The influence of organizational learning dimensions on the performance of haulage companies in Harare province, Zimbabwe

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ABSTRACT

The purpose of this study was to examine the influence of organizational learning practices on company performance in the case of the haulage sector in Zimbabwe. It sought to provide valuable insights into the effects of the identified causal elements (information acquisition, information interpretation, information sharing, information quality and behaviour and cognitive changes) on employee productivity and organizational performance in Zimbabwe haulage companies. Using a cross-sectional survey design amongst 120 employees from haulage companies in Harare, registered with the Zimbabwe Transport Association, the study established a model with an explanatory power of 27.3%. The results indicate that not all the five constructs are individually significant in enhancing organizational performance. The study has important managerial and academic implications for the management and resource deployments in a developing country such as Zimbabwe.

Key words: Organizational learning practices, haulage sector, organizational performance, cross-sectional survey

1. INTRODUCTION

The instability of the business environment, forces businesses to adopt organizational learning as a strategy to enhance business survival, boost business performance and competitiveness. Organizational learning enhances business ability to make relevant business changes in time and decisions that are in line with the changes taking place (Robbins, Judge, Millett and Boyle, 2013). Organizational learning is critical as it leads to highly performing, competitive and innovative companies (Easterby-Smith and Lyles, 2011). Business decision makers cannot afford to ignore the role that organizational learning plays in organizations, given the changing business environments of the 21st century. Changes in the business environment will continue to take place and they affect companies not only in Zimbabwe but the world over.

In the Zimbabwe haulage sector, technological changes have seen an increase in competition in the market. The small haulage businesses are now able to fairly wrestle for customers with the large haulage business operators in the market. According to the Transport Indaba Report (2014), the volume of private automobiles in Zimbabwe has risen and this has resulted in increased competition in the haulage sector. The small and unregistered haulage operators have become visible and pose a great threat to the large and registered haulage operators. Faced with the above challenges, the formal and registered haulage business operators do not seem to be taking visible and significant steps or strategies to circumvent the problems and challenges brought about by change. Many scholars who carried out empirical studies on organizational learning and performance, conclude that there is a positive relationship between organizational learning and company performance (Garcia-Morales, Llorens-Montes and Verdu-Jover, 2008; Jimenez-Jimenez and Sanz-Valle, 2011).

The view that organizational learning practise is a source of business competitive advantage and that it improves on business performance is supported by Zhao, Li, Lee and Chen (2011). These authors argue that organizational learning enables a business to efficiently process information and create valuable knowledge that is critically important in enhancing business decisions and performance. Garcia-Morales, Jimenez-Barrionuevo and Gutierrez-Gutierrez (2012) argue that organizational learning enhances a business’ performance through increasing its adaptation abilities to the changes taking place in the market. According to Haeckel (2013), a business becomes adaptive to changing environments if it is quick at processing and
disseminating information to its various members. Therefore, organizational learning is worth studying, given the contemporary business environments that are continuously changing and highly unstable.

Evidently, literature shows that organizational learning can be used to solve the problems arising from changing business environments, but this strategy does not seem to be benefiting the haulage operators in Zimbabwe much. There are no vivid signs that organizational learning is being practised to enhance business performance in Zimbabwe's haulage business sector. There are no new products and new services coming from the industry as a sign that organizational learning is benefiting the sector. The low level of innovation in the haulage business sector in Zimbabwe is a sign that the businesses are not making use of organizational learning to improve on business performance and their competitive standing.

2. RESEARCH PROBLEM
The various challenges faced by the haulage operators in Zimbabwe and the missed opportunities in the form of new products and services, inhibit these firms from benefiting from the positive influence of organizational learning in their business performance, in-line with literature. If not put in check, this is likely to retard their progress and lead to failure, especially in the current turbulent business operating environment. It was out of this concern that this study endeavoured to examine the relationship between organizational learning and company performance in the haulage sector in Zimbabwe, and propose possibilities of improving the status quo. The aim was to establish if organizational learning practices can be used as a tool to enhance the performance of haulage businesses in Zimbabwe and provide recommendations for improving their operations and chances for survival.

