



**Organizational Learning, Employee Satisfaction and Employee Loyalty in The  
Banking Sector, Nairobi County, Republic of Kenya.**

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**Abstract**

In the contemporary working environment, insight into employee loyalty is of crucial importance and this includes the banking sector. The purpose of this study was to examine the influence of organizational learning, employee satisfaction and their loyalty in the Banking sector, Republic of Kenya. A cross-sectional research strategy and systematic random sampling techniques were used in data collection using a structured questionnaire, from a sample size of 411 picked from a target population of 2433 bank employees. The results of the study demonstrate that organizational learning specifically influences employee satisfaction, which then affects employee loyalty. Findings further show that organizational learning does not have a significant direct effect on employee loyalty. However, results indicate that it only affects employee loyalty through employee satisfaction, thus revealing a full mediation process. Banks should therefore improve on organizational learning strategies through enhancement of knowledge awareness, intellectual cultivation and information sharing to ensure effective employee satisfaction that enhances their commitment and loyalty to their work. Findings of the current study contribute to knowledge through the mediation process by revealing a full mediation mechanism of employee satisfaction on the link between organizational learning and employee loyalty.

**Keywords:** *Organizational Learning, Employee satisfaction and Employee Loyalty*

***Suggested Citation:***

Orinda, G., Chepkwony, J. & Limo, P. (2020). Organizational Learning, Employee Satisfaction and Employee Loyalty in The Banking Sector, Nairobi County, Republic of Kenya Journal of Business Management and Economic Research (JOBMER), Vol: 4, Issue: 6,

## **1. Introduction**

Employee loyalty refers to one's contribution to the success of the company and feels that working with it is the right way to do so through involvement and empowerment. Employee loyalty is a conscious effort to advance the best interests of one's employer, particularly while doing so may entail sacrificing some part of one's self-interest above what one's moral duty requires (Elegido, 2013). Employees are considered the most important part of the organization and the performance or failure of the organization or business is directly linked to their performance. It is therefore of paramount importance that employees are loyal to the organization and do not actively seek alternative opportunities (Murali, Poddar, & Seema, 2017). Employee loyalty is reflected by the willingness of employees to maintain and defend the organization inside and outside (Hasibuan & Hasibuan, 2016). Loyalty is a psychological condition that binds the employee and the company which contributes greatly to employee performance.

Even though employees are perceived as the cornerstone of an organization, poor working environment leads to dissatisfaction resulting to low productivity and affects their performance negatively (Goerg, 2015). Employees, who are not motivated, will not get the job done as required and this can bring down an entire business or organization. It is therefore important to foster a positive, energetic workforce. Additionally, organizations should cultivate a positive working environment by rewarding high-performing employees with incentives and group recognition which ultimately leads to loyalty (Leonard & Thompson, 2019). High turnover is experienced by organizations due to lack of career development plans and growth which creates burn out and reduces employee loyalty levels (Gruman & Saks, 2011).

Elnaga and Imran (2013) postulated that training is one of the main human resource management activities that has a positive effect on the quality of employees' expertise and skills and results in higher employee efficiency. Additionally, Kiweewa and Asiimwe (2014) argue that the satisfaction of employees results in considerable productivity, loyalty and improved performance. Elnaga and Imran (2013) also found in their study that, when employees are properly trained, their depth of understanding and commitment improves, ultimately increasing their performance at work. As far as employee engagement is concerned, Ologbo and Sofian (2013) noted that engaged employees are aware of the company context in which they work and collaborate with colleagues to boost job efficiency for the good of the enterprise. Similarly, Truss, Shantz, Soane, Alfes, and Delbridge (2013) also argue that loyal employees are characterized by energy, involvement, efficacy, dedication and enthusiasm which increase their productivity and satisfaction.

When organizational learning is higher, employee engagement, participation and commitment is strengthened leading to improved employee loyalty (Rupcic, 2019). Employee participation in decision-making process can increase organizational cohesion and contribute to greater motivation leading to improved loyalty and this process should be accompanied by efforts towards increasing organizational learning (Tran & Pham, 2019).

