

The Impact of Learning and Culture on Organizational Identification: An Indian Case Study

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Abstract

As it relates to the contemporary business world, the importance of the strength in which a firm's people identify with an organization cannot be understated. Members who strongly identify with an organization experience an increased "connectedness" with the organization within which they are employed. Hence it becomes essential to enhance organizational identification among employees. An extensive study on the variables that enhances identification reveals that culture and learning practices in an organization stimulates identification. Hence the objective of this study is to explore the impact of culture and learning on different levels of organizational identification. This research employed a survey design, deriving a sample of 378 respondents from 10 Insurance Companies. Multiple Regression analysis and Multiple Discriminant Function Analysis were done to analyze the data. Findings of the study have implications for both the researcher as well as for managers of Insurance Companies.

Keywords: Organizational Learning; Culture; Identification; Human Resource Management; Human Resource Development; Organizational Change

Introduction

As today's economy continues to grow progressively more nonlinear, dynamic, and complex, organizations must change their internal structures, systems, technologies, and processes to adapt effectively to increasing degrees of environmental turbulence. Such adaptive organizational change is likely to influence the intensity of identification that an organization's members have with the organization. The capacity for identifying with the organization serves to provide meaning for employees as they work within an organization, since members' personal identities and the identities of the organizations within which they work are closely aligned (Scott & Lane, 2000). Pratt (2001) refers to the identification process as a sense-making endeavor to the extent that, when individuals are successful in finding meaning through the organizations in which they work, they begin to "identify" positively with the organization. Organizational identification, the perception of oneness with or

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belongingness to an organization amongst members is vital to the success of many organizations (Pratt, 1998). Employees who identify strongly with their organization are much likely to demonstrate a supportive attitude to it and tend to make decisions that are in sync with the organizational objectives (Ashforth & Mael, 1989). Precisely for these reasons businesses should engender identification to facilitate their functioning.

An extensive study on the variables that enhances organizational identification reveals that culture and learning practices in an organization stimulates identification. Hence this study is an effort taken to explore how culture and learning influences identification among the employees.

Organizational Identification

Ashforth and Mael (1989) define organizational identification as, “the perception of oneness with or belongingness to a group, involving direct or vicarious experience of its successes and failures”.

Why do people identify with organizations?

Pratt (1998) contends that the increased uncertainty associated with today's business environment may prompt the members of an organization to look to the organization within which they work to help them make sense of the complex world in which they live, and to find purpose and meaning in their lives. Individuals may also be primarily motivated to identify with organizations to the extent that they wish to fulfill needs relating to safety, affiliation, and self-enhancement (Pratt, 1998). Moreover, the stronger one's identification with an organization, and the more that one views the organization as an extension of oneself, the greater the potential for increased motivation, and greater the likelihood that the individual's actions, behaviors, and decision-making will be consistent with the interests of the organization (Albert, Ashforth, & Dutton, 2000). In contrast, the failure of individuals to identify with an organization may lead to indifference, to reduced trust, and to reductions in their support to the organization, inducing organizational members to more actively focus upon and pursue personal needs (Scott & Lane, 2000).

The Learning Organization

The concept of “Learning Organization” acquired prominence in UK with the work of Pedler and his co-workers in the late 1980's culminating in the publication of their book, “The Learning Company”. Pedler and his team produced the oft-quoted definition of the learning organization, “...an organization which facilitates the learning of all its members and continuously transforms itself”

(Pedler, Boydell & Burgoyne, 1992). One of the most influential commentators in the US context is Peter Senge (1990), who popularized the term “Learning Organization” by his book, “The Fifth Discipline”. He described Learning Organization as, “organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together”.

Levels of Learning

It is usually assumed that learning occurs at different speeds and levels within the organization (Mabey and Salaman, 1995). Two types of organizational learning are most often cited; Single-loop Learning and Double-loop Learning (Argyris and Schon, 1978).

