

A STUDY ON CORPORATE ENTREPRENEURSHIP DEVELOPMENT THROUGH ORGANIZATIONAL LEARNING ABILITY AND JOB SATISFACTION

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Abstract

The purpose of this article is to look into the relationship between corporate entrepreneurship and organizational learning capability. The data was collected using a survey method from 250 middle-level managers in the Chemical Engineering Manufacturing Industries. The Organizational Learning Capability (OLC) measurement instrument, which consists of 14 items divided into 5 dimensions: experimentation, risk taking, engagement with the external environment, discussion, and participative decision making, was used to assess corporate entrepreneurship. The findings of this study show that organizational learning capability and corporate entrepreneurship have a positive relationship.

Keywords: Organizational Learning Capability, Corporate Entrepreneurship, and Job Satisfaction

Introduction

Corporate entrepreneurship is defined as a method that assists firms in capturing opportunities and managing production elements more effectively (Jones & Butler 1992). This procedure can be found at any level and in any section of any company (Kuratko and Zahra 2002). Process Management Support, Work Discretion, Reward/Reinforcement, Time Availability, and Organizational Boundaries are among the five dimensions of the Corporate Entrepreneurship Assessment Instrument. Corporate Entrepreneurship is generally seen as an essential aspect in job satisfaction. Corporate Entrepreneurship has been empirically proven to offer a foundation for Organizational Learning Capability (Chiva 2008), implying that Organizational Learning Capability increases organizational knowledge.

Organizational Learning Capability and Corporate Entrepreneurship

For improvement and innovation, a company must develop and cultivate its ability to learn. Organizational learning capability is an indirect but very useful indicator of organizational

learning, according to studies (Santos-Vijande et al., 2005). The ability of an organization to apply suitable management practices, structures, and processes that facilitate and encourage learning is known as organizational learning capability (Goh and Richards, 1997).

It can also be characterized as an inherent ability of an organization to generate, enrich, and apply information in order to exceed its competitors in terms of competitiveness and performance (Limpibuntern&Johri, 2009). Chiva et al., (2007) highlighted five key facilitating aspects for organizational learning: experimentation, risk taking, external interaction, discourse, and participatory decision making.

Experimentation might be defined as the degree to which new ideas and suggestions are considered and treated with compassion. Experimenting entails testing out new ideas, becoming curious about how things function, or altering work methods (Nevis et al., 1995).

Risktaking can be defined as the ability to tolerate ambiguity, uncertainty, and mistakes. Sitkin (1996) asserts that failure is a necessary component of efficient organizational learning, and evaluates the benefits and drawbacks of success and errors to that aim. The span of relationships with the external environment is defined as interaction with the external environment. An organization's external environment is described as things that are beyond its direct control of impact (Bapuji and Crossan, 2004).

Dialogue is defined as a long-term collaborative investigation into the processes, assumptions, and certainties that shape daily life (Isaacs, 1993). Dialogue, according to some authors (Dixon, 1997), is critical to organizational learning.

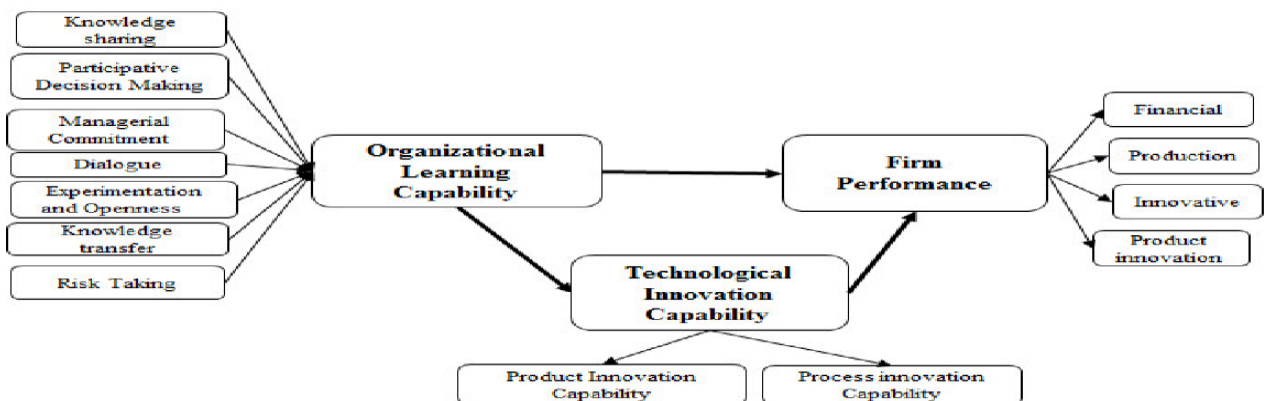
Participative decision making relates to how much influence employees have in the decision-making process (Cotton et al., 1988). Participatory decision making is used by businesses to gain the motivating benefits of employee involvement, job satisfaction, and organizational commitment (Scott-Ladd and Chan, 2004).

