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## **Organizational Culture and Learning in Automobile Service Sector in Nepal**

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### **Abstract**

*This research explores the factors that shape organizational learning culture and examines their impact on organizational learning within Nepal's automobile service sector. It aims to understand how elements such as organizational communication, rewards and incentives, innovation, worker involvement, and worker empowerment contribute to fostering a learning environment. The study adopted a causal comparative research design. Data were collected through a Google questionnaire targeting employees from various automobile-related companies. The sampling was conducted using a random sampling method and the size was determined using the solving method for unknown population. Statistical tools, correlation and regression were employed to analyze the data, ensuring a thorough evaluation of the relationships between the identified variables. The results reveal that organizational learning culture is strongly influenced by organizational communication, rewards and incentives, innovation, worker involvement, and worker empowerment. Together, these factors play a crucial role in creating an environment that supports continuous learning and development within organizations. The study concludes that organizations need to go beyond traditional training and development initiatives. Prioritizing factors such as effective communication, well-designed incentive systems, fostering innovation, and actively engaging employees*

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*enhances organizational learning culture. By doing so, managers are boosting employee performance while achieving long-term growth and profitability for their organizations.*

**Keywords:** Communication, learning culture, reward and incentives, worker involvement

## **Introduction**

In today's knowledge-driven economy, organizational culture plays a pivotal role in shaping learning processes and influencing performance outcomes across industries. This is especially true for service-intensive and technically demanding sectors such as the automobile service industry. Schein (2017) conceptualizes organizational culture as a system of shared values, beliefs, and assumptions that guide individual and group behavior within organizations. Such cultural foundations are instrumental in determining how knowledge is created, shared, and applied, thus serving as a critical enabler of organizational learning. Jain and Moreno (2021) further argue that the impact of organizational culture on learning is significantly enhanced when complemented by effective leadership, which helps shape the depth, relevance, and adaptability of learning mechanisms within organizations.

Organizational cultures characterized by openness, trust, and collaboration have been strongly associated with improved knowledge-sharing behaviors (Saura, Palos-Sánchez, & Reyes-Menendez, 2022). These attributes are particularly vital in the automobile service sector, where rapid technological advancements and evolving customer expectations necessitate a flexible, skilled, and continuously learning workforce. Leadership also emerges as a central pillar in cultivating such a culture. Transformational leaders, by offering intellectual stimulation and inspirational motivation, create environments that empower employees to engage in creative problem-solving and proactive learning (Ng & Feldman, 2020). In this regard Carmeli et.al (2013) highlight that effective leadership facilitates not only creativity but also organizational knowledge exchange both of which are essential for maintaining high performance in dynamic service environments.

Reward systems act as both motivators and institutional mechanisms to reinforce learning behaviors. Cabrera et.al (2006) found that employees are more inclined to share knowledge and participate in learning initiatives when motivated by meaningful intrinsic and extrinsic rewards. Becker and Huselid (2006) emphasize that strategic human resource management (HRM) practices that align reward

systems with learning goals help embed a sustainable learning culture within organizations. Furthermore, innovation an essential component for competitive advantage in sectors like automobile services, is closely linked with a learning culture. Studies by Jaiswal and Dhar (2015) show that transformational leadership fosters an innovation-friendly climate, thereby enhancing employee creativity and knowledge application. Similarly, Shin et al. (2017) assert that team-level cognitive diversity supports creativity, further contributing to organizational adaptability.

Employee empowerment is also vital for facilitating learning. Spreitzer (1995) defines psychological empowerment through the dimensions of meaning, competence, autonomy, and impact all of which contribute to employee engagement and learning participation. High-Involvement HRM (HIHRM) approaches, as described by Boxall and Macky (2009), ensure that employees are equipped with the ability, motivation, and opportunity (AMO framework) to engage meaningfully in improvement and innovation efforts. However, despite these enabling factors, various barriers such as resistance to change, weak strategic alignment, and insufficient leadership support may limit the effectiveness of learning initiatives. Argyris and Schön (1996) identify these as entrenched challenges often embedded in organizational routines and mental models. Marsick and Watkins (2003) argue that overcoming these barriers requires systematic evaluation and reinforcement of learning dimensions such as feedback, strategic vision, and openness to experimentation.

