

Impact of Learning Styles on Identification with Culture as a Moderating Variable

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Abstract

With the continuous changes in the organizational environment, the importance of organizational identification becomes more significant. Identification is a psychological construct that connects the employees with the organization they work for. Understanding the antecedents of identification will aid the organization to shore up organizational efficiency by creating conditions that spur high degrees of identification among employees. The purpose of this study is to understand the relationship among the variables, such as Organizational Culture (OC), Organizational Learning (OL) and Organizational Identification (OID). Though the study is exploratory, it is based on the general proposition that employees' identification with the organization will be influenced by the learning style of an organization and the strength of this influence will be determined by the manner in which they perceive the culture of an organization. Path analysis is used to explore these relationships.

Keywords: Learning Styles, Organization Identification, Organization Culture, Organizational Change, Organizational Learning, Single Loop Learning, Double Loop Learning, Clan Culture, Market Culture.

Introduction

Organizational Identification (OID) is a term that made forage in the organizational studies literature as far back as 1960's (Kelman, 1961). However in the last twenty years, the term Organizational Identification has witnessed a flurry of interest (He and Brown, 2013; Broome and Rosander, 2016; Brown, 2017; Rockmann and Ballinger, 2017; Guo et al, 2018). Organizational Identification (OID) is a crucial concept that aids in better understanding, explaining and predicting employees' work related attitudes and behaviors in organizations. OID is a psychological construct that connects the employees with the organization they work for. Employees are more than likely to identify with the organization when the beliefs, values and principles espoused and practiced by the organization turns out to be self-referential or self-defining and become an integral part of their self-identity (Pratt, 1998; Van Knippenberg and Sleebos, 2006). OID entails self-categorizing oneself as a member of the organization with a view

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to define one's self concept and thereby achieve and maintain one's self-esteem (Hogg and Terry, 2000).

Organizations stand to benefit substantially from fostering employee identification with the organization (Cheney, 1983). The extent literature has shown that employees who identify with their organization display positive attitudes and behaviors towards the organization they work for (Hall, D. T. and Schneider, B, 1972; Dutton et al., 1994; Elsbach & Glynn, 1996; Van Dick et al., 2004). Organizational identification has been linked to myriad of work attitudes, behaviors, and outcomes which leads to individual decision making (Cheney, 1983) commitment to common goals (McGregor, 1967) and employee interaction

(Patchen, 1970). A positive effect of organizational identification on employee creativity is well documented (Hirst, Van Dick & Van Knippenberg, 2009; Madjar, Greenberg & Chen, 2011). Organizational identification (OID) is found to positively impact job satisfaction (Van Dick et al., 2004), organizational citizenship behavior (Tyler and Blader, 2003) and readiness for change (Hameed et al., 2013). Employees with high OID demonstrate low turnover intentions (Reiche, 2009), high job satisfaction and well being (Restubog et al., 2008) and high customer orientation (Wieseke et al., 2007). Employees with high OID also tend to have a positive disposition towards supervision, pay, promotion, and co-workers, demonstrate high task involvement and expend more effort in job performance (Efraty and Wolfe, 1988).

If organizational identification (OID) results in such favorable outcomes, then understanding the antecedents of OID will aid the organization to shore up organizational efficiency by creating conditions that spur high degrees of OID among employees. A cursory glance of the literature reveals that researchers have identified individual, group and organizational variables impacting OID. For instance, research revealed that personal alienation is shown to decrease OID by reducing need deprivation, job satisfaction and job involvement (Efraty et al., 1991). In the same vein, factors like interest for outdoor, a dependable lifestyle, marked preference for group attachment, engagement with intellectual pursuits results in high OID (Mael and Ashforth, 1995). The overarching need for group affiliations and work-centric social support system engenders strong OID amongst virtual workers (Wiesenfeld et al., 2001). One strand of literature also suggests that team diversity is found to increase OID when the differences amongst the team members are in sync with the norms and expectations of the organization (Rink and Ellmers, 2007). The research also revealed that both organizational

prestige and perceived external image are found to have a positive relationship with OID (Fuller et al., 2006; Bartels et al., 2007). Prior research show that OID is found to be positively influenced by communication channels (Wiesenfeld et al., 1999). Nakra (2006) contended that personal feedback, media quality and supervisory communication impacts OID positively, while Millward et al., (2007) contended that hot-desking influences work group identification. HR practices like opportunities for advancement (Kaschube et al., 1996), autonomy, procedural and distributive justice, open communication (Edwards, 2009) is found to impact OID. Aside from that, organization socialization tactics (Yi, 2006) and social alliance stitched up by the organization (Berger et al., 2006) perceived social responsibility (Carmeli et al., 2007) and diversity climate are found to impact OID.

