

DO NOT change the format of this template
(Surcharges apply for non-compliance).

Impact of Organization Learning Mechanisms on Employees in a Government Link Company

16AN space

Thahira Bibi TKM Thangal ^{1*}, Siti Nur Aisyah Alias ², Vidyarini Dwita ³, Noor Hanim Rahmat ⁴

**Corresponding Author*

12AN space

¹ Faculty of Business Management, Universiti Teknologi MARA, Johor, Malaysia

² Faculty of Technology Management and Technopreneurship
Universiti Teknikal Malaysia Melaka, Malaysia

³ Faculty of Economics and Business, Universitas Negeri Padang, Indonesia

⁴ Academy of Language Studies, Universiti Teknologi MARA, Puncak Alam, Malaysia 10AN

10AN space

Email of All Authors : thahira881@uitm.edu.my, sitinuraisyah@utem.edu.my, vidyarini@fe.unp.ac.id, noorh763@uitm.edu.my 8AN

Tel: 0193893896 8AN

8AN space

8AN space

8AN space

Abstract 10AN

Click here and insert your abstract text. 9AN (100 words max.) Abstract exceeding 100 words surcharged RM200)

Keywords: Organization Learning; Learning and Development; Learning Environment; GLC 9 AN (Max. 4 keywords)

eISSN: 2398-4287 © 2025. The Authors. Published for AMER by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers). DOI:

Paper length to be 3,000 – 3,500 words (excluding 1-page References, Illustrations)

Paper will be rejected if below 3,000 or exceeds 3,500 words.

1.0 Introduction 11AN Bold

The management plays an important role in managing and controlling their subordinates. They need to assure that the subordinates will be able to complete the tasks given with high performance according to the organizations need. Apart from that, the organization should motivate and train their subordinates to be more efficient and motivated especially in doing their routine as good employees. A learning organization is the term given to a company that facilitates its employees to continuously transform themselves. 10AN

10AN space

The strategy used by organizations will vary depending on their systematic planning. Each change has its own consequences and implications and in order to enhance success, it must be derived with a positive change in performance. Organizational learning affects the organization's business processes and the flows of knowledge that increase innovation and improve overall organizational performance and leadership (Ghasemzadeh et al., 2019). According to Iqbal and Ahmad (2021), learning organizations allow the firm to adapt and perform continuously and efficiently from the rapidly changing market. In other words, learning organization develops the firm's ability to seek new market opportunities effectively and influences a firm's inclination to engage in environmental-related activities continuously.. 10AN

eISSN: 2398-4287 © 2025. The Authors. Published for AMER by e-International Publishing House, Ltd., UK. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers). DOI:

The purpose of this research is to determine the level of Learning Organisation (LO) in a company that is publicly listed. In particular, the purpose of this study is to investigate the ways in which the environment can influence learning organizations. Furthermore, the purpose of this research is to investigate the strategies by which the learning organization determines the employees' learning and developmental needs, as well as the methods by which they fulfil those demands. This research will seek to answer the following questions:

- a. In what ways are the learning organization influenced by environment?
- b. How does the learning organization identify the Learning and Development Needs?
- c. How does the learning organization meet Learning and Development Needs? 10AN space

2.0 LITERATURE REVIEW

2.1 LEARNING ORGANIZATION (LO)

Armstrong and Foley (2003) demonstrated that learning organization can be defined as an action orientation. It is geared towards using specific diagnostic and evaluative methodological tools, which can help to identify, promote and evaluate the quality of learning process inside organization. Thus, company boost creativity through a variety of active, static and dynamic organizational learning activities, as well as cultivating suitable cultivation programmers and plans (Bhatia, 2021). There are several categories of organization learning mechanisms and among them are the company's learning environment, the company's effort to identify learning and developmental needs of the employees, as well as the company's drive to meet learning and development needs.

