

Research on the Influence of Learning Organizational Culture on Employees' Organizational Identity

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Abstract: With the rapid development of society and fierce competition in all walks of life, the COVID-19 epidemic has intensified the pressure of survival. This means that organizations are facing greater challenges and pressure to explore more development directions and create new competitive advantages. At the same time, the rapid development of science and technology and the emergence of diversified needs require organizations to have high-quality talents. These talents need not only professional skills, but also innovative thinking and the ability to adapt to change. In order to meet these challenges, the country has promoted development through innovation and positioned innovation as its core competitiveness. In this context, organizations need to adapt to change and innovation to maintain a competitive edge. From the perspective of the impact of learning organizational culture on organizational identity, this paper reviews existing literature, and uses questionnaire survey as a way to collect data, and adopts empirical analysis method to analyze how learning organizational culture affects employees' organizational identity, with a view to providing reference suggestions for relevant enterprises.

1. Introduction

In this paper, empirical data were obtained by sending questionnaires online and offline. SPSS statistical analysis software was used to analyze the data, verify the hypotheses and draw the following conclusions: (1) Learning organizational culture has a significant positive impact on employees' organizational identity. (2) The team cooperation dimension, common vision dimension, organizational environment dimension, strategic leadership dimension and cultural identity dimension of learning organizational culture have the strongest correlation with the attribution identity of organizational identity. (3) The exploratory dialogue dimension of learning organizational culture has a weak correlation with the responsible behavior dimension of organizational identity. According to the conclusion, this paper puts forward some management suggestions on how to build learning organizational culture and improve employees' organizational identity.

2. Research background

With the rapid development of society and fierce competition in all walks of life, the COVID-19 pandemic has intensified the pressure of survival. This means that organizations are facing greater challenges and pressure to explore more development directions and create new competitive

advantages. At the same time, the rapid development of science and technology and the emergence of diversified needs require organizations to have high-quality talents. These talents need not only professional skills, but also innovative thinking and the ability to adapt to change. In response to these challenges, the country has promoted development through innovation and positioned its core competitiveness as innovation. In this context, organizations need to adapt to change and innovation to maintain a competitive edge.

In order to achieve this goal, organizational culture plays a key role. For an organization, organizational culture is a synthesis of multiple elements, involving the organization's development purpose, behavioral norms, value concepts, etc., which has an important impact on performance and employee behavior. Learning organizational culture is a key category of organizational culture, which emphasizes knowledge sharing, innovation cultivation and individual organizational adaptation. Employees in the learning organizational culture will be supported by the organization, encourage them to learn actively, advocate teamwork and knowledge sharing, and pay attention to employees' innovation and adaptability. This culture fosters learning and knowledge accumulation within the organization, helping the organization adapt to change and meet challenges. Therefore, learning organizational culture has attracted extensive attention and research in the fields of organization, organizational behavior and human resource management. Organizational culture is considered to be an important factor in improving organizational performance, promoting innovation and improving employee behavior. Learning organizational culture can help the organization adapt to the complex and changeable external environment, motivate the employees, mobilize the enthusiasm for learning and encourage innovation, and further promote the overall competitive strength of the organization and greatly improve the sustainable operation ability of the organization.

The theoretical framework of learning organizational culture was first proposed by ^[1] Senge (1997) in his classic book *The Fifth Discipline*. Learning organizational culture attaches importance to organizational learning and knowledge sharing, and proposes that continuous learning and innovation must be used to help organizations adapt to the changes of The Times, promote personal development and create their own value. The culture also focuses on establishing learning habits and practices, and encourages employees to pursue personal and organizational development goals.

Whether an organization can achieve the ultimate success and the level of performance depends on the sense of organizational identity to some extent, so the sense of organizational identity is of great significance. When employees and the organization develop the same culture and values, it helps them develop a stronger sense of organizational identity. For this learning organization culture plays a prominent role. Studies have shown that learning organizational culture is related to organizational performance, employee satisfaction and employee innovation behavior. This kind of culture motivates employees, promotes their learning and development, focuses on knowledge sharing and innovation cultivation, and makes employees feel valued and supported. This positive organizational culture helps to increase employee motivation and satisfaction, prompting them to engage more actively in their work and demonstrate innovative behavior. However, there are still gaps in the knowledge of how organizational identity is influenced by learning organizational culture, what conditions and mechanisms are required.

