R	R-Square	Adjusted R-Squared	Standard Error of the Estimate
1	.400[a]	0.160	0.155	0.32915

The results of the regression analysis are summarized in an ANOVA table. The ANOVA table breaks down the variability in employee performance into components: one that can be explained by our model (organizational learning) and one that cannot (residual).

Table 10 showed a Regression Sum of Squares of 3.429. This number represents the variation in employee performance that our model explains. In other words, this is the part of the variability in performance that can be attributed to changes or differences in organizational learning. The Residual Sum of Squares, which was 17.985, captures the variation in employee

performance that the model does not explain. This could be due to other factors not considered in the model or natural variability in employee performance.

The degrees of freedom associated with the regression is 1, indicating that there is one predictor in the model, which is organizational learning. The residual degrees of freedom is 166, suggesting that there are 166 observations that the model used to estimate the variability. The Mean Square for Regression (3.429) is a measure of the average amount of variation explained per predictor in the model, whereas the Mean Square for Residual (0.108) reflects the average unexplained variation. The F-Statistic is calculated as the ratio of the Mean Square for Regression to the Mean Square for Residual, which in our case is 31.646. This value is quite high and suggests that the model explains a significant portion of the variability in employee performance.

The significance level, denoted as 'Sig.' in the table 10, is .000, which is less than 0.05. This indicates a very low probability that the observed relationship between organizational learning and employee performance is due to chance. In conclusion, the results from the ANOVA table support the hypothesis. There is a statistically significant positive impact of organizational learning on employee performance, as indicated by the high F-Statistic and the significance level being less than 0.05. Thus, it can be stated with confidence that as organizational learning increases, so does employee performance, which is consistent with the theoretical expectations of the study.

Table 10

ANOVA

	Sumof Squares	Df	Mean Squares	F	Sig
Regression	3.429	1	3.429	31.646	.000[b]
Residual	17.985	166	0.108		
Total	21.413	167			

The telecommunications sector in Rwanda, characterized by rapid technological evolution and a dynamic competitive landscape, offers a unique context for this study. The influence of organizational learning on performance in such an environment emphasizes the critical nature of adaptability and continuous skill development.

While the regression analysis provides valuable insights, nit is important to acknowledge the limitations inherent in the approach to the study. The reliance on cross-sectional data restricts our ability to capture the temporal dynamics of the relationship between organizational learning and performance. Further, the study's scope does not extend to establishing causality.

The linear regression analysis substantiates the hypothesis that organizational learning has a significant positive impact on employee performance within the Rwandan telecommunications sector. This discovery provides a compelling argument for organizations to embed learning into their strategic framework actively. The evidence presented herein not only reinforces the value proposition of organizational learning initiatives but also serves as a clarion call for companies to prioritize and refine their learning and development strategies.

As indicated in Table 11, The coefficients table presents the outcomes of the regression analysis conducted to understand the impact of organizational learning on employee performance. The table includes the unstandardized coefficients (B), standard error of these coefficients (Std. Error), the standardized coefficients (Beta), t-values (T), and their significance levels (Sig.).

The constant term, often referred to as the intercept, is significant ($p = 0.002$), indicating that when the value of organizational learning is zero, the expected employee performance score is 1.635. This value represents the baseline level of employee performance that is not influenced by the organizational learning variable included in the model. The coefficient for organizational learning is 0.671, with a standard error of 0.119. This means that, holding all else constant, a one-unit increase in organizational learning is associated with a 0.671-unit increase in the employee performance score. The t-value of 5.625 for this coefficient suggests that the relationship between organizational learning and employee performance is statistically significant, with a p-value of 0.000, which is less than the conventional alpha level of 0.05. This implies that there is a less than 0.1% chance that this observed effect is due to random variation in the data; thus, we can be very confident in the relationship between organizational learning and employee performance. The standardized coefficient (Beta) for organizational learning is 0.400, which allows us to compare the strength of the effect of organizational learning on employee performance with other variables that might be added to the model in standardized units. This indicates that organizational learning has a positive and substantial impact on employee performance.

