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THE COMPREHENSIVE REVIEW ON THE ORGANIZATIONAL LEARNING AND JOB SATISFACTION AMONG EMPLOYEES

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Abstract:

Organizational learning and job satisfaction are critical factors influencing employee outcomes and organizational success. Despite their significance, limited research has systematically reviewed how these elements interrelate across workplace contexts. This study aims to bridge this gap by conducting a systematic literature review (SLR) on organizational learning and employee job satisfaction. A structured and transparent review methodology was applied using the PRISMA protocol to ensure rigor and reproducibility. Literature searches were conducted across three major databases, Scopus, ERIC, and EconBiz, identifying 33 primary studies that met the inclusion criteria. The findings were categorized into three major thematic areas: (1) Job Satisfaction, Motivation, and Employee Performance; (2) Organizational Learning, Lifelong Learning, and Professional Development; and (3) Technological Integration and Innovation in Employee Management. The analysis reveals that organizational learning initiatives significantly enhance employee job satisfaction by fostering continuous professional growth, increasing motivation, and improving overall performance. Additionally, integrating technology and innovative management practices is key in promoting dynamic learning environments and sustaining employee engagement. These results highlight the complex but critical interplay between organizational support for learning and the satisfaction levels of employees, suggesting that investment

in lifelong learning and innovative technologies is essential for maintaining high performance and retention rates. In conclusion, this SLR underscores the need for organizations to adopt holistic learning strategies and employee-centered management practices to optimize job satisfaction and performance. Future research should further explore the longitudinal effects of technological innovation on organizational learning cultures and employee development over time.

Keywords:

Organizational Learning, Job Satisfaction, Employee

Introduction

Organizational learning is how firms acquire, disseminate, and leverage knowledge. It has become a strategic imperative in the airline industry, where rapid technological evolution, stringent safety regulations, and intensifying customer expectations converge to create an environment in which adaptability, continuous improvement, and innovation are vital (Nelaeva & Nilssen, 2022; von Delft et al., 2019). In such a high-velocity setting, cultivating a learning-oriented culture underpins operational resilience and regulatory compliance and shapes frontline employees' experiences, pilots balancing accountability and autonomy, cabin crew navigating complex interpersonal dynamics, ground-operations staff coordinating intricate logistics, and maintenance engineers ensuring airworthiness (Jagers et al., 2019). Over the past decade, empirical investigations have illuminated various facets of this relationship: structured training modules paired with peer-mentoring systems have been linked to measurable gains in cabin-crew morale and reductions in turnover intentions; integrated digital knowledge-management platforms have driven marked improvements in maintenance-technician engagement and perceived support; reflective practice groups and team-learning forums have yielded broader satisfaction gains among ground staff; and intensive cross-disciplinary workshops have, in some cases, produced mixed or negligible effects on pilots' affective well-being ("Abstracts of the 17th International Symposium on Bioluminescence and Chemiluminescence - (ISBC 2012)," 2012). These studies, however, adopt disparate conceptual lenses ranging from behavioral metrics such as training hours and frequency of information exchange to cognitive constructs like perceived psychological safety and overall learning climate, resulting in a fragmented evidence base, inconsistent effect sizes, and limited guidance for practitioners (Liao et al., 2018).

Several critical gaps and controversies emerge against this backdrop of promising yet divergent findings. There is no universally accepted operationalization of "organizational learning" within airline contexts: should emphasis rest on formal training participation, the richness of informal peer exchanges, or employees' subjective perceptions of a supportive learning environment (Barends et al., 2022; Dudek et al., 2020). Most research relies on cross-sectional designs with limited sample diversity, leaving the durability and generalizability of reported outcomes in question (Farrell et al., 2023). Potential moderating influences such as organizational size, leadership style, regulatory regime, workforce heterogeneity, and cultural context remain under-explored, as do downstream impacts on customer satisfaction, safety culture, and organizational performance (Belay et al., 2023; Wu et al., 2022). Moreover, the prevailing literature largely overlooks careers in emerging markets and longitudinal, multi-site investigations that might reveal how learning interventions evolve and sustain impact over time.

To address these unresolved issues, this review poses the central question: how do integrated organizational learning practices, including formal training, informal knowledge sharing, and embedded reflective processes affect multiple dimensions of job satisfaction among airline staff, and under what contextual conditions are these effects amplified or attenuated (Deo et al., 2024). We hypothesize that a comprehensive learning ecosystem will be positively associated with intrinsic fulfillment, satisfaction with extrinsic rewards, and perceptions of work–life balance, with boundary conditions determined by organizational structure and regulatory environment (Smith, 2005).

Literature Review

Organizational learning has emerged as a pivotal factor in enhancing job satisfaction across various sectors, including the aviation industry. Research indicates that a robust organizational learning culture fosters employee engagement and satisfaction. For instance, a study by Demir and Tatar (Stoyanova et al., 2023) found a moderate yet significant correlation between organizational learning and job satisfaction, suggesting that employees in learning-oriented environments exhibit higher levels of job satisfaction. Similarly, Lin et al. (Zhang & Li, 2022) demonstrated that integrating e-learning systems within an organizational learning culture positively influences job satisfaction, highlighting the role of technological advancements in facilitating continuous learning. Moreover, the study by Gunawan et al. (Shah et al., 2024) emphasized that organizational learning significantly impacts job satisfaction, which affects employee performance, underscoring the interconnectedness of these variables.

