

Research Article

Continuous Learning and Job Satisfaction of Employees of the Selected Deposit Money Banks in Nigeria

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Abstract

This study examined the effect of continuous learning on job satisfaction of employees of selected Deposit Money Banks in Nigeria. This study adopted quantitative research technique using questionnaire. The population of the study consists of two thousand, three hundred and forty-two (2,342) staff of selected Deposit Money Banks in Nigeria. Multi-stage sampling technique was utilized to select the respondents from the selected Deposit Money Banks. The sample size of three hundred and thirty-one (331) respondents were determined through Raosoft sample size calculator. Data were administered and collected through the primary source with the aid of a questionnaire in gathering data from managerial staff of the selected Deposit Money Banks using a six (6) point scale. The six (6) point Likert scale ranges from 6 points indicating strongly agree, and 1 = strongly disagree. Findings from the study shows that continuous learning meaningfully influenced job satisfaction of employee in the selected Deposit Money Banks in Nigeria. The study concluded that continuous learning had significant effect on job satisfaction of employees in the selected Deposit Money Banks in Nigeria.

Keywords

Continuous Learning, Job Satisfaction, Deposit Money Banks, Nigeria

1. Introduction

Organizations are deemed successful and effective based on their capacity to anticipate the course of change and the inequalities that will result from the change, as well as their ability to eliminate those discrepancies in order to create a more favourable future. In that case, organizational learning which comprises of continuous learning, team learning, system thinking, employees training and employee mentoring, organizational capabilities may be improved, hence, leading to increased knowledge that can facilitate adaptation to

changes in the external environment [15]. Great attention seems to have been given to organizational learning and information, which seems to have resulted in the establishment of structures and processes that make it possible for workers to carry out their learning activities. Organizational learning is one of the most important factors that determine whether a Deposit Money Banks (DMBs) may expand, remain stable, or, even more alarmingly, suffer a considerable loss of market share. The banking industry in Nigeria is now undergoing

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cutthroat competition. In order for businesses to be successful in their field, they need to be knowledgeable about their own learning skills as well as the effect that these capabilities have on the financial performance of their firm. Due to the rising demand for new and creative goods and services in the banking sector, the industry has embraced organizational learning and has continuously improved its service offering in order to attain the basic level of performance [16].

Akintaju, A. M. [3] argued that continuous learning enhances the ability of the employee on the job through adequate exposure of employee to new trends, new initiative and new ideas that increase employee efficiency and effectiveness on the job. More so, continuous employee learning has been the basis on which corporate organizations are able to harness the talents, gift, ideas and knowledge of their employees in improving the satisfaction of the employee on the job as well as enhancing the organization performance [2]. Also, employees in the Otigba cluster had both formal and informal forms of learning and task were allotted to them with close supervision [24]. Furthermore, employee performance is seen as a mix of the quality and quantity of outcomes that people have done targeted at the firm where they work [4].

Faboyede, S. O., Faboyede, A. O., & Fakile, S. A. [9] emphasized that the majority of employees working for commercial banks face challenges of task overload pressure and organizational learning. Munene, J. W. [17] opined that the majority of commercial banks are characterized by an institutional bureaucratic structure. Akintaju, A. M. [3] opined that the problem of continuous learning in banking sector is that learning varieties may not be in line with employee specialty. Also, Ogunmodede, P. [21] opined that as long as DMBs continue to negate learning curve that speaks directly to employee job specialty, employee job satisfaction may be difficult to attain but the influenced of team learning may enhance the parameter of employee job satisfaction, hence, leading to better employee loyalty. DMBs performance seems to be anchored on the degree of team learning as a result of minimize supervision by Directors, hence, the need for functionality of team learning on which management ideas, decision, policies and procedures become actionable and transmitted to the employees is totally needed or otherwise employee loyalty may be difficult to gain by the DMBs.

Employee job satisfaction refers to how much people enjoy or dislike their jobs. Job satisfaction has been defined by a number of studies. Many scholars have used the term "job satisfaction" to describe a desirable situation in which an individual achieves work values. Job satisfaction refers to an employee's ability to effectively direct their task/work. Although, if employees are dissatisfied, they will feel confused about their work, that their superiors will pay them less attention, and that the working environment would be suspect, leading to employees feeling as if they are not an active part of the firm. This is because, employee satisfaction seems to have positive association with job opportunities. Hence, job satisfaction seems to contribute to increased organizational

commitment, which in turn leads to improved job performance [27]. Employees that are satisfied are useful to their employers because they can perform better and contribute to the company's overall goals and success [33].