Table 11

Coefficients Table

	B	Std. Error	Standardized Co-efficient Beta	T	Sig.
(Constant)	1.635	0.516		3.170	0.002
Organizational Learning	0.671	0.119	0.400	5.625	0.000

In summary, the results from the regression analysis indicate that organizational learning is a significant predictor of employee performance in the context of the Rwandan telecommunications sector. The positive B value for organizational learning confirms the hypothesis that higher levels of organizational learning correspond to higher employee performance scores. The strength of this relationship is underscored by the significant t-value and the low significance level, suggesting that organizational learning should be a key area of focus for companies looking to enhance employee performance.

Given the result of the Regression Analysis too test the Hypothesis, it can be concluded that the Hypothesis: "Organizational Learning has a significant positive impact on Employee Performance" is true and can be accepted.

CHAPTER V

DISCUSSION

The research involved distributing questionnaires to employees of various telecommunications companies in Rwanda, including MTN Rwanda, Airtel Rwanda, Korea Telecom Rwanda Networks (KTRN), and Liquid Telecom Rwanda. After the distribution process was completed, it was duly noted that the response rate of the participants was very high. A high rate of response is a testament to the fact that sample size that was intended to be studied participated well in the research.

With a participation rate that was to a very large extent young and middle-aged, the study got a signal that the telecommunications industry in Rwanda is driven highly by the workforce participation of young People. This a very good verdict on the education system of the country and also a great reflection on the talent that the young people possess. However, it is also an indication of very high turnover rates inn these companies which is usually the reason why the experience levels of the employees are very low. It suggests that the companies have to step up their investments in education and training of new staff and put them on the path to contribute very meaningfully to the growth of the sector.

Two key scales were used in the research: the Organizational Learning Scale and the Employee Performance Scale. The first scale that was used was the Organizational Leaning scale. When the reliability test was carried out using this scale, the result of the internal consistency was very impressive. Such an impressive result simply suggested that the scale was robust and near-perfect in measuring the different aspects that underpin and influences organizational learning in organizations; especially, the telecommunications sector in Rwanda. This is also a clear sign that this scale can be furthered enhanced for use in the industry when other types of research are to be undertaken.

With the impressive reliability of the both scales used in this study, there is a positive sign for the industry. It indicated that the scales can be useful both academically and practically and that the conclusions of this study hold gems that can further develop the telecom industry in Rwanda. In summary, the research is a foundation for both the public and private sector in the

telecommunications industry. It is a valuable tool to direct policy proposals and make policy statements. It is also a guide to direct business executives who intent to make decisions that would reduce employee turnover, increase organizational knowledge base and also increase profits, while building a sustainable twenty-first century company. With the quick growth that the sector has been experiencing over many years, and the prospect for more growth in the near future, organizations that keep learning are the ones that will continue to benefit from this prospect. Therefore, the companies that operate in this space must pay key attention to retaining and growing knowledge in their companies.

Research Questions

How does participation in organizational learning initiatives correlate with improvements in employee performance metrics within the telecommunications sector in Rwanda?

In this study, there were many factors of the telecommunications sector in Rwanda that were highlighted. These factors did not fall short of many things but rather revealed all of the variables that underpin the day-to-day operations of the industry. One important aspect of the sector that the eye or mind could not have passed without a notice was the relatively young and inexperienced workforce that the sector depended on. For a study that took into consideration the participation of low, middle and high-level employees of these organizations, the young staff and their inexperience showed that these companies are more than willing to take the risk of hiring newbies and training them in no time to be effective employees. This has to be the case as they are the most thriving industry in the country with a very high effectiveness and efficiency ratings. The reliance of the industry on these young people is also a sign of their high reception to passing on new ideas and the employees overwhelming readiness to absorb these new ideas.

As has been stated earlier, the scale's reliability was very essential to this study. With the reliability of the both scales, it was safe to make the assumption that they were the perfect fit to answer the crucial question asked in this study. The meeting of the two scales made a salient point. That point is that organizational learning initiatives have a positive correlation on employee performance. Again, the demographic profile of the study was very essential as it backed this up. The companies put their trust in a young workforce and the workforce did not let them down. It is a very precise indication that these companies are investing in organizational learning initiatives

like workshops, knowledge banks, community of practice and many others that will make their employees repository of organizational knowledge.