In the context of the aviation industry, the relationship between organizational learning and job satisfaction is further nuanced by factors such as organizational culture and perceived organizational support. Nassani and Altuwaijri (Mathur et al., 2024) explored this dynamic within the Saudi Arabian private sector, revealing that a strong organizational learning culture positively correlates with job satisfaction and organizational commitment, while inversely relating to turnover intentions. This suggests that fostering a learning-oriented culture can enhance employee retention. Additionally, Muofhe and Siyoko (Varshney, 2020) investigated the South African aviation industry, finding that perceived organizational support and job satisfaction significantly predict turnover intentions, highlighting the importance of supportive organizational practices in employee satisfaction and retention. Furthermore, Chan et al. (Chan et al., 2022) examined the role of organizational respect in mitigating burnout, finding that job satisfaction mediates the relationship between respect and burnout syndromes, indicating that respectful organizational environments contribute to higher job satisfaction and reduced burnout.

Over the past few decades, organizational learning (OL) has been increasingly linked with job satisfaction (JS) across diverse sectors. In particular, the aviation industry is marked by high operational demands and staff stress, which has shown a growing interest in integrating learning organization principles to enhance employee outcomes. Research by Gouëdard, Kools, and George (Gouëdard et al., 2023) underlines the importance of fostering a culture of inquiry, shared vision, and leadership development, which are foundational attributes of learning organizations. While situated in the education sector, their cross-country study on schools demonstrates that such features significantly influence JS and self-efficacy. Parallel findings are seen in the Vietnamese context, where (Cao et al., 2024) highlight the mediating role of JS between OL and employee performance, reinforcing the hypothesis that OL culture improves both satisfaction and performance outcomes. Similarly, Mishra and Bharti (Mishra & Bharti,

2024) add that hybrid work (HW), when embedded in learning organisations, supports social support systems and work-life balance factors indirectly contributing to higher satisfaction.

Notably, the relationship between technological adaptation and OL has been explored in various sectors, further informing the aviation context. Stoyanova et al. (Lūsēna-Ezera et al., 2023) found that well-organised online learning infrastructures contributed substantially to learner satisfaction in medical education. Although this research did not directly address airline staff, the implications are transferable, particularly as many airlines implement digital training modules. Likewise, Mishra and Bharti (Mathur et al., 2024) affirm that learning organisations that accommodate flexible working conditions and technological autonomy create a more balanced and supportive work environment, leading to improved life satisfaction. Cao et al. (Cao et al., 2024) strengthen this point by showing that employee job satisfaction increases significantly when organisational learning practices are robust and well-integrated, especially in systems influenced by collectivist values like those found in Vietnam.

Research Question

Research questions play a pivotal role in conducting a systematic literature review (SLR), as they establish the foundation and determine the direction of the entire review process. They define the scope and focus of the SLR, assisting in selecting studies for inclusion or exclusion and ensuring that the review remains pertinent and specific to the research topic. Well-articulated research questions enable a comprehensive and systematic literature search, encompassing all relevant studies that address the central aspects of the topic, thereby reducing potential bias and facilitating a thorough overview of existing evidence. Moreover, research questions provide a structured basis for categorizing, organizing, and synthesizing data from the included studies, supporting a systematic analysis of findings and deriving meaningful conclusions. Enhancing clarity and maintaining a concentrated focus on defined issues, they help prevent ambiguity and render the findings more actionable and relevant. Additionally, precisely formulated research questions contribute to the transparency and reproducibility of the review process, allowing other researchers to replicate or extend the findings. Ultimately, research questions ensure that the SLR is aligned with its overarching objectives—whether identifying gaps in the literature, assessing the effectiveness of interventions, or exploring trends within a specific domain—making them essential to a rigorous, focused, and high-quality review.

Formulating the Research Questions (RQs) represents not only the most critical task during the planning phase but also the most significant component of the entire SLR process, as it governs the overall review methodology (Kitchenham, 2007). The aim of this SLR is to identify and analyze the current state of the art. To formulate the research questions, this study applied the PICo framework, a mnemonic strategy proposed by [26], for developing research questions, particularly in qualitative research. PICo refers to three core components: Population, Interest, and Context, each of which structures and guides the formulation of the research questions.

1. Population (P): This refers to the group or participants of interest in the study. It specifies who the research is focused on, such as a specific demographic, patient group, or community.
2. Interest (I): This represents the study's main focus or phenomenon of interest. It could be a particular experience, behavior, intervention, or issue that the research aims to explore or understand.

3. Context (Co): This defines the setting, environment, or specific context in which the population and interest are situated. It might refer to geographical location, cultural or social settings, or any other relevant backdrop for the research.

Using the PICo framework helps structure research questions clearly and systematically by breaking down the key elements of the study into these three components. This approach ensures that the research is focused and the questions are well-defined, making searching for relevant literature or designing a study easier. This study achieved two research questions as follows.

1. How do employees' job satisfaction and motivation levels influence their performance within organizational environments?
2. How does engagement in organizational and lifelong learning initiatives influence employees' professional development within the workplace context?
3. In employee management, how does integrating new technologies and innovative practices affect employee satisfaction and performance?