Objectives of the Study

The purpose of this study is to look into the connections between corporate entrepreneurship and organizational learning capability.

We propose the following model based on our literature review.

Figure 1. Conceptual Framework



We proposed the following hypothesis based on the research conceptual model: The main idea is that organizational learning ability is linked to corporate entrepreneurship.

Sub-hypotheses include:

1. Experimentation is linked to Corporate Entrepreneurship in a favorable way.
2. Taking risks is linked to corporate entrepreneurship in a positive way.
3. Interaction with the outside world is linked to Corporate Entrepreneurship in a favorable way.
4. Dialogue is linked to Corporate Entrepreneurship in a beneficial way.
5. Corporate Entrepreneurship is positively associated to participatory decision-making.

Research Methodology

Based on the manner of gathering the data, this study can be classified as descriptive research. The questionnaire was created using scales and literature from current measurement instruments. Hornsby Kuratko and Zahra (2002) established the Corporate Entrepreneurship Assessment Instrument Scale (CEAI), which comprises 48 elements. The first dimension is linked to the 19 statements of Management Support, the second to the 10 statements of Work Discretion, the third to the 6 statements of Rewards Reinforcement, the fourth to the 6 statements of Time Availability, and the last to the 7 statements of Organizational Boundaries. Five-point Likert-type Scales are used in the questionnaire. Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree. A questionnaire was used to collect information. We used Chiva et al. to collect data on Organizational Learning Capability (2007). The OLC measurement instrument is made up of thirteen questions that are graded on a five-point Likert scale. This study used a statistical sample size of 250 middle-level managers in the Chemical Engineering Manufacturing Industry. The variances of responses from the primary sample were 0.51, and the dependability level (α) was 95 percent, the estimate accuracy (E) was 0.1, and the sample size was 250. The Cronbach alpha (α) index for the primary sample is 0.76, indicating a high level of dependability.

Research Findings

Hypothesis Testing

Multiple Regression Analysis is used to evaluate and analyze the hypothesis. Organizational Learning Capability is positively associated to Corporate Entrepreneurship, according to the main hypothesis.

Table 1. Organizational Learning Capability and Corporate Entrepreneurship: A Multiple Regression Analysis

Regression results	Corporate Entrepreneurship				Test Result
Organizational Learning Capability	R	R ²	Adjusted R ²	Sig	Supported
	0.49	0.24	0.23	0.000	

According to Table 1. The correlation between organizational learning capability and Corporate Entrepreneurship (0.49) is significant (sig 0.05) in a regression study. As a result, Organizational Learning Capability and Job Satisfaction have a considerable link. R Squares is also 0.24. This suggests that Organizational Learning Capability can account for 24% of the variation in Corporate Entrepreneurship.

Hypothesis 1. Experimentation is linked to Corporate Entrepreneurship in a favorable way.

Table 2. Multiple Regression Analysis between Experimentation and Corporate Entrepreneurship.

Regression Analysis	Corporate Entrepreneurship				Test Result
	R	R ²	Adjusted R ²	Sig	
Experimentation	0.59	0.35	0.34	0.000	Supported

According to Table 2. With (sig 0.05), the regression analysis between Experimentation and Corporate Entrepreneurship (0.59) is significant. As a result, there is a strong link between corporate entrepreneurship and experimentation (H1 is supported). R Squares is also 0.35. Experimentation can account for 35 percent of the variance in Corporate Entrepreneurship.

Hypothesis 2. Risk-taking is linked to corporate entrepreneurship in a favorable way.