Within the context of Nepal, these theoretical perspectives hold particular relevance. The country's automobile service sector is undergoing gradual modernization amid rising consumer expectations and technological change. Yet, Shrestha (2022) notes that many organizations continue to rely on traditional HRM practices that focus on fulfilling organizational goals rather than developing employee capabilities. Nonetheless, the entry of multinational firms and the diffusion of modern HR systems are promoting a shift toward more strategic and learning-oriented management approaches.

Against this backdrop, understanding the interplay between organizational culture and learning becomes essential for improving service delivery, employee satisfaction, and organizational resilience in Nepal's automobile service sector. Building organizational environments that support open communication, innovation, reward alignment, and employee empowerment can significantly enhance an

organization's ability to learn, adapt, and thrive in an increasingly competitive market landscape.

### **Literature Review**

In the context of modern organizational development, the integration of various elements that foster continuous growth and improvement is crucial for long-term success. As organizations face an increasingly dynamic business environment, adopting systems that encourage knowledge flow, internal collaboration, and adaptation to change becomes essential. The ability of firms to harness knowledge and insights from internal and external sources enables them to stay ahead of market trends and adjust strategies swiftly in response to competitive pressures (Nonaka & Takeuchi, 1995). Knowledge management frameworks, such as those discussed by Davenport and Prusak (1998), emphasize the importance of systematically capturing and distributing knowledge across an organization to drive innovation and efficiency.

In addition to fostering a learning-oriented environment, organizations also rely heavily on effective decision-making processes that hinge on both clear communication and a deep understanding of their market and operational realities. For example, real-time communication is particularly valuable in sectors that demand quick responses, such as healthcare or technology, where rapid shifts in customer preferences or regulatory changes can significantly impact performance (Daft & Lengel, 1986). In such environments, timely access to accurate information, facilitated by robust communication structures, can significantly enhance decision-making and organizational responsiveness. Internal communication practices not only help disseminate organizational knowledge but also cultivate trust, as transparency and openness can strengthen employee loyalty and collective purpose (Men, 2014).

The role of leadership in managing communication and organizational culture cannot be overstated. Leaders act as custodians of an organization's values and are responsible for creating an environment where employees are motivated to contribute ideas and collaborate freely. As explored by Bass (1990), transformational leadership styles are particularly adept at influencing organizational culture in ways that promote continuous improvement and innovation. Leaders who encourage employee involvement in decision-making and foster a culture of empowerment enhance employee morale and engagement, which in turn leads to better performance

outcomes (Liden et al., 2014). In high-performing organizations, leaders typically maintain open lines of communication with all levels of staff, ensuring that feedback loops are established and that employees feel a sense of ownership over the organization's goals and strategies.

In terms of innovation, it is widely recognized that an organization's capacity for creative problem-solving and adaptation is often contingent on the knowledge, skills, and innovative behaviors of its workforce. Durmusoglu (2004) argues that open innovation, which encourages external collaborations alongside internal development, has become a dominant model in industries such as technology, pharmaceuticals, and automotive manufacturing. Organizations that are flexible and willing to experiment with new ideas whether through research and development (R&D) initiatives or cross-disciplinary teamwork are more likely to produce breakthroughs and stay competitive. The interdependence of organizational learning and innovation highlights that as companies acquire and utilize more knowledge, they become more adept at spotting and acting on new opportunities in the market.

The increasing importance of employee autonomy and decision-making power in modern organizations also contributes to sustained performance. Empowering employees to take initiative and make decisions has been shown to improve organizational agility and innovation (Hamel & Prahalad, 1994). Moreover, it cultivates a more resilient workforce that can adapt to unforeseen challenges and maintain high performance under pressure. Research by Thomas and Velthouse (1990) suggests that empowering employees increases job satisfaction, motivation, and the psychological sense of ownership over their work, which leads to more creative and committed contributions.

Employee involvement in organizational processes also extends beyond decision-making, influencing organizational outcomes like productivity, retention, and customer satisfaction. According to Lawler (1986), employees who feel involved and valued are more likely to engage in behaviors that contribute to continuous improvement, including knowledge sharing, team collaboration, and problem-solving. Moreover, empowerment initiatives have been linked to the creation of organizational cultures where employees feel personally invested in achieving success, thus improving both individual performance and organizational outcomes (Kanter, 1983).