Materials And Methods

For conducting systematic literature reviews, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, as outlined by Page et al.(Page et al., 2021)is a widely recognized standard that ensures transparency, thoroughness, and consistency throughout the review process. By following the PRISMA guidelines, researchers can enhance the precision and rigor of their analyses, as the method provides clear instructions for systematically identifying, screening, and selecting studies for inclusion. It also emphasizes the importance of randomized studies due to their ability to minimize bias and strengthen the reliability of findings. In this review, three comprehensive databases, such as Scopus, ERIC, and EconBiz, were utilized because of their extensive coverage and credibility.

The PRISMA framework consists of four main stages: identification, screening, eligibility, and data abstraction. In the identification stage, researchers perform systematic searches across databases to gather all potentially relevant studies. The screening phase involves applying predefined criteria to exclude studies that are irrelevant or of low quality. The remaining studies are carefully evaluated during the eligibility stage to ensure they fully meet the inclusion requirements. Lastly, the data abstraction phase focuses on extracting and synthesizing key information from the selected studies, which is critical for drawing reliable and meaningful conclusions. This structured approach guarantees high rigor in the review process, resulting in trustworthy outcomes that can inform future research and practice.

Identification

The identification phase marks the initial and crucial step in the systematic literature review (SLR) process, aiming to gather a comprehensive pool of relevant studies based on clearly defined keywords. This review utilized three reputable databases—Scopus, ERIC, and EconBiz—to ensure broad coverage and robust data collection. The keywords "organization learning" and "job satisfaction" were carefully selected to capture studies most aligned with the research objectives. A total of 909 records were identified from the Scopus database. Scopus, known for its extensive multidisciplinary coverage and high indexing standards, provided the largest number of records. This outcome reflects the broad relevance and growing academic interest in the relationship between organizational learning and employee job satisfaction across

diverse fields such as business management, psychology, education, and human resource development. Through the ERIC database, which specializes in education-related literature, 212 records were retrieved. Although the number is relatively smaller compared to Scopus, ERIC's contribution is particularly valuable because it offers in-depth insights from the education sector, where concepts like organizational learning have long been emphasized as key to institutional effectiveness and staff satisfaction. The specificity of ERIC's scope ensures that the studies identified are highly relevant, particularly when focusing on educational institutions as learning organizations. The EconBiz database, which is geared towards economics and business studies, yielded 639 records. This significant volume indicates the strong attention given by economists and business researchers to how organizational learning practices influence job satisfaction, especially within organizational settings that prioritize continuous improvement, innovation, and employee engagement. Including EconBiz ensures that the review incorporates economic perspectives and managerial implications, enriching the understanding of the topic. Overall, the identification stage successfully compiled 1,760 records across the three databases. Many studies highlight the multidisciplinary interest in the intersection between organizational learning and job satisfaction. However, it also underscores the importance of subsequent SLR stages, such as screening and eligibility, to filter out irrelevant or low-quality studies, ensuring that only the most pertinent and rigorous research is included in the final synthesis. Through this thorough and systematic approach, the review process maintains a high standard of academic integrity and relevance.

Table 1: The Search String.

SCOPUS	TITLE-ABS-KEY ((organization AND learning) AND ("Job Satisfaction")) AND (LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024) OR LIMIT-TO (PUBYEAR , 2025)) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "BUSI") OR LIMIT-TO (SUBJAREA , "COMP") OR LIMIT-TO (SUBJAREA , "ECON")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (SRCTYPE , "j")) AND (LIMIT-TO (LANGUAGE , "English")) **Date of Access: May 2025**
ERIC	(organization AND learning) AND ("Job Satisfaction") Date of Access: May 2025
ECONBIZ	(organization AND learning) AND ("Job Satisfaction") Date of Access: May 2025

Screening
In the screening phase, potentially relevant research items are carefully evaluated to align with the predetermined research questions, specifically focusing on organizational learning and employee job satisfaction. This step is essential to refine the study pool and maintain the

systematic review's relevance and quality. During this process, duplicate records are identified and removed to prevent redundancy and bias in the analysis. After an extensive review, 1,653 publications were initially excluded because they did not meet the defined inclusion criteria. As a result, 104 studies remained for further detailed examination based on specific inclusion and exclusion standards (refer to Table 2). The first criterion for inclusion prioritized primary literature sources, which provide the most direct and valuable insights into the research area. Therefore, materials such as book series, book reviews, meta-syntheses, meta-analyses, conference proceedings, and isolated book chapters that did not form part of a larger, recent study were excluded from consideration. Furthermore, only publications written in English and published between 2023 and 2025 were selected, ensuring the review incorporated the most recent and globally accessible research findings. Language restrictions were applied to maintain consistency and to ensure accurate interpretation of the study contents. Additionally, a small number of duplicate records (four in total) were detected and subsequently removed to enhance the integrity of the dataset. This rigorous screening procedure not only refines the selection to the most pertinent and high-quality studies but also strengthens the reliability and relevance of the conclusions drawn from the systematic review. By applying clear and structured criteria at this stage, the review process moves towards a more focused and meaningful synthesis of current knowledge on organizational learning and job satisfaction among employees, particularly within sectors sensitive to dynamic work environments, such as the airline industry.