While the relationship between organizational learning and employee performance has been highlighted in literature (Nongo and Ikyanyon 2012, Mayangsari, Irianto, and Eliyana (2015) there is little evidence from the literature on the mediating mechanism underlying the relationship

between organizational learning and employee loyalty. This is evident in the study of Wibawa (2014) who argue that organizational learning does not seem to have a direct influence on employee loyalty unless other factors are put in place. Thus, this study seeks to fill this gap and contribute to knowledge by examining the mediating effect of employee satisfaction on the relationship between organizational learning and employee loyalty.

## **2. Literature Review**

### **Organizational Learning and Employee Satisfaction**

The relationship between organizational learning and employee satisfaction has been supported by several studies (Bellou, 2010; Peter & John, 2004; San Park & Kim, 2009b). Silverthorne (2004a) found that organizational learning results in the lowest levels of job satisfaction hence the need to consider organizational learning. It is crucial for banks to satisfy their employees, retain them and get high level of performance for sustainability (Leonard & Thompson, 2019). Banks play an important role in the economic system of different countries. Therefore, experienced employees are essential in any organization in order to increase their productivity as well as employee performance and motivational levels (Khan, Nawaz, Aleem, & Hamed, 2012).

It is important for companies to know how to retain competent employees, create satisfied employees through learning (Eskildsen & Dahlgaard, 2000; Eskildsen & Nussler, 2000). Many studies have been conducted about the impact of organizational learning on different variables in the organizational setting. These includes, the impact of organizational learning on employee satisfaction (Lund, 2003), individual learning (Aksu & Özdemir, 2005), organizational effectiveness (Denison & Mishra, 1995), loyalty (Chang & Lee, 2007), organizational performance (Nikpour, 2017), TQM (Steven, 2000), communication and information (Brown & Starkey, 1994). The summary of these findings indicate that organizational learning has a significant positive influence on employee satisfaction.

In today's competitive environment, organizations must maintain high learning levels and enhance the level of employee satisfaction (Allouzi, Suifan, & Alnuaimi, 2018). In addition, workplace satisfaction is a significant aspect that influence efficiency and competitive advantage of companies (Kiarie et al., 2018). Organizations with a solid learning framework are in a good position to transform their processes as needed in the current aggressive and competitive environment (Bhaskar & Mishra, 2017). The findings of Varshney (2020) also shows that employees' satisfaction level increases when supported with learning capabilities. Hence, we propose our first Hypothesis:

*H<sub>1</sub>: Organizational learning positively affects employee satisfaction*

### **Employee Satisfaction and Employee Loyalty**

According to a survey done by Turkyilmaz, Akman, Ozkan, and Pastuszak (2011) covering 220 employees within the Istanbul Branch of a Social Security Institution, their findings reveals a clear correlation between workplace satisfaction and employee loyalty. Additionally, Sageer, Rafat, and Agarwal (2012) supports this argument that employees are more loyal and productive when they are satisfied.

Giving rewards to performing employees is very important, whether they are extrinsic or intrinsic, have the ability to influence loyalty among employees (Cotterell, 2013). Intrinsic reward occurs in an individual after the achievement of a certain task or function that brings happiness, fulfillment and confidence, whereas extrinsic motivation comes from other influences or factors such as income, resources or promotions (Scott & Bruce, 1994).

Rewards are essential to change the dissatisfaction of employees into satisfaction. When employees are satisfied then they will do task with more interest and will do work hard which will lead to good performance (Azar & Shafighi, 2013). A study was conducted in which it was found that employee' performance is directly influenced by intrinsic rewards. Because when intrinsic rewards are given to them, they came to know about their performance and do more work hard to gain appreciation (Edirisooriya, 2014).

Employee satisfaction studies have established areas that tend to be critical for employee satisfaction. These includes, a well-managed, supportive and stable work climate, continuing professional advancement, job growth opportunities, challenging and exciting job opportunities, collaborative effort, recognition or acknowledgement work well done, work-life balance and work culture (Tarasco & Damato, 2006). This result appears to agree with the model of the service profit chain developed by Heskett, Sasser, and Schlesinger (1997). The model shows that there is a relationship between employee satisfaction and employee loyalty. In addition to that, the findings of this study appear to agree with (Mehta, Singh, Bhakar, & Sinha, 2010) that workplace conditions, job design/decision making latitude, rewards & recognition, information & communication, and adequate "tools" to serve customers and are factors that lead to employee satisfaction. Based on this discussion we propose:

*H<sub>2</sub>: Employee satisfaction positively influences employee loyalty*

### **Organizational Learning and Employee Loyalty**

Waqas et al. (2014) suggest that an employee is loyal to his or her organization because he or she shows commitment and feels that it is the right choice for him or her to work for the company. Nongo and Ikyanyon (2012) note that organizational learning enhances the sense of commitment of workers, provides a sense of organizational belonging and helps to minimize turnover. According to Mayangsari et al. (2015) organizational learning influence and foster attitudes of employee loyalty, while Wibawa (2014) indicates that organizational learning has no significant effect on employee loyalty.

Organizational learning is a source of sustained competitive advantage (Barney, 1991), it is also an important factor to enforce innovation (Avanti, 2009) and empirical research shows that it is a key factor to organizational effectiveness and loyalty (Gordon & DiTomaso, 1992). The complete knowledge and awareness of organizational learning should help to improve the ability to analyze the behavior of organization which aids to manage and lead (Brooks, 2009).

Today, the conditions under which employees are working are constantly changing, customers' demands more than simply the core product hence organizations ensure that employees use their different expertise from group and individual learnings to improve on loyalty and performance (de

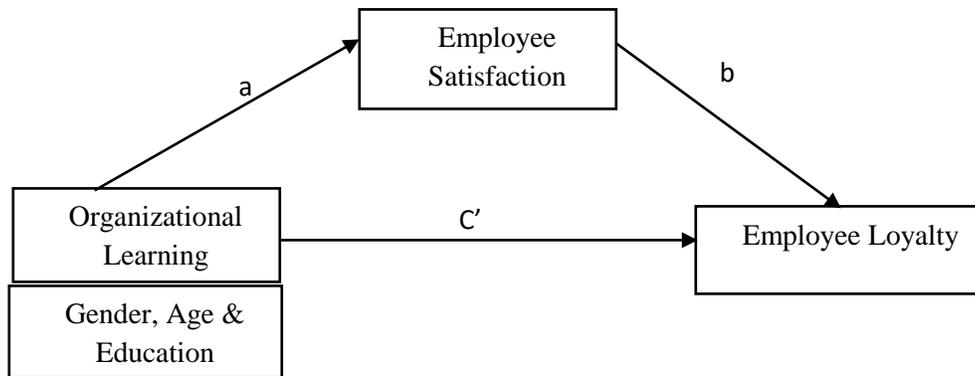
Souza Bispo & Cavalcante, 2019). When organizational learning is higher, employee engagement, participation and commitment is strengthened leading to improved employee loyalty which was empirically confirmed through a study done by (Rupcic, 2019). Employee participation in the decision-making process can increase organizational cohesion and contribute to greater motivation leading to improved loyalty and this process should be accompanied by efforts towards increasing organizational learning (Tran & Pham, 2019). Based on this discussion we propose:

**H3:** *Organizational learning positively and directly influences employee loyalty*

**Mediating Effect of employee Satisfaction on Organizational Learning and Employee Loyalty**

It is the assumption of this study that organizational learning on its own cannot influence employee loyalty unless through other factors (Wibawa, 2014). This study argues that organizational learning can be used by organizations to empower employees with relevant tools like skills and knowledge of how to promptly respond to clients’ needs. The transmission and knowledge sharing that takes place throughout and within the organization enables employees to perform their tasks satisfactorily hence leading to employee commitment and loyalty as indicated in **Figure 1**. Thus, we propose:

**H4:** *Employee satisfaction significantly mediates the relationship between organizational learning and employee loyalty*



**Figure 1:** Conceptual model (Hayes 2018, Model 4)

**3. Research Methodology**

This study adopted a cross-sectional research strategy in collecting data from a sample size of 411 employees from a target population of 2433 staff who work in 40 commercial Banks in Nairobi County Kenya. These banks were categorized in three tiers as shown in **Table 3**. The study used systematic random sampling technique in identifying the respondents of the study with data collected between the month of September and November 2018. The sample size was obtained by the use of Yamane (1967) formula and distributed as indicated in **Table 1**.

