International Journal on Emerging Technologies **11**(5): 501-510(2020)

ISSN No. (Print): 0975-8364
ISSN No. (Online): 2249-3255

Role of Organizational Structure and Management Support on Firms Performance: Mediating Effect of Organizational Learning Capabilities

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(Received 12 August 2020, Revised 25 September 2020, Accepted 23 October 2020)
(Published by Research Trend, Website: www.researchtrend.net)

ABSTRACT: Many factors affect organizational performance, including contingency factors (business strategy, organizational structure, strategic direction, and competition) and institutional factors (mandatory, managerial support, implementation of discretionary reward, time availability, and regulatory pressure). **Organizational literature indicates that improving business performance requires strategic directions related to company-specific organizational strategies and structures. Therefore, the aim of this study was to identify the impact of contingency factor (organizational structure) and institutional factor (management support) on firms' performance among Chinese commercial banking firms. Data have been collected form branch managers of four big banks operating in Shanghai, China. A total 225 observations were collected through fully structured questionnaire having 46 items related to the main variables while 5 items with demographical representations. Structure Equation Modeling has been used through SmartPLS for the analysis purposes. Both studied factors depicted positive and significant impact on not only firms' performance but also firms' learning capabilities. Further, firms' learning capabilities was also found playing mediating role between the relationships of all studied relationships. The relationship between contingency & institutional factors and performance of an organization cannot only be direct, but also indirect through the contribution of learning capacity, leading to the improvement of organizational performance. This concept can be considered as one of the assumptions of the contingency theory, which assumes contingency as the degree of fit between institutional factors and performance.**

Abbreviations: Contingency, Institutional, Support, Structure, Performance, Learning.

I. INTRODUCTION

Banks generally play a vital role in the economic growth and development of any country. The health of a country's economy depends on the well-being of the banking industry. This is because the banking industry provides the oil necessary to drive economic growth and the country's development tools (whether developed, underdeveloped, or developing) [1]. Similarly, for planning and decision making, banking activities also have many impacts on investors, depositors, governments, policy makers and other stakeholders [2]. Therefore, the efficiency or inefficiency of the banking industry and its effectiveness or inefficiency will always affect the economy of a country. Therefore, given the role of banks in society, the performance (good or bad) of banks should not only attract the attention of investors, depositors and governments, but also academics and researchers.

Many factors affect organizational performance, including contingency factors (business strategy, organizational structure, strategic direction, and competition) and institutional factors (mandatory, managerial support, implementation of discretionary reward, time availability, and regulatory pressure) [3]. First, among contingency factors, organizational structure is one of the important variables in contingency research [4]. Organizational literature indicates that improving business performance requires strategic directions related to company-specific organizational strategies and structures. Management support is one of the important factors affecting management accounting practices. Labor discretion and reward enforcement are the most important institutional factors promoting improved organizational performance [3]. In this study, learning capacity is considered an intermediate variable in the relationship between organizational structure, management support and organizational performance. The increasing attention of academics and consultants to performance evaluation methods reflects the increasing pressure to improve organizational performance [5]. Several studies have found that there is a significant relationship between business strategy and learning ability [6]. This research was conducted in the Chinese banking industry, especially only in Shanghai commercial banks and their branches.

Background: The globalization of financial markets has caused banks in developing countries to improve the quality of customer service, reduce operating costs, and increase profitability, because these indicators stand for banking performance. Generally, "organizational performance refers to the effectiveness of the organization in achieving its objectives" [7]. In other words, organizational performance represents the results of organizational activities and is focused on achieving goals. Also, different organizations have different views on organizational performance, and there are multiple ways to measure their performance, because some people view performance from a financial perspective (objective indicators), while others

consider performance from a non-monetary point of veiw. (Subjective indicators) Look at the performance.

The world has witnessed the Global Financial Crisis (GFC), which began between 2007 and 2008, placing the world at the highest level of unemployment in developed countries (such as the United States, the United Kingdom, and other EU countries). These countries have spent billions of dollars to rescue their financial systems. The performance of the banking sector in these countries determines its general economic direction. Although the role of the banking industry varies with the structure of society, the stage of economic development, and the socio-political environment, the banking industry has always earned a reputation in the financial systems of various countries. Furthermore, "low quality human resources, weak internal control, ineffective hiring, high administrative costs, and undue interference by unions in the decision-making process negatively affect the performance of public sector financial institutions" [8].