- (1) Single-loop Learning (Argyris and Schon, 1978) or Adaptive learning (Peter M. Senge, 1990): SLL learning refers to detection and correction of errors in the way things are done without questioning the governing set of assumptions that lead to the differences between the desired and actual outcomes. The constraints limit organizational learning to the adaptive variety, which usually is sequential, incremental, and focused on issues and opportunities that are within the traditional scope of the organization's activities. The traditional values limit the organization to implement new and innovative ideas.
- (2) Double-loop Learning (Argyris and Schon, 1978) or Generative learning (Peter M. Senge, 1990): It occurs when the organization is willing to question long-held assumptions about its mission and capabilities, and it requires the development of new ways of looking at the world based on an understanding of the systems and relationships that link key

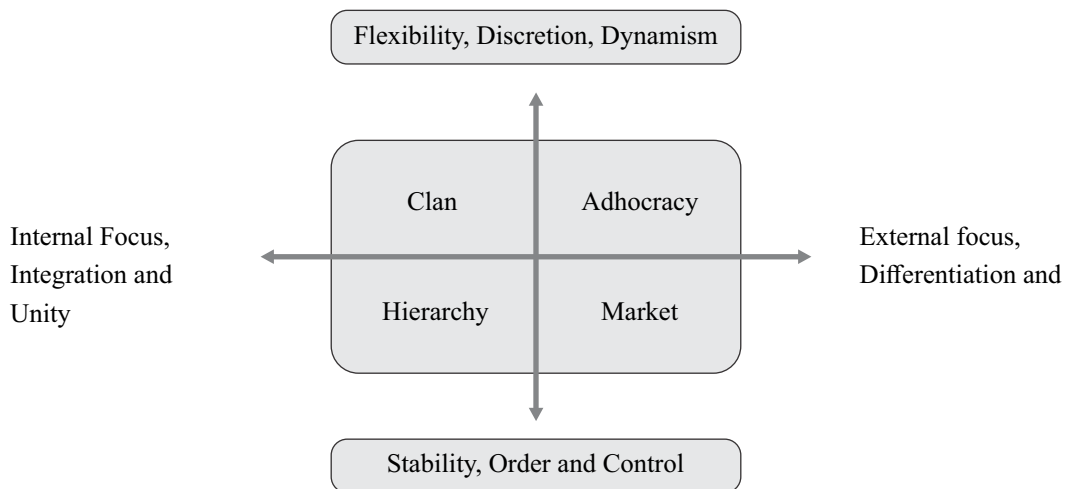
issues and events. It appreciates the employees to bring out new and creative ideas from various sources. The organization is more concerned towards involving their employees in new assignments other than their regular tasks. It is argued that generative learning is frame-breaking and more likely to lead to competitive advantage than adaptive learning (Stanley F. Slater and John C. Narver, 1995).

Previous reviews suggest the need for double-loop learning for an organization to become a Learning Organization. Argyris and Schon (1978) justifies saying that an organization can become a learning organization only when it stimulates double-loop learning. Mohammad Rezaei Zadeh (2009) compels the need for double-loop learning for an organization to meet the changing demands of their customers. John Seddon and Brendan O'Donovan (2010), believes that double-loop learning is a necessary condition for the development of what Senge called 'generative learning' and thus essential in the progression towards becoming a 'learning organization'.

Organizational Culture

According to Lawson (1998), Organizational Culture is not just any thoughts, values, and actions, but rather the unifying patterns that are shared, learnt, aggregated at the group level, and internalized only by organizational members. Schein (1990) defines Organizational Culture as a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration. Organizational Culture includes those qualities of the organization that give it a particular climate or feel. The distinct qualities of an organization may manifest through two dimensions, where one dimension differentiates an orientation towards flexibility, discretion, and dynamism from an orientation toward stability, order, and control. The second dimension differentiates an orientation toward an internal focus, integration and unity of processes, from an orientation toward an external focus, differentiation and rivalry regarding outsiders. According to Cameron and Quinn (1999), these two dimensions form four quadrants, each representing a distinct set of organizational effectiveness indicators as shown in Figure.1.

