

Leadership, Learning Organization and Job Satisfaction in Ghanaian Telecommunications Companies

Remy Nyukorong

Stichting Kongregatie F.I.C.

Prins Bisschopsingel 22, 6211 JX Maastricht, The Netherlands

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Abstract

This survey aims to explore the relationship between leadership and learning organization dimensions on employee job satisfaction. The sample involved staff working in the top telecom companies operating in Ghana. Data were gathered utilizing a structured questionnaire; a total of 700 questionnaires were distributed and 500 valid responses were returned. The data were processed using exploratory factor analysis as well as multiple linear regression. The study findings revealed a positive impact of interactive learning organization building blocks on employee job satisfaction. The results also indicated leadership behaviors to cause significant positive impact on learning organizations. With the growing number of knowledge workers in Ghana, it is not possible for business executives to satisfy the demands of employees through conventional leadership. Rather, business executives need to enhance their own skills in transformational leadership, setting a good example, encouraging continuous learning and innovative activities, developing the potentials of their employees, providing training and education and offering monetary incentives, as these are necessary to keep people with excellent talents. Thus, this study effort, for the first time, raises the awareness of Ghanaian business organizations of the effect of leadership and learning organization practices on job satisfaction.

Keywords: Job satisfaction, leadership, learning organizations, relationships, Ghana

Introduction

The dynamics of technological evolution, corporate restructuring, global competition and unpredictable economic conditions are coming closer on business enterprises and thus making it more critical than ever that

multinational and national corporations must learn and adapt so as to make progress in performance (Awasthy & Gupta, 2012; Chang & Lee, 2007; Farrukh & Waheed, 2015; Kotter & Cohen, 2002; Lopez, Poen, & Ordas, 2005; Senge, 1990). Considering the changing nature and speed of change at the workplace, business organizations have come to perceive learning as a more important variable than it might have been decades ago (Senge, 1990). However, environmental adaptability alone may not be able to enhance the effectiveness of business management within organizations. It needs the development of corporate strategies rich in structures to be able to predict the trend of environmental changes. It is urgent to revise and improve business activities on a continuous basis to be able to make the shift from action to knowledge in business, and from ability of effort to ability of discernment (Gardiner & Whiting, 1997; Thomas & Allen, 2006). This is both challenging and risky.

In his book entitled, *“The Fifth Discipline: The Art and Practice of Learning Organization”*, Peter Senge (1990) acknowledged the value of developing and fostering the learning organization. To that end, both public and private organizations began to comprehend the fact that knowledge and its management will become the decisive firm resource for organizations desiring to create core capabilities. Many companies adopted and implemented the fundamental disciplines of the learning organization, placing emphasis on knowledge acquisition, dissemination and continuous learning. Learning organizations are those corporations which constantly keep on learning to accomplish desired outcomes and competitiveness (Ackoff, 1999; Awasthy & Gupta, 2012; Gephart, Marsick, Van Buren, & Spiro, 1996; Senge, 1990).

Scholars, such as, Pool (2000) and Hall (2001) have maintained that both transformational and transactional leadership practices are required to operationalize the principles of a learning organization. Leaders have the responsibility to develop a supportive culture that is free of fear, and provide the tools and training that subordinates need to identify opportunities for organizational improvement (Gabor, 2010; Gardiner & Whiting, 1997; Pool, 2000). Transformational leaders in particular, persuade and encourage their subordinates to carry out market orientation actions to meet the needs of customers and understand the strategies of competitors (Kasper, 2002).

Moreover, Davis (1951) has suggested that job satisfaction can make employees accomplish organizational goals, take more interest in work assignments, and feel privileged to be part of the organization. Robbins (1996) showed that leadership to a large extent impact on employee output, such as productivity, unreported work absence, employee turnover, and job satisfaction.

While the extant literature on leadership and its outcomes is moderately large, the connection between leadership and learning organization characteristics remains largely unexplored, particularly, in Ghana. No past studies appear to have addressed the nexus between these variables among employees operating within competitive and crisis environments. Thus, the results of the current study will make it possible for a better understanding of the association between leadership, learning organization and job satisfaction. It is expected that a better insight into these topics and their relationships can support further research, identify better strategies for hiring, promotion, and training of future industry leaders and employees, especially in Ghana but possibly in other cultures as well.

In the next sections, we first present the theoretical models that serve as a reference for our conception of leadership, learning organization and job satisfaction. Subsequently, is the set of hypotheses that are derived concerning the relationship between leadership, learning organization dimensions and job satisfaction. The hypotheses are tested. Finally, the exploratory results describing the associations between leadership style, learning organization characteristics and job satisfaction sources are presented, and theoretical and empirical implications for future research are discussed.