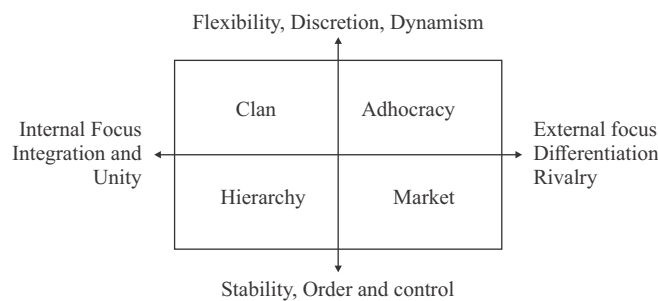
Organizational Culture and Identification

The common factor that permeates the antecedents to OID seems to be predominantly organizational context, work systems, employee engagement and the manner in which it is perceived by its external constituents. Each and every organization has its own unique style of handling these issues and this uniqueness is shaped by organization culture (OC). Organization culture (OC) is epitomized by a set of basic assumptions, beliefs and core values it holds, the nature of framework it embraces for interpreting what is happening and the set of approaches it chooses in order to solve the problems of external adaptation and internal integration (Schein, 1997). Culture lends an organization a distinct identity, meaning and context for all activities performed in the organization (Schein, 1997). Erudite reams of literature also suggest that organization culture has a demonstrable impact on the productivity, efficiency and commitment of the employees of organizations (Clugston, 2000; Nongo and Ikyanyon, 2012). Scholars have also established abundant link between organization culture and

organization performance (Deal & Kennedy, 1982; Peters & Waterman, 1982). Organization culture (OC) has been classified in several ways. Cameron and Quinn (1999) have developed an organization culture framework based on a theoretical model known as "Competing Values Framework" where they argued that culture in an organization should be seen vis-à-vis two dimensions: "emphasis on

flexibility and discretion versus stability and control" and "internal focus and integration versus external focus and differentiation". In the case of Competing Values Framework (CVF) model, the four dominant organizational culture types – hierarchy, market, clan and adhocracy emanates from the intersection of the four quadrants (Figure 1).

Figure 1: Relationship between the two dimensions of Organizational Culture



- a. Clan culture is shaped between the dimensions of organization internal focus and flexibility. The clan culture is typified by high affiliation and concern for teamwork and participation (Quinn and Spreitzer, 1991). Clan culture functions more like families and they appreciate value cohesion, a humane working atmosphere, group commitment and unswerving loyalty. Development of human resources, teamwork and concern for people is used as a barometer for success. Highly successful Japanese organizations with effective team structure are the typical example of clan culture (Berrio, 2003, Erdem, 2007).
- b. Adhocracy culture emphasizes external focus and differentiation with flexibility and discretion. Adhocracy is characterized by risk taking, innovation and change (Quinn and Spreitzer, 1991). Employees are called upon to take calculated risks, innovate, think out – of the box and create new challenges so that they feel happy and satisfied in their environment (Berrio, 2003; Erdem, 2007). Adhocratic organizations appreciate flexibility, adaptability, and thrive on unmanageable chaos. Freedom, commitment to innovation, tolerance for ambiguity and uncertainty are appreciated and valued. Success is envisaged in terms of creation of new products and services.
- c. Hierarchical organizations are shaped by stability and control as well as internal focus and integration. The hierarchical culture represents values and norms usually associated with bureaucracy (Quinn and Spreitzer, 1991). Hierarchical culture thrives on standardization, control, and a well-defined structure for authority and decision making. Employees are expected to adhere to formal rules and policies and carry out the assigned roles and responsibilities. Security, stability, conformity and deference to authority are valued and appreciated. Success is envisioned in terms of dependability, efficiency and cost cutting.
- d. Market culture is shaped by external focus and differentiation with stability and control. This is a rational culture which focuses on efficiency and achievement (Quinn and Spreitzer, 1991). Employees are expected to be fiercely competitive, achievement driven and accomplish the goals. Competitiveness,

achievement and winning are valued and appreciated in the market structure. Success is measured in terms of winning in the market place and outsmarting the competition.

Martin and Siehl (1983) have defined many subcultures and their relationships within an organization. The dominant sub-culture is wantonly created by top management and is euphemistically known as corporate culture. Cultures like national culture, local culture, department culture and work group culture – all coalesce and emerge as various subcultures within a single organization. Some of these subcultures support the dominant culture and are often known as enhancing subcultures. Some cultures which possess independent values, which neither support nor oppose the dominant cultures but coexist snugly within the organizational context is referred to as orthogonal subcultures. Some subcultures possess values and beliefs that fiercely challenge the dominant culture and hence are known as countercultures. Any research on OC should seek to address the subcultures within the organizational context and consider these subcultures as units of analysis in addition to the organizations' dominant culture. Within the same organization, employees may tend to look at different cultural orientations based on the subculture they are acclimatized with. More importantly, the manner in which the organizations' members look at the culture influences their attitude and behavior.

Organizational Culture and Organizational Learning

Learning organization has been defined in literature from many standpoints. Some authors define it from the viewpoint of a living organism which is relentlessly learning and transforming itself. Kim (1993) referred to learning organization as a one that manages the learning of all its members through a process of knowledge acquisition and an inquiry orientation. Argyis and

Schon (1978) defined organization learning a process of detection and correction of errors found in the internal and external environments of the organization. Some authors also define it from the perspective of building a culture and climate (Baker and Camarata, 1998) while others define it from the standpoint of knowledge creation (Nonaka, 1991). Admittedly, organizational learning entails the process of acquiring knowledge from past experiences and transforming the knowledge gained into behaviors, tools and strategies for improvements (Bennis and Nanus, 1985). Different learning styles have been proposed by the researchers. By far the most recognized contribution had been made by Argyris (1977) who distinguished between single-loop learning and double-loop learning.

