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EXPLORING DYNAMICS OF LEARNING ORGANISATION ON PERFORMANCE OUTCOMES

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Abstract *Organisations worldwide are creating learning organisations for knowledge acquisition & sharing, collectively empowering people toward innovation and change, creating value for customers & shareholders, etc. Output of a learning organisation not only improves operating efficiency by modifying products, processes & services but also leads to distinctive advantages and outsells the competition. Environmental turbulence is transforming general insurance organisations from mechanical to LOs to remain competitive, efficient and effective. Data for the study were collected from 498 employees of 11 general insurance company GIC organisations functioning in the union territory of J&K. After data reduction and scale validation through exploratory factor analysis and confirmatory factor analysis, hypotheses were tested using structural equation modelling and one-way ANOVA. The study concluded that for ensuring successful LO, learning aptitude, knowledge and training must be encouraged. Further, empowerment, shared vision, teamwork, reward, effective communication, and supportive leadership are also required for encouraging employees to perform outstanding at the individual level, group level, and corporation level.*

Keywords: *Learning Organisation, Financial Performance and Non-Financial Performance*

Introduction

Organisations over the world are experiencing social, economical and political changes which impel them to grow beyond the conventional bureaucratic model and create a talent pool for competitive performance and sustainability. The concept of the learning organisation (LO) has captivated substantial consideration from both scholars & practitioners (Razali, 2013; Pedler, Burgoyne & Boydell, 1991). The dynamic and complex nature of businesses are transforming into a learning organisation that encourages knowledge & learning among their people, empowers their workforce, shares a mission & vision, promotes trust & teamwork, offers reward & recognition, etc (Davis & Daley, 2008; Sebestoval & Rylkova, 2011). It reflected learning as an instrument, a lever & a philosophy for justifiable change and revamping the organisations in a fast-changing world (Abbasi, Taqipour & Farhadian, 2012). LO facilitates learning inputs for making improvements in organisational performance and these inputs are regarded as key sources of performance outcomes (Davis & Daley, 2008). Employees in such organisations learn faster than their competitors and thus get a competitive edge over others (Imran, Nisar & Ashraf, 2014; Akhtar, 2011; Kumar, 2005). Further, it is theoretically claimed that the LO is the organisation that is capable of achieving competitive advantage, being more innovative, anticipating the future rapidly & in a state of continuous adaptation & improvement, retorting quickly, and regulating behaviour of the employees (Rai & Yadapadithaya, 2015; Salim & Sulaiman, 2011; Ratna, Khanna, Jogishwar, Khattar & Agarwal, 2014; Razali, 2013).

General insurance being skill-based, knowledge-based, and relationship-rich industry is witnessing phases of modernisation, rapid growth, intensified global competition, changes in the regulatory environment, expansion of the customer base, mergers and acquisitions, etc. Coupled with increasing technological complexity, varying customers' needs, lifestyles & expectations and the rise of knowledge workers, the sector is enhancing learning aptitude among employees, empowering them regardless of their position, creating & disseminating knowledge, and sharing a vision by providing them with adequate training & education so as to enhance product & operational innovations, competitive pricing and advanced promotional activities at the market place. Globally, the general insurance sector is developed as a vital financial institution growing at a rate

of 12 per cent with premium income exceeding over ₹ 0.96 trillion annually. Indian general insurance sector ranked at 18th globally with the market share of 0.66 per cent. The insurance industry in India consisted of 57 insurance companies of which 24 are in the life insurance business and 33 are non-life insurers. Among the non-life insurers, there are six public sector insurers. Among the various segments of the general insurance sector, motor insurance emerged to be the largest segment with 48 per cent market share followed by health insurance (27 per cent), fire insurance (12 per cent), others (10 per cent), and marine insurance (3 per cent). The Gross direct premiums of non-life insurers in India reached US$ 13.66 billion in FY20 (up to September 2019), and gross direct premiums reached ₹ 410.71 billion (US$ 5.87 billion), showing a year-on-year growth rate of 14.47 per cent. The market share of private sector companies in the non-life insurance market rose from 13.12 per cent in FY03 to 55.70 per cent in FY20 (up to April 2019). The available literature has focused on the conceptual framework of learning organisation (LO) in manufacturing companies, libraries, state-owned enterprises, private firms, computer manufacturing, banking, health care telecommunication etc. Moreover, there is scanty research on the insurance sector, especially general insurance company (GIC). Thus, this study has incorporated all the ten inputs of LO and further explores their collective relationships with major performance outcomes in eleven GIC-National Insurance Company Limited, The New India Assurance Company Limited, The Oriental Insurance Company Limited, United India Insurance Company Limited, IFFCO Tokio, Universal Sompo, Tata AIG, Bajaj Allianz, ICICI Lombard, Future Generali, Reliance, and HDFC Ergo operating in Union territory J&K.