Literature review

Leadership

Several leadership academics (Bennis, 1989; Bennis & Nanus, 1985; Kuhnert & Lewis, 1987; Lord & Maher, 1991; Sashkin, 1988; Tichy & Devanna, 1986; Wallace & Weese, 1995; Yukl, 1989a, 1989b) have identified ineffective leadership as the most important reason of declining business productivity and a downward positioning of business organizations on a world-wide scale. Other thinkers (Brown, 1982; Lieberman & O'Connor, 1972; Pettigrew, 1987; Pfeffer, 1977) are somewhat unconvinced of the effect leaders have on business organizations. They have advocated that leadership fanatics exaggerate a leader's influence, and that organizations are effective for a multitude of different reasons, some of which fall outside the control of a corporate executive. Leadership generally exists within people, society and corporate organizations. In simple terms, leadership has the ability to affect people (Bethel, 1990). Thus, Bohn and Grafton (2002) think that leadership connotes the capacity to create a compelling vision, building confidence in subordinates, and providing direction through coordination and effective communication.

Heilbrunn (1994) partitions leadership theories into three stages for discussion purposes: the trait theory, behavioural theory and contingency

theory of leadership. Other leadership theories are transactional and transformational (Bass, 1997; Burns, 1978). Later leadership theories are emotional intelligence (Goleman, 1998) and servant leadership (Greenleaf, 1977). Servant leaders believe that every human person has value, and as such, deserves respect, trust and civility (Economy, 2015). Without a doubt, leadership has a perceived affect in people and organizations.

Transactional leadership deals with the relationship between leaders and subordinates as an exchange process, by which subordinates are offered rewards such as pay and promotion, in exchange for what the leader values, the attainment of organizational stability. Burns (1978) thinks that transactional leadership motivates subordinates by calling for their self-interest, and persuading followers to carry out prearranged work in pursuit of established goals. Transformational leadership in contrast is a relationship of mutual stimulation and promotion that converts subordinates into leaders and the possibility to convert leaders into ethical agents (Burns, 1978). Subordinates, thus, are given greater responsibility, which provides them the opportunity to become employees with enhanced self-capability and self-orientation.

Learning Organization

Learning is the source of growth and individual learning can become an important resource of organizational or business growth. Several researchers have proposed the definition of a learning organization: a process of uncovering and correcting error (Argyris, 1977); improving the actions of individuals through superior knowledge and greater insight (Fiol & Lyles, 1985); translating inferences from the past into daily practices that guide behavior and bring about change (Huber, 1999; Levitt & March, 1988). Garvin (1993) defines a learning organization as any organization that is skillful in creating knowledge, acquiring knowledge, transferring knowledge and engaging in behavior modification with the purpose of creating new knowledge and understanding. Finally, a learning organization according to Peter Senge (1990) is an environment where people constantly increase their capacity to produce desired results; a place where new and extensive forms of thinking are developed; a place where shared aspiration is set free; and an environment where people are constantly learning to see the whole together.

Senge (1990) argued that continuous learning makes it possible for a person or an organization to learn faster and in the process performs better than other competitors. Through constant learning, effective and innovative business projections are formulated. The basic notion now is to envision organizations as business communities (Senge, 1990), a place where people learn together, cultivate team learning behaviors, and become effective organizational change agents (Aksu & Ozdemir, 2005). In this way, both

leaders and subordinates would perceive each other as key stakeholders and co-owners of the enterprise, rather than perceiving the company to be solely belonging to the Chief Executive Officer (CEO).

The learning organization components within the current research, largely focuses on Peter Senge's (1990) five new constituent technologies proposed to serve as the yardstick for measuring the learning extent of the corporate organization: building shared vision, mental models, personal mastery, team learning and systems thinking.

Job Satisfaction

Job satisfaction is prevalently considered to be the totality of feeling that the employee has concerning a job. Employee job satisfaction remains one of the most critical and often measured statistics of a leader's impact (Bass, 1990, Wallace & Weese, 1995). Hoppock (1935) suggests that job satisfaction involves the physical, mental, as well as environmental circumstances that either give satisfaction to the employee or not. Thus, job satisfaction offers a set of factors that generate a feeling of satisfaction. It is important for performance. Employees who are happy with their job are motivated, dedicate more effort and they are likely to perform better than their peers who are not (Kwong, Wang, & Clifton, 2010). Employee job satisfaction is asserted to influence citizenship behaviors such as, cooperative actions or constructive criticisms that contribute to organizational effectiveness (Kopeland, Brief, & Guzzo, 1990; Wallace & Weese, 1995). The scope of job satisfaction can be determined by questioning employees regarding the levels of job satisfaction. The theoretical definitions of job satisfaction can be categorized into three. They are: (1) the integral definition, which puts stress on employees' job posture towards the environment, with important considerations to the psychological transformation of the individual job satisfaction (Fogarty, 1994; Locke, 1976; Robbins, 1996); (2) the differential definition, which highlights job satisfaction, as well as, the difference between the actually earned reward and the anticipated reward from workers. For example, a bigger difference connotes lower satisfaction (Hodson, 1991; Smith, Kendall, & Hulin, 1969); and (3) The reference structure theory, which underscores the fact that the independent characteristics of jobs or organizations are the key factors that impact on employees' working approach and behaviors.

Leadership and the learning organization practices

Popper and Lipshitz (2000) argued that leadership determines values that enable organizational learning. This is because leaders are the people who create the institutional and procedural structures to facilitate the

systematic collection, analysis, storage, distribution and usage of information that is critical for organizational performance. Thus, leadership affect learning in organizations.