Much research has been done on the relationship between background and organizational performance. However, the existing literature shows that many studies are conducted in developed economies, while few studies are conducted in developing economies [8]. On the other hand, there are few similar studies carried out in the Chiense context. Furthermore, most of the samples for the study are from the manufacturing industry, while a small number of samples are from the service industry, especially the banking industry. Therefore, it is necessary to study these relationships, especially by drawing samples from the service industry and the banking industry to close the gaps in the literature.

"Organizational structure is one of the important factors affecting management accounting practices" [9] and has a significant positive impact on company performance. According to [10], the organizational structure has an impact on many aspects of the organizational system (control system, information flow and work efficiency). Despite its importance, the management accounting literature shows that less attention is paid to the impact of organizational structure on organizational performance [11].

This research also uses institutional theory as a supporting theory to explain the relationship between institutional power, performance indicators, and organizational performance. Institutional theory is based on the assumption that various internal and external factors that make up the environment will affect the performance evaluation of the organization [12]. Furthermore, the theory is used to explain in depth the impact of institutional factors on performance. In short, "the use of contingency theory and institutional theory provides a complete understanding of the role of coordination and control practices in influencing learning ability" [11]. Based on the claims of the resource-based view (RBV) and contingency theory, this research proposes organizational culture as a potential moderator of the relationship between learning capacity and business performance.

Literature review: Organizational performance refers to the organization's efficiency in implementing appropriate strategies. Organizational performance can also indicate the effectiveness of the organization, and can be expressed by the results of activities or the focus on achieving its goals or objectives [7]. Furthermore, "organizational performance is one of the most important frameworks for achieving organizational objectives" [13]. Successful sales of products and services provided in the market determine the performance of the organization. The past studies on measuring business performance effectively, have empirically provided that there exists a high level of diversity in performance indicators [14, 15]. It could therefore, be inferred that measuring and operational zing business performance would not be that simple. One need to look into appropriate justifications for why there is a need to measure business performance and what aspects of performance could better represent their needs to measure it.

By stepping further into the details on what indicators could best measure the business performance in any given markets and economies; One of the possible reasons for this would be that measurement of business performance by using financial means would be simple and easy to quantifiable using generally accepted account principles. This could simply provide the interested managers a side by side comparison of the respective businesses. In doing so, past researchers have used net- profit, revenues, year-over-year increases in net income, beside others for measuring performance of their respective businesses against the competitors. Concluding, the proponents of financial performance tried to support it as it provides more objectivity in measure.

Organizational structure is a formal control framework that covers the flow of reporting information, the relationship between employees, and the assignment of authority to implement activities within the organization. It also includes the formal establishment of various functions or tasks for members of the organization or members of the group to ensure the execution of the organization's activities [10]. The basic way in which structural outcomes and structural mechanisms differ lies in the definition of the organizational structure. Structural arrangements affect work efficiency, personal motivation, information flow, and control systems, thus helping to shape the future of the organization [10]. Many academics and researchers have described the organizational structure in various ways. Some researchers define structure as the differentiation and integration of organizations, where this differentiation means decentralization, and integration includes rules, operating procedures and committees. At the same time, Perrow described the structure of bureaucratic and non-bureaucratic methods.

In the same study, [11] reported that the use of organizational structure and comprehensive performance indicators was positively correlated with organizational performance. In addition, [16] conducted a study to study the relationship between organizational structure and management accounting information systems, and these relationships affect management performance. The results of this study show that a "greater decentralization has a positive impact on the complex managerial accounting system", involving scope, integration, schedule and summary level of managerial performance.