Table 2: The Selection Criterion Is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2023 – 2025	< 2023
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Social Sciences, Business, Management and Accounting, Computer Science, Economics, Econometrics, and Finance	Besides Social Sciences, Business, Management and Accounting, Computer Science, Economics, Econometrics, and Finance

Eligibility
In the third stage, the eligibility phase, 103 articles were subjected to detailed assessment. At this point, each article's titles and core content were thoroughly reviewed to determine their compliance with the established inclusion criteria and relevance to the current study's

objectives. Following this careful evaluation, 70 articles were excluded for various reasons, including misalignment with the research field, titles lacking relevance, abstracts unrelated to the study's focus, and unavailability of full-text access to empirical data. As a result, 33 articles were deemed eligible and retained for the final review phase.

Data Abstraction and Analysis

This study employed an integrative analysis to assess and synthesize diverse quantitative research designs to identify key themes and subtopics related to organizational learning and job satisfaction. The process began with data collection, followed by a rigorous examination of 33 selected publications (see Figure 2) to extract relevant assertions and findings aligned with the study's objectives. The authors critically evaluated existing literature on organizational learning and employee job satisfaction, analyzing methodologies and results across studies. Collaborative theme development was conducted, with co-authors systematically categorizing evidence within the study's context. A detailed log documented all analytical decisions, emerging insights, and unresolved questions during data interpretation. To ensure reliability, the authors cross-verified results to detect inconsistencies in theme formulation. Any conceptual disagreements were resolved through structured discussions, reinforcing the validity of the findings.

Quality of Appraisal

Following the guidelines outlined by Kitchenham and Charters (Kitchenham, 2007), once the primary studies were selected, we proceeded to evaluate the quality of the research they presented and quantitatively compared them. For this study, we adopted the quality assessment approach proposed by Anas Abouzahra et al. (Abouzahra et al., 2020) which involves six specific quality questions (Q&As) tailored for our systematic literature review (SLR). Each criterion was scored based on a three-point scale: "Yes" (Y) scored 1 point if the criterion was fully satisfied, "Partly" (P) scored 0.5 points if the criterion was partially addressed but showed some deficiencies, and "No" (N) scored 0 points if the criterion was not addressed at all.

• QA1. Is the purpose of the study clearly stated?
• QA2. Is the interest and the usefulness of the work clearly presented?
• QA3. Is the study methodology clearly established?
• QA4. Are the concepts of the approach clearly defined?
• QA5. Is the work compared and measured with other similar work?
• QA6. Are the limitations of the work clearly mentioned?

The table outlines a quality assessment (QA) process used to evaluate a study based on specific criteria. Three experts assess the study using the criteria listed, and each criterion is scored as "Yes" (Y), "Partly" (P), or "No" (N). Here's a detailed explanation:

1. **Is the purpose of the study clearly stated?**
    o This criterion checks whether the study's objectives are clearly defined and articulated. A clear purpose helps set the direction and scope of the research.
    o
2. **Is the interest and usefulness of the work clearly presented?**
    o This criterion evaluates whether the study's significance and potential contributions are well-explained. It measures the relevance and impact of the research.

3. **Is the study methodology clearly established?**
   - This assesses whether the research methodology is well-defined and appropriate for achieving the study's objectives. Clarity in methodology is crucial for the study's validity and reproducibility.

4. **Are the concepts of the approach clearly defined?**
   - This criterion looks at whether the theoretical framework and key concepts are clearly articulated. Clear definitions are essential for understanding the study's approach.

5. **Is the work compared and measured with other similar work?**
   - This evaluates whether the study has been benchmarked against existing research. Comparing with other studies helps position the work within the broader academic context and highlights its contributions.