Several researchers have showed that leadership and organizational learning are closely interconnected and that leadership practices can contribute to the process and outcome of organizational learning activities (Lam, 2002; Leithwood & Menzies, 1998; Leithwood, Leonard, & Sharratt, 1998; Leithwood, Tomlinson, & Genge, 1996). For example, transformational leadership practices are helpful in promoting organizational learning through intellectual stimulation, offering individualized support for employees, building shared norms and beliefs, encouraging the acceptance of group goals, as well as holding high performance expectations. Leaders can also enrich the organizational learning capability by effectively communicating their vision and creating learning opportunities for employees (Edmondson, 2002; Gilley & Maycunich, 2000; Popper & Lipshitz, 2000).

Vera and Crossan (2004) adopted the strategic leadership perspective and proposed conceptual models of executive leadership behaviors that impact on organizational learning. These scholars suggested that both transactional and transformational leadership practices are necessary to facilitate learning within an organization, but cautioned that these leadership behaviors play different roles in the processes of exploration and exploitation. In turbulent and uncertain business settings, transformational leaders develop subordinates' self-efficacy, self-confidence, and aid followers to view the environment as a fountain of opportunities. Transformational leadership practices produce significantly positive outcomes by developing and fostering team spirit, communication and participation by all members (Lam, 2002; Sadler, 2001; Leithwood et al., 1998). Transactional leadership promotes ruled-based processes of job performance, which can facilitate learning within an organization (Bass, 1997; Bass & Avolio, 1990). They accelerate the flow of learning from the organization to groups and individuals by ascribing a persuasive value to procedures, rules and past experiences (Vera & Crossan, 2004).

Summarizing the existing literature, we deduce that both transformational leadership and transactional leadership will have a significantly positive impact on the functioning of learning organizations.

Leadership and employee job satisfaction

Robbins (2003) indicated that the management function of leadership is largely aimed at managing employee behavior, predicting and explaining employee productivity, and employee turnover rate as well as job satisfaction in an effort to accomplishing the critical goal of the organization. Workers

with high job satisfaction are likely to use more effort in assigned tasks and pursue interests of their organizations. A company that promotes high employee job satisfaction is also better able to retain and attract personnel with the skills that it needs (Ali, Sidow, & Guleid, 2013; Emery & Barker, 2007; Voon, et al, 2011).

Thus, leadership style, particularly transformational leadership is positively associated with the improvement of employees working conditions and more opportunities for career advancement. Collaborative and supportive leadership approaches such as transactional and transformational leadership styles which exhibited in post-acquisition period were found to be more effective in accomplishing higher levels of organizational performance (Longe, 2014). This finding is similar to the results of prior study carried out by Liu, Fellow and Fang (2003), which revealed that improving employees working conditions, satisfying employees needs and helping employees to perform better are positively correlated to transformational leadership style.

Therefore, our analysis is indicative of the fact that by embracing the appropriate model of leadership style, managers could impact positively on organisational performance as well as employee commitment. Furthermore, leadership has the inevitable mandate to restructure power by distributing power evenly among followers to enable them perform their assigned jobs (Liu, Fellow, & Fang, 2003). From the above discussions, we deduce that leadership will have a significantly positive influence on employee job satisfaction.

Learning organization practices and employee job satisfaction

A number of researchers have shown from empirical studies that the implementation of the learning organization principles can enhance employee job satisfaction (Aydin & Ceylan, 2008; Chang & Lee, 2007; Keller, Julian, & Kedia, 1996; Mikkelsen, Ogaard, & Lovrich, 2000). Based on flexible experimentation and the reinforcement of continuous learning, it is possible to change the views and behaviors of employees regarding their work and thus increasing their intrinsic satisfaction (Chiva & Alegre, 2008; Griffin, Patterson, & West, 2001; Pantouvakis & Mpogiatzidis, 2013; Rodwen & Conine, 2003; Singh & Sharma, 2008). Gardiner and Whiting (1997) maintained that altered behaviors achieved through learning organizations, as a response to the external business settings, not only produce beneficial effects on organization performance, but also increase employees' satisfaction and job performance levels. Hong (2001) upheld that the operational effectiveness of learning organizations enables employees to acquire and use soft skills, such as deep interpersonal relationships and pro-

social behaviors at the workplace. These skills could further boost employee morale, reduce absenteeism and job alternation rate.

From the above literature review, we deduce that the applicability of learning organization theory in practice will have a significantly positive effect on employee job satisfaction. One of the objectives of the current research was to test this relationship in the Ghanaian context.