Figure 1: Relationship between the two dimensions of Organizational Culture



Source: *Diagnosing and changing Organizational Culture*, Cameron and Quinn (1999).

Clan culture is called clan because of its similarity to a family-type organization. It is like an extended family. The major focus of this culture is on internal issues. The organization is held together by tradition and loyalty. Leaders are thought of as mentors and, perhaps, even as parent figures. The root of the word adhocracy is ad hoc that refers to a temporary, specialized, dynamic unit. This culture primarily focuses on external issues. Such organizations are in business to develop new products and services and prepare for the future. The goals of management are to generate vision, entrepreneurship, creativity, and activity on the cutting edge. The hierarchy culture, values tradition, consistency, co-operation and conformity. Lines of decision-making, harmonized rules and procedures are valued as keys to success. The market culture gives significance to stability and control and concentrates more on external issues. The primary objectives are profitability; bottom line results, strong market niches, stretch targets, and secure customer bases. The leadership type includes that of hard-driving, competitive, and productive manager with an emphasis to win.

Culture and Organizational Identification

One of the common underlying factors that influence organizational identification is the unique pattern of behavior, shared values, beliefs and personnel policies characterised as culture of an organization. Culture gives an organization a unique identity and provides meaning and context for all activities performed in the organization (Gagliardi, 1986; Schein, 1997). It helps employees to define their identity and influences their commitment to the organization (Jandeska and Kraimer, 2005; Sengupta and Sinha, 2005; Nawab et al., 2010). Hogg & Terry (2001) suggest that individuals assign themselves into groups with which they most closely define themselves, or those groups with which they “identify”. Based on perceived similarities or dissimilarities with such individuals or groups, individuals come to choose

to associate or disassociate with them (Gioia, 1998). Further Ashforth and Mael (1989) suggest that individuals when they perceive their values and beliefs to be common with the culture of the organization, their potential for identification are enhanced. Thus culture has been conceptually found to influence identification.

Learning and Organizational Identification

According to Argyis and Schon (1978), organizational learning is a process of detection and correction of errors found in the internal and external environments of the organization. The outcome of learning is attitudinal and behavioral change directed towards bridging the gap between actual and expected organizational outcomes (Duncan and Weiss, 1979). It is the process of acquiring knowledge from past experiences and transforming acquired knowledge into behaviors, tools and strategies for improvements (Bennis and Nanus, 1985). It could be understood that organizational learning plays a significant role in processing, interpreting and directing employee's perception towards an organization. Previous studies have reported that learning influences the strength of organizational identification. Michael S. Garmon (2004) suggests that the learning opportunities provided to the employees in an organization enhances their sense of belongingness (identification) towards that organization.

Research Gap

There have been some explorations done to suggest that there exists a relationship between culture, learning and identification. Notably, only few research studies (Michael S. Garmon, 2004 and Aamir and Finian, 2010) have attempted to link organizational culture and learning practices to the strength of organizational identification. Only one research (Michael S. Garmon, 2004) has been done to show that there exists an interrelationship between learning, culture and identification. But

there has not been any effort to study how learning and culture together influences organizational identification. Hence this research tends to study the influence of culture and learning on different levels of identification.

Objectives of the Research

1. To study whether organizational culture and organizational learning explain any variations in organizational identification.
2. To study how organizational culture and organizational learning combine together to discriminate employees on different levels of organizational identification.

Methodology

The data for this research was collected from the employees of ten private insurance companies operating in India. Insurance sector in India has a long history. Starting in the year 1818 by private entrepreneurs, the sector was nationalized in 1956 (life insurance) and in 1973 (general insurance) with the establishment of life insurance and general insurance corporation of India, respectively. Against the background of the economic reform process started in 1991, the sector was privatized with the passing of the Insurance Regulatory Development Act in 1999 and from 2001 onwards many private players entered into the business. As of today, there are 29 insurance companies operating in the Indian market, of which 23 are private (14 life and nine non-life), and six are public (one life and five non-life) sector companies. Many overseas insurance companies entered the Indian market by a joint venture route with 29 percent equity participation. This limit may be increased to 49 percent in the coming years. Entry of private players and FDI into the insurance sector made the business highly competitive. New products and services to cater to larger segments of the society are constantly introduced. Introduction of IT tools have enabled efficient and cost effective