Table 3. Risk-taking and Corporate Entrepreneurship: A Multiple Regression Analysis

Regression results	Corporate Entrepreneurship				Test Result
	R	R ²	Adjusted R ²	Sig	
Risk-taking	0.51	0.26	0.25	0.000	Supported

According to Table 3. The relationship between risk taking and job satisfaction (0.51) is statistically significant (sig 0.05). As a result, there is a strong link between taking risks and corporate entrepreneurship (H2 is supported). R Square is also 0.26. This suggests that risk taking accounts for 26% of the variance in Corporate Entrepreneurship.

Hypothesis 3. Interaction with the outside world is linked to corporate entrepreneurship in a favorable way.

Table4. Interaction with the External Environment and Corporate Entrepreneurship: A Regression Analysis

Regressionresults	CorporateEntrepreneurship				TestResult
Interaction with the external environment	R	R ²	AdjustedR ²	Sig	Supported
	0.23	0.05	0.04	0.010	

According to Table 4. The relationship between Interaction with the External Environment (0.23) and Corporate Entrepreneurship (0.23) is significant (sig 0.05) in a regression analysis. As a result, there is a strong link between interaction with the outside world and corporate entrepreneurship (H3 is supported). R Square is also 0.05. This suggests that Interaction with the External Environment accounts for 5% of the variance in Corporate Entrepreneurship.

Hypothesis4. Corporate Entrepreneurship is favorably associated to dialogue.

Table5. Dialogue and Corporate Entrepreneurship: A Regression Analysis

Regressionresults	CorporateEntrepreneurship				TestResult
Dialogue	R	R ²	AdjustedR ²	Sig	Supported
	0.20	0.04	0.03	0.026	

According to Table5. Dialogue and Corporate Entrepreneurship have a substantial correlation (0.20) with (sig 0.05). As a result, there is a strong link between dialogue and corporate entrepreneurship (H4 is supported). R Square is also 0.04. This suggests that Dialogue can account for 4% of the variation in Corporate Entrepreneurship.

Hypothesis5. Corporate Entrepreneurship is positively associated to Participative Decision-Making.

Table6. Participative Decision-Making and Corporate Entrepreneurship: A Regression Analysis

Regressionresults	CorporateEntrepreneurship				TestResult
Participative Decision-Making	R	R ²	AdjustedR ²	Sig	Supported
	0.41	0.17	0.16	0.000	

According to Table6. The relationship between participative decision-making and corporate entrepreneurship is statistically significant (0.41) with a significance level of 0.05. As a result, there is a strong link between participatory decision-making and corporate

entrepreneurship (H5 is supported). R Squares is also 0.17. This suggests that Participative Decision-Making can account for 17% of the variance in Corporate Entrepreneurship.

Conclusions

It has been proven that an organization's effectiveness and production are dependent on the development and nurturing of its employees. It is neither conceivable nor practical to raise an organization's production without examining how to best utilize the potential of its employees. Job satisfaction is one of the most essential variables in job success, as it leads to increased effectiveness, efficiency, and production, as well as emotions of personal fulfillment. Employees that are dissatisfied are more likely to seek satisfaction elsewhere. Understanding the situations under which emotional intelligence promotes job satisfaction, particularly through the lenses of the new competencies management literature, would aid in determining its potential importance for businesses. On the other hand, it will connect key and emerging concepts in business, such as competency management and organizational learning.

The relationship between organizational learning skills and corporate entrepreneurship is investigated in this study. The findings of the study reveal that organizational learning capability and its aspects have a significant positive link with Corporate Entrepreneurship. Furthermore, the findings suggested that risk taking and then experimentation had the greatest impact on Corporate Entrepreneurship.

The importance of Organizational Learning Capability can be explained by the fact that emotionally intelligent people prefer to work in environments that support their emotional and social abilities (teamwork, risk-taking, dialogue, participation, and so on), and as a result, they are more likely to engage in Corporate Entrepreneurship. Organizational learning capability can thus be viewed as a stimulating working environment in which emotionally intelligent people can grow their skills and find fulfillment. Practitioners should consider working conditions such as Organizational Learning Capability and its aspects when attempting to increase employee satisfaction.

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