Research design

The nature of the current research is a non-experimental, quantitative and descriptive research design. The study is aimed to explore the relationship between leadership and learning organization and also to investigate the effectiveness on employee satisfaction as affected by leadership style and the functioning of learning organization. After having reviewed relevant empirical studies and linking them with the current research goals and objectives, we proposed a research design as depicted in Figure 1. Based on the research design, we also proposed some hypotheses for further empirical investigation:

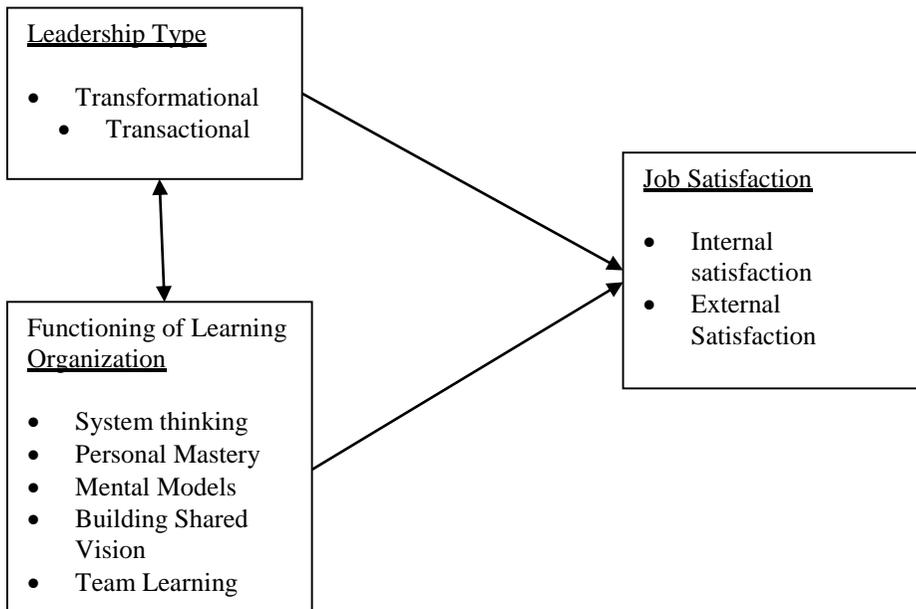


Figure 1: The Conceptual Model of the Research

Research hypotheses

Based on the literature review and conceptual model depicted above, we proposed the following hypotheses:

H1: Leadership has a significantly positive effect on job satisfaction.

H2: Learning organizations have significantly positive effect on job satisfaction.

H3: Leadership has a significantly positive effect on the functioning of learning organizations.

H4: Leadership and the functioning of learning organizations cause significantly positive effect on job satisfaction.

Sampling and data collection procedures

The study population consisted of the top telecom companies operating in Ghana: MTN Ghana, Vodafone, tiGo, Airtel, Glo, Expresso and Surfline (Marcopolis, 2013). These companies were appropriate for the current study given the relative similarity in organization structure, mission and distribution all over Ghana. Permission to carry out the research project was obtained from senior management of the participating companies. A pilot test on the questionnaire was carried out among fifty employees of Expresso in Accra, the capital city of Ghana. The following questions were posed to each employee: (1) Were you interested to answer the questions?, (2) Did you find any of the questions unclear and confusing?, and (3) How long did it take you to respond to the questionnaire? The answers given by the respondents were all positive. Based on the answers received, the researcher did not find any need to make changes in the questionnaire.

The Chief Executive Officers of all the seven top telecom companies were served with a pre-study email emphasizing the purpose of the study, the importance of their participation in the research project, and a notification of the upcoming research package. Seven hundred questionnaires were forwarded directly to the participating companies (through the HR Manager) for distribution to their respective staff/personnel based on random sampling. The HR managers (contact persons) were instructed to use the provided self-addressed envelopes to facilitate best possible returns. A three-step non-responsive method (that is, reminder email after two weeks, reminder telephone call after three weeks, and elimination from the research project after one month) was ratified in the data gathering process. A 71 % response rate was realized for the data collection procedures. Overall, 500 complete data sets (questionnaires) were obtained. The data were keyed and analyzed applying the IBM SPSS statistics (IBM Corporation, 2012). All computed values were tested for significance at the 0.05 criterion alpha level.

Variables and Measurements

The questionnaire comprised of a total of 40 items categorized under three sections: Leadership (15 items), Learning organization characteristics (12), and job satisfaction (13 items). All items were rated on a five-point Likert Scale. We calculated Cronbach's alphas for testing the reliability of the scales utilized in this research. Item-to-total correlations were displayed

for all scale items to reveal whether some items should be removed from further analyses.

Leadership

The operational indicator within the current research regarding leadership types was defined by the incorporation between transactional and transformational leadership. Thus, leadership was measured by the Leadership Behavior Questionnaire (Wand, 2000) and Multifactor Leadership Questionnaire (Bass & Avolio, 1990). The reliability for the transformational scale was $\alpha = 0.9262$ and for transactional scale was $\alpha = 0.8847$ (Refer to Table 1 below). Similar reliability was reported in Chang and Lee (2007) study.

The functioning of learning organization

The working definition for the functioning extents of learning organization was based on Senge's (1990) five new technologies components of personal mastery, mental models, building shared vision, system thinking and team learning utilizing measuring scales proposed by Chang (2002) and Feng (1997). Overall questionnaire reliability level for building shared vision was $\alpha = 0.9097$; personal mastery $\alpha = 0.8648$ and systematic cooperation, $\alpha = 0.7745$ (Refer to Table 1).

Job satisfaction

Employee job satisfaction which is described as “a function of what one wants from one's job and what one perceives it as offering” (Gerhart, 1987, p.366) was measured by the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1967), which is a widely and frequently applied instrument. Reference was also made to the measuring scales proposed by Chen (2002) and Feng (1997), which were designed to quantitatively evaluate employee satisfaction within their work environment. The reliability of extrinsic motivation scale was $\alpha = 0.8680$ and intrinsic motivation scale was $\alpha = 0.8028$ (Refer to Table 1).