Njue, C. M. & Mbataru, P. [18] stated that an employee who is contented with his or her job is more committed to it, whereas an employee who is dissatisfied with his or her employment is less committed to it. In addition to that, Eliyana, A., & Ma'arif, S. [8] noted that transformational leadership has direct significant effect on job satisfaction and organizational commitment.

Abuhashesh, M., Al-Dmour, R., & Masa'deh, R. [1] defined Job satisfaction as an individual's subjective assessment of his or her job and the company that employs him or her. Furthermore, job satisfaction is a pleasurable emotional state that occurs as a result of achieving job objectives. Similarly, Thiagaraj, D. and Thangaswamy, A. [35] described job satisfaction as a person's complex attitude regarding his or her job. It is a pleasant emotional state that arises from the assessment of one's employment as helping the attainment of one's job value. Job satisfaction is measured in a variety of ways by different people. For instance, payment, working hours, scheduling, perks, stress level, and flexibility are all influencing factors.

Productivity, motivation, performance, and life satisfaction have all been linked to job satisfaction. However, within the field of organizational sciences, job satisfaction is perhaps the most well-known and well-established operationalisation of "joy and happiness"; no one claims that job satisfaction is comparable to the joy of life [5]. The work of Akintaju, A. M. [3], and Ogunmodede, P. [21] found positive relationship between organizational learning and employee performance in the context of manufacturing companies in Nigeria. In addition to that, improved knowledge of operators of Micro and Small Technical Enterprises and collaboration among them could lead to meaningful improvement of their performance [22, 23].

Egenius, S., Triatmanto, B., & Natsir, M. [7], and Hsu, H.-Y. [12] found a positive and significant effect of organizational learning on employee job performance. All the studies were carried out not in the Deposit Money Banks in Nigeria, and did not address the variables of organizational learning such as; continuous learning, team learning, system thinking, employees training and mentorship and linked same with employees' performance and more so, there were no evidence of the used of robust technique such as; logit regression, probity regression and extreme regression which this present study used, thus, forming the gap the present study addressed.

The remaining aspect of this study are: Literature review, methodology, results, discussion, conclusion and recommendations.

2. Literature Review

This study is anchored on three related theories such as institutional, resource-based and knowledge-based theories. First, The Institutional Theory (IT) is a theoretical framework in management that arose in the 1970s in the United States and focuses on modern organizations' dependence on their environments [10]. The theory focuses on how social factors influence organizational behaviour. Furthermore, the theory posits that organizational pressures obstruct management and leadership's ability to train people and determine effective resource management, cost reduction, accountability and transparency, and service delivery values. Moreso, institutional theory, organizational performance is aided by compliance to societal expectations. Second, Penrose, E. T. [26] propounded the resource-based-view (RBV) hypothesis, which states that an organization is viewed or seen as a fusion of physical and human resources organized into a structure. Physical assets are tangible, whereas intellectual assets are intangible and refer to human resource characteristics which include skills, knowledge, and employee capabilities [25]. These assets enable the company to devise and implement strategies that increase its efficiency and effectiveness [28]. The RBV theory views an organization as a collection of resources and competencies that may be rare, valuable, difficult to copy, and cannot be substituted in order to improve an organization's short and long-term performance. Third, Grant, R. M. [11] propounded Knowledge Based Theory of the Firm (also known as Knowledge Based View Theory). The theory is one of the most widely accepted frameworks for explaining the role of knowledge in achieving and maintaining organizational goals, which is often to achieve and preserve competitive advantage. Knowledge has been identified as a key factor of production in the new economy, as opposed to other tangible resources (such as machinery or money) [36]. Knowledge based view theory was based on the acknowledgment of information as a valuable, distinctive, and inimitable resource that allows a company to differentiate itself from its competitors [13].

This study is hinged on RBV (resource-based view). This is because employees are seen as resource to an organization, hence, their performance greatly affect the performance of the organization. In addition, RBV theory is pertinent to this study since learning capability is a critical dimension of dynamic capability that a firm must possess in order to maintain good performance. It also highlights the distinctive use of the organization's most valuable assets (staff competencies) to gain a competitive edge.