2.2 THEORETICAL FRAMEWORK OF THE STUDY

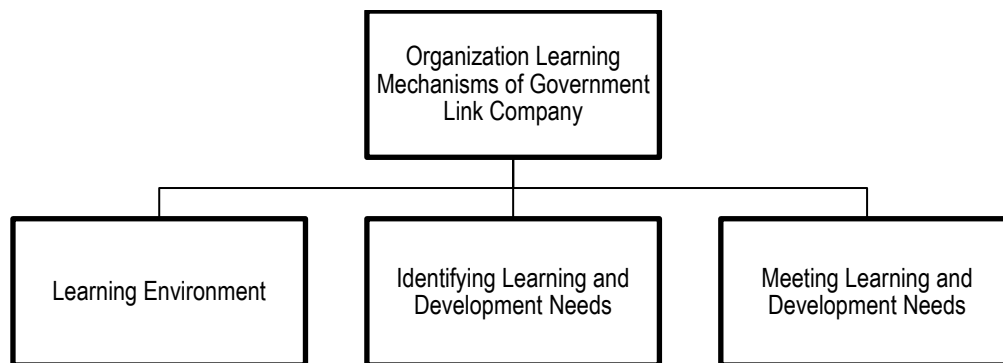


Figure 1-Theoretical Framework of the Study.

Figure 1 above shows the theoretical framework of the study. This study employs some of the organization learning mechanisms by Armstrong and Foley (2003). The items include "learning environment, identifying learning and development needs and meeting learning and development needs".

2.2.1 Learning Environment

To perform well, companies must be knowledge-driven. Murschetz et al. (2020) believed that, a learning architecture satisfies the necessities for competitive advantage due to the well positioned to deliver superior value to customers, multifaceted to develop, difficult to emulate and appropriate in a turbulent and dynamic environment. Thus, to encourage learning organization, companies like Motorola or General Electric has established their own in-house "universities" to endorse a learning environment (Slater & Narver, 1995).

2.2.2. Identifying Learning and Development Needs

Jimenez and Navarro (2007) found that rather than focusing only on customers and competitors, companies should foster the knowledge of creating process both inside and outside the organizations". In other words, they did support by agreed that with learning organization will create more positive insight rather than focusing in one variable generally, involves systematic thinking, extensive collaborative engagement, and core assumptions of business and its objectives. Learning organization are able to show that it is important for the performance of small and medium sized business (Frank, Kessler & Mitterer, 2012). Thus, identifying and addressing employee learning and development needs can further accelerate this process (Ariyo et al., 2023).

2.2.3 Meeting Learning and Development Needs

Farrell (2000) states that, the greater the top management emphasis on a learning organization, the greater the level of learning organization. He also indicates that the greater level of transformative leadership, the greater the level of learning organization. In addition to that, Santos-Vijande, et al (2005) supports learning organization implementation because they believed that learning organization improves the firm's performance. In line with these ideas, Iqbal and Ahmad (2021) propose that organizations should invest

in developing capabilities within the organization and society to foster sustainable leadership. This involves transforming the attitudes and behaviors of employees and equipping them with essential skills and a mindset aligned with achieving organization goals.

2.3 PAST RESEARCH

Armstrong and Foley (2003) conducted an action learning approach to study the impact of organization learning mechanisms at the workplace. Sixty staff from a large public sector organization were chosen for the study. Four categories of organization learning mechanisms were identified and they are (a) the learning environment, (b) identifying learning and development needs, (c) meeting learning and development needs and (d) applying learning in the workplace. The researcher used 12 scales to measure the four categories in a 65-items questionnaire. Results of the study supported the fact that the four mechanisms were important factors in a learning organization. Recent research has highlighted a significant connection between transformational leadership and organizational learning. Transformational leadership, characterized by behaviors such as intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation, has been shown to be closely linked with learning within the organization (Lundqvist et al., 2023). These results suggest that organizations aiming to enhance organizational-level learning may find value in implementing training programs focused on transformational leadership.

3.0 RESEARCH METHODOLOGY

3.1 MEASUREMENT AND SCALING

One study by Bougie and Sekaran (2019) examined that measurement is the process of assigning numbers to attributes of objects or events, allowing for comparison and analysis. It is an essential tool for scientific inquiry, enabling researchers to quantify and study various phenomena. For measurement and scaling the researcher used close-ended questionnaire so that the respondents able to make a choice or option based on the answer given in question. When the researcher used close-ended questionnaire, it will make the data analysis process run smoothly. The researcher used five-point Likert scales such as strongly disagree, disagree, neutral, agree and strongly agree.

3.2 DATA COLLECTION METHOD

The data collection and analysis represent a field study where respondents answered all survey questions based on a five-point Likert-scale developed to measure respondents' attitudes directly and to range from "1" meaning "Strongly disagree", to "5" meaning "Strongly agree". The Likert-scale assumes that an attitude's strength is linear and assumes that attitudes under investigation could be measured through numerical value. The constructs used to assess the different indicators were obtained from previous scientific studies, providing a valued data collection source where their reliability and validity were previously tested and verified. The organizational learning factor was assessed through different indicators, such as learning environment, identifying learning and development need and meeting learning and development need. The software used to generate the results and conduct the analysis in this research are Statistical Package for social science (SPSS) for statistics.