3. SIGNIFICANCE OF THE STUDY
The results of the study are expected to benefit both organizational learning practitioners and academics. The results will provide practical insights to haulage business operations in Zimbabwe into effective ways in designing and implementing organizational learning strategies for their businesses that lead to improved business performance. To the academics, the study contributes to the existing body of knowledge of organizational learning literature by developing and validating a conceptual framework that can be further developed by future researchers.

3.1 Empirical Objectives
The overall objective of the study was to establish the impact of organizational learning dimensions on the performance of haulage companies in Zimbabwe.

The specific objectives were formulated as follows:

- To establish the impact of information acquisition on the performance of haulage firms in Zimbabwe
- To evaluate the influence of information interpretation on the performance of haulage firms in Zimbabwe
- To investigate the impact of information sharing on the performance of haulage firms in Zimbabwe
- To establish the influence of information quality and behaviour and cognitive changes on the performance of haulage firms in Zimbabwe.
- To evaluate the impact of behaviour and cognitive changes on the performance of haulage firms in Zimbabwe

4. LITERATURE REVIEW, HYPOTHESIS AND RESEARCH MODEL
4.1 Information acquisition
The acquisition of information is critically important for organizational learning process to take place (Huber, 1991; Salim and Sulaiman, 2013). Information has to be acquired first before it can be useful to an organization. There are various techniques that can be used by an organization to acquire information...
internally and externally (Salim and Sulaiman, 2013). When an employee attends training, the expectation is that the individual returns to his workplace more equipped with new information that help in solving problems being faced. Learning from experience and observing other companies, are two key ways through which information can be acquired by a business (Salim and Sulaiman, 2013). Huber (1991) also argued that information acquisition can be achieved through intentional information search by a business. This can be achieved by having employees in an organization whose task is to gather internal and external relevant information and disseminate it to the decision makers. This made theorists to generally agree that there is need for organizations to continuously monitor and manage their means of information acquisition. The ability of an organization to acquire relevant information is critically important to its success and competitiveness (Arthur and Aiman-Smith, 2001). Salim and Sulaiman (2013) found a strong and statistically significant relationship between information acquisition and company performance. Easterby-Smith and Lyles (2011) also argue the same by stressing the importance of market research in today's business environment. The authors reasoned that information acquisition in the form of information gathering enhances business performance and competitiveness.

4.2 Information sharing

Information sharing is important in organizational learning because it determines the depth of organizational learning that takes place in an organization (Argote and Miron-Spektor, 2011). Effective organizational learning takes place in an organization where individuals willingly share their knowledge and important information with others in the organization. The leadership style that is displayed in an organization is important in allowing the sharing of information and knowledge. According to Argote and Miron-Spektor (2011), learning is enhanced in an organization with a leadership style that facilitates the smooth sharing of information. Thus, participative leadership of management style is the most important style where an organization intends to promote organizational learning through sharing of information. According to Salim and Sulaiman (2013), democratic leadership style facilitates information sharing and hence enhances a business' learning capabilities. Jones (2010) argues that when information is widely distributed within the organization, individuals are more likely to learn faster since the information is readily available to them. Increased information sharing enhances information retrieval ability by individuals in the organization (Argote and Miron-Spektor, 2011). Thus, sharing of information in an organization leads to a more broad based learning and enhances a business' ability to adapt to the changes in the environment. Many researchers agree that information sharing is positively related to company performance (Chauvel and Despres, 2002; Dantas and Seville, 2006, Li and Lin, 2006, Argote and Miron-Spektor, 2011). According to Lin and Lin (2006), the growing competition in the contemporary market makes information sharing a necessity that organizations cannot do without. Individuals in an organization are expected to share information and knowledge with their colleagues so that they have the same and common objective to meet as a team. Its absence is detrimental to the survival of an organization, in cases of key employees leaving the organization for one reason or the other.