Data analysis and results

Common method bias

Common method variance (which implies variance that is attributable to the measurement method rather than to the constructs the measures embody) is a likely problem and one of the major sources of measurement errors behavioural research (Podsakoff, Mackenzie, Lee, & Podsakoff, 2003). Measurement error can be a threat to the validity of the research conclusions as regards the relationships between measures; and it has both random as well as systematic dimensions (Bagozzi & Yi, 1991; Podsakoff et

al., 2003; Spector, 1987). To eschew the possibility of the existence of the common method variance, (i.e. a single respondent filled out all questionnaires), the current study applied Harmon's one-factor test to check for the existence of common method variance (Andersson & Bateman, 1997; Greene & Organ, 1973; Podsakoff et al., 2003; Podsakoff & Organ, 1986). Factor Analysis was performed to analyze all items of the questionnaire. To decide how many components or factors to retain and thus interpret, the researcher retained only those components with eigenvalue were greater than 1 (Guttman-Kaiser rule). An eigenvalue is the amount of total amount of variability explained by each factor, with the total amount of variability in the analysis equal to the number of original variables in the analysis (Costello & Jason, 2005). The cumulative percent of variance was 72.805 and explanation variance of the first factor was 21.738 percent. The results indicate a no single factor with a wide range of dataset. Also, the first principal factor did not explain a larger portion of variance. Thus, the common method variance was not a significant problem in the dataset.

Factor and reliability analyses

Factor analysis was used to study the dimension or patterns underlying the dataset. It is a useful statistical tool for examining variable relationships for intricate concepts. Factor analysis makes it possible for researchers to examine concepts that are not easily measured directly by disintegrating a large number of variables into a few interpretable fundamental factors (Chang & Lee, 2007; Field, 2005; Rietveld & Van Hout, 1993). More explicitly, the aim of factor analysis is to decrease "the dimensionality of the original space and to give an interpretation to the new space, spanned by a reduced number of new dimensions which are supposed to underlie the old ones" (Rietveld & Van Hout 1993, p. 254), or to give reasons for the variance in the experimental variables relative to the principal latent factors (Habing, 2003). Therefore, factor analysis provides not only the opportunity of obtaining a clear picture of the data, but also the possibility of utilizing the output in later analyses (Field 2000; Rietveld & Van Hout 1993).

In this research, factor analysis was performed on SPSS to validate construct dimensionality. The Cronbach's Alpha coefficient was also performed to calculate the internal consistency of every identified component. To assess the internal consistency of a variable, the coefficient of Cronbach's Alpha (α) and item to total correlation were assumed. If the Cronbach's Alpha was larger than 0.70, then it denotes a high reliability; if the Cronbach's α was between 0.50 and 0.60, then the internal consistency of the factor was still suitable (Robinson & Shaver, 1973); and if the

Cronbach's α was less than 0.30, then it signifies low reliability. Item to total correlation is better if alpha was greater than 0.50 (Robinson, Shaver, & Wrightsman, 1991). The results of the current research have shown that the scales internal consistency were sufficient, as all the Cronbach's Alpha values were well above the recommended threshold of 0.70 (Robinson & Sharer, 1973). Hence, reliability tests indicated that the internal consistency of each variable was significant and vastly suitable. Table 1 has shown that Cronbach's alpha coefficients varied between 0.7745 and 0.9097.

Table 1: Results factor analysis and reliability test

Research Construct	Research Item	Eigenvalue	Variable explained %	Factor Loading	Cronbach's α	Item to total	
Leadership	Transformational leadership		5.779	38.526	0.9262		
	I believe my manager has sufficient ability to overcome hardship from jobs				0.787	0.743	
	Whenever my manager pinpoints my fault, he/she will consider my self-esteem				0.778	0.782	
	Whenever my manager is punishing me, he/she will definitely pose impartial attitude without personally dogmatic discretion				0.763	0.742	
	I regard my manager as the best example of success				0.750	0.743	
	Whenever I make some faults on my job, my manager will communicate with me and find out the faults to take appropriate actions				0.733	0.79	
	My manager can share his/her delight and hardship with me				0.724	0.775	
	My manager can encourage me to have sufficient courage to face challenges				0.686	0.684	
	My manager takes care of me just like one of my family elders				0.682	0.752	
	My manager can orient me with a new manager and help me solve problems				0.655	0.704	
	My manager can hand me over with the ultimate mission for customer service				0.602	0.582	
	On the job, I cannot show my hearty respect and actually finish the instruction from my manager				0.590	0.432	
	Transactional leadership			3.739	63.450	0.8847	
	My manger will satisfy my demands to ask for My personal support to him/her					0.854	0.775
	My manager can clearly tell me about the task Goals to reach rewards					0.822	

(continued)