In order to measure the Learning organizational culture, it is necessary to take the Dimensions of Learning Organization Questionnaire (DLOQ) developed by ^[2] Watkins and Marisick (1993) and conduct relevant research. This scale is used to assess the characteristics and performance of an organization in terms of a learning organizational culture. In this study ^[3] Nie Lin (2014) introduced the simplified DLOQ scale and made appropriate adjustments to it. This approach can improve the practicality and use value of the scale on the basis of retaining the original measurement elements.

In order to measure organizational identity, Wang Yanbin (2004), a scholar from Yunnan University in China ^[4], carried out an empirical analysis of Chinese enterprises in the transition stage

against the background of changes in China's macro-social and economic system, and compiled a questionnaire on organizational identity that was in line with China's national conditions and Chinese enterprises. Wang Yanbin believes that organizational identity in the Chinese context can be divided into two levels: organizational psychological identity and organizational behavior identity. The organizational psychological identity level contains three dimensions: existence, belonging and success. The dimensions of organizational behavior identification can be divided into two dimensions: enthusiasm and responsibility. This paper introduces the organizational identity measurement scale compiled by Wang Yanbin.

3. Data collection and analysis methods

3.1 Data Collection

After the formal questionnaire is determined, a large-scale survey is carried out with the help of the questionnaire in connection with the purpose of this paper. The measurement of the two variables of learning organizational culture and organizational identity is mainly carried out by the way of employee self-evaluation. In this study, the interviewees were identified as employees of various organizations, and 600 formal questionnaires were distributed in advance. The required data were collected by means of the online questionnaire mode and some offline questionnaires. Then descriptive statistical analysis is carried out on the obtained data, and SPSS software is introduced to carry out reliability and validity and correlation analysis.

3.2 Data analysis methods

In this study, SPSS software was introduced to analyze the collected survey data

3.2.1 Reliability analysis

SPSS software was introduced to conduct reliability analysis for the questionnaire, mainly for the study of quantitative data. Firstly, the α coefficient value in the reliability analysis is divided into four levels: the index value exceeds 0.8 to prove that it has high reliability, the reliability is good in the range of 0.7-0.8, the reliability is only up to the standard in the range of 0.6-0.7, and the reliability is bad in the range of 0.6. If the CITC, that is, the total correlation of the correction item, is below the 0.3 level, the item is removed. Finally, if the α coefficient of the deleted item is compared, the α coefficient of the remaining item is at a lower level, then it is necessary to delete this item and then carry out the corresponding analysis.

3.2.2 Validity analysis

Validity analysis is to analyze the existence value and reasonability of research items, involving a variety of analysis indicators, mainly including variance explanation rate value, KMO value, etc., so as to verify the validity of survey data. The KMO value should be analyzed in the validity analysis. If the value exceeds 0.8, it indicates higher efficiency; if it is in the range of 0.7-0.8, it indicates better validity; if it is in the range of 0.6-0.7, it indicates that the validity reaches the standard; if it is less than 0.6, it indicates that the validity is poor.

4. Reliability and validity analysis of learning organizational culture and organizational identity scale

In quantitative research, when collecting sample data in the form of questionnaire survey,

reliability and validity analysis should be carried out to test whether the scale can objectively and effectively reflect the attitude of the respondents. Reliability refers to the reliability and consistency of the data, especially whether the results of the two measurements are consistent. Validity refers to the correctness and accuracy of the data, that is, whether it can reflect the effective level for the research objective.

Although this study has considered Chinese cultural background, enterprise situation and other aspects, and selected a mature scale compiled by Chinese scholars and in line with the actual situation of Chinese enterprises, in the pre-survey stage, SPSS software has been used to analyze the sample data of the pre-survey, and the results show that the reliability and validity of the two scales are good, but in order to ensure the rigor of the study, the data of the formal survey are still subject to the internal consistency coefficient Cronbach's Alpha to verify the reliability of the survey scale.

When testing the validity of learning organizational culture and organizational identity scale, confirmatory factor analysis in SPSS software and KMO and Bartlett sphericity test are used. The level of KMO value determines whether factor analysis is suitable for use. When Bartlett sphericity test is used, the significance of Chi-square value is lower than 0.05, indicating that factor analysis is suitable for use.