4.0 RESEARCH ANALYSIS AND INTERPRETATION

4.1 RELIABILITY TEST

There are two main reasons why reliability testing is important, as emphasized by Khoa, Hung and Hejsalem-Brahmi (2023). First, reliability helps to gauge the extent to which a test score is influenced by random measurement error, which can be caused by factors such as fatigue, boredom, ambiguous test items, poor instructions, or carelessness on the part of the test taker. Second, reliability is essential for establishing test validity. If test scores cannot be consistently assigned, it is impossible to conclude with certainty that the scores accurately reflect the intended domain of measurement.

Table 1 Reliability Result for Independent Variables (IV) and Dependent Variables.

Independent Variables	No of Items	Cronbach's Alpha
Learning Organization (Learning Environment)	8	0.928
Learning Organization (Identifying learning and development needs)	8	0.896
Learning Organization (Meeting learning and development needs)	8	0.756

Based on Table 1, it shows the reliability of Dependent Variables (DV) and Independent Variables (IV). This research consists of three independent variables used to measure the market orientation and learning organization. According to Nawi et al. (2020), came out with the acceptance results for Cronbach's Alpha:

Table 2 Strength of Association Determination

CRONBACH'S ALPHA	INTERNAL CONSISTENCY
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Very Good
$0.7 \leq \alpha < 0.8$	Good
$0.6 \leq \alpha < 0.7$	Moderate
$\alpha < 0.6$	Poor

The dependent variables for this research had reliability coefficients of 0.609, which is greater than 0.60 and it is acceptable. As for the independent variables, Learning Organization (Learning Environment) had reliability coefficients of 0.928, which is greater 0.9 and it is excellent (high-stake testing) variable used for this research. Followed by the second independent variable, Learning Organization (Identifying learning and development needs) had reliability coefficients of 0.896, which is greater than 0.7 and its shows that the result is reliable and very good. The final independent variable tested, Learning Organization (Meeting learning and development needs) had reliability coefficient of 0.756, which is good and reliable to be used for this research.

4.2 FREQUENCY DISTRIBUTION

In order to gather and summarize the demographic information of the respondents, the frequency distribution analysis is used. 34 respondents obtained for this research. All data summarized in the table is the demographic and personal information constructed.

Table 3 Demographic Information

Respondent Background	Frequency	Percent (%)
Gender		
Male	21	61.8
Female	13	38.2
Frequency of Age		
18-30 years old	13	38.2
31-40 years old	18	52.9
41-50 years old	2	5.9
50 and above	1	2.9
Frequency of Education		
SPM or equivalent	1	2.9
STPM or Diploma	7	20.6
Bachelor's degree	21	61.8
Master's Degree	4	11.8
Professional Degree	1	2.9
Working Experiences		
0-2 years	11	32.4
2-4 years	17	50.0
More than 4 years	6	17.6

Table 3 indicates the summary of frequency distribution analysis of demographics and personal information of 34 respondents. Firstly, frequency distribution for gender indicates that from 34 respondents, 21 respondents are male which represented of 61.8% while 13 respondents are female which represented 38.2%. Secondly, the table above shows the result of frequency distribution analysis towards the age among the respondents. It indicates that, 18 respondents from the range age between 31-40 years old represented as the highest recruit among the divisions tested with 52.9%. Followed by 13 respondents came from the range age between 18-30 years old

with percentage of 38.2%. Thirdly, 2 respondents came in the range age of 41-50 years old with 5.9% and finally 1 respondent came from the range age of 50 and above with 2.9%.

Thirdly, the frequency distribution analysis for education indicates that the highest frequency came with a group of 21 respondents and 61.8%, the Bachelor's Degree holder. Followed by, STPM or Diploma holder with 7 respondents which represents 20.6%. Thirdly, 4 respondents came with the background of Master's Degree holder, which represented by 11.8%. Finally, the Professional Degree and SPM holder came with the lowest respondent of only 1 respondent each and represented by 2.9%. Finally, from the table above, it shows the frequency of working experience of the staffs. The table indicates that 17 respondents were the highest group who works in IRDA for 2-4 years and represented with 50.0%. Followed by 11 respondents with less than 2 years' experience and represent by 32.4%. Finally, 6 respondents with more than 4 years working experience and represented by 17.6%.

