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Organizational Learning in the Post-COVID-19 Era: A Prerequisite for Stakeholder Satisfactions

Sunday Alewo Omale*

Faculty of Management and Social Sciences, Department of Business Administration,
Federal University Gashua, Yobe State, Nigeria

Sunday Ojochenemi Yusufu

Faculty of Management Sciences, Department of Business Administration,
Prince Abubakar Audu University Anyigba, Kogi State, Nigeria

Michael Oyedele Oyenuga

Department of Marketing, Woxsen University, Hyderabad, India

Madu Ikemefuna

Faculty of Management and Social Sciences, Department of Business Administration,
Federal University Gashua, Yobe State, Nigeria

Stephen Sunday Ojo

Faculty of Management and Social Sciences, Department of Sociology,
Federal University Gashua, Yobe State, Nigeria

Idodo Dan Momodu

Department of Business Administration, Dorben Polytechnic, Garam Niger State, Nigeria

Abstract

This research looks at organizational learning as determined by innovative teaching models (ITM), organizational climate (OC), and information dissemination in relation to stakeholder satisfaction in postsecondary institutions and how these variables engender stakeholder satisfaction in the post-COVID-19 period. The study used a quantitative methodology, gathering information from 528 respondents through a survey. With the aid of multiple regression analysis, the hypotheses were investigated, and the results show that organizational learning has a major impact on the durability of organizations. Also, innovative teaching methods typically improve stakeholders' satisfaction at the maturity stage by reducing administrative costs, ensuring that tasks are completed on schedule, increasing worker satisfaction, etcetera. Nevertheless, innovative teaching does not enhance performance, particularly in the initial phases of the innovation process, since it limits production and discourages analog and uninspired employee commitment to the organizational course. This work demonstrates the positive effects of innovative teaching models, organizational climate, and information dissemination as an internal stimulus on the various emotions of stakeholders, which has significant theoretical and managerial implications for future research.

Keywords

Organizational learning, Post-COVID-19, Innovative teaching models, Organizational climate, Stakeholder satisfaction

INTRODUCTION

Organizational learning is an efficient method for maintaining and enhancing stakeholder satisfaction in tertiary institutions using creative teaching methods as well as information sharing, especially in the post-COVID-19 era in dynamic business environments. Organizational learning is an ongoing process since learning is essential to maintaining an organization's competitive edge and providing it with the capacity to outperform its peers. The idea of organizational

learning is a key component of innovative teaching models' effectiveness in an organization. Organizational learning is essential for long-term organizational effectiveness, according to Phoungphaynome et al. (2023). Nonetheless, if innovation is not thoroughly thought through and handled, it can be detrimental to organizations performance. The mindset of knowing ways to act in the years to come is known as organizational learning (Eldor, 2017). Organizations undergo frequent transitions, which calls for the consistent existence of a learning culture (Eldor, 2017; Dajani, 2015).

The unanticipated rise in demand for online teaching and learning brought about by COVID-19 presented a considerable barrier to many institutions' ability to serve their students (Omale et al., 2023). According to Omale et al. (2023), academic institutions in Nigeria are deemed particularly vulnerable due to the unprecedented risk and significant disruption of the academic calendar caused by the recent COVID-19 outbreak. Organizations that fail to implement appropriate innovative teaching models to ensure that they are learning organizations often face deceptive consequences that could negatively impact stakeholder satisfaction and expectations. Additionally, these shortcomings can undermine the firm's efforts to establish a systematic learning organization that ensures and fosters efficiency both inside and outside the organization (Rupčić, 2020).

Teaching is a formal discipline that is essential to organizational learning for all learners. To educate students in the best way possible, a variety of cutting-edge techniques are used. According to Leighsa (2019), giving students access to a wealth of internet resources allows them to delve deeper into the subject matter. The author's experience indicates that students typically conduct independent research and forward links to publications and other online resources. The main goal of online learning is, thus, the same as that of face-to-face pedagogic methodology: to inspire students to study, participate, and pursue knowledge. Online learning presents special challenges that call for creativity and innovation on the part of the teacher in order to accomplish educational aims and outcomes. In today's higher education system, adopting creative teaching approaches or being an innovative instructor is a difficult and diverse role.