4.1 Reliability and validity analysis of the learning organizational culture Scale

4.1.1 Reliability analysis of learning organizational culture Scale.

In this study, SPSS statistical analysis software was used to analyze the reliability of the learning organizational culture survey scale, and the specific coefficients were shown in the following table 1: The α coefficient of continuous learning dimension is 0.837, the α coefficient of exploration dialogue dimension is 0.791, the α coefficient of team cooperation dimension is 0.849, the α coefficient of system construction dimension is 0.827, the α coefficient of common vision dimension is 0.777, the α coefficient of organizational environment dimension is 0.820, and the α coefficient of strategic leadership dimension is 0.826. The α coefficient of cultural identity dimension is 0.917, and the whole α coefficient of learning organizational culture scale is 0.970. It can be seen that the α coefficients of the eight dimensions of learning organizational culture are all higher than 0.7, which proves that the scale has high reliability and internal consistency, and can accurately and effectively reflect the attitudes of respondents.

Table 1: Reliability of the Learning Organization Culture Scale

Scale factor	Question Item	α coefficient
Continuous learning	B10-B12	0.837
Exploration dialogue	B13-B15	0.791
Teamwork	B16-B18	0.849
System Construction	B19-B21	0.827
Common Vision	B22-B24	0.777
Organizational Environment	B25-B27	0.820
Strategic Leadership	B28-B30	0.826
Cultural Identity	B31-B33	0.917
Scale Ensemble	B10-B33	0.970

4.1.2 Validity analysis of learning organizational culture Scale.

When analyzing the validity of the learning organizational culture Scale, KMO and Bartlett spherical test in SPSS statistical analysis software were adopted, and the specific results were shown

in Table 2 below:

Table 2: Reliability test results of learning organizational culture scale

KMO and Bartlett's test		
KMO price		0.987
Bartlett Sphelicity test	Approximate chi-square	10034.79
	df	276
	p price	0.000

The results show that the KMO value is 0.987 and the Bartlett sphere test is 0.000. Significant at 0.001, proving that the scale is suitable for factor analysis. The following table is a factor analysis of the scale items, using the principal component analysis method, Caesar normalized maximum variance method.

Table 3: Results of the composition matrix after rotating the learning tissue culture survey scale

Dimensionality	Item	Ingredient							
		1	2	3	4	5	6	7	8
Continuous Learning	B10		0.537						
	B11		0.569						
	B12		0.661						
Dimensionality	Item	Ingredient							
		1	2	3	4	5	6	7	8
Explore Dialogue	B13					0.674			
	B14					0.644			
	B15					0.717			
Teamwork	B16			0.638					
	B17			0.640					
	B18			0.591					
System Construction	B19				0.675				
	B20				0.711				
	B21				0.635				
Common Vision	B22						0.549		
	B23						0.512		
	B24						0.610		
Organizational Environment	B25							0.537	
	B26							0.570	
	B27							0.506	
Strategic Leadership	B28								0.672
	B29								0.504
	B30								0.619
Cultural Identity	B31	0.617							
	B32	0.662							
	B33	0.517							
Extraction method: principal component analysis Rotation method: Caesar's normalized maximum variance method a. Rotation has converged after 17 iterations									

The results of Table 3 show that there are eight feature roots greater than 1, and the classification of all 24 item factors is exactly in line with the eight dimension Settings of this scale: B10-B12 for

continuous learning, B13-B15 for exploratory dialogue, B16-B18 for team cooperation, B19-B21 for system construction, and B22-B24 for shared vision. B25-B27 for organizational environment, B28-B30 for strategic leadership, and B31-B33 for cultural identity. The results show that the scale has good validity and can reflect the real situation effectively.

4.1.3 Reliability analysis of organizational identification scale.

In this study, SPSS statistical analysis software was used to conduct reliability analysis on the organizational identity survey scale, and the specific coefficients were shown in Table 4: The α coefficient of survivability identification dimension is 0.884, attributive identification dimension is 0.855, success identification dimension is 0.905, responsible behavior dimension is 0.885, warm-hearted behavior dimension is 0.900, and the overall α coefficient of organizational identification scale is 0.972. The α coefficients of these five dimensions all performed well, indicating that the organizational identity scale had high internal consistency and could accurately and effectively reflect the attitudes of respondents.