6. **Are the limitations of the work clearly mentioned?**

Each expert individually evaluates the study based on these criteria, and the scores are aggregated to calculate the overall mark. To advance to the next stage, a study must achieve a combined score greater than 3.0 from all three experts. This threshold is set to ensure that only studies of a sufficient quality level move forward in the process.
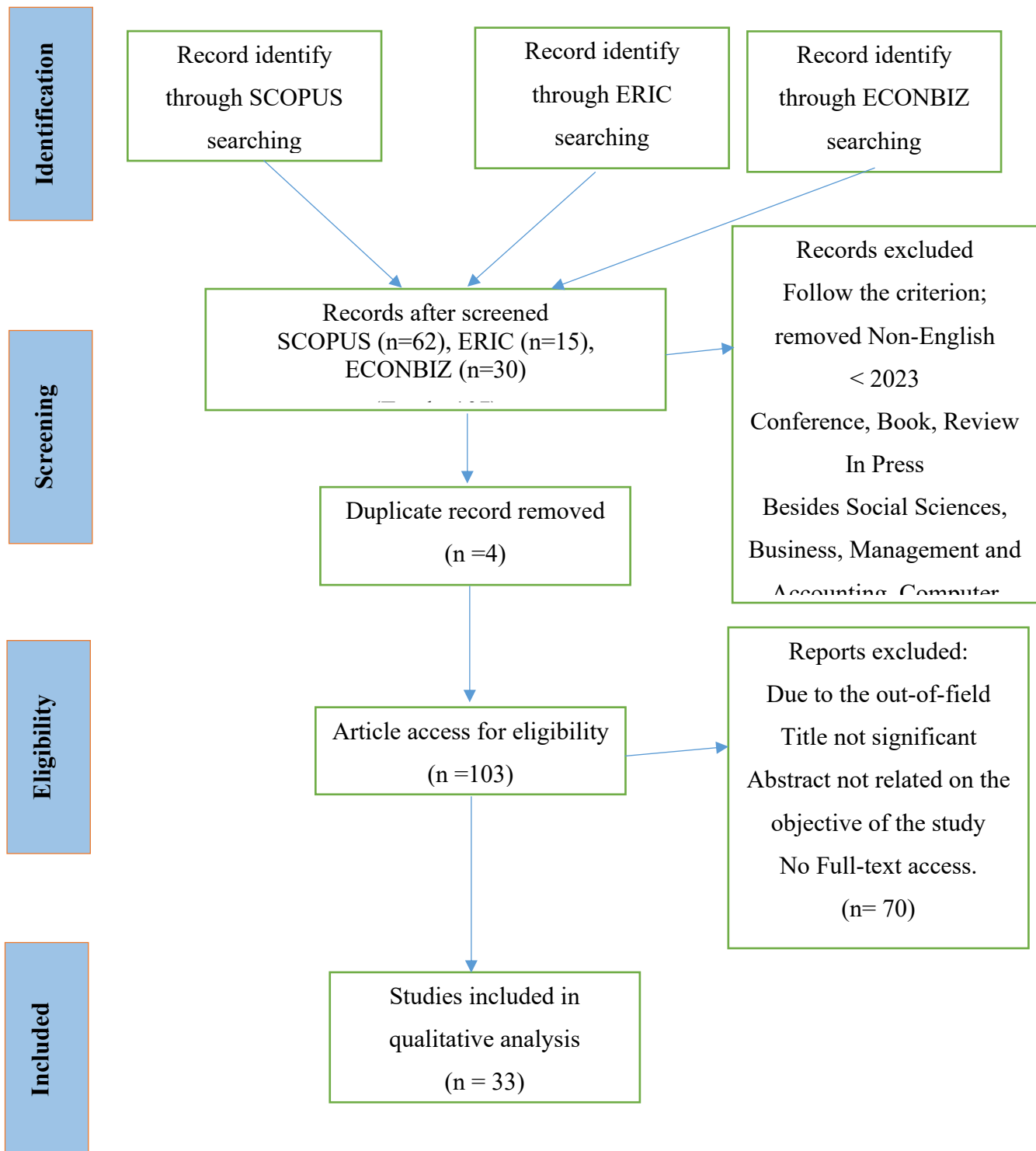
Figure 1: Flow Diagram Of The Proposed Searching Study

Results and Findings

Background of selected study: Based on quality assessment, Table xxx shows the result of assessment performance for selected primary studies. The quality assessment of the 33 selected primary studies reveals that the overall standard of the reviewed papers is high. Most studies scored between 83.3% and 91.7%, indicating that the majority effectively met the essential quality criteria. A significant proportion of the studies (23 out of 33) achieved 91.7%, demonstrating a strong clarity of purpose, usefulness, well-defined methodologies, and clear conceptual frameworks. However, a common weakness across many papers was observed in the comparison with related work and the discussion of study limitations. While all papers clearly stated their purpose, described their methodology, and defined their concepts (QA1 to QA4), many only partially addressed how their work compared to existing research (QA5) and only partly discussed their limitations (QA6). This suggests that while the studies are generally robust and well-structured, they could be strengthened by deeper critical engagement with existing literature and a more transparent acknowledgment of their limitations.A smaller group of papers (around nine studies) scored 83.3%, reflecting that they partially addressed comparisons and limitations but maintained strong performance in other areas. Notably, one paper, Morris et al. (2023), stood out by scoring 75%, primarily due to failing to compare its findings with prior work properly and only partially addressing its limitations, thus reducing its overall quality mark. Despite these minor gaps, the overall impression of the selected studies is positive, with most papers providing reliable, clear, and methodologically sound contributions to their respective fields. Moving forward, researchers are encouraged to emphasize critical comparison with existing studies and explicitly articulate the limitations of their work to enhance research transparency and credibility further.

The quality assessment of the 33 selected primary studies demonstrates an overall high standard of research. A large proportion of the studies (23 out of 33) achieved a score of 91.7%, reflecting strong performances across nearly all quality criteria: a clearly stated purpose (QA1), evident interest and usefulness (QA2), well-established methodologies (QA3), and well-defined conceptual frameworks (QA4). This consistency suggests that most researchers are effectively addressing the foundational elements necessary for producing rigorous and valuable academic work. It also reflects a growing maturity and attention to research design and clarity within the fields being analyzed, particularly in education, organizational behavior, and leadership studies. However, a closer analysis reveals a common trend where the majority of studies only partially fulfilled the requirements for QA5 (comparison with similar work) and QA6 (discussion of limitations). While QA1 through QA4 are almost universally well-addressed, gaps remain in critical engagement with existing literature and in the transparency of study boundaries. Specifically, many papers either lacked a robust comparison of their findings with those of prior studies or merely mentioned related work without deep analytical discussion. Similarly, limitations were often either only briefly mentioned or insufficiently explored, potentially limiting readers' understanding of the scope, generalizability, and possible biases in the findings. These shortcomings suggest that while research is methodologically sound, critical reflection remains an area for improvement.