Research Design and Research Methodology

Hypotheses Formulation

A LO accelerates knowledge acquisition and its dissemination among employees improve organisational outcomes. Determinants of an LO are varied ranging from reward, trust, collaboration, team learning, knowledge management, open-mindedness, creativity to learning aptitude (Michael & Higgins 2002; Saludin et al., 2010). Employees' skill upgradation by their inherent knowledge, training, collaborative teams, and social media engagement produces a profound influence on organisational outcomes (Vemic 2007; Mian & Hafeez 2011). To manage internal and external stakeholders, effective team, empowerment communication and trust with co-workers are vital (Mishra & Bhaskar 2010; Abbasi, Taqipour & Farhadian 2014; Dekoulou & Trivella 2015). To propel learning inputs, a transformative leadership style that enhances the employees' ability to learn and enable them to adapt with uncertainties & changes is vital (Senge, 1996; Jawazneh & Awawdeh 2011). The aforesaid studies provide us with a base to assess the inputs of an LO through the following hypothesis:

H_1: LO is a multi-dimensional construct.

Obj_1: To assess the learning inputs reflected through learning aptitude, shared vision, training opportunity, empowerment, teamwork, reward, trust, communication, knowledge management, and leadership.

LO facilitates improved firm performance (Senge, 1990, Watkins & Marsick, 2003). Learning culture enhances the spirit of continuous experimentation & risk-taking, open-mindedness, thereby promotes employee skill & knowledge, leading to enhance organisational performance (Micheal & Higgins, 2002). Learning organisational attributes makes the employee proactive, productive, satisfied which positively affects the financial and non-financial performance of the organisation (Suresh & Jalleel, 2015; Ratna, 2014; Alipour, 2011). A shared vision and well-accepted mission lead to improved financial performance measured in terms of sales & profits (Goh, 2001, Calantone, Cavusgil & Zhao, 2002). Thus, the next hypothesis framed is

H_2: LO significantly affects its financial and non-financial performances.

Obj_2: To measure the impact of LO on financial and non-financial performance outcomes.

In today's comprehensive & complex organisational settings, universal principles, policies & practices could not be applied to all businesses due to their varied culture, structure, strategies and norms (Galbraith, 1977, Ruekert, Walker & Roering, 1985). This has resulted in a perceptual gap among employees of different industrial segments viz., manufacturing, service, business & profession and nature of the entities, i.e. public & private. Erakovic (2006) and Agrawal and Tyagi (2010) in their studies on the banking sector found that employees in the public sector are more efficient in leadership, communication, trust and knowledge than employees in the private sector. Further, Manolopoulos (2008) and Gupta and Mittal (2008) analysed that employees of the private sector are more goal oriented, implement more professional learning methods & skills, are autonomous in decision making and are competent enough to work in a team. Further, Prakash and Gupta (2008) identified that in comparison with public companies, private companies placed greater emphasis on a shared vision, knowledge sharing, internal locus of control, future orientation in planning and participation in decision making. Accordingly, human resource management practices in the private sector utilise more effective motivational techniques, i.e. feedback, autonomy, task significance, empowerment,

supervisory control and reward as compared to the public sector (Becker, 2002). Qutop et al. (2011) found that private insurance companies in Jordon promote innovation, knowledge, learning, risk-taking, creativity, and reward at the wider organisation level whereas, public companies are more capable in communication, leadership, shared vision, decision making, and teamwork. Thus, it is hypothesised as follows:

H_3: There exist significant mean differences in the perception of employees of public and private GIC with regard to learning organisational inputs.