Several related studies that are recent have been reviewed indicating that previous scholars have posited their positions over many years. Some of their perspectives are stated thus:

Werlang, N. B., & Rossetto, C. R. [37] investigated the effects of organizational learning and innovativeness on organizational performance in the service provision sector and among hotel and lodging establishment in Santa Catarina in

United States of America. The study used Structural Equation Modelling (SEM) to analyse data collected from 162 managers of hotels and lodging establishment in Santa Catarina. The study found that learning orientation have negative relationship with organizational performance. The authors concluded that learning orientation and organizational performance were inversely related.

Sanyal, S., & Hisam, M. W. [31] investigated the effect of teamwork on occupational performance. The goal of their study was to identify the effects of teamwork on faculty members at Dhofar University and their performance, as well as to investigate the aspects related with the notion of teamwork in the workplace. Several teamwork-related elements were investigated, including the concept of trust, leadership and structure, and performance evaluation and rewards. The findings show a strong and substantial relationship between the independent variables of teamwork, trust atmosphere, leadership and structure, performance evaluation and rewards, and the performance of faculty members at Dhofar University in the Sultanate of Oman.

Nkomo, M. W., Wellington, D. T., Clinton, O. A. [19] investigated the effects of mentoring functions on graduate employee job satisfaction and organizational commitment in South-Africa. The study relied heavily on qualitative data derived from content analysis and historical data. According to the findings, career development and role modeling functions have a beneficial impact on new entry employees' job satisfaction and organizational commitment.

Rehman, S. U., Bhatti, A., & Chaudhry, N. I. [30] investigated the mediating effect of an innovative culture and organization learning between leadership styles and organizational performance in Malaysian Small and Medium Enterprises (SMEs). The study collected data from 384 respondents who were owners of business and managers using a structured questionnaire. The study found that innovative culture and organizational learning significantly mediate between leadership styles and organizational performance. The authors concluded that innovative culture, organizational learning boosted leadership style and organizational performance.

Sawaeen, F., & Ali, K. [32] investigated the impact of entrepreneur leadership and learning orientation on the organization performance of SMEs in Kuwait. The study examined the relationship between entrepreneurial leadership, learning organization, and innovation capacity, and organizational performance. The study used a quantitative method. Data were collected from 384 SMEs owners in Kuwait. The study found out that learning orientation had a positive significant implication on organizational performance. The authors concluded that entrepreneurship leadership and learning orientation improves organizational performance.

Ogueyungbo, O. O., Chinonye, L. M., Igbino, E., Salau, O., Falola, H., & Olokundun, M. [20] investigated the impact of organizational learning on employee engagement and the mediating effects of supervisory supports in some selected pharmaceutical companies in Nigeria. The researcher adopted

survey research design, and purposive stratified sampling technique was used for selection of five hundred and forty-one hundred (541) respondents across all the selected pharmaceutical companies in Nigeria with the usage of purposive and stratified sampling technique. The analysis of the mediating influence of supervisory support on organizational learning and efficacy of employee engagement to work and job task was conducted using the Structural Equation Model through Analysis of Moment Structures (AMOS) version 23. The findings of the hypothesis test in their study revealed that supervisory support has a significant impact on organizational learning and employee engagement. Due to its function in moderating the relationship between organizational learning and employee engagement.

Irungu, A. M., & Wanyoike, R. [14] examined the effect of organizational learning strategies on employee performance in water and sewerage companies in Kenya. The study adopted a descriptive research design with a targeted population of 374 senior officers of Nairobi city water and Sewerage Company. Sample size of 112 respondents were selected using simple random sampling technique. Primary data was obtained through administration of questionnaire and quantitative approach was used for data analysis. The findings of the study revealed that there is information acquisition has a strong positive significant effect on employee performance; distributing information has a low significant effect on employee performance while practicing interpreting information has a strong significant positive influence on employee performance at Nairobi City water and Sewerage Company. The study concluded that organizational learning contributed positively to the performance of the organization.