In terms of distribution, nine studies scored slightly lower at 83.3%, generally missing full marks in QA5 and QA6 but still maintaining solid frameworks otherwise. One study, Morris et al. (2023), was notably weaker, scoring 75%. The primary reason for this lower performance was a complete lack of comparison with existing literature (QA5 scored "No") and only a partial discussion of limitations (QA6). This result highlights how essential a strong theoretical

grounding and transparent acknowledgment of constraints are for achieving higher quality assessments. These patterns carry important implications for the field. They indicate that while researchers are becoming highly proficient in building clear, purposeful studies with well-articulated methodologies and concepts, there remains a need to foster a deeper culture of critical analysis and self-awareness within scholarly writing. A more robust engagement with the body of existing knowledge not only strengthens the originality of a study but also helps position its contribution within broader academic conversations. Furthermore, openly discussing a study's limitations enhances trust, promotes replicability, and guides future research more effectively.

Table 4: Quality Assessment Table for Selected Primary Paper

Primary Study	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS1	Y	Y	Y	Y	Y	P	5.5	91.7%
PS2 (Salzmann-Erikson et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS3 (Hoo et al., 2024)	Y	Y	Y	Y	P	P	5	83.3%
PS4 (Melhem & Yakoub, 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS5 (Liu et al., 2025)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS6 (Harkat et al., 2025)	Y	Y	Y	Y	P	P	5	83.3%
PS7 (Gunning, 2025)	Y	Y	Y	Y	P	P	5	83.3%
PS8 (Büyükgöze, 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS9 (Dukić, 2023)	Y	Y	Y	Y	P	P	5	83.3%
PS10 (Mahmood et al., 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS11 (Jafor et al., 2023)	Y	Y	Y	Y	P	P	5	83.3%
PS12 (Cao et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS13 (Chiampou et al., 2024)	Y	Y	Y	Y	P	P	5	83.3%
PS14 (Fan et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS15 (Matsumoto et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS16 (Tusquellas et al., 2025)	Y	Y	Y	Y	P	P	5	83.3%
PS17 (Tavárez de Henríquez & Domínguez Valerio, 2023)	Y	Y	Y	Y	P	P	5	83.3%
PS18 (Cen, 2023)	Y	Y	Y	Y	P	P	5	83.3%
PS19 (Lūsēna-Ezera et al., 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS20 (Zhang et al., 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS21 (Al-Refaei et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS22 (Ezzeddine et al., 2024)	Y	Y	Y	Y	P	P	5	83.3%
PS23 (Shahzad et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS24 (Al-refaei et al., 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS25 (Zamir, 2023)	Y	Y	Y	Y	P	P	5	83.3%

Primary Study	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS26 (Lee, 2024)	Y	Y	Y	Y	P	P	5	83.3%
PS27 (Gómez-Jorge & Díaz-Garrido, 2024)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS28 (Sarfraz et al., 2023)	Y	Y	Y	Y	Y	P	5.5	91.7%
PS29 (Gouëdard et al., 2023)	Y	Y	Y	Y	P	P	5	83.33%
PS30 (Hwang et al., 2025)	Y	Y	Y	Y	P	Y	5.5	91.67%
PS31 (Nam et al., 2023)	Y	Y	Y	Y	P	P	5	83.33%
PS32 (Pathak et al., 2023)	Y	Y	Y	Y	P	P	5	83.33%
PS33 (Morris et al., 2023)	Y	Y	Y	Y	N	P	4.5	75.00%

Theme 1: Job Satisfaction, Motivation, and Employee Performance

No.	Title
3	Factors Influencing Job Satisfaction in Teaching Online Classes Among Academics in Malaysia
4	Job Crafting Antecedents and Consequences: Evidence from Jordanian Universities
5	The Complex Relationship Between Sleep Quality and Job Satisfaction: A Machine Learning-Based Bayesian Rule Set Algorithm
8	Job Satisfaction with Profession among Teachers in Türkiye: Perceptions of Social Utility and Educational Policy Influence
10	Effect of orientation training on employee and firm performance
12	Learning organization and employee performance: the mediating role of job satisfaction in the Vietnamese context
15	Applying the Relational Job Design Theory to the Retail Industry: The Association between Perceived Social Impact and Job Satisfaction, Turnover Intention, and Persistence
17	Satisfaction with the Work Done in University Employees: A Study from a Developing Country
21	Determinants of customer-perceived service quality in higher education: the roles of job satisfaction and organizational commitment
23	Assessing the Impact of Strategic HR Practices on Talent Retention Through Job Satisfaction and Work Engagement: Moderating Role of Psychological Empowerment
24	Unveiling the role of job involvement as a mediator in the linkage between academics' job satisfaction and service quality
25	Can The System, Information, And Service Qualities Impact Employee Learning, Adaptability, And Job Satisfaction?

No.	Title
30	Mediation effects on the relationships among the perceived and preferred coaching behaviors, and job satisfaction in Korea

The relationship between organizational learning and job performance has been extensively studied, with findings indicating that continuous learning environments significantly enhance employee satisfaction and productivity. Salzmann-Erikson et al. (2024) highlight the adverse effects of technostress on job satisfaction and organizational commitment, proposing an Integrated Technostress Resilience Framework to mitigate these challenges. Similarly, Melhem and Yakoub (2023) emphasize the role of supportive learning environments and leadership in fostering job crafting, which subsequently improves job satisfaction among academics. These studies collectively suggest that organizational learning initiatives, when effectively implemented, can counteract workplace stressors and enhance employee engagement.