Lee and Yang [11] suggested that in terms of organizational (organic) structure, more research should be done on the impact of the integrated implementation process of the performance management system on performance. In addition to structure, competition has also led to an increase in the attractiveness of the use of non-financial performance indicators, as these indicators can be the main performance indicators [17, 18]. Furthermore, some researchers [19, 20] reported that "under fierce competition, there is a strong relationship between non-financial performance information and financial performance. Recently", Lee and Yang [11] studied "how organizational structure and competition affect PMS", and then discovered their comprehensive impact on performance. Their findings indicate that with fierce competition between companies, PMS development and performance stages are positively correlated.

The conceptualization of organizational learning capacity seems to emphasize the importance of the determinants of organizational learning or the trend and direction of organizational learning [21, 22]. Organizational learning generally refers to the ability of an organization to explore and use the knowledge available within and outside the organization to make use of organizational performance.

"Resource-based view (RBV) theorizes that for an organization to gain a competitive advantage over its rivals and achieve superior performance, it must possess and control resources and capabilities or competencies which it can use to create value. The theory presupposes that organizational resources and capabilities that enable an organization to gain a competitive edge and achieve superior performance must be valued, not possessed by other organizations, and must not be easily imitated and substituted by other organizations" [23]. Firms' strengths indicates its related resources like; Human, Systems, Assets, Financial and intellectual means of profit generating tools and main elements in producing and supplying products and services to their customers. Developed model has been given in Fig. 1.

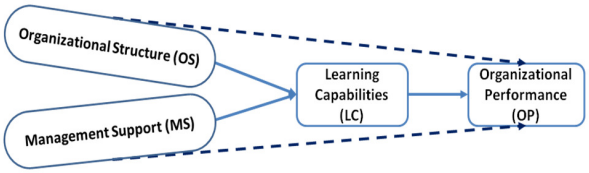

Fig. 1. Theoretical Framework.

In understanding the design of MCS, structure is considered an essential variable [10]. Therefore, [11] have found that "organizational structure and PMS design are significantly related". In addition, researchers [13] studied the impact of contingency factors on performance indicators and conducted research in Canadian manufacturing companies and found that the "types of performance indicators (financial and non-financial) were significantly related to contingency factors such as strategy and decentralization". Furthermore, [24] investigated and showed "the organizational structure has a positive impact on the use of performance indicators'.

"The relationship between organizational structure and company performance is very important", even more important than is generally assumed [25]. "Organizational structure has a significant positive impact on organizational performance" [26, 27]. Through innovation, organizational structure directly enhances performance [28]. Therefore, a decentralized structure of the "firm has a relationship with organizational performance in that information is aggregated and integrated". Furthermore, compared to the structure of the mechanism, managers with causality information make a great contribution to the overall performance of the organic organization. The reason is that they have greater decision-making power over these organizations [11]. On the other hand, it is found that "the relationship between organizational structure and performance is weak" [29].

Organizational learning and other study variables: "Influence of organizational learning capability on firm performance is evident in the literature with reference to small as well as large firms. Researchers put forward that organizational learning is a strategic processes in small firms that effectively contributes towards firm development and performance. Some reserachers also regarded the introduction of organizational learning in the SMEs as a significant proposition. Hence, organizational learning is considered as a mechanism for supporting SMEs survival, and higher-order performance by means of enhanced management competencies" [30].

It is also discussed that organizational learning capability establishes a platform for enhanced firm 115 performance through innovation. It was further supported by many researchers who found that organizational learning has a positive impact on firm performance directly as well as indirectly through innovation in large as well as small firms. "It has been observed that organizational learning assists in behavioral transformation that directs the firm towards superior performance. It has also been emphasized in the literature that development of new knowledge, derived from organizational learning, minimizes the probability that a firm's competencies will become obsolete, enabling the competencies to remain dynamic, resultantly, leading the firm towards higher performance" [29].

Teece [31] discussed the Theory of dynamic capabilities and its role in organizing and managing Innovation processes. It states that rare and valuable, non-substitutable and inimitable resources significantly contribute towards creating a platform for continuous innovation process. However, mere accumulation of valuable resources is not sufficient to spur a sustainable competitive advantage, rather, competitive gains are yielded when firms' Redeploy, reconfigure, rejuvenate and upgrade your features and functions to cope with changing environmental conditions. Aforementioned discussion concludes that according to dynamic capabilities perspective, Innovation and Organizational learning Capability are recognized as dynamic capabilities that integrate with firm resources to enhance firms' competitiveness and performance. The following section discusses the Theory of the growth of the firm as an underlying theory for firm performance.