operation and better customer relationship management. Fierce competition among players results in many changes in internal dynamics like organizational structure and design, operating systems, performance management, talent acquisition and management philosophy and practices. All these companies are joint ventures and evolve unique cultural orientation, an amalgam of their own and their foreign partners. The data were taken from branch offices of these insurance companies situated in the district headquarter city of south India which is known for agro, mining and trading economy. Combinations of the organizations' unique cultures with the regional and local cultures offer a rich mosaic of subcultures within each company and make them suitable candidates for studies on cultural diversity and their impact on employee attitudes and behavior. There were 1,154 employees in total, out of which a random sample of 378 were included in the study, where 160 respondents were Consultants, 189 were Operations Managers and 29 were others.

Tools for Data Collection

Organizational Identification was studied using the Organizational Identification Instrument (OII) developed by Kreiner and Ashforth (2004). The questionnaire consisted of 24 items. Organizational Learning was studied using the Organizational Learning Instrument (OLI) developed by Ashok Jashapara (2003). This instrument consists of 24 items, were the 2 levels of learning, Single-loop learning (SLL) and Double-loop learning (DLL) are measured by 12 items each. Organizational Culture was studied using the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999). This instrument consists of 24 items, were the 4 types of culture (Clan, Adhocracy, Hierarchy and Market) are described by 6 items each. Responses to all the three instruments (OII, OLI and OCAI) were obtained in a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). All the 3 instruments

were tested for reliability using cronbach alpha to ensure internal consistency of the data. The reliability coefficients are shown in table 1.

Table 1 - Reliability Coefficients of the Variables in the Questionnaire

Questionnaires	Variables	No. of Items	Cronbach Alpha Value
Organizational Learning Instrument (OLI)	Single-Loop Learning	12	0.601
	Double-Loop Learning	12	
Organizational Culture Assessment Instrument (OCAI)	Clan	6	0.528
	Adhocracy	6	0.733
	Market	6	0.670
	Hierarchy	6	0.539
Organizational Identification Instrument (OII)	Organizational Identification	13	0.849

The reliability coefficients for all the variables are moderate to high which suggests a fair amount of consistency among the variables.

Results and Discussion

Objective1: *To study whether organizational learning and organizational culture explain any variations in organizational identification.*

An important objective of the study was to test whether learning and culture variables explain any variations in organizational identification.

Previous reviews suggest that both culture and learning influences organizational identification. Hence the employee's perception about culture and employee's perception about learning can influence one another while analyzing their impact on identification. To analyze this combined effect of culture and learning on organizational identification, multiple regression analysis was performed. The results are given in the subsequent section. Direct method was employed and all the variables were included in the model. Table 2 shows the overall significance of the model.

Table 2 - Regression Model Summary^b – Test of Significance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.868 ^a	.754	.750	2.59002	.754	185.683	6	363	.000

a. Predictors: (Constant), Market culture, Double loop learning, Single loop learning, Clan culture, Adhocracy culture, Hierarchy culture b. Dependent Variable: Organizational identification

Table 2 shows that all variables put together explains 75.4% of variance in organizational identification, which according to ANOVA (Table

3) is highly significant ($F = 185.683$; $df = 6, 363$; $p < .000$). The contributions of individual variables to organizational identification are shown in table 4.