Obj_3: To explore the dimensions of the LO on which public and private GICs may differ.

Based on aforesaid reviews, a theoretical model developed is as under.

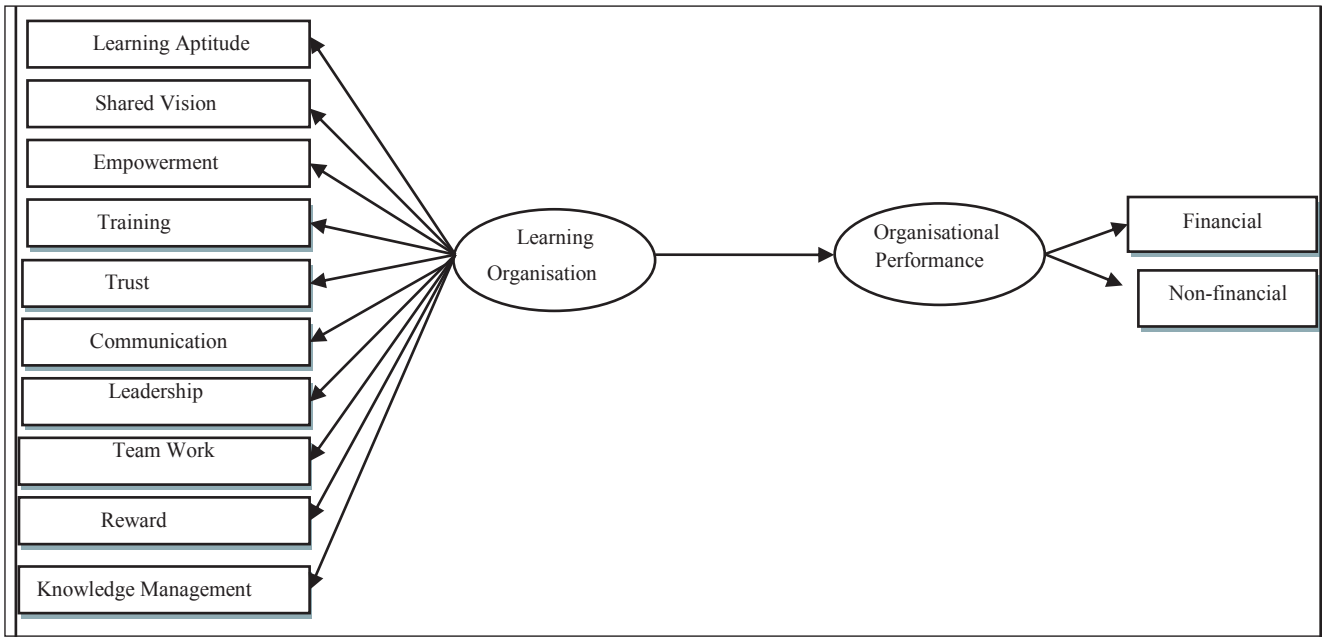


Fig. 1: A proposed Theoretical Model

Data Collection

The study is based on primary and secondary sources to accumulate requisite information regarding LO and organisational outcomes measured in terms of financial & non-financial parameters. Primary data were collected through a modified questionnaire prepared after an extensive review of pertinent literature, consulting experts and pilot testing on 120 employees, selecting 10 each from four public and eight private GIC using a convenient sampling technique. The final survey was done by distributing 566 questionnaires among employees of 12 general insuranceGIC using the census method. The GIC and number of employees responded were National Insurance Company Limited (93), The New India Assurance Company Limited (118), The Oriental Insurance Company Limited (97), United India Insurance Company Limited (88), IFFCO Tokio (6), Universal Sompo (9), Tata AIG (6), Bajaj Allianz (46), ICICI Lombard (15), Future Generali (15), Reliance (22), and HDFC Ergo (3). Out of 566 questionnaires, 510 effective responses were received, representing 91.1 per cent of the response rate.