Reward and incentive systems that align with organizational objectives are also critical in ensuring that employees remain motivated and productive. Research indicates that when organizations link rewards to both individual performance and organizational goals, employees are more likely to align their behaviors with the long-term objectives of the company (Locke & Latham, 2002). The most effective reward systems are those that not only incentivize performance but also encourage the sharing of knowledge and innovation, which are key drivers of organizational success in competitive markets.

Moreover, organizational culture plays a central role in determining the extent to which employees feel motivated to contribute to organizational learning and improvement. A culture that emphasizes the value of learning from mistakes and fosters psychological safety encourages employees to take risks and innovate without fear of failure (Edmondson, 1999). In such environments, mistakes are reframed as learning opportunities, allowing employees to gain valuable insights that can be applied to future challenges.

Finally, globalization and the digital transformation of industries have made it even more imperative for organizations to continuously evolve and adapt. The interconnectedness of global markets, coupled with the rapid pace of technological innovation, means that firms must be agile and responsive to changes in their competitive landscape (Brynjolfsson & McAfee, 2014). Organizations that successfully integrate the principles of organizational learning, communication, empowerment, and innovation can thrive in this increasingly complex and competitive environment, while those that fail to adapt risk falling behind.

In conclusion, modern organizations must prioritize and strategically align key elements such as knowledge management, communication, leadership, innovation, and empowerment in order to remain competitive. Organizations that recognize the interconnectedness of these factors and invest in creating environments that foster continuous learning, collaboration, and adaptability are best positioned to achieve sustainable growth and long-term success in today's fast-paced, competitive landscape. Through this integrated approach, organizations not only enhance their internal capabilities but also ensure that they remain resilient and responsive to future challenges and opportunities.

## Conceptual Framework

The conceptual foundation of this study is grounded in two seminal works that highlight the intersection of organizational culture, learning, and innovation. The first is by Ginevičius and Vaitkūnaitė (2006), who propose that organizational culture is a multi-dimensional construct composed of communication, reward and recognition systems, employee involvement, innovation orientation, and empowerment. Through their empirical analysis, they demonstrate that these dimensions are not only interdependent but also directly influence organizational performance and employee satisfaction. Strong communication channels, for example, facilitate information flow and team collaboration, while well-structured reward systems enhance motivation and drive innovation. Likewise, empowerment and employee involvement foster a sense of ownership, encourage participation in decision-making, and promote the exchange of ideas all of which are vital in dynamic service environments like the automobile sector. These dimensions directly align with the independent variables of the present study, offering a robust conceptual lens to explore how cultural mechanisms shape organizational learning.

The second foundational study, by Sung and Choi (2014), examines how training and development investments influence organizational learning and innovation. Their findings suggest that training alone is not sufficient; rather, the benefits are fully realized when organizations have effective learning mechanisms such as knowledge-sharing systems, collaborative teams, and leadership support. Crucially, these learning practices mediate the relationship between training and innovation, particularly in organizations with a strong innovation climate. This insight is particularly relevant to the automobile service sector, where technical skill development and innovation are vital to maintaining service standards and customer satisfaction.

Further enriching this conceptual base are contributions from Denison (1990), who emphasized communication, adaptability, and empowerment as core cultural traits of high-performing learning organizations. Similarly, Cohen and Levinthal's (1990) concept of absorptive capacity underscores the importance of prior knowledge and communication for effective learning and innovation uptake. Tushman and O'Reilly (1996) provide a complementary perspective through their notion of ambidextrous organizations those that balance exploration (innovation) and exploitation (efficiency) through flexible structures and empowered teams. Senge (1990) also reinforces the importance of continuous learning and shared vision as