Table 3 - ANOVA^b – Test of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7473.550	6	1245.592	185.683	.000a
Residual	2435.069	363	6.708		
Total	9908.619	369			

a. Predictors: (Constant), Market culture, Double loop learning, Single loop learning, Clan culture, Adhocracy culture, Hierarchy culture

b. Dependent Variable: Organizational identification

Table 4 - Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.008	2.122		9.902	.000
Single loop learning	.016	.052	.011	.317	.752
Double loop learning	-.286	.041	-.221**	-6.954	.000
Clan culture	.050	.076	.026	.660	.509
Adhocracy culture	1.218	.090	.644**	13.506	.000
Hierarchy culture	.114	.099	.056	1.144	.253
Market culture	.444	.074	.222**	6.005	.000

a. Dependent Variable: Organizational identification

** . Correlation is significant at the 0.01 level.

Interpretation of Regression Coefficients

The t-ratios presented in the last column in table 4 suggest that double-loop learning, adhocracy culture and market culture contribute significantly to organizational identification. Examination of beta coefficients reveals that adhocracy culture contributes highest (Beta =.644; t = 13.506; p <.000) to organizational identification. That is when employees perceived the presence of adhocracy culture that concentrates on external issues with key values of creativity and risk taking their potential for identification is increased.

Followed by adhocracy culture, market culture is also found to positively influence identification (Beta = .222; t = 6.005; p < .000). That is when employees perceive their organization to be market oriented, hard driving, competitive and result-oriented workplace they tend to strongly identify themselves with their organization.

When we see the impact of learning on identification it could be seen that double-loop learning negatively influences organizational identification (Beta = -.221; t = 6.954; p < .000). Ashforth and Mael (1989) states that if an organization's members perceive organizational learning as increasingly attractive and competitive (double-loop learning) they tend to strongly identify themselves with their organization. But the result of the study is not consistent with this theory, showing a negative relationship between double-loop learning and identification. This reveals that the employees are willing to identify with an organization, only when the learning does not question the long-held assumptions of an organization.

While examining the combined effect of culture and learning on organizational identification, it could be seen that even when the learning is not attractive and competitive, the presence of adhocracy and

market culture positively influences employees' identification. That is culture influences organizational identification more than the learning process.

Conclusions of Multiple Regressions

Multiple regression analysis helped to understand the influence of learning and culture variables on organizational identification, but it will be more insightful to know how these independent variables together discriminates employees at different levels of organizational identification. Hence we move on to the next objective to analyze this relationship.

Objective 2: *To study how organizational culture*

and organizational learning combine together to discriminate employees on different levels of organizational identification.

In order to understand how the different combinations of culture and learning variables influence the different levels of organizational identification, multiple discriminant function analysis was performed. The dependent variable, organizational identification was categorized into three levels as low, medium and high using 33.33% cut off points and all the six independent variables were used in continuous form. Table 5 shows the univariate discriminations of all independent variables across the three groups of organizational identification.

Table 5 - Tests of Equality of Group Means for Discriminant Analysis

	Wilks' Lambda	F	df1	df2	Sig.
Single loop learning	.967	6.292	2	367	.002
Double loop learning	.943	11.139	2	367	.000
Clan culture	.686	84.146	2	367	.000
Adhocracy culture	.520	169.373	2	367	.000
Hierarchy culture	.649	99.219	2	367	.000
Market culture	.687	83.590	2	367	.000

The Wilk's Lambda statistics and the corresponding F-ratios shows that all the six independent variables significantly differ across the three levels of organizational identification. Since there are three groups, two discriminant functions were derived. The next two tables, table 6 and table 7, test the overall significance of the discriminant functions derived. It could be seen in table 6, that the first function accounts for 91.2 % of

differences among the three groups and the second function accounts for 8.8%. Both these quantities are statistically significant as evident by Wilks' Lambda and Chi-square statistics, as shown in table 7. Simple correlation was computed to study the relationship between the individual variables and the discriminant functions. The results are shown in table 8.

Table 6 - Eigenvalues – Test of Variance

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	1.304a	91.2	91.2	.752
2	.126a	8.8	100.0	.335

a. First 2 canonical discriminant functions were used in the analysis.