4.3 Information interpretation

Organizational learning can only take place when there is meaning in the information being received by an individual or an organization (Argote and Miron-Spektor, 2011). According to Argote and Miron-Spektor (2011), more learning in an organization takes place when more people get an understanding and meaning of the different concepts by the different people in the organization. The information that is shared in the organization must be meaningful to all so that a shared vision is developed (Jones, 2010). If the information is not clear and confusing to the receiver, learning cannot take place effectively and the individuals will not be working towards one common purpose. It is, therefore, important that decision makers in an organization make sure that information being disseminated is simple and easy to understand. French, Rayner and Rumbles (2011) also argue that when people in an organization have a common understanding of business concepts and issues, they are more likely to work together in harmony and improve on their collective performance.
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than a situation where they do not have a common understanding of what is expected on them. Organizations are supposed to come up with approaches that enhance information interpretation, if they are to gain from learning. The contribution of information interpretation towards organizational learning is viewed by many researchers as positive (French, Rayner and Rumbles, 2011; Jones, 2010; French, Rayner and Rumbles, 2011). According to Argote and Miron-Spektor (2011), organization learning, in the form of the ability to make sense from information, enhances a business performance (Jones, 2010; French, Rayner and Rumbles, 2011). Jones (2010) also argues that information interpretation enhances a business’ performance as it enhances an individual’s decision making abilities. Thus, information interpretation is important in enhancing business performance as it transforms words into action.

4.4 Behaviour and cognitive changes
According to Jones (2010), learning takes place where there is behaviour and cognitive change. Behavioural and cognitive changes are the two main ways through which a business organization changes words into action. This construct manifests in the form of enhanced ability by a business to adapt to the change in the operating environment (French, Rayner and Rumbles, 2011). French, Rayner and Rumbles (2011) agree that organisational learning takes place when there is change in individual behaviour as well as change in belief about the organization. Cognitive aspect in this construct is about how the organization acquires new knowledge and change beliefs while behaviour aspect is about how adaptive the organization is towards the changes taking place in the market i.e. the change of behaviour of the individuals and the organization. The general view of literature is that when individuals display learning in the form of positive behaviour and cognitive changes, the performance of an organization is enhanced (Bontis, Crossan and Hulland, 2002; Rayner and Rumbles, 2011). Bontis, Crossan and Hulland (2002) argue that this construct of learning, behaviour and cognitive changes, represent the stage of learning where words are changed into action. They argue that learning of this form enhances a business performance because the individuals will be displaying their abilities and reacting to the information they would have received. Sloan, Hyland and Beckett (2002), Bontis, Crossan and Hulland (2002) and French, Rayner and Rumbles (2011) also share the same view that behaviour and cognitive changes enhance business performance and managers must ensure that the beliefs and behaviours of the employees are aligned to the corporate objectives of an organization.

4.5 Information quality
The performance of a business organization is a function of the quality of the decisions that a business makes (Gorla, Somers and Wong, 2010; Argote, 2011; Kotnour, 2000). According to Gorla, Somers and Wong (2010), the quality of information that is used to make the decisions, determines the quality of the final decisions. If poor quality information is used to make decisions, the outcome of the decisions is unlikely to help a business to perform better. Gorla, Somers and Wong (2010), Argote (2011) and Kotnour (2000) maintain that there is positive relationship between information quality and company performance. Also, Argote (2011) and Kotnour (2000) share the same view that quality information is a predictor of organizational learning. According to Kotnour (2000), the quality of information positively affects the performance of a business in the form of decisions that are ultimately reached. The quality of information is measured in terms of how accurate, clear, applicable, concise, consistent and correct the information is. The information’s accessibility and how current it is, is also important in determining the performance of a business organization.