Data Analysis

Normality, Reliability, and Validity

In this study, the normality of the data was assessed through outliers, graphic method, and numeric method. There were 12 outliers' observations which were deleted from the datasheet and the final effective sample came to be 498 respondents. In QQ plot, the observed values plunged directly along with the diagonal line, implying that the observed values are exactly similar as predictable from a normally distributed data set. Values of Skewness and Kurtosis came to be –0.294 and –0.263, respectively, which were within the threshold limits of ±1 (Kline, 1998). The reliability of the scale items was checked by Cronbach's αand the values were found to be above the threshold criteria of 0.7, as suggested by Hair et al. (2009). The composite reliability (CR) of the scale construct was above 0.7 representing that the items consistently represent the same latent construct (Hair et al., 2009). Content validity was established through existing literature

on the subject and discussions with subject experts. Construct validity was established through convergent, discriminant and nomological validity measures. Convergent validity was established as the average variance extracted (AVE) was above 0.50. Nomological validity was satisfied as all measures were associated with other constructs in a way that is theoretically meaningful and systematically interrelated.

Data Purification and Scale Validation

Exploratory factor analysis (EFA) was executed for data reduction and arriving at a smaller set of new variables called factors (Malhotra & Dash, 2009). Factors of the construct were identified on the basis of eigenvalues (EVs, i.e. equal to or greater than 1) and items on the basis of factor loading and communality (both should be above 0.5). It was run dimension-wise on inputs of LO and performance outcomes, in order to frame the factors of each dimension. The process of EFA was performed on the learning aptitude dimension of an LO, which consisted of 22 items. It took eight rounds to complete and in the final round, four factors with fifteen items were extracted having 85.148 per cent variance explained. The emerged factors were learning commitment (four items), open mindedness (three items), continuous learning (four items) and experimentation (four items). Shared vision comprised of nine items and after EFA single factor with five items were retained. The factor explained 32.724 per cent variance and Cronbach's α value was arrived at 0.757. The empowerment dimension consisted of 16 items and after four rounds, twelve items under three factors emerged explaining 80.74 per cent of the variance. Construct training after EFA left with one factor with six items having 33.122 per cent of variance explained and a KMO value of 0.714. Two factors namely, interpersonal trust (four items) and organisational trust (four items) were extracted from the construct `Trust' after two rounds of EFA. The measurement of the communication scale consisted of twelve items which were reduced to nine items under three factors. Two rounds of purification were carried out in which three items were deleted due to low communality value (< 0.5). Three factors with twelve items were retained in the construct `Teamwork' after EFA. The KMO value of the construct came to be 0.790. The knowledge management construct comprised 14 items and the process of EFA was completed in three rounds. Three factors emerged were knowledge creation, knowledge sharing and knowledge utilisation. The leadership dimension consisted of 11 variables and the process of EFA got completed in five rounds. Two factors emerged were inspirational & transformational leadership with three items each in the factor. Only one factor with four items was extracted from the construct `Reward'. The variance explained was 37.582 per cent, KMO value 0.774 and α value were 0.857. The items retained under the construct 'Financial Performance' reflect the financial capabilities of insurance companies. The items retained were 'Amount of premium is increased from last three years (FL = 0.722)', 'Number of policies have increased from last three years (FL = 0.818)', 'Market growth of the company has increased from last three years (FL = 0.716)' and 'Market share of the company has increased from last three years'. (FL = 0.808). Further, the factor explained 28.638 per cent of the variance, communalities ranged between 0.714 and 0.723, and the KMO value was 0.769. Non-financial performance consisted of 32 items. The application of EFA resulted into the retention of 21 items under five factors. The factor loadings of the items retained were above 0.5. The emerged factors along with items were employee satisfaction (four items), work commitment (four items), evaluation system(three items), service quality (four items) and customer retention (five items).

The second order of confirmatory factor analysis (CFA) was performed to confirm the fitness, reliability and validity of measured constructs namely, learning organisational inputs, financial performance, and non-financial performance. The dimension-wise, the model fit values are given in Table 1.

