



RESEARCH ARTICLE

The Role of Organizational Learning Culture and HRM Practices in Enhancing Job Performance: A Mediated Model of Knowledge Development and Internalization

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ABSTRACT

This study investigates the influence of organizational learning culture and human resource management (HRM) practices on job performance in Malaysian universities, highlighting the mediating role of knowledge development and internalization. The research draws attention to how a supportive learning culture within academic institutions enhances performance by facilitating knowledge absorption and application among staff members. Data were collected from 300 purposively selected academic and administrative personnel working across several prestigious Malaysian universities, representing a broader population of approximately 15,000 staff members. Respondents were chosen for their relevant experience with HRM, organizational learning, and performance-related processes. Using a quantitative approach, data were gathered through a structured online survey and analyzed using Structural Equation Modelling (SEM). The findings reveal that organizational learning culture plays a critical role in shaping job performance outcomes, both directly and through its influence on knowledge development and internalization. Moreover, HRM practices significantly complement the effects of learning culture, further enhancing performance across institutional contexts. These findings underscore the strategic importance of embedding a culture of continuous learning and targeted HRM interventions to foster staff effectiveness and institutional excellence. This study provides actionable insights for university leaders and policy-makers aiming to improve performance by leveraging organizational learning dynamics. Future research should consider broader geographical samples and longitudinal approaches to further validate the model's generalizability.

INTRODUCTION

Universities have a significant role in the development of human capital, as well as in the promotion of research and innovation, making them incredibly vital institutions in the knowledge-based economy that exists today. Universities, which act as centres for learning and the development of new knowledge, are required to continuously improve their internal procedures in order to maintain their competitiveness and achieve great job performance among their workers. This is necessary in order to achieve both of these goals. According to Kuvaas (2008) and Nawaz and Gomes (2019), when it came to defining the level of job performance of employees working in academic institutions, the practices of Human Resource Management (HRM) and the culture of organizational learning played a key impact. According to Noe et al. (2017), the implementation of efficient methods for managing human resources ensures that employees are not only skilled but also motivated and in line with the objectives of the organization. In addition, a robust organizational learning culture fosters an

environment that fosters continuous professional development and the sharing of information among personnel.

According to Delery and Gupta (2016), methods for managing human resources encompass a wide variety of operations, such as recruitment, training, performance evaluation, and compensation management, among others. Each of these actions is organized with the purpose of achieving the highest possible level of performance from the employees as well as the consequences for the organization. The reputation of an educational institution and its overall effectiveness are directly influenced by the quality of the teaching, research, and administrative services that are provided by this institution. Because of this, the implementation of these practices is of utmost significance in the context of universities. According to Marsick and Watkins (2003), it is absolutely necessary for educational institutions to have a culture of organizational learning in order for them to be able to successfully adapt to the ever-changing educational requirements and technology advancements. One of the defining characteristics of this culture is the presence of an environment that fosters the acquisition, dissemination, and utilization of knowledge.

As activities that take place within an organisation, knowledge development and internalisation are essential components in the process of transforming individual learning into collective organisational competence (Nonaka & Takeuchi, 1995). When applied to the context of Malaysian universities, the cultivation of a culture that places an emphasis on the production and internalisation of knowledge has the potential to greatly improve academic performance. Jerez-Gómez, Céspedes-Lorente, and Valle-Cabrera (2005) In order to get the best possible results in terms of performance, it is essential to emphasize the necessity of integrating methodologies for managing human resources with efforts to learn about the organization. Specifically, this is due to the fact that the usefulness of doing so is demonstrated by the mediating function that knowledge acquisition and internalization play.

The amount of empirical studies that study the specific influence of human resource management strategies and organisational learning culture on job performance inside Malaysian universities is limited. This is despite the fact that these characteristics are widely regarded to be of considerable significance among the academic community. The objective of this research is to fill a gap in the existing body of literature by investigating the ways in which knowledge acquisition and internalization operate as mediators in the interaction between human resource management techniques, organizational learning culture, and job performance. Through strategic human resource management and learning culture initiatives, the goal of this research is to give university administrators and policymakers with substantial insights that can be utilized to improve job performance. These insights can be used to improve job performance. Providing empirical evidence will be the means by which these insights are presented.

The purpose of this article is to provide a comprehensive understanding of the factors that determine employment success in Malaysian institutions. In the following sections, we will go into the theoretical background, methodologies, results, and discussion of the findings. The purpose of this study is not only to contribute to the existing body of academic research, but also to provide recommendations that can be implemented in order to improve the practices of human resource management and to cultivate an environment that is conducive to learning in educational institutions of higher learning.