4.6 Organizational Performance
According to Mills and Smith (2011), the concept of organizational performance is a multifaceted and complex dimension. It is multifaceted in the sense that the dimensions used to measure it are varied. For instance, organizational performance can be measured using financial or non-financial measures. Also, various authors have proposed different definitions of organizational performance based on various
stakeholders’ view of the concept (Espinosa and Porter, 2011; Nickels, McHugh and McHugh, 2011). Mills and Smith (2011) define organizational performance as the ability of the organization to achieve its goals through using available resources in an efficient and effective manner. However, there is no one and universal objective of organizations. The missions of organizations vary from one company to another and this variation also causes variation in the meaning of organizational performance across different organizations. According to Espinosa and Porter (2011), the traditional objective of an organization is to maximize profit. In the contemporary business, this has seized to be correct, given the different changes taking place in the market. The responsibility of organizations has increasingly expanded to cover more stakeholders than the shareholders or business owners alone (Nickels, McHugh and McHugh, 2011). The performance of an organization is now viewed in terms of the business’ ability to meet the needs of various stakeholders. Profit maximization is no longer the only measure that is used to assess the performance of an organization. Businesses are now required to meet the non-financial objectives of the organization, just like their financial objectives. For example, the contemporary business environment has seen an expansion in the need for companies to meet the needs of the society, government and interest groups and other various stakeholders. There are two main perspectives to organizational performance namely, stakeholders’ perspective and shareholders perspective. The focus of the shareholders perspective has been mainly that of minimizing costs and maximizing profit in order to maximize shareholders value (Nickels, McHugh and McHugh, 2011). Thus, the focus of the shareholders perspective is mainly on the financial measures of organizational performance such as profitability, sales growth, return of equity and return on assets to mention but just a few. On the other hand, the stakeholders’ perspective has been focusing on the various needs of the various stakeholders to the business such as customers, suppliers, government, interest groups and investors.

4.7 Organizational Learning and Performance

Many research studies were carried out to examine the nature of the relationship between organizational learning and performance, with the majority showing a positive relationship between the two variables (Eshlaghy and Maatofi, 2011; Morales et al., 2008; Liao and Wu, 2010; Jimenez-Jimenez and Sanz-Valle, 2011 and Jimenez-Jimenez and Sanz-Valle, 2011). Garcia-Morales et al. (2008) studied companies in Spain to establish the relationship between learning and company performance. The conclusion that was reached was that there is a statistically significant relationship between learning and organizational performance. Liao and Wu (2010) studied companies in Taiwan and found a positive relationship between organizational learning and innovation. The other authors who found a positive relationship between organizational learning and company performance are Jimenez-Jimenez and Sanz-Valle (2011). According to Jimenez-Jimenez and Sanz-Valle (2011), a study of Spanish companies in the manufacturing sector revealed that organizational learning has a positive link with company image, market share and company profitability.

Based on the foregoing discussion, the following hypotheses were formulated:

H1: Information acquisition has a positive influence on firm performance.
H3: Information sharing has a positive effect firm performance.
H4: Information quality has a positive impact on firm performance.
H5: Behaviour and cognitive changes increased firm performance.

This study shall be guided by the aforementioned hypotheses, illustrated in the established conceptual framework as depicted in Figure 1 below and the following research methodology.
5. RESEARCH METHODOLOGY

5.1 Target population and sampling method
The study employed a cross-sectional survey design to investigate the influence of organizational learning dimensions (information acquisition, information interpretation, information sharing, information quality and behavior and cognitive changes) on firm performance. The quantitative research design was used as it is regarded as an excellent way of determining conclusive results (Sahu, 2013). The population was drawn from Zimbabwe Transport Association listed companies. The sample comprised of 120 employees from the haulage companies in Harare, Zimbabwe’s capital city where the head offices of these companies are located. Simple random sampling was used to select respondents. This is a technique that removes bias in the selection of a sample as each item in a population gets an equal chance of inclusion in the sample. In each participating firm, the company register was split into low level staff, middle management and senior management, before the researcher randomly selected the respondents. This gave each employee at each level an equal chance of being selected to participate in the study. A large number of employees from each firm were considered so as to eliminate bias towards the actual results being obtained in an organization.

5.2 Data collection procedures
A structured questionnaire, which included closed ended and multiple choice questions, was used. 120 questionnaires were distributed to targeted managerial staff in the haulage companies in Harare. The questionnaires were accompanied by a cover letter which detailed the purpose of the study as well as the instructions on how to respond to the questions. 105 completed questionnaires were collected. However, 2 of the returned questionnaires had missing data and were discarded from analysis. As a result, 85.8% (103/120) of questionnaires were used in the analysis.