- a. Single-Loop Learning (SLL) occurs when errors or problems are detected and organizations get on with their policies and goals. The action taken to correct errors and resolve problems adds on to the knowledge base or the firm's specific competencies or routine without changing the basic nature of the firm's activities (Argyris, 1977; 1991). In the case of SLL, things are done without questioning the underlying set of assumptions that result in chasm between the desired and actual outcomes.
- b. Double-Loop Learning (DLL) occurs when errors or problems are detected and the organization questions and alters the organizations underlying norms, procedures, policies and objectives. The process involves changing the knowledge base or the firm specific competencies or routine (Argyris, 1977; 1991). Double loop learning involves radical changes such as whole sale revision of systems, marked change in strategy etc.

Much of the discussion in the management literature is clearly written from the perspective that the learning organization can be designed and

managed effectively to produce positive outcomes for the organization. Many commentators have attempted to specify what the learning organization culture should consist of. Burgoyne (1995), for example, talks about an appropriate learning culture as an attribute of a learning organization. Anona Armstrong and Patrick Foley (2003) identify the Organizational Learning Mechanisms (OLMs) that can create or improve learning opportunities in an organization. They say that OLM's are the cultural and structural facets of an organization that facilitate the development of, improvement to and renewal of a learning organization. Parkinson and McBride (1992) stress the need for a strong culture to support learning. Di Bella and Nevis (1998) relate culture and learning in organizations, saying that, "The nature of learning and the way [learning in organizations] takes place are determined to a great extent by the culture of the organization". Although numerous authors have considered the need for a strong culture to facilitate learning, there has been little attempt to test their existence empirically on how culture may contribute to learning activities within an organization.

Organizational Learning, Culture and Identification

Organizational Identification is not an unambiguous and stable concept. The dynamic and fluid nature of identification suggests that the strength of an individual's identification with an organization may also change over time (Schrodt, 2002). Identification, therefore, is a conceptually dynamic, fluid and perhaps characteristically elusive event that is subject to change with the advent of new experiences (Bartel, 2001). Many theorists have reported that the strength of organizational identification is likely to change with the corresponding changes in organizational learning. Michael S. Garmon (2004) opined that the learning opportunities provided to the employees

in an organization enhances their sense of belongingness (identification) towards that organization. Chughtai and Buckley (2010) in their study examine the impact of learning goal orientation on organizational identification. Organization learning plays a vital role in processing, interpreting and directing employee's perception either towards or away from the organization (Vijayakumar and Padma, 2014). Rosemary Hill (1996) in her model of the learning process identifies that if the process inputs like values and attitudes (culture) are addressed correctly, then probably the learning process will produce outputs like attitude and behavioral change that is required for a learning organization. This suggests a synergetic relationship between learning, culture and identification. It could be understood that learning enhances identification among the employees, but the impact of learning on OID is influenced by the basic beliefs and values (culture) that an organization holds. Culture plays a significant role in moderating the impact of learning on OID.

Objective of the study

The purpose of this study is to understand the relationships among the variables, such as Organizational Culture (OC), Organizational Learning (OL) and Organizational Identification (OID). Though the study is exploratory, it is hinged on the general proposition that "employees' identification with the organization will be influenced by the learning style of an organization and the strength of this influence will be determined by the manner in which they perceive the culture of an organization". Path analysis is used to explore these relationships. The impact of 2 levels of learning as suggested by Argyris and Schon (1978) on identification was fitted first and then the moderating role of clan and market culture on this relationship between learning styles and OID was further examined.

Strength of the Study

The previous studies, hitherto focused only on impact of organizational learning on identification, seldom the studies focused on intervening variable organizational culture. This study attempts to demonstrate how the intervening variable (organizational culture) influences the impact of learning on OID. Moreover the impact of culture variables was tested at two levels, strong and weak to see how it affects the identification of employees.

Methodology

Research Settings

The data was generated from the employees of ten private insurance companies in India. Insurance companies in India boast of hoary history. Insurance companies were started in the year 1818 in India by a clutch of enterprising private insurers. The contours of insurance sector changed dramatically with the nationalization of life and general insurance in 1956 and 1973 respectively and with the setting up of the Life Insurance Corporation and General Insurance Corporation of India. In the post-liberalization era, the sector was opened up to the private participation. Today, the insurance industry of India consists of 58 insurance companies of which 24 are in life insurance and 34 in non-life insurance business. Among the life insurers, Life Insurance Corporation (LIC) is the sole public-sector company. The Government of India's relaxation towards foreign ownership and investment limits elicited a positive response from global insurers and some of them had shown renewed interest in increasing their stakes with the existing joint ventures. Many foreign companies made a foray in to the Indian market through forging joint ventures. The ingress of the host of private and foreign players in to the insurance space has heightened the competition by greater

order of magnitude. A bewildering range of new products and services catering to the large segments of the society were constantly introduced. Adoption of modern IT tools has made operations smooth, efficient and customer friendly. The sheer intensity of competition amongst all the market players has impacted the internal dynamics like organization structure and design, talent acquisition, performance management systems, management ethos, philosophy and practices. Admittedly, the sample companies are joint ventures and have a unique cultural orientation which is an interesting mix of their own and their foreign partners. The data were generated from branch offices of these insurance companies located in the district headquarters of South India which is renowned for agro, mining and trading based economy. A blend of the organizations' unique culture coupled with the regional and local cultures offers a veritable mosaic of subcultures within each company and makes them highly fit case for studies on cultural diversity and their impact on employee attitudes and behavior.