4.3 DESCRIPTIVE STATISTICS (LEARNING ORGANIZATION)

Table 4 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
LO	34	63.00	47.00	110.00	94.5882	11.539

From the table 4, the researcher be able to identify the level of Learning Organization by interpreting the data from the range, maximum, minimum and the means.

Table 5 The range level of Minimum to Maximum

Low	47-68
Medium	69-90
High	90-110

From the table 5, the researcher indicates that the level of Learning Organization is high due to the mean result with 94.5882. The mean result shows that the number is in the range of high level. This indicates that the Learning Organization is high implemented. This finding supported by Farrell (2000) by stating that the greater the top management, the greater the earning organization of the organization.

4.4 FINDINGS FOR LEARNING ENVIRONMENT

a. In what ways are the learning organization influenced by environment?

Table 6 Frequency for Learning Environment

Learning Environment	Frequency
Plans linked to company's mission /goal	3.9706
Focus on continuous improvement	4.0000
Structures encourage teamwork	3.8235
Learn from mistakes	3.9706
Multi-skill	4.0882
Understand broad costs and benefits	3.7941
Mission reflects purpose	4.0882
Aware of mission	4.2941

Table 6 shows the findings for Learning Environment. The respondents all agreed that they understood the mission of the company (4.2941). Next, they agreed that they could are multi-skilled (4.0882) and also that the company had a mission that reflected the purpose of the organization (4.0882).

4.5 FINDINGS FOR IDENTIFICATION OF LEARNING AND DEVELOPMENT NEEDS

b. How does the learning organization identify the Learning and Development Needs?

Table 7 Frequency for Identification of Learning and Development Needs

Identify Learning & Development Needs	Frequency
--	------------------

Learning needs identified	3.9706
Skills in line with objective	3.9412
Participate	3.9118
Understand skills needed	4.1765
Use constructive approach	3.7941
Supervisor encourage	3.9707
Committed to meeting needs	3.8529
Supervisor understands skills needed	3.9706

Table 7 above reveals the findings for identification of learning and development needs. The highest frequency is at “the company understands skills needed by the employees (4.1765). This is in accordance with the findings by Armstrong and Foley (2003) who felt that one of the criteria for success, is when the organization takes note of the skills that the employees needed from time to time.

4.6 FINDINGS FOR COMPANY’S EFFORT TO MEET LEARNING AND DEVELOPEMNT NEEDS

c. How does the learning organization meet Learning and Development Needs?

Table 8 Findings for the company’s effort to Meet Learning and Development Needs

Meeting L&D Needs	Frequency
Undertake training that meet needs	3.9706
Absent to complete activity	3.6471
Work with similar needs	3.7941
Access to info	3.8824
Help become effective	3.7941
Teach one-to-one	3.6176
Easy to learn	4.0000
Training useful for work	4.2647

Table 8 above shows the mean values revealing the company’s effort to meet the learning and development needs. The two highest mean shows that the employees felt that most of their training was useful for their work (4.2647) and the training was offered in a way that made it easy for them to learn (4.0).

5.0 FINDINGS AND RECOMMENDATION

5.1 SUMMARY OF FINDINGS

The findings supported the research by Armstrong and Foley (2003) that several categories of organization learning mechanisms are useful to help the company function successfully. These categories are the learning environment, the company ability to identify learning and development needs, as well as the ability of the company to meet learning and development needs. The company need to provide a conducive environment to support good teamwork as well as provide a good management team that strives for the success of the organization. As per Patwary et al. (2022), the emerging workforce, which may lack essential skills, should be given the opportunity to gain knowledge from the experiences of individuals who have previously held the same positions. In addition to that, the company need to identify personal and professional issues that can help boost the employees’ work motivation. Therefore, in initiating employee work motivation, leaders and managers must identify the goals employees are striving to accomplish, fostering work motivation and establishing a foundation for the workforce (Puriwat & Tripopsakul, 2021). Finally, the company need to meet the needs of the employees through continuous development activities. Hence, employees are incentivized to participate in training sessions to gain fresh insights, retain their professional knowledge and expertise, and pursue ongoing education, contributing to the organization's well-being and exerting a positive influence on sustainable organizational performance (Kordab, Raudeliūnienė & Meidutė-Kavaliauskienė, 2020).