5.3 Data analysis
This involved an inspection of the questionnaires for completeness and correctness of the captured information. Data was then captured into SSPS software statistical package and an examination of descriptive responses done according to the performed frequency distributions and descriptive statistics. Correlation
analyses where performed to assess the degree of association between variables under study. Multiple regression analysis was also conducted so as to identify the extent to which the variables under study influence firm performance.

5.4 Reliability and validity measures
To test for reliability, Cronbach’s Alpha (\(\alpha\)), which is a measure of internal consistency between measurement items, was computed and the overall reliability showed a Cronbach’s alpha value of 0.732 which surpasses the minimum threshold of 0.7 recommended by Bryman and Bell (2015). The spearman’s correlations coefficients were computed to assess convergent validity. The study reported significant positive correlations ranging from \(r = 0.15\) to \(r = 0.434\) (at \(p < 0.01\)) signifying the attainment of convergent validity. The construct correlation matrix is reported in Table 4.5. Regression analysis was used to assess predictive validity. Causality was shown by all independent variables, that is, Information acquisition (INFOAQU), information interpretation (INFOINT), information sharing (INFOSHA), information quality (INFOQUAL) and behaviour and cognitive changes (BEH), with a dependent variable (organisational performance) as shown in Table 4.4, demonstrating the attainment of predictive validity.

6. RESULTS OF THE STUDY
6.1 Descriptive statistics
Descriptive statistics run show that the arithmetic means for all of the measures of organizational learning measures were greater than 3, the midpoint of the 5 point Likert Scale that was used. Information acquisition (INFOAQU) recorded a mean of 4.52, information interpretation (INFOINT) 4.5, information sharing (INFOSHA) 4.11, information quality (INFOQUAL) 3.76 and behaviour and cognitive changes (BCC) 4.12. Table 4.1 below summarizes the descriptive statistics findings from the data analysis that was carried out.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFOAQU</td>
<td>4.52</td>
<td>0.93</td>
<td>0.87</td>
</tr>
<tr>
<td>INFOINT</td>
<td>4.50</td>
<td>1.05</td>
<td>1.10</td>
</tr>
<tr>
<td>INFOSHA</td>
<td>4.11</td>
<td>0.87</td>
<td>0.76</td>
</tr>
<tr>
<td>BCC</td>
<td>4.12</td>
<td>0.84</td>
<td>0.71</td>
</tr>
<tr>
<td>INFOQUAL</td>
<td>3.76</td>
<td>0.95</td>
<td>0.89</td>
</tr>
<tr>
<td>ORGPERF</td>
<td>3.64</td>
<td>2.36</td>
<td>5.57</td>
</tr>
</tbody>
</table>

These results show low values of variability for organizational learning measures but high variability on company performance measures. Information acquisition (INFOAQU) had a variance of 0.87, information interpretation (INFOINT) 1.10, information sharing (INFOSHA) 0.76, behaviour and cognitive changes (BCC) 0.71, information quality (INFOQUAL) 0.89 and company performance (ORGPERF) 5.57.