Rationale for Organizational Learning Capability as Mediator: The scholastic debate with regards to innovation-performance relationship has yielded contradictory results and mixed findings. Some empirical studies reveal that there is no influence of innovation on firm performance or report that innovation negatively affects firm performance. These inconsistent findings hold true for both large as well as small firms. However, it is quite important to determine the impact of contingency factors on the success of ventures or businesses. The emerging and promising domain of study variables needs to critically inspect the elementary pillars it is built on. If contingency and institutional factors do not really add value to the businesses, queries are raises about its status, scope and significance in the literature.

Thus, the aforementioned discussion with reference to linkages has set up a base for the study to examine the mediating effects of organizational learning capability on the relationship between contingency, institutional factors and Performance of business. As the literature has revealed the "inconsistent relationship between organizational learning capability and firm performance; and strong relationship between organizational learning capability and predictor variables, hence organizational learning capability satisfies the criteria for selection as a mediator" [32]. Therefore this study has examined the mediating effects of organizational learning capability.

II. MATERIALS AND METHODS

Questionnaire Design: The present study administered the questionnaire to the middle managers in the banking sector. The questionnaire consisted of two sections (A & B). Section one (called Section-A) consisted of demographic information including gender, age, education, work experience, total years of experience. Section B, comprised of 46 items in this section the items were related to independent variables, mediating and moderating variables and dependent variable. Details are given in Table 2.

Table 1: Summary of Hypotheses.

	Main Hypotheses
H1	Organizational Structure (OS) has significant positive impact on Learning Capabilities (LC).
H2	Managerial Support (MS) has significant positive impact on Learning Capabilities (LC).
H3	Organizational Structure (OS) has significant positive impact on Organizational Performance (OP).
H4	Managerial Support (MS) has significant positive impact on Organizational Performance (OP).
H5	Learning Capabilities (LC) has significant positive impact on Organizational Performance (OP).
H6	Learning Capabilities (LC) Mediates the relationship between Organizational Structure (OS) and Organizational Performance (OP).
H7	Learning Capabilities (LC) Mediates the relationship between Management Support (MS) and Organizational Performance (OP).

Table 2: Items of Research Variables used for data collection.

S.No.	Constructs	No. of Items	Source(s)
1.	Organizational Structure	6	Chia (1995); Gordon and Narayanan (1984); Gosselin (2005)
2.	Management support	19	Hornsby *et al*., (2002)
3.	Learning capabilities	15	Chiva *et al*., (2007)
4.	Organizational Performance	6	Antoncic and Hisrich (2004); Al-Swidi & Mehmood, (2012)
Total		**46**	

Further to this, it looks simple from respondents to explain their point of view and perception towards their estimation from behavioral and attitudinal perspective. In this study seven point Likert scale has been used for the measurement of the given concepts. The Likert scoring standard was 07, which aimed to understand the degree to which respondents agree or disagree with a given statement.

Organizational structure through [33] scale organizational structure was measured with six (06) items on a 07 point Likert scale where where 1 means completely disagree and 7 means completely agree with the given statement. Management support was measure by using nineteen items earlier used by [34]. Organizational learning capability: Chiva *et al.,* [35] Use their tools to measure the organizational learning capacity of the Spanish ceramic industry. Therefore, this study adapts and modifies the problem from the tool developed by [35] that contains 15 items. Each question contains a statement that must be measured according to the seven Likert points.

Organizational Performance: This study adopted self-reported (subjective) performance measures in assessing the performance of commercial banks in China. It is argued that self-reported data provides opportunity for researchers to assess multiple organizational performance measures [8]. Organizational performance measures were adapted from [36]. Bank managers (respondents) were asked to rate, on average, the performance (comprised over six items) of their banks in the last three years on a seven point Likert scale.