Table 1: Results factor analysis and reliability test

Research Construct	Research Item	Eigenvalue	Variable explained %	Factor Loading	Cronbach's α	Item to total
Learning organization	My manager will punish or reward me according to my personal job performance				0.820	0.745
	Whenever I finish my special goals, my manager can grant me appropriate rewards				0.776	0.788
	Building shared vision	3.305	27.540		0.909	
	My company can allow timely vision adjustment depending on company development				0.884	0.860
	My company has clear plans to materialize visions step by step				0.881	0.863
	My peers can common map out the future development of my company through conferences				0.793	0.732
	My company has clear vision well understood by all peers				0.765	0.732
	Personal mastery	2.887	51.597		0.8648	
	I can make self-examination about my work performance				0.869	0.734
	On my job, I can firmly remember my faults and those of others to improve my capability				0.869	0.815
	Whenever I am confused to actual conditions on My job, I will try to find out available solutions				0.818	0.770
	Whenever there is any dispute happening in my Job, I will never be stubborn with my opinion and view the conflict solutions as a part of learning activities				0.675	0.518
	Systematic cooperation	2.371	71.352		0.7745	
	All my company peers can trust mutually. Even Under opinion disagreement, I can also treat the Counterpart as my best work partner				0.765	0.755

(continued)

Table 1: Results factor analysis and reliability test

Research Construct	Research Item	Eigenvalue	Variable explained %	Factor Loading	Cronbach's α	Item to total
Job satisfaction	My manager can make him/herself set a good Example for every company member and lead Peers to reach work goals				0.747	0.632
	My company peers can clearly understand the job Contents of every position				0.651	0.604
	My company can often review business development And amend some measures out of dates				0.646	0.508
	Extrinsic satisfaction	4.009	30.836		0.8680	
	The admiration after job completeness				0.764	0.695
	The attitude superiors pose towards subordinates				0.759	0.678
	Available monthly wage pay				0.713	0.587
	The companionship among peers				0.681	0.615
	The manager's capability of decision-making				0.680	0.642
	The promotion opportunities of current job position				0.630	0.591
	The company carries out the policy set up				0.628	0.618
	Work environment (lightening, equipment, etc.)				0.586	0.520
	Intrinsic satisfaction	3.035	50.184		0.8028	
	The capability of self-judgment at work				0.832	0.717
	Try one's own work methods at work				0.773	0.658
	Assume current job position with one's own Capability and style				0.774	0.568
	The opportunities to instruct others at work				0.601	0.473
The opportunities to serve others at work				0.590	0.532	

LISREL model analysis

Structural Equation Modelling (SEM) was applied to answer the research questions. SEM is a multivariate statistical tool that permits researchers to test theoretical models with latent variables and multiple indicators. Thus, the SEM procedure was utilized to assess the fit between empirical data and the theorized model. The path diagram (LISREL model) displays two goodness-of-fit values: the χ^2 with connected p-value and the Root Mean Square Error Approximation (RMSEA). The χ^2 should be as low as possible and the RMSEA must be close to or lower than 0.05. The norm-value of RMSEA is 0.05 (Costello & Jason, 2005). By examining the association between the research variables based on the factor analysis results, the paths of the LISREL model is presented in Figure 2 below. Also, the results from the statistical analysis of the LISREL model is displayed in Table 2 below, with associated statistics: Chi-square = 46.121, degree of freedom (df) = 34, p-value = 0.0800, and RMSEA = 0.049.

The other statistics included: Goodness of Fit Index (GFI) = 0.944, *adjusted* GFI = 0.901, and the Normed Fit Index (NFI) = 0.949. Nearly all the results conformed well to the fundamental requirements as proposed by Costello and Jason (2005). This shows that the modal structures were sufficiently fitting. Viewing from basic appropriateness, both leadership variables (X1, X2), learning organization variables (X3, X4, X5) and job satisfaction variables (Y1, Y2), all of them reached the significance levels (t-value >2.58, i.e. the significance level with p-value < 0.01).

Thus, the results for the interaction have shown, leadership and the functioning of learning organizations (γ_{11}) and functioning of learning organizations and job satisfaction (Φ_{22}) have attained significant levels with positive effect. However, leadership and job satisfaction (γ_{21}) did not attain significance levels. Investigating the relationship between leadership and functioning of learning organizations, we observe that leadership is positively linked to the functioning of learning organizations in a significant way ($\gamma = 0.504$).