Job satisfaction is influenced by multiple factors, including work environment, compensation, and professional development opportunities. Hoo et al. (2024) identify training, work-life balance, and benefits as critical determinants of job satisfaction among Malaysian academics conducting online classes. Their findings align with those of Dukić (2023), who notes that managers exhibit higher motivation for lifelong learning when it directly contributes to skill enhancement and job performance. Furthermore, Fan et al. (2024) demonstrate that principal empowerment indirectly boosts teacher job satisfaction through organizational learning and identification, reinforcing the importance of leadership in cultivating a supportive work environment. These studies collectively underscore the interplay between organizational policies, employee motivation, and job satisfaction.

Theme 2: Organizational Learning, Lifelong Learning, and Professional Development

No.	Title
2	Bridging technostress and continuous learning in knowledge-intensive organizations: A socio-technical systems approach for the future of healthy working life
6	The role of Organizational Learning as a Mediating Influence Between Transformational Leadership and Information Technology on Job Satisfaction
7	How Do Nonprofit Proposal Writers Learn Their Jobs? Results of a Nationwide Survey and Interviews
9	Managers And Lifelong Learning: An Analysis Of Motivation and Motivational Factors
13	The Continuing Training Of Nurses And Their Impact On Their Organizational Commitment
14	Unpacking the effect of principal empowerment on teacher job satisfaction: The Mediation of organizational learning and teacher organizational identification in China
16	Professional Development Analytics: A Smart Model for Industry 5.0
18	How Do Financial Institutions Leverage the Benefits Of E-Learning Training Programs? A Moderate Mediation Study Conducted In Financial Institutions In Indonesia
19	The Relationship between the School as a Learning Organisation and Teacher Job Satisfaction in General Education in Latvia

No.	Title
20	Exploring the effects of professional learning communities on teacher's self-efficacy and job satisfaction in Shanghai, China
27	Managing employee self-esteem in higher education: impact on individuals, organizations and society
28	Organizational learning from errors and organizational effectiveness: A dual mediation model
29	The impact of schools as learning organisations on teachers' self-efficacy and job satisfaction: a cross-country analysis

Organizational learning has been identified as a critical factor in enhancing job satisfaction and employee performance across various sectors. Lopes et al. (2024) demonstrate that learning orientation and risk-taking positively influence innovation in non-profit organizations, particularly in nursing homes, where job satisfaction is closely linked to creativity. Similarly, Cao et al. (2024) highlight the mediating role of job satisfaction in the relationship between learning organizations and employee performance in Vietnamese enterprises, emphasizing the cultural context of socialism and Confucianism. These findings are reinforced by Harkat et al. (2025), who note that transformational leadership and information technology adoption, when combined with organizational learning, significantly improve job satisfaction among civil servants. Collectively, these studies suggest that fostering a learning-oriented culture enhances both employee satisfaction and organizational outcomes.

The integration of technology and lifelong learning initiatives has been shown to improve professional development and job satisfaction. Chiampou et al. (2024) reveal that nurses participating in lifelong education programs exhibit higher organizational commitment, which is linked to improved patient care and job satisfaction. In the retail sector, Matsumoto et al. (2024) apply relational job design theory, showing that perceived social impact enhances job satisfaction and reduces turnover intentions, though interventions like e-learning require careful design to be effective. Additionally, Cen (2023) explores the benefits of e-learning training programs in Indonesian financial institutions, finding that such initiatives enhance job performance and satisfaction, particularly when aligned with employee motivation. These studies underscore the importance of continuous learning and technological adaptation in maintaining workforce engagement and productivity.

Theme 3: Technological Integration and Innovation in Employee Management

No.	Title
1	Motivations for and barriers to innovation in non-profit organizations: The case of nursing homes in Northern Portugal
11	Employee Promotion Prediction Using Improved AdaBoost Machine Learning Approach
22	Changing the nature of traditional workplace and evolving virtual work intensity environment; experience of university staff during Covid-19
26	Artificial Neural Networks (ANNs) and Machine Learning (ML) Modeling Employee Behavior with Management Towards the Economic Advancement of Workers

No.	Title
31	Multilevel Analysis of the Effect of Corporate Entrepreneurship and Learning Capabilities on the Attitudes of Key Personnel in Small and Medium Enterprises in Korea: The Moderating Effect of Social Capital
32	Examining the inter-relationship between leadership styles, organisational learning capability and job satisfaction: an empirical study of Indian IT companies
33	Enhancing Educational Leadership and Management on Transnational Campuses in 2023 and Beyond

Several studies have consistently emphasized the significance of technological integration and innovation in enhancing employee management, especially concerning job satisfaction, motivation, and organizational learning. Mahmood, Ostrovskiy, and Capar (2023) examined orientation training and discovered its crucial role in boosting employee performance indicators like job satisfaction, learning transfer, and intrinsic motivation. Their findings showed that aligning employee expectations with technological content in training programs could significantly improve organizational outcomes. Similarly, Zamir (2023) focused on how system, information, and service qualities of information systems positively affect employee learning and job satisfaction. The study highlighted the necessity of high-quality information systems to foster an adaptable and satisfied workforce. Additionally, Hwang, Hwang, and Jacobs (2025) explored the influence of managerial coaching behaviors and concluded that perceived coaching, when aligned with employee preferences and supported by technological tools for adaptive performance measurement, improves job satisfaction. These studies collectively point to the pivotal role of innovative technological practices in nurturing employee engagement and job performance.