Population and sample: The stratified sampling method was used to select the representative sample of this study. The Chinese banking sector is selected for this study for various reasons. Firstly, First, service organizations such as banks are more relevant and clearly reflect the structure of this study, because their variables are more relevant for banks than for other organizations in China. Second, the literature review shows that there is a lack of empirical research in the field of service organization. From the Chinese banking sector big four banks of were selected that handle the

commercial business and specialized business. Branches in Shanghai are only targeted for the collection of data. 545 total branches are situated in shanghai. The sample size of this study covers 545 branches. The sample size was determined by referring to Krejcie and Morgan [37] which stated that a sample size of 225 is appropriate for a study population of up to 545 elements. Similarly, the sample size of 225 is within Roscoe's rule of thumb; that is, a sample greater than 30 and less than 500 is adequate for most studies Details of the sample size has been summarized in Table 3 which is comprising over the 41.2% of the population to come up with 225 observations in total.

Table 3: Sample Size (proportion).

Bank name	No. of branch managers	Sample Proportion (41.2%)
Bank of China	111	46
China Construction Bank	171	70
Industrial and Commercial Bank of China	126	52
Agricultural Bank of China	137	57
Total	**545**	**225**

Data Collection Procedure: This study used questionnaire to collect data. Questionnaire was used because quantitative data on the variables examined were needed for the purpose of addressing the research questions and objectives of this study. More precisely, the study's questionnaire was administered through the mail. Mailing system was adopted because Shanghai is vast and bank branches are located in different parts of the city. The questionnaires were submitted to managers of branches directly. It is worthwhile to mention that there were problems faced such as: the response was not effective and almost 36% of the questionnaires were not returned, especially the questionnaires that were sent through the public relations offices to managers of branches. Additionally, there was some delay in returning the questionnaires and it was noticed some of the questions were not answered properly and precisely (i.e. some questions were blank and many questions were answered with the same option in all questions in one section).

Response Rate: This study distributed questionnaires across the designated branches in Shanghai, China. To achieve high response rate, respondents were equally contacted through several and repeated phone calls, emails as well as notice boards as reminders due largely to prevailing research culture [38], this applies mainly to respondents who could not respond to their questionnaires after some weeks or more. However, The outcome being that of the 355 questionnaires distributed to the target participants, only 302 were returned representing about 85.1% of the overall response rate. It was discovered that fifty (53) questionnaires, about 15%, were not returned, and further to this, about (61) were returned and excluded as not good enough to be used as significant part of it were not completed or partially filled by respondents. So, disqualified were 20.2%. Based on research, position on response rate definition while 241 were retained as valid response, representing about 67.9% which is considered valid. Further to this, 225 questionnaires were found very adequate and retained for this study.

Demographic Characteristics of the Respondents: The demographic profile of the participants in this study is presented below, which includes the, gender, age, educational, job experience and total years of experience. The results are grouped in Table 4.

Table 4: Summary of demographics of the Respondents.

Constructs	Items	Frequency	Percentage (%)
Gender	Male	121	53.78
	Female	104	46.22
Total		**225**	**100.00**
Age (years)	20-29	99	44.00
	30-39	71	31.56
	40-49	35	15.56
	50 and above	20	8.89
Total		**225**	**100**
Education	Doctoral	9	4.00
	Masters	68	30.22
	Undergraduate	93	41.33
	Diploma	34	15.11
	High School	21	9.33
Total		225	**100**
Work Experience (years)	less than 3	19	8.44
	04 to 07	83	36.89
	08 to 11	76	33.78
	12 to15	42	18.67
	16 and above	5	2.22
Total		**225**	**100**
Total years of experience	1to 5	42	18.67
	6 to10	79	35.11
	11to 15	53	23.56
	16 and above	51	22.67
Total		**225**	**100**

This section presents the profiles of the respondents. The majority of the respondents were males (54%) while the remainder constituted females (46%). This ratio is in line with Chinese culture regarding the management and decision-making. In addition, this ratio indicates that organizational performance in Chinese commercial banks is dominated by males. Concerning the age of the respondents of the population, 44% are between 20-29 years, 32% are between 30-39 years, while 16% are between 40-49 years old and the rest 9% are between 50 years and above. Qualification represents the educational level of respondents. The descriptive analysis of this variable showed that 41% of respondents held Bachelors' degrees, 15% held diploma certification, and 30% held Masters Degree. Finally, 4% were having doctoral degree while high school certificate holders were found as 9% only.