$$n = \frac{N}{1+N(e)^2} = \frac{2433}{1+2433(0.045)^2} = 411$$

**Table 1.** Target population and Sample Size

	Bank Tier	Tier categories	No. of Banks on each tier	Target Population	Sample size
1	Tier one	Large	6	687	116
2	Tier two	Medium	13	729	123
3	Tier three	Small	21	1017	172
<b>Totals</b>			40	2433	411

**Measurement of Variables**

Measurements of all variables used in this study were adopted from previous research studies with few changes to suit the current study. Employee loyalty which is used as a dependent variable had 11 measurement items adopted from Preko and Adjete (2013). The independent variable, organization learning has 15 items adopted fromSenge (2004),and finally employee satisfaction used as a mediator was measured using 14 items that were adopted fromHeskett, Jones, Loveman, Sasser, and Schlesinger (2008).Gender was measured as “0” for Female and “1” for Male, Age was grouped in 5 categories and Education in 4 categories as indicated in **Table 2**.

**4. Results**

**Data Analysis**

*Profile of Respondents*

411 questionnaires were given to respondents; however, only 331 were returned and used in the study. This indicated 81% response rate. **Table 2** shows the profile characteristics of the respondents. Findings indicate that female respondents were the majority (n= 201, 60.7%) while males were only 130 (39.3%).Regarding the age, findings show that most respondents were between ages 21 and 30 years (51.1%)and the least were those aged above 50 years. Results further shows that majority of respondents were university graduates (n= 317, 95.8.%), with the least being one respondent (n = 1, 0.3%) who had attained a secondary level of education.

**Table 2:** Respondents Profile

Profile	Description	Frequency	Percent
Gender	Female	201	60.7
	Male	130	39.3
	<b>Total</b>	<b>331</b>	<b>100.0</b>
Age	below 20 yrs	11	3.3
	21-30yrs	169	51.1
	31-40yrs	115	34.7
	41-50ys	29	8.8
	above 50yrs	7	2.1
	<b>Total</b>	<b>331</b>	<b>100.0</b>
Education level	secondary level	1	.3
	Professional certificate / Diploma	5	1.5
	Undergraduate	317	95.8
	Postgraduate	8	2.4
	<b>Total</b>	<b>331</b>	<b>100.0</b>

**Descriptive Statistics, Reliability and Correlation Analyses**

Findings in **Table 3** show results of the means, standard deviations, reliability and correlations of the study variables. The study results show that organizational learning has a mean of 4.3 with a standard deviation of .662, while employee loyalty (M = 4.1, SD =.447) and employee satisfaction (M = 4.0, SD = .573) had the least mean respectively. Additionally, the reliability scale of the Cronbach’ Alpha for all variables was above .800. Finally, Correlation analysis meant to show the strength of the variable associations, reveal that employee satisfaction had the strongest association with employee loyalty as shown by  $r = .277, p < .01$  while organization learning had the weakest but positive association with  $r = .255, p < .01$ .

**Table 3:** Means, Standard Deviations, Reliability and Correlation Results.

Variables n= 331	M	SD	Reliability( $\alpha$ )	Correlation	
Employee Loyalty	4.1	.662	.898	1	
Organizational Learning	4.3	.447	.844	.255**	1
Employee Satisfaction	4.0	.573	.836	.277**	.322**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Testing Validity of the instrument**

To check for construct validity, this study used factor analysis before testing the Hypotheses as shown in **Table 4**. Forty (40) items were factor analyzed using principal component analysis with Varimax rotation. employee loyalty had 11 items, organization learning 15 and employee satisfaction had 14. Table 6shows how the items loaded into three components that explained 52.9% of the variance, with employee loyalty 10 items loading on factor one (1) as one (1) item was dropped because of loading on a different component. This factor indicates an Eigen value of 8.717 with the items explaining 29% of the variance. Eight (8) items measuring organizational learning loaded on component two (2) as seven (7) items were dropped because they did not load. The Eigen value for this factor was 3.911 with these items explaining 13% of the total variance. Finally, nine (9) items measuring employee satisfaction loaded as factor three with Eigen value of 3.254. Five (5) items of this factor were dropped as they did not meet the criteria of 0.5. The items explained a total of 10.8% variance. The table shows a Kaiser-Meyer-Olkin Measure of sampling adequacy (KMO)of .707 with Bartlett’s Test of Sphericity showing a Chi-Square of 10101.796withdf = 435significant at .000 which confirmed suitability of factor analysis.

