

Enablers and Disablers: Academic and Job Performance

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Abstract

This study measures the student's perception of what they consider as enabling or disabling in their environment for learning. The cause-effect relationship between organisational environment studied as enabling/disabling and academic learning is studied through regression analysis. The extent of influence of learning on job performance is also tested to understand the learning transference on the job. A questionnaire was designed to record data. For this purpose, a sample of alumni who had completed at least one appraisal cycle was taken. Out of the 200 respondents contacted, 67 responded. None of the respondents perceived the learning environment as disabling at an aggregate level. Hypothesis provided significant evidence to prove that enablers influenced metacognitive and affective learning. There was no evidence to comment on cause effect relationship between enablers and cognitive learning. All the three types of learning significantly impacted job performance. Though many other factors like peers, attitude, age, etc affect learning transference, this study focuses only a few factors and their influence (in isolation). The study concludes by describing the role of organizational environment in learning and its ultimate impact on job performance.

Key words: Learning, organisational environment, enablers and disablers, cognition, metacognition and affective learning, job performance.