The number of years an employee spends with a n organization is counted as experience for this study. As Table 4, 5, it can be estimated that 36% of the research participants has worked in the corporate environment for 4 to 7 years, and 8% worked in the organizational environment for less than 3 years. It shows the major chunk of the respondents has been working on the senior positions as branch managers and they have hands of experiences in handling firms' matters. Some of the olden studies have identified a negative relationship between the experience and the fulfillment of firms objectives. From the total years of experience point of view, the analysis of the table above shows that the majority of the respondents in the sample, revealed percentage of 35.% have between 6-10 years working experience, 24% have between 11-15 years working experience, and only 22% of the respondents have more than 16 years working experience.

Validity: The results of Table 5 showed the factor loadings of this study indicated that all loadings were greater than 0.50. And the achievement of the required item loadings; all items or indicators loaded greatly on their respective individual constructs, thus all items loaded on individual constructs are enough and adequate to assess or ascertain the convergent validity. Using the SmartPLS analysis [39-41], item loading and cross-loading is required to assess or determine whether problem exists and to obtain the convergent validity. It also below shows the average variance extracted statistics of the constructs (AVE), and for its value to be accepted.

Table 5: Item loadings, average variance extracted (AVE) and reliability.

	Constructs Items Codes	Items Loading	AVE	CR
OS	OS1	0.864	0.629	0.771
	OS2	0.714		
	OS3	0.648		
	OS4	0.78		
	OS5	0.795		
	OS6	0.684		
MS	MS1	0.76	0.581	0.735
	MS2	0.764		
	MS3	0.782		
	MS4	0.636		
	MS5	0.767		
	MS6	0.766		
	MS7	0.83		
	MS8	0.722		
	MS9	0.928		
	MS10	0.692		
	MS11	0.805		
	MS12	0.879		
	MS13	0.791		
	MS14	0.755		
	MS15	0.928		
	MS16	0.692		
	MS17	0.805		
	MS18	0.928		
LC	LC1	0.682	0.676	0.701
	LC2	0.76		
	LC3	0.764		
	LC4	0.782		
	LC5	0.636		
	LC6	0.767		
	LC7	0.766		
	LC8	0.83		
	LC9	0.722		
	LC10	0.928		
OP	Op1	0.692	0.68	0.778
	Op2	0.805		
	Op3	0.879		
	Op4	0.791		
	Op5	0.755		
	Op6	0.928		

Note: Composite Reliability > 0.70; Average variance extracted (AVE) >0.50: Item Loadings > 0.5

The Average Variance Extracted of the given constructs was observed above the value of 0.05 which is normally used as the threshold to qualify the constructs. Further to this, Table 6 highlights that the square root value of Average Variance extracted values were found higher than the values calculated as correlation among latent variables. This leads to conclusions that that all the measures used in this study have sufficient discriminatory validity as per guidelines of [42-44].

Table 6: Discriminant validity.

Variables	OS	MS	LC	OP
Organizational Structure	0.793			
Management support	0.169	0.762		
Learning capabilities	.450**	0.208	0.822	
Organizational Performance	0.371	0.452	0.415	0.824

The result of the direct hypotheses is presented in this section. In the first construct this study has six direct hypothesized relationships. The criteria for the study's evaluation and confirmation of individual hypotheses was the application of the t-values for the path loadings. The cut-off point used was when t-value equal or greater than 2.326 at 1%, 1.645 for an Alpha level of 0.05 and 1.282 at 10% (Hair et al., 2006). Any t-value lesser than the stated above values is regarded as insignificant. The results showed some relationships between the exogenous and the endogenous variables, most of these relationship are statistically significant as could be seen from the structural model of the direct relation PLS algorithm. Details of results are summarized in Table 7-9.

III. RESULTS AND DISCUSSION

In construct one; for H1, Table 7 it can be observed that coefficient value is positive and t value is also found above the threshold point (OS → LC = 0.2386, t-value = 3.774). It means one unit positive change In OS can bring 0.2386 Units positive change in learning capabilities (LC) of the banking processionals. Based on these results, hypothesis one was accepted/supported. For H2, It can be observed that coefficient value is positive and t-value is also found above the threshold point (MS → LC = 0.2221, t-value = 2.227).