**Table 4.** Factor Analysis

Kaiser-Meyer-Olkin Measure of sampling Adequacy	.707		
Bartlett’s Test of Sphericity	Approx. Chi-Square	10101.796	
	df	435	
	Sig	.000	
Name of Variables	Initial Eigen values	% variance	Cumulative %
1.Employee Loyalty	8.717	29.058	29.058
2.Organizational Learning	3.911	13.037	42.095
3.Employee Satisfaction	3.254	10.847	52.943
Measurement items	EL	OL	ES
My suggestions are valued by my employer.		.624	
Teamwork is encouraged by my employer		<b>RM</b>	

**Continuation of table 4.**

There is a culture of learning embraced at my workplace	.648	
My employer offers adequate training and development opportunities	.715	
In my organization, people help each other learn	.680	
In my organization, people are given time to support learning.	.562	
My organization encourages people to think from a global perspective.	.601	
My organ. measures the results of the time and resources spent on training	.675	
In my organ, people view problems as an opportunity to learn	.783	
I have a good working relationship with my team members		.553
I am often recognized when I do well in my job		.611
I am satisfied with the bonus paid by my employer		.660
My employer is concerned about my well being		.557
I am always informed about changes in the organization		.767
My employer is concerned about my career development		.624
My employer has the best medical benefit in the market		.642
I receive sufficient support and guidance from my supervisor		.699
The benefits I receive are as good as most other organizations offer.		.667
When I do a good job, I receive the recognition for it that I should receive	.645	<b>RM</b>
My suggestions to decision making are valued by my employer.	.551	
I have the tools I require to perform my duties.	.600	
My input to the organization is of high value.	.721	
I feel empowered to make decisions on matters affecting my job	.809	
I feel engaged by my employer in giving ideas.	.754	
I have high level of commitment on my job	.773	
I am a self-driven person in doing my job	.811	
I participate in decision making and idea generation.	.824	
I am prepared to go an extra mile for the company	.757	
I have sense of belonging in the organization	.531	
I have no plan of looking for another employer	<b>RM</b>	.646

Note: EL- Employee Loyalty, OL, Organizational Learning, ES- Employee Satisfaction, RM – Removed

**Hypotheses Testing**

Hayes (2018) Process Macro (Model 4) in SPSS vs23 was used to analyzed data and testing the hypotheses. All hypotheses are developed based on MacKinnon (2012) four procedures of testing the three direct effect and mediation hypotheses. This procedure involves;

- a) a significant association between organization learning and employee satisfaction (path *a* of the conceptual framework- H1)
- b) a significant association between employee satisfaction and Employee loyalty indicated as path *b* of the conceptual framework-H2)
- c) Testing the relationship between organization learning and employee loyalty while controlling employee satisfaction (path *C'* of the conceptual framework- H3).
- d) a significant coefficient for the indirect path between organization learning and employee loyalty through employee satisfaction (*a*×*b*). In this case both the confidence intervals must be none zero to determine if this last condition is met (H4). All control variables were included in the analysis.

**Table 5** shows the study findings. Results in **Model 1** show that gender ( $\beta = .161, p = .010$ ) was found to have a significant effect on satisfaction as age ( $\beta = .031, p = .421$ ) and education  $\beta = .088, p = .501$  were insignificant. Additionally, findings show that organization learning positively and

significantly influences employee satisfaction as shown by  $\beta = .448, p = .000$ . This model accounts for 12.5% of the variance in employee satisfaction ( $R^2=.125, F= 11.674, p=.000$ ). Based on these findings, Hypotheses H1 is supported by the study.

**Table 5** Model 2 reveals the results of **H2** and **H3**. Findings show that gender ( $\beta = -.267, p = .000$ ) and age ( $\beta = .152, p = .001$ ) were both found to have a significant effect on employee loyalty, as employees' education remained insignificant ( $\beta = .057, p = .701$ ). This model explains 17.4% of the variance as shown by  $R^2=.174, F= 13.648, p=.000$ . Findings further reveal that employee satisfaction positively affects employee loyalty ( $\beta = .272, p = .000$ ). Based on the findings, **H2** is also supported by the study.