Nevertheless, Werlang et al. (2019) contend that innovation within organizations is not substantially impacted by the approach to learning while arguing that learning orientation positively and directly influences organizational creative thinking. Past viewpoints see learning in organizations as a fundamental element of the sustainable competitiveness strategy (Giniuniene & Jurksiene, 2015). The importance of organizational learning and innovation in boosting a business's competitive edge is emphasized in management literature (Jiménez-Jiménez & Sanz-Valle 2011). Numerous scholarly investigations have demonstrated that organizational learning enhances organizational effectiveness (e.g., Liao & Wu, 2009; Anna, 2015). According to experts, acquiring new knowledge and abilities through education boosts an organization's creative potential and boosts performance and competitiveness (Kieser & Koch, 2008; Engin & Omur, 2012). Performance, innovation, and organizational learning are all positively correlated. Organizations that enhance their resilience skills have a higher probability of participating in exploratory innovation, which entails creating new products, solutions, or models of operation unrelated to their current offers (Asare-Kyire, 2023).

But as of right now, no research has been done to support the aforementioned claim in the post-COVID-19 age, in tertiary institutions in Nigeria and the research that has been done yields mixed results. Furthermore, there is currently a dearth of research on organizational learning in the post-COVID-19 era and the connections it has with creative teaching strategies and stakeholder satisfaction. Therefore, with particular reference to tertiary institutions in Nigeria, this study aims to close this gap by examining “Organizational Learning in the Post-COVID-19 Era: A Prerequisite for Stakeholder Satisfaction”.

MATERIALS

In the post-COVID-19 climate, organizational learning has proven to be an important instrument for improving organizational performance and sustainability, especially in educational institutions. According to Rebello and Gomes, organizational learning is a process of change in which many players in the sector share their personal and collaborative lessons learned in order to achieve corporate objectives. This aids in the organization's environment-changing adaptation (Roche, 2002). Learning is essential in practically every industry, but in the education sector, its significance is multiplied. Universities are significant institutions that are founded on the ideas of growth and improvement, innovation, and learning at all levels. These ideas are also knowingly and overtly included in their architecture (Lewis et al., 2008).

As a result, there is a strong correlation between innovative teaching methods, organizational learning, and stakeholders' satisfaction since improved organizational performance is the result of organizations performing better as a result of increased organizational modification (Ho, 2011). Through recognizing the insights that can be drawn from their own mistakes via the learning curve, organizations can become more proficient at responding swiftly and adapting to rapidly changing environments (Omale, et al. 2021).

The social learning theory (SLT) by Bandura (1971) serves as the foundation for our study. Since SLT takes memory, focus, and motivation into account, it is seen as a bridge between behaviorist learning theories and cognitive learning theories. It has been named as one of the most influential theories of learning (Muro & Jeffrey, 2008). We anticipate that the theory will offer the right lens through which to speculate about how organizational learning in the post-COVID-19 era supports creative teaching models and their effect on operational performance and stakeholder satisfaction. The theory explains the learning processes in organizations at various levels.

Organizational Learning; Innovative Teaching Models and Stakeholders' Satisfaction

Organizational learning has developed as a result of the awareness that information plays a crucial role in an organization's performance (Werlang & Rossetto, 2019). The COVID-19 epidemic has resulted in a notable surge in

interest in the field of organizational learning as well as innovative ideas. Developing a business culture that is focused on knowledge growth, encouraging innovation, and providing a forum for idea exchange are two effective ways to promote organizational learning (Querol et al., 2014). With the goal of fostering learning as a lifetime process, innovative teaching approaches engage students and teachers in the interactive use of cutting-edge technologies to connect syllabus content with authentic problems. For high performance, these models facilitate application, recollection, creation, and evaluation. According to Angelos et al. (2023), teachers creative work practices are essential in today's rigorous learning environments to ensure optimal performance and sustainability while resolving everyday problems. In order to attain stakeholders' satisfaction and benefit for the group as a whole, it describes a process wherein the employee seeks to generate new ideas, adopts them, implements them within the framework of the school, and then shares them with other members of the organization.