It means one unit positive change In MS can bring 0.2221 units positive change in learning capabilities (LC) of the banking processionals in China. Based on these results, hypothesis two was accepted/supported.

In construct two; for H3 Table 8 it can be observed that coefficient value was positive and t-value was also found above the threshold point (OS →OP = 0.1346, t-value = 4.7215). It means one unit positive change In OP can bring 0.1346 units positive change in organizational performance (OP) of the banking processionals in China. Based on these results, hypothesis three was accepted / supported. For H4, it can be observed that coefficient value was positive and t-value was also found above the threshold point (MS → OP = 0.1291, t-value = 3.4562). It means one unit positive change In MS can bring 0.1291 units positive change in organizational performance (OP) of the banking processionals in China. Based on these results, hypothesis four was accepted/supported. For H5, it can be observed that coefficient value was positive and t-value was also found above the threshold point (LC → OP = 0.3421, t-value = 8.6542). It means one unit positive change In LC can bring 0.3421 units positive change in organizational performance (OP) of the banking processionals in China. Based on these results, hypothesis five was accepted/ supported.

For third construct;

Table 7: Hypothesis testing results (direct effect) Ivs and Learning Capabilities.

Hypothesis	Relationship	Beta value	Std. Error	t value	p value	Decision
HI	OS -> LC	0.2386	0.0632	3.7745	0.0001	Supported
H2	MS -> LC	0.2221	0.0552	2.227	0.0018	Supported
Note: the decision on the above hypotheses are taken based on their recorded t-values & p values						

Table 8: Hypothesis testing results (direct effect) IVs and Organizational Performance.

Hypothesis	Relationship	Beta value	Std. Error	t value	p value	Decision
H3	OS -> OP	0.1346	0.0512	4.7215	0.0001	Supported
H4	MS -> OP	0.1291	0.0539	3.4562	0.0001	Supported
H5	LC->OP	0.3421	0.0321	8.6542	0.0001	Supported
Note: the decision on the above hypotheses are taken based on their recorded t-values & p values						

Table 9: Hypothesis testing results Indirect effect (mediation).

Hypothesis	Relationship	Beta value	t value	p value	Decision	
H6	OS -> LC->OP	0.216	2.11	0.0001	Supported	
H7	MS -> LC->OP	0.1981	2.711	0.0018	Supported	
Note: the decision on the above hypotheses are taken based on their recorded t-values & p values.						

It can be observed that coefficient value of indirect effect was positive and t-value was also found above the threshold point and significant (SO →LC→OP = 0.249, t-value = 3.22). When the results given in Table 9 having direct impact were compared with indirect effect. It proved that learning capabilities (LC) mediated the relationship between Strategic Orientation (SO) and organizational performance (OP) of the banking processionals in China.

Based on these results, hypothesis six was accepted / supported. For H7, it can be observed that coefficient value of indirect effect was positive and t-value was also found above the threshold point and significant (MS →LC→OP = 0.1981, t-value = 2.711). When the results given in table 12 having direct impact were compared with indirect effect, It proved that learning capabilities (LC) mediated the relationship between Management Support (MS) and organizational performance (OP) of

the banking processionals in China. Based on these results, hypothesis seven was accepted / supported.

Table 10: Variance Explained in the Endogenous Latent Variable.

Latent Variable	Variance Explained
Learning Capabilities	33%
Organizational performance	35%

From Table 10 above, it could be seen that the study's model was able to explain 33% of the total variance in learning capabilities. This means providing these studies independent variables could help to change the performance up to 33% while rest of the 67% variation is because of some other factors which were not under the scope of this study. further, it could be seen that the study's model was able to explain 35% of the total variance in organizational performance. Which means providing these studies independent variables could help to change the performance 35% while rest of the 65% variation is because of some other factors which were not included in this study.