Burhan Ismael, N., Jabbar Othman, B., Gardi, B., Abdalla Hamza, P., Sorguli, S., Mahmood Aziz, H., & Anwar, G. [6] investigates the relationship between training and development and organizational success. The research data is gathered by creating a questionnaire; the research is of a qualitative nature, which prefers to address the quality of things in depth rather than numerical data about the questionnaire; it is divided into two parts, the first of which is interested in acquiring personal data, on which the second section sheds light (training, development, and organizational effectiveness). The sample included both male and female participants. The data was gathered by the researcher at private universities. Using a random sample, 120 questioners were distributed to various levels of employees at private colleges. Statistical Package for the Social Sciences (SPSS) was used to conduct the analysis. In this study, the researchers attempted to shed light on training and development and how they can affect the effectiveness of an organization, for which the researchers chose private institutions to disseminate my questionnaire and receive it once completed. The first research question that the researchers discovered is that there is a relationship between training and development, and the second research question

that the researchers discovered is that development programs have a direct impact on organizational effectiveness and progress, and development is essential for an effective organization.

Tan, F. Z., & Olaore, G. O. [34] studied the effect of organizational learning and effectiveness on the operations, employees' productivity and management performance. The researchers employed random and stratified sampling techniques for selection of 300 employees of Guaranty Trust Bank Plc in Nigeria. Data was collected through questionnaire while confirmatory factor analysis (CFA) and hierarchical multiple regression was used for analysis. The findings of their study revealed that organizational learning and effectiveness have a positive significant relationship with bank operations, employees' productivity and management performance. Their study concluded that organizational learning and efficiency affect and influence the performance of all staff at every level within the organization.

3. Methodology

This study employed the cross-sectional survey research design to examine the effect of organizational learning on employee performance of selected Deposit Money Banks in Nigeria. The headquarters of the selected Four Deposit Money Banks (DMBs) in Nigeria were considered such as: First Bank Plc, Access Bank Plc, Guaranty Trust Bank and Zenith Bank Plc based on the internationalization categorization of the Deposit Money Banks in Nigeria. The target population consists of top-level management staff, middle level management staff, and lower-level management staff in the selected headquarters categorization of international Deposit Money Banks in, Nigeria. The population of this study comprises of two thousand, three hundred and forty-two (2,342) staff of the selected Deposit Money Banks in the selected headquarters of DMBs in, Nigeria. The information was obtained from Financial Statements and Human Resource Department of Respective Banks in 2023. Sample size for this study was determined using the Roasoft Sample Size calculator [29]. Adopting Roasoft sample size calculator for this study gives a detailed result of the imperative sample size that will be appropriate for the study. Also, it increases the level of precision and the confidence level of taking less risk in determining the actual sample size necessary for the study. The result of the sample size calculated via Roasoft in online is 331. Two research assistants were employed for the administration of the research instruments to the respective banks in Nigeria. The research assistants were trained in data administration, collection and retrieval of the instrument. Copies questionnaire were administered to respective respondents. Data analysis for this study was done in two stages: the descriptive and inferential statistics.

4. Result and Discussion

Table 1. Questionnaire administered to the categories of management in DMBs in Nigeria.

Managerial Level	Frequency	Percentages
Top management	112	35.7
Middle Management	143	45.5
Lower Management	59	18.8

Table 1 shows the distribution of questionnaire to the respondents by management level which revealed that 35.7% of the respondents were in top management level while 45.5% and 18.8% were in middle and lower levels of management respectively. This indicated that majority of the respondents were in middle level management.

Table 2. Mean and Standard Deviation computed for the variable of continuous learning.

	Responses (%)						Mean	SD
	SA 6	A 5	PA 4	PD 3	D 2	SDs 1		
We continually adapt to ever-changing social environment	128(40.8)	74(23.6)	46(14.6)	13 (4.1)	40(12.7)	13 (4.1)	4.63	1.55
Our organization sustains its success with reinforcement activities on consistent intervals.	87(27.7)	108 (34.4)	43(13.7)	34(10.8)	26 (8.3)	16 (5.1)	4.47	1.46
Our organization allows us to reach higher levels of employee knowledge	54(17.2)	79(25.2)	89(28.3)	44(14.0)	32(10.2)	16 (5.1)	4.10	1.39
We have a forward-thinking innovation culture in the workplace	82(26.1)	90(28.7)	43(13.7)	45(14.3)	29 (9.2)	25 (8.0)	4.24	1.58
Our organization makes employees feel valued	92(29.3)	76(24.2)	89(28.3)	24 (7.6)	20 (6.4)	13 (4.1)	4.50	1.37
Grand Mean							4.39	1.47