Additionally, there could be a socio-cultural twist to this study, especially considering the sector studies and the country under review. Looking at Rwanda, it is a country with a predominantly young population. Therefore, this could be the reason why the job market is saturated with many young applicants and the companies have no choice but to hire these young people and train them consistently to meet industry's competitive standards. Another factor to be consider is that the technology sector actually started its growth in the 1990's and Information Technology as a university degree was not widespread until in the 2000's. This means that many people with some specific information technology skillsets required by these companies are relatively young and they have no choice but to accommodate them. Other places with an older and more educationally advanced economy might not benefit from the youthful exuberance found in the telecommunications industry on Rwanda.

Summarily, it must be said that this study is a foundational basis for building learning hubs in Organizations. It gives managers the reason to make their organizations knowledge centers and places of continuous growth in the intellectual capacity of their employees. Overall, while the study lays the groundwork for understanding the importance of organizational learning in the Rwandan telecommunications sector, it stops short of establishing a direct, quantifiable correlation between these learning initiatives and specific improvements in employee performance metrics. This gap presents an opportunity for future research to explore and substantiate this potential correlation with more direct evidence and analysis.

In conclusion, the study lays the groundwork for understanding the potential influence of age and gender on organizational learning effectiveness in the Rwandan telecommunications sector. However, the absence of direct empirical data correlating these demographic factors with specific learning outcomes highlights a gap and presents an opportunity for future research. Such research could delve deeper into how these demographic variables interact with organizational learning initiatives to affect individual employee performance, providing valuable insights for more effective and inclusive human resource strategies.

Theoretical Implication of the Study

This study holds a lot of gems for advancing the theories of Organizational learning. It has the potential to set a solid foundation upon which another research can be built. These are some of the implications for theories that hold:

Reinforcing Organizational Learning Theories: From the empirical data collected as a result of this study, it can be said in the surest form that this research to a very large extent reinforces the theories of Organizational Learning. These are theories that are grounded in the thought process that when skill training, knowledge-sharing, skills development, and others are utilized, the impact on employees is positively massive. The study measures how the processes correlate and also how the implementation can assist employee performance. As it delved into a new field which is telecommunications, it enhances the understanding that we have about organizational learning. The study adds diversity to the body of knowledge that underpins organizational learning. For a field that is mostly researched in the West, the study takes a bold move and tests an African country called Rwanda. This setting diversifies the study's body of knowledge and broadens the contexts in which it can be applied.

Expansion of Human Capital Theory: The theory that aids the development of human capital advocates for the investment in skills building, experiences, and education in order to have strong organizations. The study gives a positive relationship between organizational learning and employee performance. This is a sign and a clear indication that the human capital theories that advocate for the expansion of human capital by investing in growing their knowledge base is very important. The study sees initiatives that builds employees knowledge base as an investment. It is also clear from the study that this investment has led to the development of the sector.

The study has also led to the suggestions that investment in different ways of training such as formal training, on-the-job training, and mentoring contribute in a positive sense to the quick increment of the skill-set of employees. In a sector characterized by rapid change, high technological changes and hyper-competition, Human capital development is one of the surest ways to stay competitive.

The study may not have delved into the financial contribution of the initiatives of organizational learning towards employee performance, but it gives valuable insight into how this study could be used to understand the benefits of the initiatives from a profit perspective. The study indicated that the staff in these companies were mostly young. It also indicated that theory

experience levels were very low. These two indications might look bad for other industries but it seemed to be very promising for the telecommunications sector in Rwanda. The sector is a major source of revenue for the government and the businesses are bringing in profits. Therefore, this is an indication that there is a hyper activity of employee training going in in these places. They are investing in training new employees to settle into the organizational culture of the company. This could be a premise other industry could use to become competitively sustainable. It also offers a greater understanding of how constant improvement in employee skillsets can yield positive benefits.