Table 4: Results of the reliability test

Scale Factor	Item	α coefficient
Survival Identity	C34-C39	0.884
Attribution Identification	C40-C45	0.885
Successful Identity	C46-C52	0.905
Responsible Behavior	C53-C57	0.885
Enthusiastic Behavior	C58-C61	0.900
Scale Ensemble	C34-C61	0.927

4.1.4 Validity analysis of organizational identification scale.

When analyzing the validity of the organizational identification scale, KMO and Bartlett sphericity test in SPSS statistical analysis software were adopted, and the specific results were shown in Table 5:

Table 5: Results of the organization

KMO and Bartlett's test		
KMO price		0.936
Bartlett sphericity test	Approximate chi-square	8936.54
	df	378
	p price	0.000

The test results show that the KMO value of the scale is 0.936, and the Bartlett sphericity test value is 0.000. It is significant above 0.01, which proves that the scale is very suitable for factor analysis.

Table 6 is a factor analysis of the items in the scale, using principal component analysis and Kaiser's normalized maximum variance method.

The results show that there are five feature roots greater than 1, and the classification of all 28 item factors exactly conforms to the setting of the five dimensions of this scale, C34-C39 is survival identity, C40-C45 is attribution identity, C46-C52 is success identity, C53-C57 is responsible behavior, and C58-C61 is enthusiastic behavior. The results show that the organizational identification scale is composed of five dimensions, and the scale has good validity, which can effectively reflect the real situation of the respondents.

Table 6: Results of the composition matrix of the rotation organization rotation

Dimensionality	Item	Ingredient				
		1	2	3	4	5
Survival Identity	C34		0.766			
	C35		0.735			
	C36		0.764			
	C37		0.736			
	C38		0.751			
	C39		0.748			
Attribution Identification	C40			0.757		
	C41			0.751		
	C42			0.755		
	C43			0.764		
	C44			0.719		
	C45			0.766		
Success Identity	C46	0.756				
	C47	0.773				
	C48	0.718				
	C49	0.786				
	C50	0.784				
	C51	0.705				
	C52	0.779				
Responsible Behavior	C53				0.809	
	C54				0.796	
	C55				0.768	
	C56				0.792	
	C57				0.759	
Enthusiastic Behavior	C58					0.827
	C59					0.824
	C60					0.826
	C61					0.818
Extraction method: principal component analysis Rotation method: Caesar's normalized maximum variance method a. Rotation has converged after 6 iterations						

5. Conclusion

Combined with the analysis results in Chapter 4 and the research background in Chapter 1, this paper believes that the research purpose of this study has been achieved, that is, how does the learning organizational culture shape employees' sense of identity with the organization? What are the influences, internal mechanisms and conditions of learning organizational culture on organizational identity? This study believes that learning organizational culture emphasizes the importance of continuous learning and adapting to the environment, and encourages employees to actively explore, innovate and share knowledge. At the same time, a learning organizational culture can also enhance employees' autonomy, responsibility and creativity, and provide an environment that supports personal growth. Organizational identity is easier to form with the help of learning organizational

culture. When employees have a perception that the organization values learning and professional growth, and have access to support and resources to achieve their personal goals, they are more likely to have an emotional connection to the organization and to empathize with its goals and values.

At the same time, this paper holds that each dimension of learning organizational culture has a positive impact on employees' organizational identity, among which the team cooperation dimension, the common vision dimension, the organizational environment dimension, the strategic leadership dimension and the cultural identity dimension have a significant positive impact on the attribution identity of organizational identity. In the practice of learning organizational culture, adequate communication, interaction, learning and appropriate incentives can enhance employees' organizational identity; According to the correlation analysis results in Chapter 4, the relationship between employees' perception of learning organizational culture and the intensity of organizational identity is close and positively correlated.

Learning organizational culture has a positive impact on employees' sense of organizational identity. For employees, learning organizational culture can cultivate their creativity and effectively mobilize their enthusiasm for work. For enterprises, the improvement of employees' sense of organizational identity in the atmosphere of learning organizational culture is conducive to promoting the innovation and change of enterprises.

In general, if an organization, especially an enterprise, wants to gain the recognition of employees, it should form a top-down learning atmosphere, have a common vision, strategy, goals and cultural values, and should also have an open learning environment, fair and reasonable promotion channels, above-average welfare benefits, and a certain degree of social recognition and praise.

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