Table 2 presented the mean and standard deviation computed for the respondents' perception on the variable of continuous learning. The results of the descriptive analysis revealed that 40.8% of the respondents strongly agree that they continually adapt to ever-changing social environment, 23.6% agree, 14.6% partially agree, 4.1% partially disagree, 12.7% disagree, and 4.1% strongly disagree. This implied that 66% of the respondents agreed that they continually adapt to ever-changing social environment. More so, the mean value obtained for the test item of 4.63 with a standard deviation of 1.55 that showed a light dispersion from the mean, further reconfirmed that substantial number of the respondents agreed with the test item. The capacity of the employees of the selected DMBs to adapt to ever changing environment might depend greatly on the nature of continuous learning the banks implemented. With continuous learning that emphasized

changing nature of Information and Communications Technology (ICT) in the 21st century, the capacity of the employee to handle new technology to enhance depositors' patronage and attract other customers to the banks might improve.

Further, 27.7% of the respondents strongly agree that their organization sustains its success with reinforcement activities on consistent intervals 34.4% agree, 13.7% partially agree, 10.8% partially disagree, 8.3% disagree and 5.1% strongly disagree. This showed that approximately 75.8% of the respondents agreed with the test item. Also, the mean value computed for the test item of 4.47 was greater than the acceptable mean of 3.00 with a standard deviation of 1.46 that showed a slight dispersion from the mean, thus, implying that sufficient number of the respondents were in support of the test item. This indicates that for the selected banks to sustain better employee performance the banks must continually

reinforce activities that sustained employee’s knowledge on a consistent basis. In this regard, employees must be exposed to training activities that went in line with areas of specialization in order to sustain the success of the employees as well as that of the organization.

Also, the finding revealed that 17.2% of the respondents strongly agree that their organization allows them to reach higher levels of employee knowledge. 25.2% of the respondents agree, 28.3% partially agree, 14.0% partially disagree, 10.2% disagree and 5.1% of the respondents strongly disagree. This implied that approximately 70.7% of the respondents agreed with the test variable. Meanwhile, the mean value computed for the test item of 4.10 was greater than the acceptable mean of 3.50 with a standard deviation of 1.39 that indicated a slight variation from the mean. The figures reaffirmed the fact that substantial number of the respondents agreed with the test item. The implication of this was that organization must allow their employees to reach higher level of knowledge on the job. This might be activated through employees attendance at seminars and conferences, workshop, mandatory professional courses, mandatory professional continuous education and selected on and off on the job training that related to employees job specialty. In addition, findings revealed that 26.1% of the respondents strongly agree that they have a forward-thinking innovation culture in the workplace. 28.7% agree, 13.7% partially agree, 14.3% partially disagree, 9.2% disagree and 8.0% strongly disagree. This implied that adequate (68.5%) of the respondents agreed with the test statement. In continuation, the mean value calculated for the test variable of 4.24 was greater than the acceptable mean of 3.50 with a standard deviation of 1.58 that showed a slight variation from the mean. The figure revealed that adequate number of the respondents agreed with the test

statement. The existence of forward-thinking innovation culture in an organization might contribute meaningfully to employee performance. In forward thinking innovation method employees were allowed to use their talents, creative innovation, knowledge and the application of the right skills to proffer solutions to organizational challenges. This seems to helped an organization to get the better from its employees.

The results of the descriptive analysis revealed that 29.3% of the respondents strongly agree that their organization makes employees feel valued, 24.2% agree, 28.3% partially agree, 7.6% partially disagree, 6.4% disagree and 4.1% of the respondents strongly disagree. This indicated that substantial (81.8%) of the respondents agreed with the test item. More so, the mean value computed for the test item of 4.50 was far better than the acceptable mean of 3.50 with a standard deviation of 1.37 that indicated a slight dispersion from the mean. The values confirmed that sufficient number of the respondents agreed with the test statement. The kind of value an organization like the DMBs placed on its employees might influence the degree of their contributions to the organization. Organization must realised that employees were valued if they were exposed to persistent learning that improved their skills and knowledge on the job. These categories of employees were ready to give their all to the organizations. Thus, priority on employees training and learning process should form integral part of organizational learning.