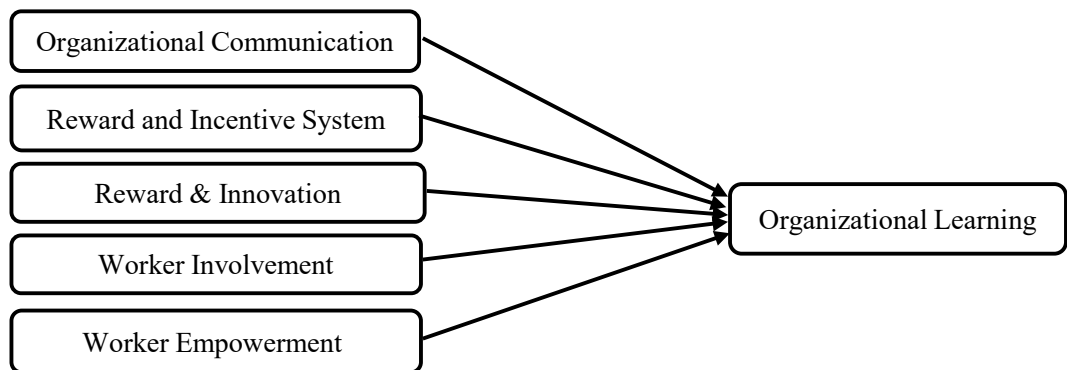
fundamental components of learning organizations. Together, these works provide a multi-layered conceptual framework that positions organizational learning as a product of integrated cultural elements communication, reward systems, innovation orientation, empowerment, and involvement all of which are essential for building adaptive, knowledge-driven firms in fast-evolving sectors like automobile services.

**Figure 1**

*Conceptual Framework*

**Independent variables**

**Dependent variable**



*Source:* Ginevičius and Vaitkūnaitė (2006) and Sung and Choi (2014)

Organizational effectiveness in today's competitive environment is shaped by interconnected elements such as organizational learning, communication, reward systems, innovation, employee involvement, and empowerment. These components work synergistically to create a strategic framework that promotes continuous improvement, adaptability, and sustained performance. Organizational learning, as a foundational process, allows organizations to enhance their capabilities by acquiring, interpreting, and responding to knowledge. This knowledge-based adaptation ensures that institutions can adjust to both internal and external changes by embedding knowledge into everyday routines and practices (Argote, 2013). According to Roder (2019), organizational learning plays a pivotal role in facilitating knowledge transfer and driving performance improvement, which are essential for maintaining competitiveness in today's rapidly changing environment. Learning-oriented organizations are better equipped to anticipate market shifts and proactively adjust their strategies, keeping them ahead of competitors.

Communication is another crucial element that underpins organizational effectiveness. It serves as the backbone for information flow, decision-making, and coordination across all levels of the organization. Internal communication fosters collaboration, clarity, and knowledge sharing among employees, while external communication helps maintain strong relationships with stakeholders, customers, and partners. Surbhi (2017) emphasizes that effective communication ensures that all organizational members remain informed, aligned, and engaged with the company's mission, goals, and values. Transparent and consistent communication has been shown to not only improve employee satisfaction but also enhance organizational cohesion (Men, 2014). By ensuring that everyone is on the same page, communication minimizes misunderstandings and fosters a more unified workforce, ultimately contributing to organizational success.

Moreover, effective organizational communication is foundational to building a strong Organizational Learning Culture (OLC). Communication facilitates the sharing of knowledge, a cornerstone of organizational learning (Schein, 1992). In dynamic work environments where rapid problem-solving and innovation are essential, clear and transparent communication channels enable employees to exchange ideas, experiences, and feedback. This process fosters an atmosphere conducive to continuous learning and improvement (Mandal, 2017). Research by Darr, Argote, and Epple (1995) further supports this by showing that communication enhances the transfer of knowledge between individuals and teams, improving overall organizational performance. For example, in Nepal's automobile service sector, where technical proficiency and customer service are crucial, transparent communication within and across departments is essential for disseminating updates on industry trends, customer feedback, or operational challenges. This kind of communication not only improves service delivery but also encourages problem-solving, accelerates learning, and creates a culture of adaptability. Furthermore, an environment that encourages feedback ensures that mistakes are seen as opportunities for growth, which strengthens the culture of continuous improvement (Schein, 1992; Mandal, 2017; Darr et al., 1995).

Reward and incentive systems play a significant role in shaping employee behavior and performance. These systems act as motivators, influencing employees' willingness to engage in knowledge sharing, creativity, and problem-solving. Cabrera and Bonache (1999) argue that well-designed reward structures whether intrinsic or extrinsic encourage greater participation in collaborative efforts and help

foster a culture of continuous learning. Surbhi (2017) highlights that incentives not only motivate employees but also contribute to their retention and alignment with organizational goals. By linking rewards to performance and learning outcomes, organizations can reinforce desired behaviors that support the overall strategic objectives.