**H3** was tested in the same **Model 2** of **Table 5**. Results show that organization learning (path *C'* of the conceptual framework), does not have a direct influence on employee loyalty as shown by  $\beta = .147, p = .078$ , thus H3 is not supported by the study.

Finally, to test for mediation effect of employee satisfaction on the link between organization learning and employee loyalty (**H4**), a percentile bootstrap estimation approach with 5000 samples was used. The findings indicate that the mediation effect of employee satisfaction on the link between organization learning and employee loyalty was significant with the product of  $a \times b$  indicating a positive effect,  $.448 \times .272 = .122, SE = .029, 95\% CI = [.066, .181]$ . Since the both the confidence intervals indicate nonzero, **H4** is also supported.

**Table 5.** Multiple Regression Results

Name of Variables	Model 1 (ES) <i>a</i>		Model 2 (EL) <i>b</i>	
	$\beta$	<i>p-v</i>	$\beta$	<i>p-v</i>
Gender	.161**	.010	-.267***	.000
Age	.031	.421	.152***	.001
Education	.088	.501	.057	.701
Organizational Learning	<i>a</i> = .448***	.000	<i>C'</i> = .147	.078
Employee Satisfaction	-	-	<i>b</i> = .272***	.000
R <sup>2</sup>	.125		.174	
F	11.674***		13.648***	
<b>Mediation <i>a</i> × <i>b</i></b>	<b>Effect</b>	<b>SE</b>	<b>LLCI</b>	<b>ULCI</b>
.448 × .272 =	.122	.029	.066	.181

Note: \*\* $p < .05$ , \*\*\* $p < .001$ , Dependent variable: EL = Employee Loyalty, ES = Employee Satisfaction

## 5. Discussion

### *Organization Learning and Employee satisfaction*

The study findings in Table 5 model 1 show that organization learning positively and significantly affects employee satisfaction ( $\beta = .448, p = .000$ ). These results are in line with the findings, Tsai, Yen, Huang, and Huang (2007) who argue that employees who commit to learn are more satisfied with their jobs and ultimately exhibit more positive performance compared to others. Similarly,

Chang and Lee (2007) indicated that organizational learning culture has a significant and a positive influence on job satisfaction. This is further supported by the findings of Varshney (2020) whose study also shows that employees' satisfaction level increases when supported with learning capabilities which implies that a learning organization significantly affects employee satisfaction.

Our findings are further endorsed by Allouzi et al. (2018) who showed that staff in businesses acting as learning organizations are very satisfied. According to their study organization learning enhances satisfaction, motivation and creativity in solving different problems in a firm. In addition, learning organization is an effective method for increasing the level of productivity of workers, and this also serves as a strategy to retain them in the company (Razali, Amira, & Shobri, 2013).

The relationship between organizational learning and employee satisfaction is also supported by several studies (Bellou, 2010; Lok & Crawford, 2004; San Park & Kim, 2009a). Silverthorne (2004b) found that the organizational learning resulted in the lowest levels of job satisfaction hence the need to consider organizational learning. It is crucial for banks to embrace the concept of organizational learning in order to satisfy their employees, retain them and get high level of performance for sustainability (Leonard & Thompson, 2019).

#### ***Employee Satisfaction on Employee Loyalty***

Results in Model 2 of Table 5 indicate that employee satisfaction positively and significantly influences their loyalty as shown by  $\beta = 0.272$ ,  $p = 0.000$ . This is consistent with the findings of Turkyilmaz et al. (2011) who indicated that there is a strong relationship between employee satisfaction and employee loyalty within the Istanbul Branch of a Social Security Institution. This is further supported by Zakaria, Mohamad, Abd Majid, Aziz, and Rashid (2019) who argue that employee job satisfaction leads to a higher level of employee loyalty.

This is further supported by Hunter and Tietyen (1997) who elucidated that employees are more loyal and productive when they are satisfied. Moreover, the service profit chain model by Heskett (Morris, 1998) showed that there is a relationship between employee satisfaction and employee loyalty. Additionally, Kim, Leong, and Lee (2005) indicated a significant positive relationship between job satisfaction, commitment and employee loyalty.