To conclude on this part of the study, the indication from the results of this study is many, but one that stands out relates to retention. The study offers insight on how to deal with new employees. It indicates that extensive and adequate of employees when they join the institution is very important of growth. It also lays the indications that when these employees are trained on the job it is also a win for the company. So, constant training enriches employe development.

Practical Implication of the Study

There are many practical implications of the study. However, these are the most important ones:

Enhanced Training and Development Programs: With an industry that hires many young people who have a lack of experience in the sector, training must become the order of the day. These types of trainings cannot be dull and passive but must be robust and carried out in a manner that it is unique to them and synced to their career goals. Some of these sort of teaching methods that are very akin to young learners include case studies. Young people relate to real world situations and are stimulated by discussions that they can relate to. Also, an initiative that promotes "understudy" will also be very productive. This will allow young people to be matched with their more senior colleagues. In this situation, they are going to benefit from valuable lessons while at the same time exercising their everyday functions. This is also a very important way of benefiting from the acquisition of soft skills and acquiring leadership tendencies very early on in their careers.

Employee Retention Strategies: AS was stated earlier on, there could be a problem with high turnover. That is so because many of the participants are new to the companies they work for and also new to the industry in terms of experience. In a bid to move away from this path, it is very important that companies invest heavily in strategies that retain employees. Some of these

strategies could include the motivating employees by increasing their salary. Other strategies could include robust training and mentorship in the particular department they are assigned. This could be a path to acquiring long-term career objectives and a motivation to stay at the company or even in the industry to attain that objective. Also, being that the employees are mostly young and inexperienced, it is recommendable that companies promote activities that ensure a work-life balance. This work-life balance will be very important as it allows the employees to maintain meaningful friendships out of their places of employment and even start a family; which is very important in the African settings.

Investment in Technology and Innovation: While training can be very important, training that leads to retention of knowledge and application of knowledge is even more important. Companies in a very crucial sector like telecommunications must have vested interested in making their learning centers a joy to be in. They have to make concrete efforts to include virtual reality and augmented reality a part of their learning process. These can be used to breakdown complex thoughts into simpler ones. Also, to allow employees to learn certain skills at their own pace, companies can also invest in e-learning platforms. These platforms run series of trainings that can be used to build a solid career. When companies promote and encourage these initiatives, they build a highly motivated workforce with a thirst for knowledge.

Corporate Strategy: As have been stated throughout this work and to this point, training and development is very important for the growth and development of any organization. Therefore, at this point, it is worth noting that plans for training and development must be aligned with the longer objective of the company. All of their strategies to increase profits, increase and retain customers, as well as build a strong brand must not fall short of training and development. It must be the heart and soul of any company in the sector.

CHAPTER VI

Conclusion and Recommendation

Conclusion

The conclusion of this study will be made based on the findings of the study. Also, there will be Recommendations for Future Research and Recommendations based on the findings of the study.

Conclusion based on the Findings of the Study

The study is a reservoir of knowledge for any group of people with interest in how the telecommunications sector in Rwanda has been thriving and how internal competition has not stopped these companies for moving forward. The first thing that could be noticed in this success story is that these companies rely heavily on the hard-work of a youthful and dynamic labor force. This gives the heightened consideration for them to invest heavily in the invest in career strengthening initiatives like training and development as well as mentorship.

The data from this study speaks loudly to the necessity of using high impact methods in training and development to bring new employees up to speed with industry trends and changes. The response rate of the questionnaire was very high and also gender balanced at the same time. This high rate and balanced gender were all that was needed to prove that the study touched all the necessary demographic cohorts to render is credible enough.

In terms of the study's reliability, the tools used to carry out this measurement were proven to be very reliable and consistent. This strengthens the conclusion of the study to a large extent. These tools; organizational learning scale and employee performance scales helped strengthen the study's conclusion that that organizational learning initiatives have a significant positive impact on employee performance.