Sample

In total, there were 1,154 employees out of which a random sample of 378 were included for the study. The demographic details like gender, age, qualification, designation, nature of employment, monthly salary, and years of experience are laid out in Table 1. Male respondents account for 89% of the sample. Average age of the respondents was 40 years. 84.9 percent of the sample are either graduates or post graduates. 92.3 percent of respondents are either consultants or sales executives. Equal distribution of samples is found with respect to place of residence, nature of employment, monthly salary and years of experience. On the whole the sample is reasonably homogenous vis-à-vis the demographic variables with the sole exception of gender.

Table 1: Demographic distribution of the sample

Characteristics	Categories	Frequency	Percentage
Gender	Male	289	89
	Female	89	11
Age in years	20-29	190	50.3
	30-39	164	43.4
	40-49	24	6.3
Educational qualification	Graduate	195	51.6
	Post graduate	126	33.3
	Others	57	15.1
Place of residence	Urban	145	38.4
	Semi-urban	106	28
	Rural	127	33.6
Designation	Consultant	160	42.3
	Salesmen	189	50
	Office assistants	29	7.7
Nature of employment	Permanent	181	47.9
	Contract	197	52.1
Monthly salary (in rupees)	5,001-10,000	181	47.9
	10,001-15,000	94	24.9
	>15,000	103	27.2
Experience in years	<1	111	29.4
	1-5	103	27.2
	6-10	55	14.6
	>10	109	28.8

Consultants and Operations Managers who sell insurance products directly to the customers were found to be updated about the changes that take place inside and outside the organization. Hence they were chosen as samples for the study. Since the samples were chosen from 10 insurance companies, it was imperative to show that the sample characteristics were evenly distributed

across all companies. Hence chi-square statistics was calculated to ensure equal distribution of samples across all companies. The results are shown in Table 2.A and 2.B. The chi-square values for all demographic characteristics are greater than 0.05. This implies that there is no significant difference in the distribution of samples across 10 insurance companies.

Table 2.A - Test of Equal Distribution of Samples under Age, Educational Qualification, Place of Residence and Designation

Name of the organization	Total no of Employees	Age Groups			Educational Qualification			Place of Residence			Designation		
		29-29	30-39	40-49	Graduate	Post-graduate	Others	Urban	Rural	Semi-urban	Consultant	Operations Managers	Others
BhartiAXA	37	19	15	3	18	13	6	14	13	10	15	19	3
HDFC Standard	39	20	16	3	19	14	6	15	14	10	16	20	3
Max New York	37	18	16	3	17	14	6	13	14	10	16	18	3
ICICI Prudential	42	22	18	2	23	14	5	16	17	9	18	22	2
Bajaj Allainz	40	21	17	2	22	13	5	14	17	9	17	20	3
Reliance Life	37	17	17	3	20	11	6	14	9	14	17	17	3
Star Health	35	17	16	2	19	12	4	13	11	11	14	18	3
Met Life	36	16	18	2	17	13	6	14	10	12	17	16	3
Birla Sun Life	38	20	16	2	20	12	6	15	12	11	15	20	3
Future Generali	37	20	15	2	20	10	7	17	10	10	15	19	3
Total	378	190	164	24	195	126	57	145	127	106	160	189	29
Chi-square value		$(\chi^2 = 2.450; df = 18; p = 1.000)$			$(\chi^2 = 3.161; df = 18; p = 1.000)$			$(\chi^2 = 7.503; df = 18; p = 0.985)$			$(\chi^2 = 1.591; df = 18; p = 1.000)$		

Table 2.B : Test of Equal Distribution of Samples under Nature of Employment, Salary and Total Years of Experience

Name of the Organization	Nature of Employment		Salary			Total Years of Experience			
	Permanent	Temporary	5001 - 10000	10001 - 15000	>15000	< 1year	1 - 5 years	6 - 10 years	>10 years
BhartiAXA	17	20	17	9	11	12	10	6	9
HDFCStandard	18	21	18	10	11	13	10	6	10
Max New York	16	21	16	10	11	11	10	6	10
ICICI Prudential	20	22	20	10	12	13	11	9	9
Bajaj Allainz	18	22	18	9	13	12	11	7	10
Reliance Life	18	19	18	10	9	10	10	5	12
Star Health	18	17	18	8	9	9	10	4	12
Met Life	18	18	18	10	8	9	9	4	14
Birla Sun Life	20	18	20	9	9	11	11	4	12
Future Generali	18	19	18	9	10	11	11	4	11
Total	181	197	181	94	103	111	103	55	109
Chi-square value	$(\chi^2 = 1.158; df = 9; p = 0.999)$		$(\chi^2 = 2.340; df = 18; p = 1.000)$			$(\chi^2 = 7.546; df = 27; p = 1.000)$			

Questionnaire

The questionnaire consists of four sections, namely, Demographic Details, Organizational Culture Assessment Instrument, Organizational Learning Instrument and Organizational Identification Instrument.