Therefore, satisfying the desire of employees in order to achieve workplace loyalty is a prudent choice made by companies to get a productive and faithful workforce. The degree of workplace commitment will always increase when employees are satisfied with the working environment, provision of incentives and quality of training which results in high employee loyalty (Abdullah, Musa, Zahari, Rahman, & Khalid, 2011; Strenitzerová & Achimský, 2019; Teh, Yong, Chong, & Yew, 2011; Zakaria et al., 2019).

#### ***Organization learning on Employee Loyalty***

Results for testing the effect of organization learning on employee loyalty is indicated in the same Model 2 of Table 7 with  $\beta = 0.147$ ,  $p = 0.078$ . These findings reveal that although organization learning is vital for performance, our study does not support this argument. This is in contrary to the findings of a few studies which have noted that organizational learning culture equips employees with knowledge, skills, inspiration and motivates them towards their job commitment or loyalty (Ahmed, Khan, & Memon, 2014; Eketu & Ogbu Edeh, 2015; Miller, 2004; Nongo &

Ikyanyon, 2012). Loyalty is the kind of faithfulness and trueness (Zameer, Tara, Kausar, & Mohsin, 2015). Loyal employees result in low turnover rate and reduce absence rate while at the same time increases the individual commitment due to high organizational learning. Organizational learning is designed to improve workforce learning capacity by increasing their knowledge awareness, intellectual cultivation and sharing of information to ensure effective employee loyalty.

However, our finding is confirmed by Wibawa (2014) whose findings indicate that organizational learning culture cannot specifically affect employee loyalty as internal partners unless there are other influences that promote organizational culture by complete mediation.

#### ***Impact of employee satisfaction on Organizational learning and employee loyalty***

This study hypothesized that employee satisfaction mediates the relationship between organizational learning and employee loyalty. Our results support the hypothesis by revealing a full mediation. This means that organizational learning alone cannot influence employee loyalty unless through other influences or factors, hence revealing a complete mediation (Wibawa, 2014). These findings contribute to literature and theory. Organizations are part of an environment surrounded by transition, uncertainty and intense dynamism, which creates a big obstacle for their operations (Obeidat, Abualoush, Irtameh, Khaddam, & Bataineh, 2018). This study reveals that due to these obstacles, companies have to recognize the need to shift towards new organizational strategies that focus on intelligence, expertise and knowledge sharing among their workforce, which impact their job satisfaction and may improve employee loyalty.

### **6. Conclusion**

#### **Conclusion, implications and future research directions**

The current study concludes that organizational learning is an important organization's strategy for enhancing employee satisfaction which eventually influences employee loyalty. Additionally, the study shows that organizational learning has no direct impact on employee loyalty. Organizational learning can only influence workforce loyalty through other factors, for example employee satisfaction as evident in this study. This eventually changes the direction of discussions in the literature, as the study proves that there exists a full mediation on the relationship between organizational learning and employee loyalty.

This ignites a new debate on employee loyalty and its determinants in the workplace behavior literature. Since the study reveals a full mediation, management of banks should put in place strategies that encourage an organizational learning culture by offering adequate training and development opportunities for all. Additionally, they should ensure a good working relationship with their team members and equal chances are given to all in recognition of well-done jobs, good working environment, fair and equitable compensation based on their performance as this leads to employee satisfaction which eventually affects employee loyalty.

#### **Suggestions**

The study recommends that commercial banks should improve on organization learning through enhancing knowledge awareness, intellectual cultivation and information sharing to ensure effective employee satisfaction and loyalty for increased performance. There is however need for further study to cover other financial institutions and service industry or other sectors.

Furthermore, in terms of methodology, future scholars can conduct a longitudinal study as well as appreciate mixed methods of both quantitative and qualitative aspects of research

#### **7. Acknowledgements**

I am grateful to my university supervisors, Dr. Patrick Limo and Dr. Joel Chepkwony for their professional advice and contribution in shaping up this study. I also appreciate the support given to me by Prof. Michael Korir, Dr. Ronald Bonuke and Gabriel Simiyu.

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