Since creative teaching methods and organizational learning are often ingrained in organizations and can develop into valuable, hard-to-replicate assets, they are becoming more and more valued by educational institutions, thereby leading to stakeholders' satisfaction. Research has also revealed a favorable correlation between job satisfaction and organizational learning (Liou, 1995). It is true that job satisfaction, innovative approaches to teaching, and organizational learning and trust are frequent factors influencing organizational outcomes (Omale, 2016).

According to Hult et al. (2004), an entity is considered innovative if it is willing to try new things, adopt fresh perspectives, and let go of antiquated beliefs that aren't working to get the desired outcomes for the organization as a whole. In an environment where competition is always growing, organizational learning and creative teaching methods can be vital components of an organization's success. After acknowledging the need for education, organizations must make sure that staff members are always gaining and assimilating information while also managing organizational knowledge (Drucker, 1993).

Boer and During (2001) describe innovative education as a process that is complicated, unpredictable, and repeating. Examining the potential paths of involvement that its members might take helps one understand creativity within an organization (Kanter, 1988). The ideation phase, organizational member discussions, implementation phase, and endeavor to transmit and propagate the idea in a wider context outside the organization's walls are all included in this phase. Unquestionably, some watchful instructors' practices help them achieve creative goals that provide a sustainable educational system. Positive teacher attitudes and a deeper grasp of how novelty is achieved and sustained are key conditions for implementing innovations in the educational context (Hasanefendic, 2017). While the emergence of innovative teaching methods in the workplace may serve as a catalyst for improvements in organizational performance and development, this trait is not common among staff members, and the development of creative ideas within the educational institution does not guarantee that its members will all go on to develop creative teaching models. Teachers' views, motives, and beliefs are important variables in this process that may impact their output and level of satisfaction (Mueller et al., 2008). Consequently, the following theory is proposed:

H₀₁: Innovative teaching models has no positive influence on stakeholders' satisfaction in tertiary institutions.

Organizational Climate and Stakeholders' Satisfaction

An important factor in encouraging learning as a lifelong process is the corporate atmosphere. The idea explains the internal environment that an organization's members experience while they actively work to accomplish the organization's objectives (Davis, 2000). According to Permarupan et al. (2013), preserving a positive workplace culture for employees is now essential rather than only a desirable choice. There exists a correlation between the climate of the organization and the performance of its teams; the more successfully the organization's climate is implemented inside a team, the more successful the team is. On the other hand, the team will perform better if the organizational climate is implemented in an exceptional manner. Team productivity is favorably and strongly impacted by the organizational atmosphere, according to empirical research (Lestari et al., 2018; Setiadi et al., 2020).

The following hypothesis is put forth for discussion in light of the aforementioned as well as Roy et al.'s (2020) assertion that organizational atmosphere and innovative teaching have a significant and explicit impact on learners' satisfaction and academic achievement: Stated differently, the impact of corporate climate on stakeholder satisfaction is extensive.

H₀₂: Organizational climate does not facilitate stakeholders' satisfaction in Tertiary Institutions.

Information Dissemination and Stakeholders' Satisfaction

In tertiary institutions, information distribution is essential to organizational learning and stakeholder satisfaction. It improves learning outcomes by allowing departments within an organization to exchange information quickly and efficiently. The amount of information that businesses exchange throughout the organization has been found to be influenced by a number of factors, including the way information sharing is implemented, the type of information shared, its quality, and the technology used to communicate it (Kiprotich et al., 2022).

Because organizational learning is both a prerequisite for stakeholder satisfaction and is not explicitly addressed in the COVID-19 paradigm, it is imperative to investigate it in the post-COVID-19 era. Using SLT theory, we formulate competing hypotheses (similar to Davies and Joglekar, 2013). Even though the pandemic's effects are still being researched, not much information has been published about how it has affected the workplace thus far (Tovstiga & Tovstiga, 2020), particularly in regards to information dissemination, innovative teaching models, and stakeholders' satisfaction in postsecondary institutions. Thus, the primary research question that this investigation seeks to answer is:

H₀₃: The dissemination of information does not enhance stakeholders' satisfaction in a beneficial way.