IV. CONCLUSION

Depending on contingency and institutional theory, the study proposed that each of the contingency and institutional variables is positively and significantly related to use of performance measures. The results revealed that some variables support during testing of hypotheses. The relationship between contingency variables (organizational structure) and organizational learning capabilities is based on contingency theory and literature reviews. The study found that the relationship between organizational structure and organizational learning capabilities is positive and significant. This result supported the hypothesis of the study as evidenced by the results presented chapter four, where the organizational structure has a significant relationship with all components of the organizational learning capabilities. These results are found in accordance with the conclusion of some researchers [10] and some of the earlier studies conducted in China [11].

Some of the studies also depicted opposite results (detailed citations are mismatching research are already given in chapter four) one possible reason for the mismatching of results of earlier research is, because almost all Chinese banks are considered to be centralized organizations. The findings of this stude also pointed out the top level as a decision maker. This result is in line with Chenhall and Morris (1986) who indicated that "the process of decision making in the structure of centralization depends on the organizational levels (top management)". However, the use of organizational learning capabilities is connected mainly to the operational levels of the organizational hierarchy. Furthermore, "the centralized organizations have a tendency to apply organizational learning capabilities more than other measures that represent three of the perspectives of the organizational learning capabilities" [11]. With regard to this relationship, the result revealed that "organizational structure has a positive effect on the organizational performance. This result supports the hypothesis of the study and is consistent with other studies" [11]. Furthermore, this result is in line with contingency theory that suggests the effectiveness an organization depends on the organizational design [11].

The research results discovered a linkage between learning firms' ability and performance as positive and significant. This result supports the hypothesis of the study. As discussed earlier, this result is consistent with the argument that "the learning capacity of academics and consultants reflects the increasing pressure to improve organizational performance" [3]. Furthermore, other researchers have found that "learning ability has a positive effect on the long-term use of developed abilities" [14]. "The results of this study are also consistent with previous studies" [eg, 21]. This study proposes that learning capacity mediates the relationship between contingency and institutional factors and organizational performance. This expectation is based on the suggestion that the relationship between contingency and institutional factors and organizational performance can not only be direct, but can also be formed indirectly through the contribution of contingency and institutional factors to the ability to perform. learning.

Therefore, this leads to an improvement in organizational performance. This concept can be considered as one of the assumptions of contingency theory, which assumes that the "fit between contingency variables and management design is related to organizational performance" [10]. In addition, the researchers also claim that learning capabilities can help managers to recognize changes in the assessment of business objectives, and confirm achievement of performance goals. This study found that the conditions of mediation in the six variables (strategic orientation, organizational structure, management support, work discretion, reward enforcement and time availability) are confirmed.

Because this study uses a cross-sectional design, it is impossible to extrapolate arbitrarily from the population. Therefore, researchers who are willing the conduct the same nature of studies in future, should adopt a longitudinal studies where they can make a comparison with different time scales. This study uses self-report measures. "These measures can affect the behavior, feelings, and attitudes of randomly selected participants, thus creating opportunities for social disability. Although current research attempts to reduce these problems by ensuring anonymity and improving projects to scale" [46, 47], there are still opportunities for them to occur. Therefore, future researchers may wish to use other strategies to assess the relationship between organizational performance and research variables.

V. FUTURE SCOPE

To overcome research limitations, further research may be helpful in future research. Therefore, this section offers suggestions for future research. The findings of this study are based on a single industry (banking). As a result, if similar research is not conducted in organizations in other industries, it can be difficult to generalize the survey results to organizations in other industries. Therefore, future researchers may conduct similar studies on organizations in other industries, possibly in the Nigerian context, to confirm the results of this study. Therefore, future researchers can conduct similar but longitudinal studies, which can establish stronger causality. Future researchers may collect data from the files of the organization under study, especially

data on organizational performance. This will allow objective data to be injected into the study.

ACKNOWLEDGEMENTS

This research study has no grants from any of the sources.

Conflict of Interest. There is no conflict of interest.

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How to cite this article: Zhouhua and Raju, V. (2020). Role of Organizational Structure and Management Support on Firms Performance: Mediating Effect of Organizational Learning Capabilities. *International Journal on Emerging Technologies, 11*(5): 501–510.