6.2 Correlation analysis
Correlation analysis was carried out to establish the nature of relationship between organizational learning and company performance. Since the data were found to be unevenly distributed, Spearman’s correlation was used. The key independent variables were information acquisition (INFOAQU), information interpretation (INFOINT), information sharing (INFOSHA), information quality (INFOQUAL) and behaviour and cognitive changes (BCC). The key dependent variable was organizational performance (ORGPERF). The correlation tests results are shown in Table 4.2 below
6.3 Regression analysis
Regression analysis was carried out for three purposes: to determine the overall predictive power of the whole model in predicting the dependent variable, to ascertain the suitability of the model in predicting the dependent variable and to establish the relative predictive power of the individual learning dimensions in estimating the dependent variable. The regression analysis results are shown in the following Table 4.3.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized B</th>
<th>Coefficients Std. Error</th>
<th>Standardized Coefficients Beta</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSTANT</td>
<td>10.630</td>
<td>3.535</td>
<td></td>
<td>3.007</td>
<td>.003</td>
</tr>
<tr>
<td>INFOAQU</td>
<td>.452</td>
<td>.220</td>
<td>.179</td>
<td>2.055</td>
<td>.043</td>
</tr>
<tr>
<td>INFOINT</td>
<td>.160</td>
<td>.232</td>
<td>.071</td>
<td>.687</td>
<td>.494</td>
</tr>
<tr>
<td>INFOSHA</td>
<td>.426</td>
<td>.260</td>
<td>.157</td>
<td>1.639</td>
<td>.104</td>
</tr>
<tr>
<td>BCC</td>
<td>.617</td>
<td>.249</td>
<td>.220</td>
<td>2.478</td>
<td>.015</td>
</tr>
<tr>
<td>INFOQUA</td>
<td>.700</td>
<td>.243</td>
<td>.280</td>
<td>2.884</td>
<td>.005</td>
</tr>
</tbody>
</table>

$R^2 = 0.309$, Adjusted $R^2 = 0.273$, $F = 8.656$; $p = 0.00$

These results show that the explanatory power of the model is 27.3%, as measured by the adjusted $R^2$ which demonstrates that 27.3% of variance in the performance of haulage companies in Zimbabwe is explained by organisational learning variables (information acquisition (INFOAQU), information interpretation (INFOINT), information sharing (INFOSHA), information quality (INFOQUA) and behaviour and cognitive changes (BCC)). The other 62.7% is explained by other variables which were not investigated in this study. Table 4.3 also shows that the model which is made up of the five organizational learning constructs is a
significant one in explaining organizational performance of haulage business operators in Zimbabwe (Sig. = 0.000, F = 8.656).

The regression analysis reveals that not all of the five constructs are individually significant in enhancing organizational performance. The three constructs that are significant in enhancing company performance are namely, information acquisition (p < 0.05, beta = 0.179), behaviour and cognitive change (p < 0.05, beta = 0.220) and information quality (p < 0.05, beta = 0.280). The two, information interpretation (p > 0.05, beta = 0.071) and information sharing (p > 0.05, beta = 0.157) were not statistically significant in enhancing company performance.

7. DISCUSSION OF RESULTS
The first hypothesis (H1) predicted a positive relationship between information acquisition and organisational performance. This hypothesis was confirmed (β = 0.179, p < 0.05). The result was supported by positive correlation (r = 0.221, p < 0.05). The finding is in line with the views of Arthur and Aiman-Smith, (2001), Salim and Sulaiman (2013) and Easterby-Smith and Lyles (2011) that organizations that gather relevant information in changing business environments are highly adaptive, innovative and perform better than their counterparts who do not gather relevant information. A business organization that gathers information through various means, such as internal and external training of employees, is better placed to adapt to change and achieve better results than the ones that do not gather information in today's information era. Those organizations that do not gather information are caught by surprise when changes takes place and they are unlikely to survive in the contemporary business world that is ever-changing.

The second hypothesis (H2) predicted a positive relationship between information interpretation and firm performance. This hypothesis was rejected because (β = 0.071, p > 0.05). Regression analysis results were not consistent with the views of scholars such as French, Rayner and Rumbles (2011), Argote and Miron-Spektor (2011), French, Rayner and Rumbles (2011), Jones (2010) and French, Rayner and Rumbles (2011) that information interpretation is very important in enhancing company performance. This study failed to support the view since the results showed that information interpretation was individually insignificant in enhancing company performance. The possible reason for this could be that the haulage businesses, just like any other company in Zimbabwe, are facing the prevailing liquidity crunch. Given the scarcity of financial resources, it is highly likely that information interpretation by using external reports and consultancy, is viewed as an unnecessary cost that a business can avoid.