5.2 SUGGESTION FOR FUTURE RESEARCH

Future research could look into other organization learning mechanisms in a company. It would also be interesting to compare the impact of mechanisms on the company’s ability to sustain or succeed. Lastly, more research on the relationship between dynamic capabilities, characterized by an organization's ability to adapt to changing environments, and the implementation of adaptive learning mechanisms will help advance the measurement of the organization learning concept. We hope the present findings draw more scholarly attention to the organization learning concept and stimulate further research that will yield additional insights into the environment and process of learning in diverse organizational and cross-cultural contexts.

References

- Armstrong, A., & Foley, P. (2003). Foundations for a learning organization: organization learning mechanisms. *The learning organization*, 10(2), 74-82.
- Bhatia, M.S. (2021). Green process innovation and operational performance: the role of proactive environment strategy, technological capabilities, and organizational learning. *Business Strategy and the Environment*, 30(7), 2845-2857.
- Bougie, R., & Sekaran, U. (2019). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Farrel, M. (2000). Developing a market oriented Learning Organization. *Austrian Journal Management*.
- Frank, H., Kessler, A., Mitterer, G., & Wesmeier, D. (2012). Learning Orientation of SMEs and its Impact on Firm Performance. *Journal of Marketing Development and Competitiveness*, 6(3).
- Ghasemzadeh, P., Nazari, J. A., Farzaneh, M., & Mehralian, G. (2019). Moderating role of innovation culture in the relationship between organizational learning and innovation performance. *The Learning Organization*, 26(3), 289-303.
- Iqbal, Q., & Ahmad, N. H. (2021). Sustainable development: The colors of sustainable leadership in learning organization. *Sustainable Development*, 29(1), 108-119.
- Jimenez, D., & Navarro, J. (2007). The Performance Effect of Organizational Learning. *Industrial Marketing Management* 36, 694-708.
- Khoa, B. T., Hung, B. P., & Hejsalem-Brahmi, M. (2023). Qualitative research in social sciences: data collection, data analysis and report writing. *International Journal of Public Sector Performance Management*, 12(1-2), 187-209.
- Kordab, M., Raudeliūnienė, J., & Meidutė-Kavaliauskienė, I. (2020). Mediating role of knowledge management in the relationship between organizational learning and sustainable organizational performance. *Sustainability*, 12(23), 10061.
- Lundqvist, D., Wallo, A., Coetzer, A., & Kock, H. (2023). Leadership and learning at work: a systematic literature review of learning-oriented leadership. *Journal of Leadership & Organizational Studies*, 30(2), 205-238.
- Murschetz, P. C., Omid, A., Oliver, J. J., Kamali Saraji, M., & Javed, S. (2020). Dynamic capabilities in media management research: a literature review. *Journal of Strategy and Management*, 13(2), 278-296.
- Nawi, F. A. M., Tambi, A. M. A., Samat, M. F., & Mustapha, W. M. W. (2020). A review on the internal consistency of a scale: the empirical example of the influence of human capital investment on Malcom Baldrige quality principles in TVET institutions. *Asian People Journal (APJ)*, 3(1), 19-29.
- Patwary, A. K., Alwi, M. K., Rehman, S. U., Rabiul, M. K., Babatunde, A. Y., & Alam, M. M. D. (2022). Knowledge management practices on innovation performance in the hotel industry: mediated by organizational learning and organizational creativity. *Global Knowledge, Memory and Communication*.
- Santos-Vijande, M. L., Sanzo-Perez, M. J., Alvarez-Gonzalez, L. I., & Vazquez-Casielles, R. (2005). Organizational learning and market orientation: interface and effects on performance. *Industrial marketing management*, 34(3), 187-202.
- Slater, S. F., & Narver, C. J. (1995). Market Orientation and Learning Organization. *Journal of Marketing*, 59, 63-74.

All authors are required to complete the E-B Proceedings exclusive license transfer agreement before the article can be published. This transfer agreement enables e-IPH, Ltd., UK to protect the copyrighted material for the authors, but does not relinquish the authors' proprietary rights. The copyright transfer covers the exclusive rights to reproduce and distribute the article, including reprints, photographic reproductions, microfilm or any other reproductions of similar nature and translations. Authors are responsible for obtaining from the copyright holder, the permission to reproduce any figures for which copyright exists.