Innovation, a key driver of long-term success, is also central to sustaining competitive advantage, particularly in fast-evolving sectors. Organizations that prioritize innovation are more agile and capable of meeting the shifting demands of the marketplace. Tidd and Bessant (2020) argue that innovation is a structured capability that requires strong leadership, a supportive culture, and employee empowerment. Innovation is deeply connected to organizational learning, as it often emerges from accumulated knowledge and experimentation. Companies that foster innovation can quickly adapt to new technologies, processes, and market trends, which is essential for maintaining competitiveness.

Employee involvement and empowerment are crucial in fostering a high-performance work environment. When employees are involved in decision-making processes, they are more likely to feel a sense of ownership, leading to better decision-making and higher motivation. Spreitzer (1995) defines psychological empowerment as encompassing four key dimensions: meaning, competence, self-determination, and impact. These dimensions are integral to enhancing employee engagement and facilitating organizational learning. Boxall and Macky (2009) emphasize that high-involvement work systems not only improve employee morale but also promote innovation and responsiveness within organizations. Empowered employees are more likely to take initiative, contribute ideas, and engage in problem-solving, which in turn fosters a culture of continuous improvement and agility.

The interrelationship between organizational learning, communication, reward systems, innovation, employee involvement, and empowerment creates a powerful framework that enhances organizational effectiveness. Organizations that deliberately cultivate these elements by investing in learning infrastructures, fostering communication, aligning rewards with strategic goals, encouraging innovation, and empowering their workforce are better equipped to maintain a competitive advantage. By integrating these practices into their core strategies, organizations can enhance their adaptability, resilience, and overall performance, positioning themselves for long-term success in an increasingly dynamic business environment.

## Methodology

The research methodology for this study focuses on analyzing the impact of organizational culture on organizational learning in the automobile industry. Casual comparative research design was employed to explore the relationship between various variables influencing organizational learning, such as communication status, reward and incentives, innovations, work involvement, and empowerment. The study population consists of workers from the automobile industry in Nepal, with a sample size of 400 selected using a random sampling technique. The sample size was determined using solvin method for unknown population. The data was primarily collected through a structured questionnaire distributed via Google forms and Interview.

## Results and Discussion

This study aims to analyze the effect of organizational culture on organizational learning in Automobile Service Sector of Nepal. Taking considerations into the entire literature and past studies, thirty-two items questionnaires with total 450 survey questionnaires were distributed but only 400 questionnaires were returned and responded that rated 88.89 Percent of total questionnaire distributed. It is assumed that response rate is acceptable and valid while comparing with other survey research. The response was therefore deemed adequate for the purpose of data analysis. The survey questionnaire was generated with a view to obtain self-reported attitude of respondents, '5' denotes extremely agree and '1' denotes extremely disagree. For the analysis, organizational learning and culture (EL) communication status (CS), reward and incentives (RI), innovations (I), work involvement (WI) and empowerment (E) towards organization learning and culture. A multiple regression has been used in the model.is presented, analyzed and discussed in this chapter.

### *Correlation of variables with OL*

	OLC	OC	RI	I	WI	EM
OLC	1					
OC	0.801**	1				
RI	0.697**	0.823**	1			
I	0.752**	0.850**	0.864**	1		
WI	0.745**	0.823**	0.826**	0.881**	1	
EM	0.798**	0.758**	0.774**	0.789**	0.773**	1

Source: SPSS

The OLC is positively correlated with independent variables. The correlation coefficient between OLC and OC, RI, I, WI and EM are positively correlated. Positive ratio shows the positive amount change in dependent variable it increases positive behavior and negative behavior. So, increase in all of these variables then OLC is increased.

### Multiple Regression Model

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Regression coefficient for Model I (Organizational Learning)

#### *Model Summary OLC*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.857 <sup>a</sup>	0.734	0.725	1.7063778

Predictors: (Constant), OC, RI, OI, WI, A and OE

### Dependent Variable: OLC

The coefficient of regression models the value of R is 0.857 which shows the variable are contribute to effect on OLC is 85.7%. The coefficient of multiple determination  $R^2$  is 0.734 which is 73.40%. It indicates that 73.40% of the total variations in OLC is explained by regression equation and remaining 21.8% is due to the effects of other factor.