METHODS

This study focuses on the management and selected staff of tertiary institution in Nigeria, utilizing a survey and quantitative research design to assess the organizational learning in the post-COVID-19 era: A prerequisite for stakeholder's satisfactions in selected Northern Nigeria's tertiary institutions. To help the researchers examine the impact of the predictor variables on the outcome variables, a deductive method for analyzing the offered hypotheses was also utilized. A quantitative strategy helped eliminate the study's biases to ensure the reliability of the findings (Avotra et al., 2021).

Based on a non-probabilistic convenience sampling method to select a sample from the population, the study determined the appropriate sample size. The convenience sampling strategy was implemented to help the researchers obtain data from respondents who were readily available to them in a timely and cost-effective manner (Yingfei et al., 2021; Nawaz et al., 2020). 528 or 100%, of the questionnaires that were distributed to these chosen respondents were correctly filled out and returned using a five-point Likert scale (1 = strongly disagreed, 2 = disagreed, 3 = agreed, 4 = strongly agreed, and 5 = neutral). The questionnaires were developed in a precise and clear manner. Multiple regression analysis was used in the study to examine the data collected from the respondents. Based on the t-statistics and p-values, the hypotheses are either accepted or rejected (Nawaz et al., 2022).

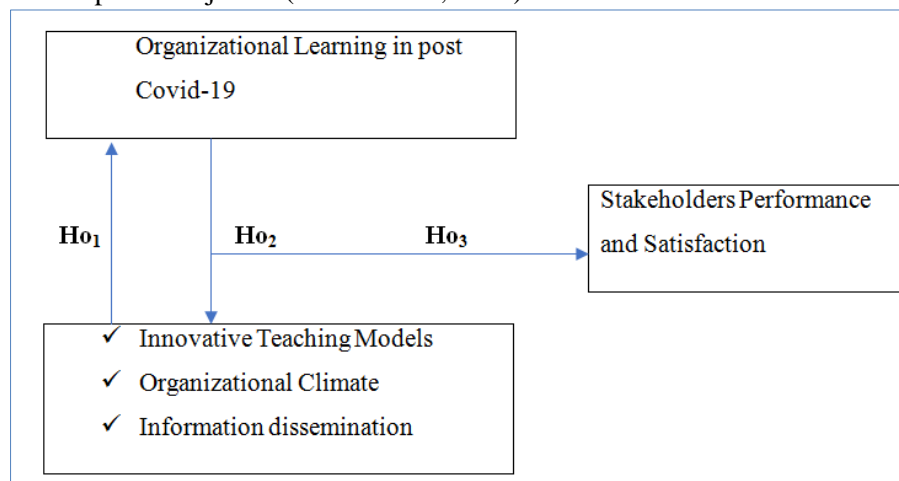


Fig. 1 Research model

Model Specification

Stakeholder satisfaction (SS) is the dependent variable, while organizational learning as determined by innovative teaching models (ITM), organizational climate (OC), and information dissemination (DI) is the independent variable. The model is displayed as follows:

$$SS = f(OL)$$

$$SS = f(ITM, OC, DI)$$

$$SS_i = \beta_0 + \beta_1 ITM_i + \beta_2 OC_i + \beta_3 DI_i + u_i \quad \text{-----} \quad e(1)$$

Where: SS = an indicator representing stakeholders' satisfaction (Dependent Variable);

β_0 = a constant and β_{1-3} = coefficients of independent variables;

OL = a predictor representing (Organizational learning)

ITM = a predictor representing (Innovative teaching models);

OC = a predictor representing (Organizational climate);

DI = a predictor representing (Dissemination of information);

e = Stochastic error term;

i = Cross sectional; and

f = Functional relationship.

Test of Hypotheses and Discussion of Results

A quantifiable approach that involves using organized instruments to examine the data collected from the respondents and testing of the study's original hypotheses was utilized to establish the mediating role of organizational learning in the post-COVID-19 era: A prerequisite for stakeholder's satisfactions using multiple regression analysis to evaluate the results. For ease of reference, the hypotheses are thus, represented in both null and alternative form.

Hypothesis One

Hi₁: Innovative teaching models has significant and positive effect on stakeholders' satisfaction in tertiary institutions.

Ho₁: Innovative teaching models has no significant and positive effect on stakeholders' satisfaction in tertiary institutions.