Organizational Culture was studied using the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999). It is a 24-item instrument which could be used to study the perception of employees regarding the the 4 types of culture (Clan, Adhocracy, Hierarchy and Market) that prevails in an organization. Since this study is based only on clan and market culture, opinion of employees regarding these 2 culture types were alone taken for analysis. Organizational Learning Styles were assessed using

Organizational Learning Instrument (OLI) developed by Jashapara (2003). The questionnaire consisted of 24 items, were the two levels of learning (SLL & DLL) are described by 12 items each. Organizational Identification was studied using the Organizational Identification Instrument (OII) developed by Kreiner and Ashforth (2004). The original questionnaire had 24 items. It was reduced to 13 items by removing 11 items which are neither suitable for insurance industry nor relevant for specific companies. Responses to all the three instruments (OCAI, OLI and OII) were obtained using a Likert's five point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability coefficients for all the 3 instruments were tested using cronbach alpha. The results are shown in Table 3. The coefficients for all the variables are high suggesting a fair amount of consistency among the variables.

Table 3: 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

Data collection

The OII, OLI and OCAI questionnaire along with the questions bearing demographic details were administered to the random population of 500 respondents. Respondents were assured of utmost confidentiality. The return response rate was 78 %. Totally 378 questionnaires were considered for further analysis.

Statistical analysis

Since the purpose of the study was to understand the antecedents of OID, path analysis was employed by treating 2 learning styles, namely SLL and DLL as independent variables, organizational identification as dependent variable and organizational culture as moderating variable.

Discussions

Mean, SDs and Pearson correlation co-efficient for 5 variables chosen for the study are given in the Table 4. It could be observed that correlation co-efficient between the 2 culture variables and OID are significant. The correlation between learning and OID showed that SLL demonstrated non-significant negative relationship with OID while

DLL demonstrated significant negative relationship with OID. The correlation between learning and culture variables revealed that both SLL and DLL demonstrated non-significant relationship with the culture variables except DLL and clan culture which is significant at 0.002. To further explain this relationship between learning, culture and OID, path analysis was done.

Table 4: Inter-Correlation matrix (Person's correlations with two-tailed significance levels, N=378)

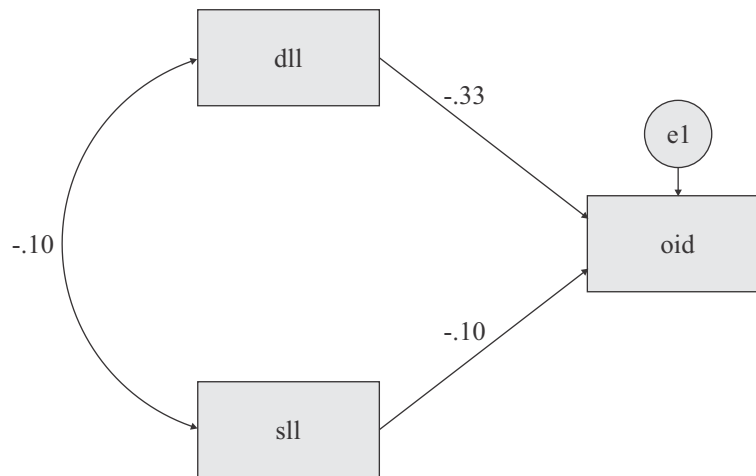
	Statistics		Clan	Market	Single loop learning	Double loop learning	Organizational Identification
	Mean	Sd					
Clan	Mean	8.800	1	0.588	-0.059	-0.160	0.773
	Sd	1.117		0.000	0.256	0.002	0.000
Market	Mean	9.063	0.588	1	-0.093	0.039	0.589
	Sd	1.082	0.000		0.070	0.451	0.000
Single loop learning	Mean	3.735	-0.059	0.093	1	-0.098	0.063
	Sd	1.430	0.256	0.070		0.057	0.219
Double loop learning	Mean	4.447	-0.160	0.039	-0.098	1	0.322
	Sd	1.606	0.002	0.451	0.057		0.000
Organizational Identification	Mean	14.436	0.773	0.589	-0.063	-0.322	1
	Sd	1.522	0.000	0.000	0.219	0.000	

A base model was first developed using all 378 respondents' data. Path co-efficient was estimated and the base model was tested at 2 levels of culture, strong and weak to see changes in the co-efficient. The results showed significant changes between strong and weak culture groups, suggesting moderating effect of culture.

Base Model

Base model describes the relationship between

SLL & DLL on OID when cultural diversities are equalised (Figure 2). Path co-efficient for the base model are shown in Table 5.A. The coefficients for the path SLL→OID is -.102 which is significant beyond 5% level (CR=1.968 and p=.049), and the coefficient for path DLL→OID is -.314 which is also statistically significant at 5% level (CR=6.803 and p=.000). The correlation coefficient for path SLL→DLL is -.225, which falls short of significance at 5% level (CR=1.897 and p=.058).

Figure 2: Path diagram for Base Model**Table 5.A : Path coefficients for base model**

Coefficients							
	Parameters	Paths	Unstd	SE	Std	CR	p
Base	par1	SLL → OID	-0.102	0.052	-0.096	1.968	0.049
N=378	par2	DLL → OID	-0.314	0.046	-0.332	6.803	0.000
	par3	SLL → DLL	-0.225	0.119	-0.098	1.897	0.058

Path co-efficient in Figure 2 suggests that both SLL and DLL show negative influence on OID. But when SLL and DLL are compared, DLL has a

stronger impact on OID (-0.33) than SLL (-0.10). Critical ratio for parameter comparisons shown in Table 5.B revealed that SLL and DLL affect OID to a varying degree (CR=3.215; $p < .05$).