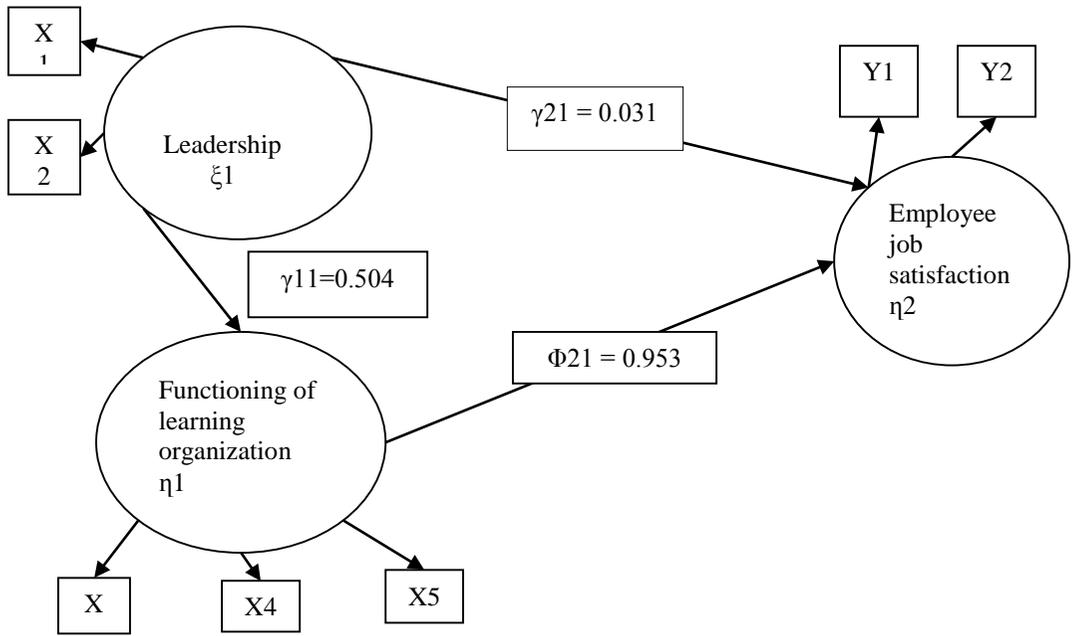


Figure 2: The LISREL model of the current research

Table 2. Analysis of results of LISREL model

Rating Indicator	Variables	Parameter/Lambda X/0.5-0.9	Parameter coefficient	t-value
	Leadership	Transformational leadership	0.892	7.906***
		Transactional leadership	0.684	-
Basic Fitness	Learning organization	Building shared vision	0.837	9.498***
		Personal mastery	0.513	6.203***
		Systematic cooperation	0.869	-
		extrinsic satisfaction	0.849	-
		Intrinsic satisfaction	0.708	8.006***
Internal Fitness	Job satisfaction	Leadership γ Learning organization (γ_{11}) γ	0.504	4.593***
		Leadership γ Job satisfaction (γ_{21})	0.031	0.110
		Learning organization γ Job satisfaction (Φ_{22}) Φ	0.953	1.833***
		Chi-square/p-value	46.121/0.08	p > 0.05
Overall Fitness		GFI	0.944	> 0.9
		AGFI	0.901	> 0.9
		RMSR	0.049	<0.05
		NFI	0.949	> 0.9

Investigating the effect between leadership, the functioning of learning organizations, and employee job satisfaction, we observe the following situations:

- Leadership has a significantly positive effect on the functioning of learning organizations ($\gamma_{11} = 0.504$).
- Leadership has a significantly positive effect on job satisfaction ($\gamma_{21} = 0.031$).
- The functioning of learning organizations has a significantly positive effect on job satisfaction ($\Phi_{22} = 0.953$).

The summary of the abovementioned discussion results together with the hypotheses are exhibited in Table 3 below.

Table 3. Results of research hypotheses

Research hypothesis	Results
H1. Leadership has significantly positive effect On job satisfaction	No support
H2. Learning organizations have significantly positive Effect on job satisfaction	Support
H3. Leadership has a significantly positive effect on the functioning of learning organizations.	Support
H4. Leadership and the functioning of learning organizations cause significantly positive effect on job satisfaction	Support

In consideration of the overall influencing effect, a significantly positive effect existed between the functioning of learning organization and employee job satisfaction. Even though leadership produced some positive effect, the results were not that significant. The biggest stimulus of job satisfaction is obtained from organization learning activities. Also, the results indicated that leadership behaviors produces significant positive effect on the functioning of learning organizations.

Discussion and implications

The top telecom companies in Ghana are all given prominence with the disposition towards learning organization, as the results indicated above averages. Therefore, this finding offers more support for past research studies reporting that learning organization yields a strong positive effect on employee job satisfaction (Chang & Lee, 2007; Egan, Yang, & Bartlett, 2004) as well as individual performance (Davis & Daley, 2008; Ellinger, Ellinger, Yang, & Howton, 2002; Weldy, 2009).

The findings of this study demonstrate a positive relationship between learning organization practices and employee job satisfaction, asserting that the higher the level to which an organization has design workplace learning as a key concern, the more fulfilled organizational

members appear with the assigned work. This outcome corroborates research findings of some past empirical works, which found the organization's learning conduct to be significant predictor of job satisfaction (Erdem et al, 2014; Lee-Kelley, Blackman, & Hurst, 2007; Mirkamali, Thani, & Alami, 2011; Rose, Kumar, Pak, 2009; Rowden & Conine, 2005; Nasiopoulos, Sakas, Vlachos, 2014).