Hypothesis Two

Hi₂: Organizational climate has significant and positive effect on stakeholders' satisfaction in Tertiary Institutions.

Ho₂: Organizational climate has no significant and positive effect on stakeholders' satisfaction in Tertiary Institutions.

Hypothesis Three

Hi₃: The dissemination of information has a significant and positive effect stakeholders' satisfaction in a beneficial way.

Ho₃: The dissemination of information has no significant and positive effect stakeholders' satisfaction in a beneficial way.

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.964 ^a	.929	.929	.293

a. Predictors: (Constant), ITM, OC, DI

The R (Correlation Coefficient): 0.964 value indicates a very strong positive relationship between the experiential and foretold values of the dependent variable stakeholders' satisfaction. R Square (Coefficient of Determination): 0.929, shows that approximately 92.9% of the variability in stakeholders' satisfaction can be explained by the predictors: Innovative teaching models (ITM), Organizational climate (OC) and dissemination of information (DI). After accounting for the number of predictors, the adjusted R square value of 0.929 shows that the model fits the data very well. The standard deviation of the residuals, or errors, is represented by the value of 0.293 for the estimate of the standard error, which shows how far the observed values typically deviate from the regression line.

Table 2 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	590.537	3	196.846	2287.517	.000 ^b
	Residual	45.091	524	.086		
	Total	635.629	527			

a. Dependent Variable: SS

b. Predictors: (Constant), ITM OC DI

This measures the explained variance by the regression model. The p-value indicates that the model's predictors are significantly related to the dependent variable ($p < 0.05$).

Table 3 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.684	.041		16.679	.000
	ITM	.516	.071	.595	7.235	.000
	OC	.363	.071	.415	5.109	.000
	DI	-.042	.014	-.056	-3.023	.003

a. Dependent Variable: SS

Table 3 represents the intercept of the regression line, the predicted value of ITM when all predictors are zero.

Innovative Teaching Models (Beta = 0.516, t = 7.235, Sig. = .000)

The unstandardized coefficient (B) of 0.516 means that for every one unit increase in innovative teaching models, stakeholders' satisfaction increases by 0.516 units, holding all other variables constant. The relationship is highly significant ($p < 0.001$). This result refutes the null hypothesis which claims that innovative teaching models has no significant effect on stakeholders' satisfaction in tertiary institutions. The result favours the alternate hypothesis which suggest that innovative teaching models engender stakeholders' satisfaction in tertiary institutions. According to research, creative teaching approaches tend to boost stakeholders' performance through lowering administrative expenses, guaranteeing task completion on time, raising employee satisfaction levels at work, and fostering a favorable perception within the organization and in society at large. However, interviews with key informants indicate that innovative teaching does not improve performance, especially in the early stages of the innovation process, as it restricts output and, if poorly explained and implemented, deters analog and uninspired employee commitment to the organizational course. The results are consistent with Omale's (2016) findings, which assert that work contentment, creative teaching methods, organizational learning, and trust are frequently elements impacting organizational outcomes. Parallel to the current finding, Omale and Idodo (2016) assert that the core of any organizational learning process, whether public or private, is understanding what changes are desirable, how to implement and manage them, and how to create long-term improvements that, when paired with the latest research, lead to improved performance and satisfaction.

Organizational Climate (Beta = 0.363, t = 5.109, Sig. = .000)

Also, table 3 presents the unstandardized coefficient (B) of 0.363 indicates that for every one unit increase in organizational climate, stakeholders' satisfaction increases by 0.363 units, holding all other variables constant. This relationship is also highly significant ($p < 0.001$) and further indicates that organizational climate has significant and positive effect on stakeholders' satisfaction in tertiary institutions. This result is in line with other studies' findings (Latifah et al., 2023; Lestari et al., 2018; Setiadi et al., 2020), which showed that teamwork and knowledge sharing were favorably and significantly impacted by organizational climate.

DI (Beta = -0.042, t = -3.023, Sig. = .003)

Furthermore, table 3 represents the unstandardized coefficient (B) of -0.042 means that for every one unit increase in dissemination of information, stakeholders' satisfaction decreases by 0.042 units, holding all other variables constant. This relationship is significant as well ($p < 0.01$), but the effect is negative. This further shows that dissemination of information has a significant and negative effect on stakeholders' satisfaction. The present study's results are similar those of Kiprotich et al. (2022), who argued that the degree to which businesses exchange information across supply chains is influenced by various factors, including the type of information shared, its quality, and the technology employed for communication.