Table 5.B : Critical ratios for parameter comparisons for base model

	par1	par2	par3
par1			
par2	3.215		
par3			

(values > 1.96 are significant beyond 5% level)

Path analysis of the base model reveals that in the presence of double-loop learning (DLL), the employee's identification (OID) with that organization is significantly reduced. Even in the presence of single-loop learning (SLL), the employee's identification is significantly affected. Admittedly, the impact of SLL on OID is less pronounced than that of DLL on OID. Between SLL and DLL, it is DLL which alienates the employees far from the organization than SLL. It

could be interesting to explore whether culture variables moderate this opinion of employees. Hence the impact of two culture variables was tested at two levels, strong and weak to see how it affects the identification of employees.

Effect of Clan Culture

Path coefficient estimations of base model for clan culture yielded different pattern of relationships for

strong and weak clan culture suggesting a significant moderator effect. The co-efficient are shown in Table 6.A.

For strong clan, the correlation between the path DLL→OID (Co-efficient = -.326; CR=9.413; p=.000) and SLL→DLL (Co-efficient = -.690; CR=3.448; p=.000) are significant. Critical ratios

for parameter comparison shown in Table 6.B suggested that there exist a significant difference between path SLL→OID and DLL→OID (CR=8.801; p<.05). When the co-efficient are compared (Figure 3) the path DLL→OID (-0.57) is significantly stronger than the path SLL→OID (0.10). DLL have been found to negatively influence OID.

Table 6.A : Path coefficients for base model for strong and weak clan culture

Clan	Parameters	Paths	Coefficients			CR	p
			Unstd	SE	Std		
Strong (N=190)	par1	SLL→OID	0.059	0.037	0.095	1.584	0.113
	par2	DLL→OID	-0.326	0.035	-0.567	9.413	0.000
	par3	SLL→DLL	-0.690	0.2	-0.259	3.448	0.000
Weak (N=188)	par4	SLL→OID	0.019	0.091	0.015	0.213	0.831
	par5	DLL→OID	-0.131	0.07	-0.136	1.867	0.062
	par6	SLL→DLL	0.119	0.126	0.069	0.945	0.345

Table 6.B : Critical ratios for parameter comparisons for strong and weak clan culture

	par1	par2	par3	par4	par5	par6
par1						
par2	8.801					
par3						
par4	0.402					
par5		2.503		1.266		
par6			3.421			

(values > 1.96 are significant beyond 5% level)

Figure 3: Path diagram for Strong Clan Culture

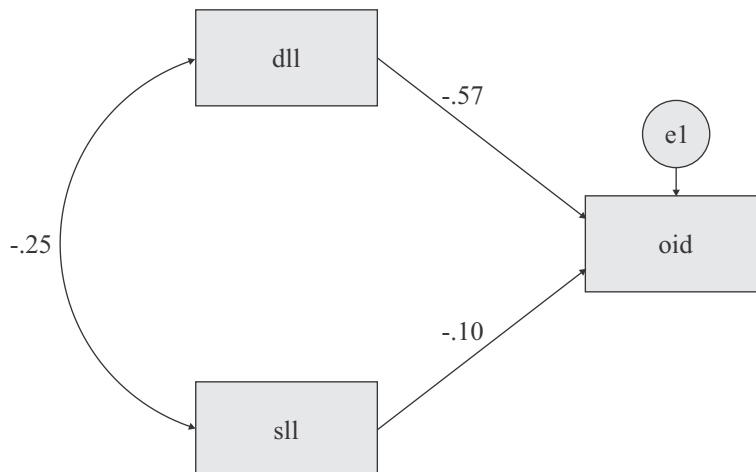
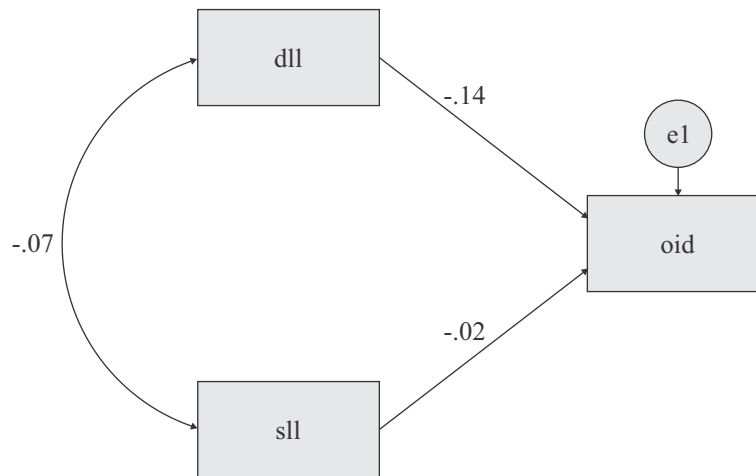


Figure 4: Path diagram for Weak Clan Culture

For weak clan none of the co-efficient is significant (Table 6.A). Parameter comparison shown in Table 6.B suggests that there is no significant difference between path SLL→OID and DLL→OID (CR=1.266; $p>.05$). When employees perceive weak clan neither SLL nor DLL suggests any significant relationship with OID. The co-efficient are shown in figure 4.