Table 7 - Wilks' Lambda – Test of significance

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 2	.385	347.553	12	.000
2	.888	43.371	5	.000

Table 8 - Structure Matrix – Correlation between Variables and Discriminant Functions

	Function	
	1	2
Adhocracy culture	.837*	.277
Hierarchy culture	.634*	.356
Market culture	.579*	-.375
Clan culture	.574*	.477
Double loop learning	-.128	.557*
Single loop learning	.128	.319*

*. Correlation is significant at the 0.05 level.

It could be seen in table 8, that all culture variables are loaded highly in function 1 and the learning variables are loaded highly in function 2. The correlation co-efficient for the culture variables are: adhocracy culture ($r = .837$), hierarchy culture ($r = .634$), market culture ($r = .579$) and clan culture ($r = .574$) in function 1 and the correlation co-efficient for the learning variables are: double-loop learning ($r = .557$) and single-loop learning ($r = .319$) for function 2. Hence the first function is named as culture function and the second function as learning function. The relative positions of each group in the two dimensional space marked by two coordinates can be understood from the group centroids given in table 9 and figure 2.

Interpretation of Discriminant Functions

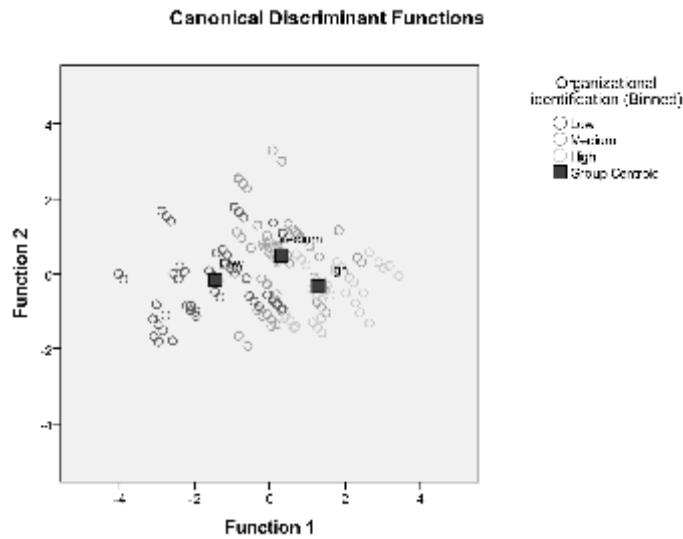
It could be seen in table 9 and figure 2 that the low organizational identification group occupies negative side of both the functions (group centroids for function 1 = -1.451 and for function 2 = -.166). That is the low identification group do not perceive the presence of neither culture nor learning in any form in their organization. That is the employees are not willing to identify themselves with an organization which do not have a consistent pattern of beliefs and behavior (culture) nor a systematic way of questioning and learning from experiences.

Table 9 - Functions at Group Centroids

Organizational Identification (Binned)	Function	
	1	2
Low	-1.451	-.166
Medium	.311	.492
High	1.284	-.333

Unstandardized canonical discriminant functions evaluated at group means

Figure 2 - Functions at Group Centroids



The second group that is the medium identification group falls in the positive side of both the functions (group centroids for function 1 = .311 and for function 2 = .492). That is the employees who have perceived the presence of culture and learning have moderately identified themselves with their organization.

The third group characterized by high organizational identification falls in the positive side of the function 1 (group centroid = 1.284) and the negative side of the function 2 (group centroid = -.333). That is when employees perceived a strong presence of culture even in the absence of learning their strength of identification is enhanced. Previously it was discussed in multiple regression

analysis that culture influences organizational identification more than the learning process. The results of discriminant analysis for the third group is also similar, suggesting that even when employees perceive an absence of learning in an organization, if they perceive a strong presence of culture they are more willing to identify themselves with that organization.

The validity of the discriminant function was assessed through reclassification of respondents based on the estimated discriminant functions. The results are shown in table 10. It could be seen that the reclassification accuracy is 69.7% for original and 68.9% for cross-validation methods which is satisfactory.