CONCLUSION AND RECOMMENDATIONS

The present investigation has furnished proof that innovative teaching methods, organizational climate and information dissemination in Nigerian tertiary institutions benefit from organizational learning. Our results indicate that, especially when innovation reaches the mature stage, organizations with innovative teaching capacities are better positioned to seize unforeseen possibilities and overcome obstacles. In an industry where COVID-19 has created a great deal of uncertainty, this is especially crucial. The findings indicate that organizations with a culture that emphasizes progressive innovative teaching and invests in building organizational learning capacities have a higher chance of achieving long-term success, as well as improvements in organizational performance and stakeholder satisfaction. Consequently, in order to increase productivity and effectiveness, firms should make organizational learning a cultural norm.

Theoretical implication

The idea of organizational learning in this study is related to being prepared for improved information dissemination, organizational climate, innovative teaching and being receptive to new ideas. This idea is comparable to resistance or being receptive to innovative teaching models, and it is comparable to Bandura's (1971) social learning theory (SLT), which considers motivation, memory, and focus. This research contributes to existing research on the administration of human resources and offers wide theoretical implications, especially when it comes to organizational learning and creative teaching methods. This study provides empirical support for the idea that individual variations influence attitudes and motivate people in an organization to embrace new teaching practices.

Secondly, this represents the first scholarly effort to connect novel teaching models and organizational learning with the goal of improving organizational performance among stakeholders in tertiary institution environments. This study highlights the beneficial impact of organizational learning as an internal stimulus on the distinct emotions of stakeholders, drawing on the framework of social learning theories. This study broadens the scope of organizational learning theories, advances our understanding of the experiences of organizational climate and information dissemination and shows the benefits of innovative teaching in postsecondary education.

Incidentally, stakeholders in the education sector desire greater deference in the organization, despite the distinct roles and demands of innovative teaching. In today's demanding learning environments, innovative teaching models and work practices are crucial to ensuring optimal performance and sustainability while resolving everyday issues, as previous studies in the context of a holistic approach have demonstrated (Angelos et al., 2023). This is especially true for younger employees as well as students, who may be more accustomed to and in tune with modern technology in the workplace. In order to achieve satisfaction and benefits for the group as a whole, organizational learning can be a useful tool (Omale, et al., 2023); it enhances the process by which an employee looks for new ideas, accepts them, puts them into practice within the parameters of the school, and then shares them with other members of the organization. The way that employees respond to creative teaching and organizational learning is influenced by both their internal impressions of the workplace and their psychological states.

Managerial implication

In the end, the study's findings might have useful administrative ramifications for postsecondary educational institutions. First, individual factors like age and tradition have an impact on stakeholders' readiness for creative teaching. Enhancing organizational learning can help instructors and students embrace and implement cutting-edge teaching and learning approaches. Programs for improving attitudes, knowledge, and abilities also contribute to a better understanding of creative teaching approaches.

Secondly, the establishment must furnish a supportive and conducive atmosphere for both contemporary and conventional players in the field of education. This support might take the form of tangible items like rewards and prizes or intangible values like tolerance, empathy, and respect for human dignity. Encouraging environments and support for both conventional and modern stakeholders boost their confidence in innovation's beneficial aspects. As a result, they feel less concerned about the future and believe that creative teaching approaches are necessary in the face of the post-pandemic age.

Limitation and suggestion for further studies

This study has certain limitations, even with its contribution. First off, rather than include all academic staff members and students from every year, the sample was limited to management personnel and a subset of undergraduate students. All students, according to the authors, typically have more well-defined future plans. To improve the representativeness of the results, larger sample sizes and a wider variety of staff and students should be the focus of future research.

Nigeria's national policies and economic growth haven't really produced an atmosphere that encourages creative teaching among university stakeholders. Diverse political zones may, nevertheless, have diverse political environments. Future research ought to examine how various zones and regions' institutions' creative teaching practices are impacted by legislation and the surrounding environment.

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