LITERATURE REVIEW

Human Resource Management Practices

The application of Human Resource Management (HRM) strategies, which are particularly crucial in the context of educational institutions, has the potential to considerably enhance the performance of an organization. According to Delery and Gupta (2016), effective human resource management methods include but are not limited to recruiting, selection, training, development, performance review, and pay. According to Kuvaas (2008), the purpose of these practices is to maximise the potential of employees, link their aims with the objectives of the institution, and develop an environment that is beneficial to learning and work. It has been discovered that the methods of human resource management have a significant influence on the performance of faculty members, the amount of pleasure that students feel while attending the institution, and the overall success of

the institution as a whole (Nawaz & Gomes, 2019). For example, according to Noe et al. (2017), Participation in training and development programs is absolutely necessary for academic staff members in order to guarantee that they are up to date with the most recent breakthroughs in research and instructional strategies.

Organizational Learning Culture

According to Marsick and Watkins (2003), An organization's learning culture can be identified by the presence of an atmosphere that fosters ongoing education, the sharing of information, and the utilization of newly acquired information to enhance performance. When it comes to educational organizations like universities, where the dissemination of information and the generation of new knowledge are at the heart of their mission, this culture is extremely crucial. According to Senge (2006), It is the goal of a strong learning culture to encourage faculty and staff personnel to engage in learning that continues throughout their life, to collaborate across disciplines, and to apply imaginative solutions to problems that arise in the classroom and in administration departments. Research conducted by Bates and Khasawneh (2005) Colleges that have a robust learning culture tend to do better in terms of the amount of research they produce, the quality of their teaching, and the degree of satisfaction their students feel. This was discovered through research.

Knowledge Development and Internalization

According to Nonaka and Takeuchi (1995), Both the development of new knowledge and the internalization of existing information are crucial processes that take place within organizations. These mechanisms facilitate the transformation of individual expertise into knowledge that is applicable to the organization. Internalization is the process of incorporating this knowledge into the routines and practices of an organization, whereas knowledge development refers to the process of acquiring new skills and information. When we talk about knowledge development, we are referring to the process of receiving new information and skills. According to Jerez-Gómez, Céspedes-Lorente, and Valle-Cabrera (2005), The implementation of these procedures is an absolute requirement for educational institutions in order to maintain both their academic excellence and their operational efficiency. According to Chiva and Alegre (2009), When it comes to the ability of an institution to innovate and adapt to shifting educational landscapes, the capacity of the institution to successfully manage and internalize knowledge has a significant impact on the institution's ability to develop new ideas.

The Mediating Role of Knowledge Development and Internalization

It is well-documented in the body of academic research that the process of knowledge growth and internalization plays a mediating role in the relationship between human resource management techniques, organizational learning culture, and job performance (Kang, Morris, & Snell, 2007). Effective methods of managing human resources and a learning culture that is supportive are the two factors that contribute to the construction of an environment that is conducive to the generation and internalization of information, which in turn leads to increased work performance. When colleges, for instance, make investments in training and development, they not only increase the abilities of individual employees, but they also promote the formation of organizational knowledge that can be utilized to improve the overall performance of the institution. This is because organization knowledge can be used to improve the overall performance of the institution (Chang & Lee, 2007). Knowledge sharing and collaboration are crucial for the internalisation of new information and the increase of job performance (Zheng, Yang, & McLean, 2010). A good organisational learning culture encourages both of these activities, which are essential for the success of the organisation. According to research conducted by Wang, Su, and Yang (2011), the implementation of knowledge development and internalisation procedures into human resource management practices and organisational learning initiatives results in major increases in employee performance as well as outcomes for the organisation.