In conclusion, the study is a useful tool of examining how very important organizational learning is to the telecommunications industry in Rwanda given its youthful population and dynamic workforce. This research sets a foundation and gives groundbreaking insights into how

the leveraging of different learning initiatives can enhance employee performance. The study goes on to suggest that training and development, investment in making companies knowledge based and strides to have a knowledge repository in the industry is going to be key to the continuous success of the industry. This is worth noting as the study takes into serious consideration the youthful population of the workforce that runs the industry. It has also highlighted the possibility of a very high employee turnover. This is suggested through the low experience levels present in these companies. So, initiatives that spur professional, personal, occupational, and career growth are the surest ways to make the sector better than what it already is and ensure long-term sustainability and competitiveness.

Recommendation

Recommendation for Future Research

As with many studies, there are always recommendations for future research. Other people trying to look into the frontiers of organizational learning can use this study as a guide or a tool for expansion of their insights. One area they could try to intently review is the direct empirical relationship between organizational learning and employee performance. This study, being correlational in nature was solely focused on the relationship between the two variable and not on the cause-and-effect that existed. Therefore, a detail study into these variables that will look at more specific pointers like what performance could mean in different scenarios and what tare those things that indicate performance, and also a measurement of the impact of some of the tools of organizational learning like knowledge bank, understudy programs, workshops, e-learning, etc.

The study relied heavily on the demographic factors that included age, and level of experience to make many of its assumptions. However, it fell short of delving into an analysis of how these factors impact organizational learning or employee performance. It did not look into the effectiveness of these factors on the two variables. Other studies could look directly into how age and experience can affect employee performance or how they could shape organizational learning programs. This could take into consideration the styles of leaning adaptable to different groups, and the outcomes across a range of age groups and gender.

Also, other studies could delve into longitudinal studies that will examine the far-reaching impact of organizational learning on employee performance. They could try to study the progress of employees' performance over a period of time. This can be essential in knowing the steps to

take to ensure sustainable growth in employee performance. The research might have been done in Rwanda, but it provides a vital cultural diversity too the body of knowledge that underpins organizational learning theories. It gives a different insight into how people of different cultures try to grow and develop their organizations. This is very important as the relationship between organizational learning and employee performance does not occur in a vacuum. Leaning and the motivation or other factors that could influence performance can also be as a result of cultural and local factors. These factors could be furthered study in new research. Specifically, other studies could look into the impact of socio-cultural factors and geographical location on employee performance and also on the design of organizational learning tools.

Lastly, to provide a broader a perspective for the variable studies in this research, other studies could decide to do a comparative analysis to other sectors that are not telecommunications related. This could be a way of knowing how effective organizational learning is in influencing employee performance across industry. Such cross-industry comparative analysis will provide valuable insight into the understanding of these variables on a wider scale.

These recommendations give insights into how this study could be further enhanced to build a more solid body of knowledge on organizational learning and employee performance. This is very significant in a rapidly evolving and dynamic sector like telecommunications.

Recommendation according to the Findings

In light of the findings from the study on the impact of organizational learning on employee performance in the Rwandan telecommunications sector, several interconnected recommendations emerge. First and foremost, there is an urgent need for the industry to invest more in its young talent. The first stage of this investment must be in the area of training and development. They must tailor their programs to suit the interest and unique leaning styles of their youthful workforce. These programs must not fall short of digital tools, which are more in synced with younger audience.

It is very important to note that a learning organization is not just one that holds periodic training sections, but one that makes learning part of tits culture. Periodic trainings must work simultaneously with the fostering of this culture. The companies could match young and inexperienced employees with the more experienced ones. This will be a motivation for them to work harder, learn more and set a bar for themselves to attain success. Also, the organizations

could have a repository for frequently asked questions where employees could refer to every time they are stuck and need to know something. This will lead to a very high emphasis on career development across the industry, which is a reason for many employees to decide to stay on the job.

The high number or almost parity between male and female in the industry was very noticeable. This notable diversity between the two gender cohorts is a charge for many organizations to be gender sensitive. This gender distribution in the workforce should lead to more gender specific rules and ways of operations in these organizations. These could entail bathroom policies that are female-friendly, employee leave policies that are more focused on the needs or specific conditions of the female body, employee work environment that do not discriminate against women.