Additionally, the present study agrees with studies carried out by Leslie, Aring and Brand (1998), as well as Mulraney and Turner (2001), who linked the provision of learning with availability of development opportunities to employees, with the accomplishment of their personal career goal and the subsequent job satisfaction derived from this achievement. Among the five disciplines of a learning organization (Senge, 1990), building a shared vision and personal mastery merged as most significant components directly related to employee job satisfaction. It appears that leaders in Ghanaian telecom industry are inclined to systematically provide personnel with substantial opportunities for training, career advancement, self-improvement and continuous learning. Managers consistently provide coaching and mentoring services to subordinates and empower subordinates to play an active part in the implementation of corporate vision. Job satisfaction originating from employees' ability to impact their workplace day-to day activities, is also significantly supported through the consistent offering of opportunities for open dialogue, questioning and exchange of views, experimentation, and free flow of information, establishment of respectful and trustful relationships between organizational members. Thus, the above findings are in agreement with previous explorations that have pointed towards shared leadership, empowerment, consistent provision of learning opportunities, open communication and trusting relationships as vital job satisfaction boosters (Chang & Lee, 2007; Gaertner, 2000; Griffin, Patterson, & West, 2001; Kim, 2002). The achievement of personal goals does not only lead to satisfied employees, but also enhances individual work output (Weldy, 2009).

The results of the current study emphasize that the more an organization grounds its focus on learning organization model, the better performing its members are. This finding corresponds to past studies conducted (Camps & Luna-Arocas, 2012; Kontoghiorghes et al., 2005; Yang, Watkins, & Marsick, 2004), and discovered learning organization practices to be important contributing factors of employee work output and effectiveness. Moreover, this finding is also consistent with the results of Rose et al. (2009) study, which claimed a positive relationship between learning organization practices and employee performance, and showed job satisfaction as a partial mediator of the association. Empowering employees to contribute towards the accomplishment of organizational vision,

intensifies their commitment to the values, principles, and objectives of the organization.

The top telecom companies in Ghana, however, showed no solid and significant performance in team learning activities, system thinking and development of mental model capability. Senge (1990) suggested that all the principles of a learning organization shall be properly coordinated and unified strongly together in order to maximize organizational effectiveness. In particular, system thinking is the lever that holds all the other disciplines together as a logical whole. Hence, whenever business organizations are implementing organization learning activities, it is necessary to focus on the use of thinking models to determine health-giving team learning activities. Through information sharing and open communication network, companies can enhance team building spirit and system thinking at all levels of the organization. Business organizations can also implement knowledge management to facilitate information sharing among employees. Leadership must design a communications system to facilitate the exchange of important information, the foundation on which any learning organization is build up (Gephart et al., 1996).

Research limitations

The current paper belongs to the organizational and management domain of social science. As a result, the phrases and concepts used within the context of a questionnaire may not lead to a perfect correspondence between theoretic hypotheses and empirical results. Secondly, while this study adopted a survey questionnaire to investigate using concise questions as best as possible, yet there is no assurance that the respondents understood the original contextual meaning of the survey questionnaire to reflect the responses provided. Also, due to time and resource constraints, it was not possible to obtain a larger sample size. However, it is anticipated future research would take care of the aforesaid limitations.

Recommendations for practitioners

The learning organization concept is still under development. However, there have been several research reports with findings showing that every profession should work towards becoming a learning organization to be able to attain a high performance organization (Chang & Lee, 2007; Dekoulou & Trivellas, 2014). Under existing business environment in Ghana, corporate organizations face many challenges and uncertainties. Only through continuous learning effort can business organizations in Ghana would be able to survive from the intense global competition. Therefore, this study provides suggestion to local small and medium-size business

organizations to endeavor to learn novel knowledge regarding leadership and management practices. Furthermore, the large companies must eschew organizational rigidity and adopt flexible organizational structures that promote continuous learning culture. To be able to determine the applicability of the proposed five principles model (Senge, 1990) to the field of business management and organizational development, it is vital that the five component technologies are taken on board by business practitioners, particularly line managers to reinforce future real-life organizational change initiatives, and its continuing outcomes on organizational effectiveness.

Suggestions for future research

- Leadership, functioning of learning organizations, and job satisfaction are multidimensional concepts that are arduous to quantify. Further research in different business management backgrounds and utilizing a qualitative paradigm would offer further understandings into the impact of transformational leadership on learning organizations and employee job satisfaction. Precisely, experimental research projects in business management situations and integrating the topics of strategic change and organizational culture could facilitate theorists in grasping the complex process of leaders influencing the values, beliefs, philosophies, and satisfaction levels of employees.
- The current study was aimed at investigating job satisfaction of employees who work in the companies with broad learning organization structures. Future research could examine the learning variance among different industries. Possibility also exists in carrying out a comparative study of the extent of organizational learning from different countries.
- Presently, there have been many research effort focusing on environmental factors that affect the creation and development of learning organizations, as well as outcomes such as, innovation capability, work stress, job satisfaction and organizational performance. Yet, there is no research initiative engaged in designing processes of learning organization, i.e. the practical details concerning organization learning, learning methodologies and the processes of the five disciplines. Future research could investigate the operational processes of learning organization.
- Future organizational researchers could adopt other research methods to carry out insightful explorations on the subject of learning organizations. Consideration should be given to identifying impacting factors by applying Data Envelopment Analysis (DEA), to determine the indicative learning organizations.

Conclusion

In conclusion, transformational leadership, functioning of learning organizations, and job satisfaction of employees continue to offer appealing

organizational behavior and business management research possibilities. The findings of the present research corroborate the theoretical proposition that associates transformational leadership and functioning of learning organizations. The findings of this research, however, fail to support the existing views relating transformational leadership and employee job satisfaction.

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