#### *ANOVA test*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1156.045	5	231.209	79.406	0.000 <sup>b</sup>
	Residual	419.288	394	2.912		
	Total	1575.333	399			

### Dependent Variable: OLC

#### **Predictors: (Constant), EM, OC, WI, RI, I**

Table shows that the output of the ANOVA analysis and whether there is a statistically significant difference between our group means. The calculated F

value 79.406 is higher than tabulated value 2.29 at degree of freedom (5,399). The significance value is 0.000 (i.e.,  $p = 0.000$ ), which is below 0.05. So, there is no significant different in OLC due to its determinants factor.

### *Coefficient*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.283	0.573		9.215	0.000
	OC	0.277	0.054	0.463	5.151	0.000
	RI	-0.120	0.067	-0.169	-1.795	0.005
	I	0.032	0.067	0.054	0.481	0.031
	WI	0.085	0.079	0.106	1.077	0.283
	WE	0.373	0.062	0.453	5.974	0.000

### **Dependent Variable: OLC**

From the above calculation the regression line for OLC, the constant is 5.283, OC is 0.277, RI is -0.120, I is 0.032, WI is 0.085 and WE is 0.373 times responsible for the change point of OLC. All of the independent variables are lower than P-value except WI, so all dependent variables are significantly statics at 0.05 level of Significant except WI.

The findings of this study confirm that various dimensions of organizational culture significantly influence organizational learning within the automobile service sector of Nepal. The regression analysis reveals that most independent variables organizational communication (OC), reward and incentives (RI), innovation (I), and employee empowerment (WE) have a statistically significant impact on organizational learning and culture (OLC), while work involvement (WI) does not demonstrate a statistically significant effect at the 0.05 level. Organizational communication ( $\beta = 0.277$ ) emerged as a positive and significant predictor of organizational learning, affirming existing literature that emphasizes communication as a vital channel for knowledge sharing, alignment of goals, and trust-building (Men, 2014; Saura et al., 2022). Effective communication ensures that employees are informed, engaged, and aligned with organizational objectives, which in turn supports continuous learning and adaptation. Employee empowerment also showed a strong positive influence ( $\beta = 0.373$ ), supporting theories by Spreitzer (1995) that

empowerment enhances intrinsic motivation and proactive engagement in learning activities. Empowered employees are more likely to take ownership of their roles and contribute meaningfully to problem-solving and innovation processes, which strengthens the organization's adaptive capacity.

Interestingly, innovation ( $\beta = 0.032$ ) was also positively associated with OLC, albeit with a smaller effect size. This suggests that a culture of innovation characterized by openness to new ideas, experimentation, and change can enhance organizational learning, even if the direct effect may be moderate. This aligns with the findings of Tidd and Bessant (2020), who argue that innovation is a structured and cumulative outcome rooted in organizational learning processes. On the other hand, reward and incentives ( $\beta = -0.120$ ) had a negative coefficient yet remained statistically significant. This counterintuitive result may suggest that current reward systems in the surveyed organizations are either misaligned with learning behaviors or perceived as ineffective or inequitable by employees. It echoes findings by Cabrera and Bonache (1999) that reward systems must be strategically designed to promote knowledge sharing and participation. A poorly structured or overly competitive reward mechanism may discourage collaboration and long-term learning. Work involvement ( $\beta = 0.085$ ), although positively correlated, did not reach statistical significance ( $p > 0.05$ ), indicating that merely involving employees in work processes may not be sufficient to drive organizational learning unless complemented by other enabling factors such as autonomy, recognition, or feedback. This could reflect limitations in the depth or quality of involvement practices within the surveyed organizations.

Overall, the study validates the theoretical framework that views organizational learning as a multifaceted construct influenced by communication, innovation, reward systems, and empowerment. These components must work in synergy to create a learning culture capable of responding to technological change and rising customer expectations. The statistically significant variables (OC, RI, I, and WE) explain a meaningful portion of the variance in organizational learning, reinforcing their strategic importance for managers aiming to enhance learning capabilities. In the context of Nepal's evolving service industry, these findings offer practical implications. Organizations must invest in building transparent communication channels, empowering employees, promoting innovation-friendly practices, and realigning reward systems to support collective learning. These cultural interventions will not only improve service quality but also drive resilience and competitiveness in the long run.

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