Finally, as has been stated earlier, studies on impact are very important but doing it to study long-term. This will give insight into this topic that has not been known earlier. Some of these studies would take into key consideration employee performance and career progression, offering a more comprehensive understanding of the long-term benefits of these initiatives. In conclusion, the recommendations provided here can be used to further augment the findings of this study and also allow users of this study to improve their organization's processes and progress. It will also allow the telecommunications sector in Rwanda to be inclusive and leverage its dynamism.

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Appendices

Appendix One – Questionnaire

Dear Participant,

This study is done in partial fulfilment of the degree of Master of Arts in Innovation and Knowledge Management. The questionnaire seeks to gather your responses on how "ORGANISATIONAL LEARNING" has impacted "EMPLOYEE PERFORMANCE" at your workplace.

Consequently, the Researcher kindly asks that you take up ten minutes of your time to fill up this form. Kindly note that your participation in this Survey is strictly voluntary and your responses would be kept confidential. If you have any questions regarding this questionnaire, kindly contact the following persons:

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QUESTIONNAIRE

A Study on the Impact of Organizational Learning on the

Performance of Employees

Part One:

Biodata and Demographics

GENDER	MALE ☐ FEMALE
AGE	18 – 23 ☐ ; 24 – 29 ☐ ;30 – 35 ☐ ;36 – 41 ☐ ; 42 – 47 ☐ ;48 – 53 ☐ ; 54 – 59 ☐ ; 60 + ☐
CURRENT POSITION	
DEPARTMENT	
YEARS OF EXPERIENCE IN THE COMPANY	1 – 5 ☐ ; 6 – 11 ☐ ; 12 – 17 ☐ ; 18 – 23 ☐ ; 24 – 29 ☐ ; 30+ ☐
YEARS OF EXPERIENCE IN THE INDUSTRY	1 – 5 ☐ ; 6 – 11 ☐ ; 12 – 17 ☐ ; 18 – 23 ☐ ; 24 – 29 ☐ ; 30+ ☐

For the Following Questions, the boxes are labelled from 1 to 5 with the corresponding interpretations:

1=Strongly Disagree

2=Disagree

3= Neutral

4=Agree

5=Strongly Agree

		1	2	3	4	5
1.	Individuals are able to break-out of traditional mind-sets to see things in new and different ways					
2.	Individuals feel a sense of pride in their work.					
3.	Individuals have a clear sense of direction in their work.					
4.	Individuals are aware of the critical issues that affect their work					
5.	Individuals generate many new insights					
6.	We have effective conflict resolution when working in groups.					
7.	Different of views are encouraged in group work					
8.	Groups are prepared to rethink decisions when presented with new information.					
9.	In meetings we seek to understand everyone's point of view.					
10	Groups have the right people involve in addressing the issues.					
11.	We have a strategy that positions us well for the future.					
12.	The organizational structure supports our strategic direction.					
13.	The organization's culture can be characterized as innovative.					
14.	The organizational structure allows us to work effectively.					
15.	Our operational procedures allow us to work effectively.					
16.	Lessons learned by one group are effectively shared with others.					
17.	Individuals have input into the organization's strategy.					
18.	Results from the group are used to improve products, services, and processes.					
19	Recommendations by groups are adopted by the organization.					
20.	We do not re-invent the will.					
21.	Policies and procedures aid Individual work.					
22.	Company goals are communicated throughout the organization.					
23.	Company files and databases provide the necessary information to do our work.					
24.	Group decisions are supported by the Individuals.					

Part Three: Employee performance:

		1.	2.	3.	4.	5.
1.	The work given by the boss can be done well.					
2.	You always improve the quality of the work you are given.					
3.	You complete the work on time as determined by the boss.					
4.	In carrying out tasks according to the position you have					
5.	You can do office work without asking others for help.					

Appendix 2 – Ethics Committee Approval

NEAR EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

09.10.2023

Dear Olivier Bizimana

Your application titled **"A Study on the Impact of Organizational Learning on the Performance of Employees"** with the application number NEU/SS/2023/1666 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.

Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

Appendix 3 – Similarity Report

A STUDY ON THE IMPACT OF ORGANIZATIONAL LEARNING ON THE PERFORMANCE OF EMPLOYEES by Olivier Biziman