Table 1: Fit Indices of Measurement Models of LO and Performance Outcomes

Dimension/Construct	χ^2/df	GFI	AGFI	RMR	RMSEA	TLI	NFI	CFI
Learning aptitude	2.912	0.912	0.932	0.013	0.063	0.910	0.932	0.924
Shared vision	2.146	0.961	0.972	0.009	0.047	0.947	0.965	0.978
Empowerment	3.466	0.912	0.921	0.011	0.068	0.875	0.878	0.896
Training	1.411	0.957	0.981	0.005	0.022	0.969	0.978	0.986
Trust	2.562	0.962	0.959	0.019	0.052	0.985	0.959	0.964
Communication	3.021	0.958	0.961	0.021	0.062	0.927	0.948	0.956
Teamwork	4.158	0.989	0.961	0.012	0.062	0.986	0.993	0.994
Knowledge management	1.623	0.987	0.984	0.007	0.028	0.986	0.978	0.986
Leadership	1.362	0.957	0.988	0.033	0.021	0.975	0.986	0.987
Reward	4.217	0.926	0.887	0.007	0.080	0.893	0.891	0.898
Financial performance	1.117	0.984	0.989	0.015	0.025	0.984	0.963	0.987
Non-financial performance	1.270	0.973	0.983	0.008	0.019	0.986	0.987	0.989

Data Interpretation

Learning Organisational Inputs

Structural equation modelling (SEM) was performed to assess the fitness of the ten measured constructs of learning organisational (LO) inputs namely, learning aptitude, shared vision, empowerment, training, trust, communication, teamwork, knowledge management, leadership & reward. SEM results depicted that all SRW values were either close to or above the threshold criterion of 0.5 and the respective values were significant χ^2/df = 2.480, RMSEA = 0.068, RMR = 0.013, GFI = 0.912, AGFI = 0.932, NFI = 0.932, IFI = 0.945, TLI = 0.910, and CFI= 0.924. Moreover, the SRW value between LO and learning aptitude was 0.85 which depicted that LO is highly reflected through learning aptitude (SRW= 0.85) followed by the knowledge management (SRW = 0.78), trust (SRW = 0.72), shared vision (SRW = 0.69), communication (SRW = 0.68), leadership (SRW = 0.65), training (SRW = 0.57), teamwork (SRW = 0.53), reward (SRW = 0.49), and empowerment (SRW = 0.47), respectively. These results were also empirically confirmed by the previous research namely, Kapp (1999); Michael and Higgins (2002) and Sudharatna and Li (2004). Thus, the hypothesis *`Learning organisation is a multi-dimensional construct'* holds true and is reflected by learning aptitude, shared vision, training opportunity, empowerment, teamwork, reward, trust, communication, knowledge management, and leadership.

Impact of Learning Organisational Inputs on Financial and Non-Financial Outcomes

The SEM model, which investigated the relationship between learning organisational inputs and organisational performance (including financial and non-financial performance) was found to be robust fit as the model fit indices came out to be χ^2/df = 2.940, GFI = 0.972, AGFI = 0.949, CFI = 0.987, TLI = 0.981, NFI = 0.948, RMR = 0.033, and RMSEA = 0.077. The study results provided a clear indication that there exists a significant and strong relationship between LO and organisational performance as the critical ratio value was above 1.96 and SRW was arrived at 0.64. Hence, the hypothesis *'LO significantly affects financial and non-financial performance'* is accepted. LO was observed as a strategic resource which crafted a culture of learning in which members experience skill and competence, desire to learn, share and try new things, acceptance of mistakes and failure, and adapt dynamic changes which significantly influence the organisational performance.