The third hypothesis (H3) predicted a positive relationship between information sharing and firm performance. This hypothesis was not supported (β = 0.157, p > 0.05). The study revealed that information sharing was not a significant organizational learning practice that enhances business performance. These findings were in contrast with the view of scholars like Chauvel and Despres (2002), Dantas and Seville (2006), Li and Lin (2006) and Argote and Miron-Spektor (2011) that sharing of information and knowledge in organizations enhances the organization’s performance, innovation and creativity. The possible reason behind the contrasting findings could be that managers in the haulage business sector are finding it beneficial not to share information specifically with other organizations, in view of the shrinking markets in Zimbabwe. It could be that the managers in the haulage business sector are too sceptical that if they share the information, they give competitors the edge to wrestle in the small and highly competitive market.

The fourth hypothesis (H4) predicted a positive relationship between information quality and firm performance. This hypothesis was supported (β = 0.280, p < 0.05). Information quality is, therefore, a very important organizational learning construct that leads to better business performance in the haulage business sector in Zimbabwe. These findings were in line with the views of Gorla, Somers and Wong (2010), Argote (2011) and Kotnour (2000) that better business decisions are made from quality information and better decisions enhance business performance. The quality of information is important because it determines the accuracy, relevancy and accessibility of information. For example, if the managers make a delayed decision because the information is not easily accessible, then the performance of the organization is negatively
affected. On the other hand, if managers get accurate, relevant and correct information, it follows that the decisions that they make enhance the performance of their companies.

The fifth hypothesis (H5) predicted a positive relationship between behaviour and cognitive changes firm performance. This hypothesis was supported ($r = .220$, $p < 0.05$). Regression results show that behaviour and cognitive changes lead to better business performance of the haulage companies in Zimbabwe. These findings are consistent with the views of Bontis, Crossan and Hulland (2002) and Rayner and Rumbles (2011) that behaviour and cognitive change leads to better company performance. Behaviour and cognitive changes are important because they translate words into action. Given a working environment that fosters proper employee behaviour, a business organization is bound to perform better. The behaviour of the employees is supposed to be aligned to the company’s corporate goals and the corporate culture as well. When employee behaviours and beliefs are in sync with the company corporate goals, a business is bound to perform better.

8. LIMITATIONS AND FUTURE RESEARCH
Despite the usefulness of this study as aforementioned, the research is not without its limitations. As already outlined, it was sector specific, concentrating only in the perspective of haulage companies’ employees who are operating under the constraints of a struggling market and economy.

9. DIRECTIONS FOR FUTURE RESEARCH
Perhaps if a research could focus on the whole road transport industry, more comparative results would be obtained. Further researches that look at different sectors may add more value through cross sector comparison of the findings. Finally, an expansion to involve other haulage companies beyond the periphery of Harare, may enrich the generalization aspect of the findings.

10. CONCLUSION
Organizational learning has proven to be a predictor of organizational learning. In the form of behaviour and cognitive change, it is critically important in enhancing business performance. It is important to allow individuals to learn from mistakes because it enhances the individuals’ creativity and innovation. Organizational learning in the form of quality of information has shown that it is very important in enhancing business performance, because the decisions that managers make are a function of the quality of the information that they use.

11. RECOMMENDATIONS
From the above recommendations, the researcher made the following recommendations:

Managers in Zimbabwe’s haulage business sector should focus their attention in practising organizational learning as a way to circumvent the problems being faced due to changes taking place in the business environments. Given the ever-changing business environments, the haulage business operators need to continuously adapt to change and this can be achieved through effective organizational learning practices. Managers should create an environment that ensures effective organizational learning through behaviour change by the employees. The employees’ behaviour and beliefs, need to be aligned to the corporate objectives of the organization and this can be achieved through creating an environment where employees are motivated to be at work e.g. allowing the employees the opportunity to learn from their mistakes.
There ought to be a conducive environment in the haulage business sector for the creation of enabling organizational learning practices to flourish. Managers should make use of accurate, relevant and timely information when making decisions. This can be achieved by having dedicated individuals whose task is to gather the information that is important in the market for decision making.

12. REFERENCES
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