Table 10 - Classification Results – Validity of Discriminant Function

Organizational Identification (Binned)			Predicted Group Membership			Total
			Low	Medium	High	
Original	Count	Low	95	27	8	130
		Medium	10	81	32	123
		High 0	35	82	117	
%	Low 73.1		20.8	6.2	100.0	
		Medium	8.1	65.9	26.0	100.0
		High .0	29.9	70.1	100.0	
Cross-validated ^a	Count	Low 95	27	8	130	
		Medium	13	78	32	123
		High 0	35	82	117	
%	Low 73.1		20.8	6.2	100.0	
		Medium	10.6	63.4	26.0	100.0
		High .0	29.9	70.1	100.0	

a. Cross validation is done only for those cases in the analysis. In cross validation, each case is classified by the functions derived from all cases other than that case. b. 69.7% of original grouped cases correctly classified. c. 68.9% of cross-validated grouped cases correctly classified.

Managerial Implications

The implications of the study have proved to be important for the organizations that participated in the study as well as for other organizations. A significant implication from the result is that the insurance companies should understand the need to stimulate the identification among the employees. Previous reviews suggest that stronger the identification of employees, the greater will be the likelihood that individuals will be more inclined to conform to the norms of a particular group (Pratt, 1998), and the greater is the probability that individuals will be more highly motivated towards accomplishing the goals and objectives of the group (Ashforth & Mael, 1989; Dutton, Dukerich and Harquail, 1994). In this period of hyper competition, it is essential that the insurance companies enhance the identification of their members as it leads to an increased level of motivation to fulfill the organization's needs. It is also essential for the insurance companies to understand the role of organizational variables like culture and learning in enhancing the identification among the employees.

The results of the study show that employees tend to identify with an organization based on the culture and not on the learning that prevails in that organization. This shows that the importance of learning is underestimated and more emphasis is given only to the culture. The study also reveals that employees are not willing to identify when an organization is more concerned towards involving their employees in new assignments other than their regular tasks (double-loop learning).

The insurance companies need to understand that the importance of double-loop learning cannot be underestimated. Previous studies that were performed to identify the level of learning that is required for an organization to survive in this competitive environment, suggests that organizational learning in the form of double-loop learning does lead to competitive advantage. Ashok Jashpara (2003) in his study identifies that it is the cognitive dimension of double-loop learning that will aid organizations to sustain competitive advantage rather than the behavioral dimensions of single-loop learning. The insurance companies should realize that there is a need to stimulate

double-loop learning and also enhance organizational identification. This could be done in many ways.

First the employees should be made to realize that they are working in an organization where nothing is stable and there is a need for continuous change to prevent obsolescence. The insurance companies should motivate and support employees at all levels to take more responsibility for creating and managing innovative projects. Further the companies can offer incentives that favor risk taking, for experimental programs to be more successful. David A. Garvin (1993) suggests that the support given by the managers will appreciate employees to test many new experiments and will continuously stimulate fresh flow of ideas resulting in higher levels of learning. All this suggests that the organization should create a culture that facilitates higher level of learning and enhance organizational identification.

Scope for Further Research

There is a wide scope for continued quantitative and qualitative research on each one of the latent variables included in this study - individually and collectively. Future research studies could apply the findings of this research to multiple industries and geographic locations, in order to determine commonalities and differences across various business sectors and localities. The central theme of this research was to study how culture and learning influences identification. Future studies could also assess the direct influence of organizational identification (as independent variable) on organizational learning. Finally, research in Indian context is very sparse. Future research studies could explore about the strength of identification in various Indian organizations. It would be interesting to see how identification varies across different industries and geographies in Indian setup.

Conclusion

The purpose of this study was to explore the combined effect of culture and learning on different levels of organizational identification. This research study adds to the extant research by addressing the gap and uniquely so by identifying how different combinations of culture and learning stimulates identification among the members. The study has implications for theoreticians and practitioners to gain a deeper and more integrated understanding of the relationship between culture and learning with identification. The results of the study also provide insights for both the organization as well as the researcher to understand the need to facilitate a higher level of learning that enhances organizational identification among the employees.

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