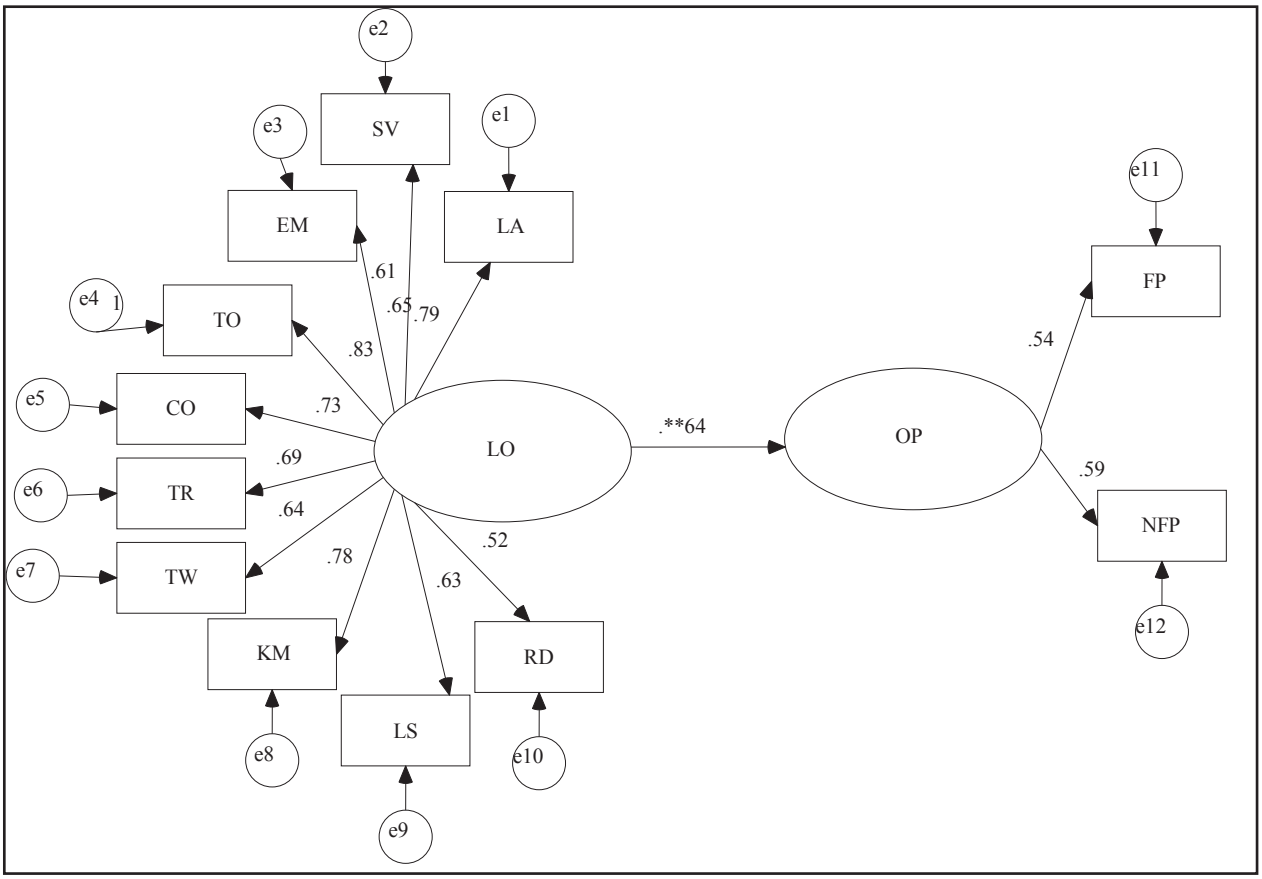
Table 2: Mean Difference in the Employees' Perception Regarding Learning Organisational Inputs

Variables	Group	Mean Level	*t*-Test	Significance (Two Tailed)	Result
Learning aptitude	Public Private	4.23 4.18	0.04	0.295	Insignificant
Shared vision	Public Private	4.11 4.08	1.12	0.102	Insignificant
Empowerment	Public Private	3.98 3.71	4.21	0.000	Significant
Teamwork	Public Private	3.93 3.87	1.73	0.062	Insignificant
Training	Public Private	3.86 4.02	2.32	0.000	Significant
Trust	Public Private	4.01 3.93	4.17	0.002	Significant
Communication	Public Private	3.94 3.83	1.03	0.078	Insignificant
Knowledge management	Public Private	4.20 4.13	0.06	0.162	Insignificant
Leadership	Public Private	4.01 3.91	1.87	0.066	Insignificant
Reward	Public Private	2.95 2.89	1.05	0.323	Insignificant