Comparison across strong and weak clan

To further explore the moderating role of clan culture on the relationship between learning styles and identification, the co-efficient of strong and weak clan are compared (Table 6.B). There is no significant difference between path SLL→OID (par 1 and par 4) across strong and weak (CR=0.402; $p>.05$), whereas path DLL→OID (par 2 and par 5) shows significant difference (CR=2.503; $p<.05$). When the co-efficient are compared (Figure 3 and 4) DLL negatively influences OID in both strong and weak clan, but the path DLL→OID is significantly stronger for strong clan (-0.57) than weak clan (-0.14).

The extent literature has shown that the presence of DLL tends to enhance the employees OID. Ashforth and Mael (1989) demonstrated that if 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 this study is not in accordance with the postulations of Ashforth and Mael. The present study has proved that strong clan culture moderates the impact of DLL on OID.

The employees who perceive strong clan culture are bound by tradition and loyalty. Needless to say, such employees tend to forge a strong bond with the organization. DLL provides for questioning of the old assumptions and values of an organization. Hence when employees perceive double loop learning in the presence of strong clan culture their identification towards their organization tends to be negative. Thus it is very obvious that when the basic beliefs and assumptions of an organization are questioned in the event of strong clan culture orientation, it increases the alienation of employees. Further when the influence of clan culture are compared across strong and weak, it is interesting to infer that weak clan culture has not moderated the impact of learning variables on OID to a great extent as strong clan culture.

Effect of Market Culture

Path co-efficient estimations of base model for market culture revealed different pattern of relationships for strong and weak market culture

suggesting a significant moderator effect. The co-efficient are shown in Table 7.A.

For strong market culture the path SLL→OID (Co-efficient = -0.142; CR=3.296; p=0.000), DLL→OID (Co-efficient = -0.497; CR=11.416; p=0.000) and the correlation between SLL and DLL (Co-efficient = -0.660; CR=3.242; p=0.001) are all significant. Critical ratios for parameter

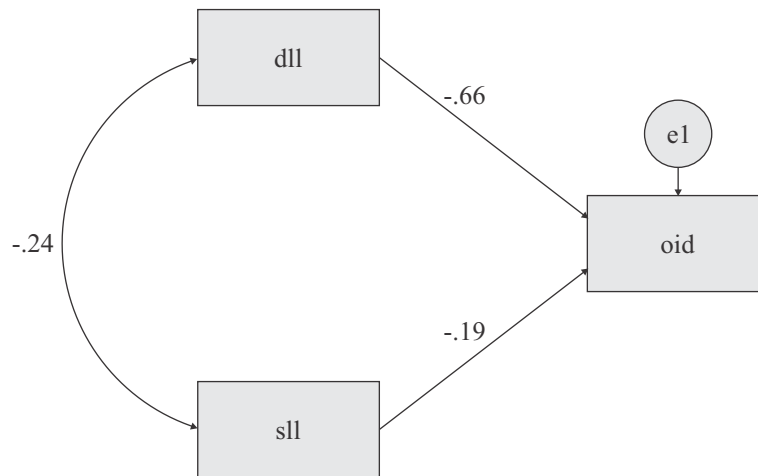
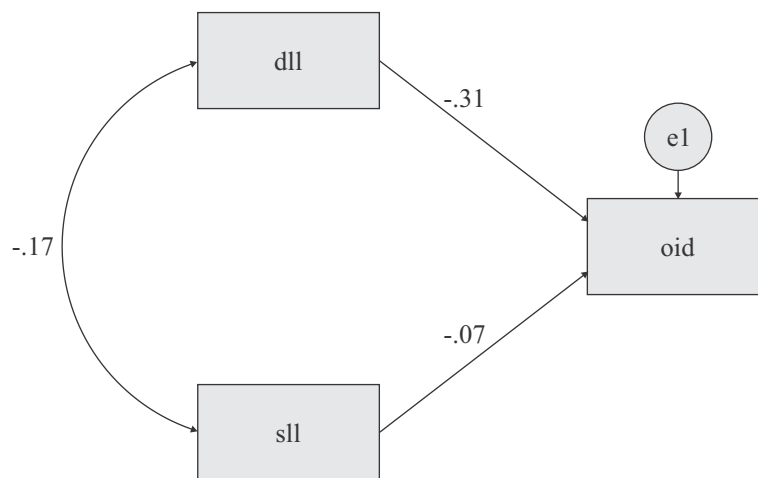
comparisons shown in table 7.B suggest that there exist of significant difference between path SLL→OID and DLL→OID (CR=6.638; p<.05). When the co-efficient are compared (Figure 5) both the path SLL→OID and DLL→OID negatively influences identification. But the path DLL→OID (-0.66) is significantly stronger than the path SLL→OID (-0.19).