Organizational learning capability, particularly when supported by corporate entrepreneurship and technological initiatives, has been shown to impact employee satisfaction substantially. Nam, Lee, and Kang (2023) conducted a multilevel analysis within Korean SMEs and found that both corporate entrepreneurship and learning capabilities positively influenced job satisfaction and organizational commitment. The role of social capital was seen as crucial in moderating these relationships, suggesting that technology-driven collaborative platforms might enhance these effects further. Pathak, Madan, and Srivastava (2023) also confirmed the significance of leadership styles in promoting organizational learning capabilities and job satisfaction within Indian IT companies. Their findings implied that transformational leadership, often associated with technological advancement and innovation adoption, was more effective in improving employee outcomes. In a complementary study, Al-Refaei, Ali, Aldaba, and Zumrah (2024) demonstrated that job satisfaction significantly influenced organizational commitment and perceived service quality in higher education. Although their focus was on educational settings, the integration of technological tools for service quality assessment indicates a broader relevance to employee management in various sectors.

Discussion
The systematic literature review (SLR) conducted in this study revealed several key findings regarding the interplay between organizational learning (OL) and job satisfaction (JS) across various organizational settings. First, a strong consensus emerged that organizational learning initiatives are crucial to enhancing employee job satisfaction,

motivation, and overall performance. The thematic categorization yielded three dominant areas: (1) Job Satisfaction, Motivation, and Employee Performance; (2) Organizational Learning, Lifelong Learning, and Professional Development; and (3) Technological Integration and Innovation in Employee Management. Each theme illustrates different yet interconnected facets of how learning-oriented environments foster greater professional fulfilment and operational effectiveness. Importantly, studies highlighted the critical role of leadership support, technological tools, and continuous professional development as mediators and amplifiers of job satisfaction outcomes. Despite these positive findings, a notable pattern across the reviewed articles was the underreporting of limitations and insufficient benchmarking against existing literature, suggesting a need for greater critical reflection in future research. Furthermore, although the findings were drawn from various sectors—including aviation, healthcare, education, and IT—the aviation-specific insights were relatively sparse, underscoring a vital research gap. The SLR underscores that organizations investing in holistic, technology-enabled, and leadership-driven learning strategies are better positioned to optimize employee satisfaction, retention, and performance outcomes. Interpreting the findings reveals why the selection of the three themes was critical. The first theme—Job Satisfaction, Motivation, and Employee Performance—was chosen because it directly captures the practical outcomes most organizations aim to improve. A motivated, satisfied workforce is consistently linked to better productivity, lower turnover, and stronger organizational loyalty. Studies consistently showed that structured training, supportive leadership, and personalized development opportunities significantly uplift employee morale and engagement. The second theme—Organizational Learning, Lifelong Learning, and Professional Development—was essential because it contextualizes satisfaction within a dynamic process of ongoing growth, adaptation, and skills renewal. In a rapidly changing global market, organizations must foster cultures that view learning as a continuous journey rather than a finite event. This perspective resonates particularly strongly in sectors like aviation and healthcare, where operational demands are intense, and errors can be costly. The third theme—Technological Integration and Innovation—was indispensable because the digital transformation of workplaces reshapes how employees learn and interact, collaborate, and find meaning in their work. Technology-driven learning platforms, AI-based performance feedback, and virtual work environments emerged as opportunities and challenges for employee satisfaction. These themes demonstrate that organizational learning is not a monolithic concept, but a multidimensional system interwoven with emotional, social, technological, and leadership dynamics. Moreover, the findings contribute to broader discussions about workforce sustainability, organizational resilience, and the future of work, aligning closely with current trends emphasizing employee-centered design and agile management practices. From a practical standpoint, the insights from this review carry significant implications for organizational practice, especially in industries where employee engagement is crucial to service quality and safety outcomes. Organizations should prioritize the development of comprehensive learning ecosystems that integrate formal training, informal knowledge sharing, leadership coaching, and technological support. Investments in employee-centric technologies, such as e-learning platforms, professional development analytics, and AI-driven career planning tools, can substantially enhance job satisfaction and organizational loyalty. Policymakers and human resource managers should also recognize the importance of cultivating psychologically safe environments where learning from failure is encouraged rather than penalized. Based on these findings, several recommendations for future research are proposed: longitudinal

studies are needed to assess the durability of learning initiatives over time; sector-specific research, particularly in aviation and other high-risk industries, should be expanded to validate and tailor interventions; and mixed-methods approaches combining qualitative and quantitative data could better capture the nuanced experiences of employees within learning organizations.

Conclusion

This systematic literature review explored how organizational learning elements—such as formal training, informal knowledge sharing, and reflective practices—impact employee job satisfaction across various workplace contexts. Using the PRISMA protocol, studies from 2023 to 2025 were analyzed, revealing a strong positive link between learning initiatives and job satisfaction. Three key themes emerged: the connection between job satisfaction, motivation, and performance; the importance of lifelong learning and professional development; and the role of technological innovation in employee management. Findings suggest that environments promoting continuous learning enhance motivation, performance, and satisfaction, especially when supported by leadership and a strong learning culture. Technological integration and innovative practices further strengthen these outcomes. While the review offers a valuable synthesis of recent evidence and practical strategies for fostering employee well-being, it also highlights gaps such as limited comparisons with related work and minimal discussion of study limitations. Future research should explore long-term effects of technology on learning cultures, conduct sector-specific and longitudinal studies, and adopt mixed-methods approaches to deepen understanding of employee experiences.

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