Difference in LO Inputs between Public and Private GIC

Table 2 exhibits the comparative analysis of public and private GIC with regard to learning organisational inputs using an independent t-test. As, evident from the table, the seven inputs of LO organization, i.e learning aptitude, shared vision, teamwork, leadership, reward, communication and knowledge management show the insignificant mean difference, whereas the rest of the three inputs namely, training, trust and empowerment exhibited significant mean differences as the value of $P < 0.05$ level of significance. However, employees of both private and public GICs showed a positive attitude towards learning. In case of shared vision, employees working in the private sector and the public sector were of the same opinion. Although public sector employees (M = 3.98) were more empowered as compared to private sector employees (M = 3.87). Similarly, employees of the public sector showed more trust (M = 4.01) in their respective companies as compared to private sector employees (M = 3.93). Further, private GIC (M = 4.02) provided more training opportunities to their employees as compared to public companies (M = 3.86). On the contrary, the communication process of both public and private GIC was found to be effective. Employees of all GIC believed in working as a team and were efficient in creating, sharing and utilising knowledge. GIC were efficient enough in offering rewards to their respective employees. Further, the leaders of these companies were more employee centric and inspire their employees to learn. Therefore, the hypothesis '*There exist significant mean differences in the perception of employees of public and private GIC with regard to learning organisational inputs is accepted in case of empowerment, training, trust and rejected on learning aptitude, shared vision, teamwork, communication, knowledge management, leadership and reward dimensions.*

Fig. 2 shows the overall fitness of model and the various fitness indices arrived were $\chi^2 = 3.167$, GFI = 0.958, AGFI = 0.967,CFI = 0.977, TLI = 0.957, NFI = 0.981, RMR = 0.026, and RMSEA = 0.074.



Keywords: LO – Learning Organisation, LA – Learning Aptitude, SV – Shared Vision, EM – Empowerment, TO – Training Opportunity, CO – Communication, TR – Trust, TW – Teamwork, KM – Knowledge Management, LS – Leadership, RD – Reward, OP – Organisational Performance, FP – Financial Performance, and NFP – Non-Financial Performance.

Fig. 2: Overall Fitness of the Model

Discussion and Managerial Implications

An LO focuses on acquiring, generating & disseminating knowledge & skill and transformed its behaviour to reflect new insights. Employees of an LO are empowered & collaborated, shared knowledge and received reward & training that benefits institutional stakeholders. This paper contributed to previous literature on three counts. *Firstly,* the results of this study have added to earlier research on the positive effects of learning organisational inputs namely, learning aptitude, shared vision, empowerment, training, trust, reward, knowledge management, communication, teamwork and leadership. *Secondly*, the study added to the past literature by identifying the significant impact of learning organisational inputs on organisational financial and non-financial performance outcomes. *Thirdly*, it study observed insignificant mean variation in the perception of employees of both public and private general insuranceGIC regarding the learning organisational inputs.