Table 7.A : Path coefficients for base model for strong and weak market culture

Market	Parameters	Paths	Coefficients			CR	P
			Unstd	SE	Std		
Strong (N=190)	par1	SLL → OID	-0.142	0.043	-0.190	3.296	0.000
	par2	DLL → OID	-0.497	0.044	-0.658	11.416	0.000
	par3	SLL → DLL	-0.660	0.204	-0.243	3.242	0.001
Weak (N=188)	par4	SLL → OID	0.088	0.089	0.070	0.984	0.325
	par5	DLL → OID	-0.287	0.066	-0.307	4.348	0.000
	par6	SLL → DLL	0.291	0.128	0.168	2.269	0.023

Table 7.B : Critical ratios for parameter comparisons for strong and weak market culture

	par1	par2	par3	par4	par5	par6
par1						
par2	6.638					
par3						
par4	2.321					
par5		2.651		3.133		
par6			3.952			
(values > 1.96 are significant beyond 5% level)						

Figure 5: Path diagram for Strong Market Culture**Figure 6: Path diagram for Weak Market Culture**

The co-efficient of weak market culture (Table 7.A) revealed that path DLL→OID (Co-efficient = -0.287; CR=4.348; p=0.000) and the correlation between SLL and DLL (Co-efficient = 0.291; CR=2.269; p=0.023) are significant except the path SLL→OID (Co-efficient = 0.088; CR=0.984; p=0.325). Parameter comparisons (Table 7.B) revealed a significant difference between path SLL→OID and DLL→OID (CR=3.133; p<.05). When the co-efficient are compared (Figure 6) path DLL→OID (-0.31) is significantly stronger than the path SLL→OID (0.07). DLL have shown a negative influence on OID which is similar to strong market culture.

Comparison across strong and weak market

When market culture was tested at 2 levels of strong and weak it has significantly moderated the influence of learning styles on OID. Parameter comparisons (Table 7.B) revealed significant difference between all comparisons, SLL→OID (par 1 and par 4) (CR=2.321; p>.05) and DLL→OID (par 2 and par 5) (CR=2.651; p>.05). When the co-efficient are compared (Figure 5 and 6) the path SLL→OID is significantly stronger in strong market (-0.19) than in weak market (0.07). Similarly the path DLL→OID is significantly stronger in strong market (-0.66) than in weak market (-0.31).

The results of the study reveals that market culture have highly moderated the relationship between learning styles and OID. When market culture is strong, both the learning variables SLL and DLL negatively influence OID than when the culture is weak. Market culture is characterized by a highly competitive workplace. In this type of culture if employees perceive learning which is limited within the traditional scope of organization activities (SLL) they alienate themselves from their organization. However DLL develops new ways of looking at the world. Previous theories have suggested that DLL enhance identification among the employees (Smidts *et al.*, 2001; Ashforth and Mael 1989). But this study shows that in a market culture which is more focused towards securing customer base, learning process that appreciates employees to bring out new and creative ideas (DLL) do not support them in achieving targets and hence their identification reduces. Though DLL enhance identification, presence of strong market culture has moderated this relationship and the identification of employees tends to be negative. This study has demonstrated that both SLL and DLL have not significantly improved OID, in the event of organization being driven by strong market culture.

When employees perceive the presence of weak market culture, SLL do not show any significant relationship with OID, whereas DLL has reduced the identification of employees. It is obvious the when the culture is not highly competitive and achievement oriented, learning process that appreciates new and creative ideas (DLL) reduces the identification of employees towards their organization.

Comparison across strong and weak market culture shows a significant difference on the influence of learning on identification. The study has demonstrated that the impact of both SLL

and DLL on OID is significantly stronger in strong market than in weak market.

Comparison across clan and market culture

The co-efficient of clan and market culture which are opposite in their focus and values are compared to further explore how the 2 types of culture shows variation in their influence on learning styles and OID. When employees perceive the presence of strong clan which is more focused towards traditional values questioning operational deviations (SLL) has not demonstrated any significant relationship with OID whereas challenging the traditional assumptions and values (DLL) has shown a negative impact on OID. Since the employees who perceive the presence of clan culture develop a psychological bond with the organization, questioning the basic mission and values has negatively influenced the impact of DLL on OID. This influence of DLL on OID is even stronger when employees perceive the presence of strong market culture. When the culture is highly competitive and result-oriented, both SLL and DLL have shown a negative influence on OID. A highly competitive and achievement oriented approach compels employees to achieve stretch targets. Employees perceive that achieving targets are more appreciated by organizations than learning. Hence the presence of both SLL and DLL has negatively influenced their organizational identification. Presence of weak clan and weak market culture has not moderated the impact of learning on OID to a great extent as strong clan and strong market culture.

Conclusion

The results show interesting trends among 2 learning styles, SLL and DLL. Both the learning styles have shown a negative influence on identification when the effects of culture was nullified. Moderating effects of culture variables are strong and have produced significant changes in the relationship between learning styles and OID. Both

clan and market culture have increased the negative influence of learning variables on identification. When the organization is held together by tradition and loyalty (clan culture), questioning the basic assumptions (DLL) should be appreciated. The employees should be motivated to bring out new and creative ideas to develop their organization. On the other side, if the organization is focused towards external environment (market culture), the employees should be allowed to develop new ways of looking at the world to enhance the organization's competitive advantage. It is argued that generative learning (DLL) is frame-breaking and more likely to lead to competitive advantage than adaptive learning (SLL) (Slater and Narver, 1995). Organizations chosen for this study are all private insurance companies operating in India. Many of these companies are in the insurance business jointly with foreign partners. Since insurance business is highly customer oriented, identifying the changing needs of the customers is essential to gain competitive advantage. Mohammad Rezaei Zadeh (2009) advocates the need for double-loop learning for an organization to meet the changing demands of their customers. The insurance companies should understand the need for stimulating DLL and build a strong culture that appreciates employees learning. Creating suitable conditions for learning will strengthen identification among its employees and will enable these companies to be successful in insurance business.

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