The capacity of employees to translate knowledge and ideas gained and shared in training might influence greatly employee job satisfaction. Employees by virtue of their position in an organization did majority of the work, hence, their job performance or otherwise might make or mar organizational productivity. This section discussed the variable of employees’ job satisfaction.

Table 3. Mean and Standard Deviation Computed for the variable of Employee Satisfaction.

	Responses (%)						Mean	SD
	SA 6	A 5	PA 4	PD 3	D 2	SDs 1		
I am happy with my job	80(25.5)	65(20.7)	91(29.0)	43(13.7)	21 (6.7)	14 (4.5)	4.31	1.39
I am well compensated for the Job	66(21.0)	74(23.6)	70(22.3)	58(18.5)	34(10.8)	12 (3.8)	4.14	1.42
I am satisfied with my workload	37(11.8)	59(18.8)	74(23.6)	34(10.8)	35(11.1)	75(23.9)	2.19	0.93
I am contended with the organization	57(18.2)	77(24.5)	77(24.5)	56(17.8)	32(10.2)	15 (4.8)	4.08	1.41
I feel I am doing a worthwhile job	128 (40.8)	74(23.6)	46(14.6)	13 (4.1)	40(12.7)	13 (4.1)	4.63	1.55
Grand Mean							3.87	1.34

Source: Author’s computation, 2022.

Table 3 presented results of descriptive statistics on employee satisfaction. The results of the descriptive analysis

revealed that 25.5% of the respondents strongly agreed that they were happy with their job, 20.7% agreed, 29.0% partially

agreed, 13.7% partially disagreed, 6.7% disagreed, and 4.5% strongly disagree. On average, the respondents agree that they are happy with their job (mean = 4.31, standard deviation = 1.39). Further, 21.0% of the respondents strongly agreed that they are well compensated for the job. 23.6% agree, 22.3% partially agree, 18.5% partially disagree, 10.8% disagree and 3.8% strongly disagree. On average, the respondents were further in agreement that they are well compensated for the job (mean = 4.14, standard deviation = 1.42). Further, findings revealed that 11.8% of the respondents strongly agree that they are satisfied with their workload 18.8% of the respondents agree, 23.6% partially agree, 10.8% partially disagree, 11.1% disagree and 23.9% of the respondents strongly disagree. On average, the respondents disagree they are satisfied with their workload (mean = 2.19, standard deviation = 0.93). Also, findings revealed that 18.2% of the respondents strongly agree that they are contended with the organization. 24.5% agree, 24.5% partially agree, 17.8% partially disagree,

10.2% disagree and 4.8% strongly disagree. On average, the respondents partially agree that are contended with the organization (mean = 4.08, standard deviation = 1.41). The results of the descriptive analysis revealed that 40.8% of the respondents strongly agree that they feel they are doing a worthwhile job, 23.6% agree, 14.6% partially agree, 4.1% partially disagree, 12.7% disagree, and 4.1% of the respondents strongly disagree. On average, the respondents partially agree they feel they are doing a worthwhile job (mean = 4.63, standard deviation = 1.55).

The overall mean score of responses was 3.87 with a standard deviation of 1.34 which indicates that the respondents agree with the statements on employee satisfaction in the selected Deposit Money Banks in Nigeria.

Test of Hypothesis

H₀₁: Continuous learning has no significant effect on job satisfaction of employee of the selected Deposit Money Banks in Nigeria.

Table 4. Regression Result (Ordinary Least Square).

Variable	Coefficient	Standard Error	T-calculated	p-value
C	9.557625	9.887447	0.966642	0.4540
CL	0.683138	0.083514	8.179940	0.0000
	OTHER	TEST	STATISTICS	
R-squared	0.557174		Mean dependent var	20.76190
Adjusted R-squared	0.453341		S. D. dependent var	2.527138
S. E. of regression	1.868475		Akaike info criterion	4.134901
Sum squared resid	2471.769		Schwarz criterion	
Log likelihood	-1456.447		Hannan- Quinn criter.	4.111325
F-statistic	119.2573		Durbin-Watson stat	1.697611
Prob (F-statistic)	0.000000			

Dependent variable = Employee Job Satisfaction (EJS)