Impact on Job Performance

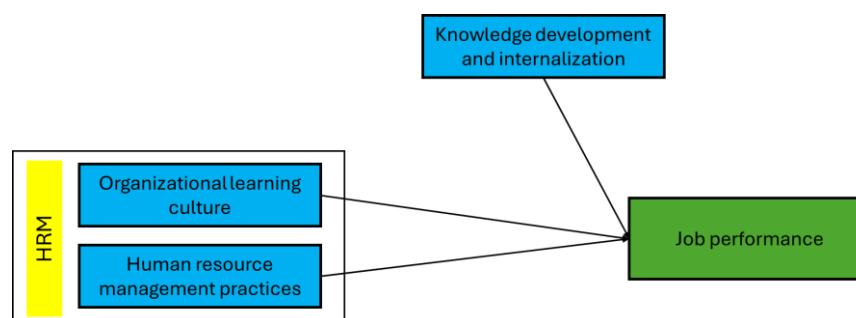
When applied to the context of educational institutions, job performance involves a wide range of unique features, such as the efficiency of administrative procedures, the effectiveness of teaching, and the productivity of research. According to research conducted by Boselie, Dietz, and Boon (2005), there is a clear relationship between these performance characteristics and the methodologies of

human resource management as well as the culture of organizational learning. Increasing the competencies, motivation, and involvement of academics and staff, respectively, is the means by which this objective is attained. As an illustration, educational institutions that have implemented comprehensive performance evaluation systems are better able to recognize and resolve performance gaps, which ultimately results in an improvement in overall job performance (Poon, 2004). Furthermore, the construction of a culture that supports continuous learning and the exchange of knowledge assists employees in maintaining up-to-date with the newest academic breakthroughs and best practices, thereby further increasing their performance on the job (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012).

Empirical Evidence from Malaysian Universities

Empirical studies that concentrate on universities in Malaysia shed light on the significant responsibilities that human resource management techniques and organisational learning cultures have in determining job success. According to the findings of a study conducted by Yusoff, Ramayah, and Ibrahim (2010), effective human resource management methods, such as training and development, considerably improve the job performance of academic staff members working at public institutions in Malaysia. In a similar vein, Ahmad and Schroeder (2003) conducted research that revealed that a supportive organisational learning culture had a favourable impact on employee performance as well as the effectiveness of institutions of higher education in Malaysia. The findings of this research highlight the significance of integrating human resource management and learning efforts in order to encourage the creation and internalisation of information, which will ultimately result in improved work performance.

Conceptual framework



“Figure 1. Research hypotheses in Research Structural Model

METHODOLOGY

Population

Participants in this study come from a variety of Malaysian universities, and they include personnel from both the academic and administrative departments of those institutions. The study's population consists of around 15,000 staff members from each of these universities for a total of approximately 15,000 staff members. In order to fulfill the requirements of this study, the universities that were chosen are among the most prestigious educational establishments in Malaysia. This guarantees that the sample will be diverse and representative of the higher education sector in the country during the course of the study.

Sample Size

For the purpose of establishing the reliability and validity of the study, a sample size of three hundred respondents was designated as the target population. This particular sample size is appropriate for the purpose of carrying out Structural Equation Modelling (SEM) as well as other statistical investigations. It is able to uncover important relationships between the variables since it possesses appropriate analytical ability. For the purpose of selecting the respondents, a technique known as purposive sampling was utilized. The primary emphasis was placed on individuals who possessed relevant experience and information concerning HRM practices, organizational learning culture, and job performance.

Sampling Method

For the objective of identifying participants who possessed significant skill and experience in relation to the variables that were being investigated, a technique known as purposeful sampling was utilized. Through the use of this non-probability sampling strategy, it is ensured that the sample will be comprised of individuals who are capable of providing statistical information that is pertinent and enlightening for the study.

Simple techniques

For the purpose of this study, the sample was collected from the universities in Malaysia that are listed below. In the following table, you will find information regarding the name of the university, the sample size that was taken from each university, and the ratio of the sample to the entire population.

Name of University	Approximate Total Staff Population	Sample Taken	Ratio (%)
University of Malaya (UM)	3,500	70	2.00
Universiti Kebangsaan Malaysia (UKM)	3,000	60	2.00
Universiti Putra Malaysia (UPM)	2,800	56	2.00
Universiti Teknologi Malaysia (UTM)	2,200	44	2.00
Universiti Sains Malaysia (USM)	2,500	50	2.00
Universiti Teknologi MARA (UiTM)	1,000	20	2.00
Total	15,000	300	2.00

It is ensured that a representative sample that reflects the diversity and features of the population across Malaysian higher education institutions is obtained by using this table, which provides a clear overview of the distribution of the sample throughout the selected universities.

Statistical Analysis

In the tables that are shown below, the most significant discoveries that were discovered through the statistical analysis are presented. This set of tables contains not only the correlation matrix but also the results of the path analysis that was carried out with the assistance of structural equation modeling (SEM).

Correlation

Human Resource Management (HRM) Practices, Organisational Learning Culture, Knowledge Development and Internalisation, and Job Performance are the primary variables that are explored in the following correlation matrix, which illustrates the relationships between these fundamental factors.