Further, LO was found to be highly predicted through learning aptitude, knowledge management and trust as the SRWs' were 0.82, 0.78, and 0.72, depicting that employees of GICs are much focused on learning, knowledge and interpersonal trust. High mean values and standardized regression weights were observed for the items 'The organisation always keep ready to cope with change in work practices' (M = 4.60), 'Employees in the organisation work as a team (SRW = 0.84)', 'Team members recognize the potential of the co-workers (SRW= 0.79)' and 'One's problem becomes the problem for all (SRW = 0.76)' demonstrating that employees of the GICs work as a team and support each other in performing their job. Low mean values and standardized regression weights were found for the items 'Management involves people in defining and interpreting internal organisational goals (M = 2.28)', 'Employees encourage their colleagues to enhance learning skills (M = 2.71)' and 'Co-workers co-operate each other (M = 2.77)',` Organisation uses knowledge to adjust strategic directions (SRW= 0.67)',`Development of new products/services (SRW = 0.56)',`Prompt resolution of problems across functional boundaries (SRW = 0.51), and `Less recognition to reward and empowerment (SRW = 0.49 and 0.47), respectively, implying that employees of the GIC are not fully empowered & rewarded in their respective companies. Average mean values and standardized regression weights have been noticed for the items 'Employees are considered as partners in plan the course of the business unit (M = 3.26)', 'There is a commonality of purposes and actions in this organisation (M = 3.21)', 'Organisation encourages differences of opinion (M = 3.45)', 'There is a free flow of upward and downward communication among the departments (M = 3.36)', 'There is a free flow of information from different channels (M = 3.27)', 'The organisation maintains a data base of employees (M = 3.27)' and 'Employees get money and other resources to support their learning (M = 3.07)' representing that employees are less satisfied with the monetary and non-monetary reward system nature of flow of information. The item 'Training is relevant to their job' depicted an average mean value of 3.13, showing that employees are less willing to avail training opportunities.

To give psychological involvement among employees and appreciating their presence, managers of GIC should recognize useful suggestions by instituting monetary and non-monetary incentives in their respective organisations. GIC should adopt a multi-tasking approach to enhance employees' capacity and skills by deputing them to short-term skill development programmes, management development and personality development courses. Such steps would make the employees innovative and motivated toward their respective jobs besides reducing boredom. Moreover, the management of GIC should introduce continuous in-house training programs like, job instruction training, computer-based training, skills training, refresher training, cross-functional training, team training, orientation training, etc., to acquaint its employees with new policies, products, processes, regulatory framework and competition. A lack of supportive leadership was reported by the workforce of private GIC. Hence, it is suggested that the managers instead of being panic in a crisis should tackle the employees' problems more compassionately and patiently by the following buddy approach and strive to strengthen the leader–member relationship. The vision of the employees in the GIC was observed to be closed and narrow. Therefore, management should adopt the 'Think beyond Box' strategy which means openness in thoughts & ideas, through which innovative and creative ideas from employees are embraced in the organisation. Lack of experimentation and risk taking was observed in the general insurance sector which restricts the learning aptitude among employees. Thus, it is suggested that employees who take risk & fail, are not punished and mistakes are viewed as part of the learning experience. All this gives the positive motivation to employees which enhances their optimistic approach towards learning. During the survey, it was found that employees feel stressed at the workplace due to the self-centred environment in the organisation. By promoting inquiry and dialogue strategy, managers could minimize misunderstandings, increased a sense of belongingness and know the problems and issues encountered by the employee in their course of work. Moreover, it creates a culture of questioning, listening, feedback, and develops the proactive reasoning skills among employees. Employees in the private sector were reluctant to work in a team due to the conflicting situation in the organisation. Therefore, it is suggested that private companies should focus on team cohesiveness and intimacy by promoting shared attitude/

goals & values, allocation of rewards to teams and creating positive and effective team communication, which helps in building and maintaining empathetic, supportive & proactive relationships among employees. Introduction of 720-degree method of performance appraisal, skill upgradation through e-learning module for managers and employees, the introduction of Flexi timing strategies, embracing high tech innovative technologies, developing standard branch layouts and infrastructure with attractive interiors like eye-catching ceilings, flooring, doors, lighting, walls, fixtures, window treatments, privacy partitions, etc., are some measures suggested to improve performance of GIC.

Despite all possible efforts that have been made to sustain the objectivity, validity and reliability of the study, the study has explored limited dimensions of the LO. Future researches could be conducted with the inclusion of more inputs namely, self-actualisation, screened environment, accountability & control and embedded system which helps to transform an organisation into an LO. Along with two performance outcomes, further studies could examine the impact of LO practices on the outcomes like corporate image, employees' growth & development, etc. The study is confined to the General insurance sector only. In future, similar research could be undertaken in different service sectors like tourism, hotel industry, police force, military regiment and health care to test the established relationships. Customers, brokers, agents or intermediaries as they also impact the performance of the company could be included in future studies.

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