Source: Researcher’s Computation, 2022 ** CL= Continuous Learning

Table 4 presented the result of the Ordinary Least Square test computed for the null hypothesis one. Looking at the result in the table, it was found that the relationship between continuous learning and employee job satisfaction was positive and significant. This inferred was premised on the fact that the regression coefficient computed for the variable of continuous learning of 0.68 was positive with a significant t-statistics value of 8.16. The values indicated that a 1% increase in the variable of continuous learning might cause a 0.68% increase in employee job satisfaction. The sign of the variable of continuous learning was in tandem with a prior expectation for the variable. As a result of this the variable of continuous learning was a good determinant for employee job

satisfaction. Meanwhile, it was discovered that the p-value of the t-statistics calculated for the variable of continuous learning of 0.0000 was less than the critical value of 5%. This indicated that the null hypothesis which stated that continuous learning was not significant on employee satisfaction was rejected. It was reasonable to assert that continuous learning was significant on employee job satisfaction. Employee must continually learn on the job through effective organizational learning process in which employee training was the upper most in the learning curve. This was the only way which employee job satisfaction might increase. Employee job satisfaction may be enhanced if organizational learning process focuses in initiate the value of employee transfers what they

have to affect their job performance. As a result of this, the employee of the selected DMBs in must be adequately trained to always transmit the knowledge gained in training, seminars and workshop within and outside the banks to influence their job performance. In this regard, employee continuous learning must be made to reflect employee job specialty since this could bear positively on their job satisfaction. In this regard, continuous learning must be specialised focused in order to bring out the best from the employees.

The result of the other test statistics computed for the test revealed that continuous learning was a better explanatory variable for the employee satisfaction. For instance, the coefficient of determination (R^2) computed for the test of 0.557 showed that approximately 56% of employee satisfaction might be as a result of continuous learning. As a result of this continuous learning was a good predictor for employee job satisfaction. More so, the p-value of the F-statistics computed for the variables of 0.0000 was less than the critical value of 5% with a significant F-statistics of 119.26. The values implied that the joint null hypothesis one which stated that Continuous learning has no significant effect on job satisfaction of employees in the selected Deposit Money Banks in Nigeria was rejected. It was saved to infer that continuous learning had a significant positive effect on job satisfaction of employees in the selected Deposit Money Banks in Nigeria. The result of this study corroborated the findings of previous studies [22, 23] as regard the implications of capacity building on performance of employees which also translate to improve performance of an organisation. Furthermore, the information criterion obtained for the test revealed that continuous learning provided better information on job satisfaction of employees of the DMBs in Nigeria. All deviance for the test were within the acceptable limit. The Durbin-Watson statistics computed for the test of 1.697611 showed that the variables of the test were freed from the problem of serial correlation, hence, continuous learning and job satisfaction of employees were directly related.

5. Conclusion

The study concluded that continuous learning significantly influenced job satisfaction of employees in the selected Deposit Money Banks, Nigeria.

6. Recommendations

Based on the findings from this study, the study recommends that top banking executives should embrace continuous learning since it will boost employee happiness and overall performance in the long term. Managers should pay attention to the learning aspects of their organisations in order to gain skill, knowledge, and experience in order to make better decisions and perform better.

7. Areas of Further Study

This study is only limited to the headquarters of Deposit Money Banks, further studies may inculcate the branches. Furthermore, this study is limited to Deposit Money Banks, further study may compare DMBs with other financial institutions.

Abbreviations

DMBs	Deposit Money Banks
IT	Institutional Theory
RBV	Resource-Based View
SEM	Structural Equation Modelling
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
AMOS	Analysis of Moment Structures
CFA	Confirmatory Factor Analysis
ICT	Information and Communications Technology
CL	Continuous Learning
EJS	Employees Job Satisfaction
SA	Strongly Agree
A	Agree
PA	Partially Agree
PD	Partially Disagree
D	Disagree
SDs	Strongly Disagree
SD	Standard Deviation

Author Contributions

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Felix Akinlade Babatola: Conceptualization, Data curation, Investigation, Writing – original draft

Emmanuel Makanjuola Ogunjemilua: Data curation, Formal Analysis, Methodology, Validation, Writing – review & editing

Conflicts of Interest

The authors declare no conflicts of interest.

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