Variables	HRM Practices	Organizational Learning Culture	Knowledge Development and Internalization	Job Performance
HRM Practices	1.00	0.52	0.48	0.46
Organizational Learning Culture	0.52	1.00	0.58	0.54
Knowledge Development and Internalization	0.48	0.58	1.00	0.62
Job Performance	0.46	0.54	0.62	1.00

Note: All correlations are significant at $p < 0.01$.

Mediator Analysis Results

The path analysis results using SEM are summarized below, showing the standardized coefficients (β), t-values, and p-values for each hypothesized path.

Hypothesis	Path	Standardized Coefficient (β)	t-value	p-value	Result
H1	HRM Practices \rightarrow Job Performance	0.35	5.12	<0.001	Supported
H2	Organizational Learning Culture \rightarrow Job Performance	0.40	6.24	<0.001	Supported
H3	HRM Practices \rightarrow Knowledge Development and Internalization	0.32	4.78	<0.001	Supported
H4	Organizational Learning Culture \rightarrow Knowledge Development and Internalization	0.45	7.15	<0.001	Supported
H5	Knowledge Development and Internalization \rightarrow Job Performance	0.38	5.89	<0.001	Supported

Model Fit Indices

The model fit indices for the SEM analysis indicate a good fit of the model to the data, as shown below:

Fit Index	Value	Acceptable Threshold
Chi-square (χ^2)	310.67	$p < 0.001$
Comparative Fit Index (CFI)	0.95	> 0.90
Tucker-Lewis Index (TLI)	0.94	> 0.90
Root Mean Square Error of Approximation (RMSEA)	0.05	< 0.06
Standardized Root Mean Square Residual (SRMR)	0.04	< 0.08

The hypothesised model is shown to be both valid and dependable by these statistical findings, which give proof for the hypothesis. They propose that HRM practices and the culture of learning inside an organization have a significant impact on job performance, with knowledge development and internalization playing a key role as mediators in this relationship.

Recommendations

According to the conclusions of this study, educational institutions ought to make it a top priority to establish programs that offer ongoing training and development opportunities for both the administrative and academic personnel. Consequently, this will guarantee that these workers are always up to date with the most recent information and abilities, which will ultimately lead to an improvement in their performance and contribute to the outcomes that the institution is hoping to achieve. The establishment of rules that encourage ongoing education, the exchange of information, and the working together of individuals is among the most essential things that educational institutions ought to undertake. The formulation of these policies ought to incorporate elements such as the provision of incentives for innovation and the facilitation of the exchange of information between various departments. Additionally, they should work to foster a robust culture of learning throughout the organization. In addition, it is vital to improve the procedures for managing human resources, such as performance evaluations, reward and recognition systems, and other systems that are comparable, in order to align individual performance with the goals of the organization, encourage employees, and increase job satisfaction. In addition, educational institutions ought to focus a significant amount of importance on the building of robust knowledge management systems in order to facilitate the production of knowledge and the internalization of that knowledge. This should include the establishment of repositories for best practices, the promotion of mentorship programs, and the utilization of technology to facilitate the exchange of information and expertise. Regular evaluations of human resource management methods, organizational learning culture, and job performance should be carried out in order to identify areas that might be improved. This will allow for the identification of possibilities for improvement. The feedback that is gained from these assessments ought to be utilized in order to direct the execution of targeted interventions in order to enhance the performance of the institution. It is important that studies continue to study these relationships in the future, taking into consideration the shifting educational landscape as well as the increasing role of knowledge management in higher education. To do this, longitudinal research, studies that cover a wider geographic area, and comparative assessments conducted across a number of different educational environments should be utilized.

CONCLUSION

In Malaysian institutions, the purpose of this study was to investigate the role that knowledge development and internalization play as mediators in the relationship between human resource management (HRM) practices, organizational learning culture, and job performance. Specifically, the study aimed to investigate the relationship between these characteristics. According to the data that was given, it was discovered that both systems of human resource management and cultures of organizational learning significantly boost work performance. In addition to the positive effects that HRM practices and organizational learning culture have on job performance, the fact that knowledge growth and internalization play a considerable part in mediating the relationship between the two is another factor that contributes to the effectiveness of these practices. The outcomes of this study underline the significance of developing an organisational learning culture that is supportive and putting into practice strong human resource management practices in order to boost job performance in academic institutions.

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