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Investigating Organisation Learning Mechanisms on Employees: An exploratory study in a Government Link Company

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Abstract
This study aims to investigate the impact of how learning organisation is influenced by the environment and to identify the learning and development needs in learning organization. It highlights the necessity for GLCs to implement more extensive and inclusive organisational learning initiatives to improve workforce capabilities. A sample of 34 employees was chosen via simple random sampling to ensure representation of management, supervisory, and operational personnel. Descriptive and inferential studies were performed to investigate the correlations between organisational learning processes and employee outcomes. In this study, employees agreed on understanding the mission of the organization align with the organisation's learning.

Keywords: Organisation Learning; Learning and Development; Learning Environment; GLC

1.0 Introduction
The management plays an important role in managing and controlling its subordinates. They need to ensure that subordinates can complete tasks with high performance according to the organisation's needs. Apart from that, the organisation should motivate and train its subordinates to be more efficient and motivated, especially in doing their routine as good employees. A learning organisation is the term given to a company that facilitates the continuous transformation of its employees. The strategy used by organisations will vary depending on their systematic planning. Each change has its own consequences and implications, and to enhance success, a positive change in performance must accompany it. Organisational learning impacts the organisation's business processes and the flow of knowledge, thereby enhancing innovation and improving overall organisational performance and leadership (Ghasemzadeh et al., 2019). According to Iqbal and Ahmad (2021), learning organisations enable the firm to adapt and perform continuously and efficiently in a rapidly changing market. In other words, a learning organisation develops the firm's ability to seek new market opportunities effectively and influences the firm's inclination to engage in environmentally related activities continuously.

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 how the environment can influence learning organisations. Furthermore, this study aims to explore the level of organisational learning mechanisms specifically the learning environment, identification of learning and development

needs, and meeting learning and development needs on employees in a government-linked company. This research will seek to answer the following objectives:

    a.   To identify how the environment influences the learning organisation

    b.   To analyse how learning and development needs are identified and met

2.0 Literature Review

2.1 Learning Organisation (LO)

Armstrong and Foley (2003) demonstrated that a learning organisation can be defined as an action-oriented approach. It is geared towards using specific diagnostic and evaluative methodological tools, which can help identify, promote, and evaluate the quality of the learning process within an organisation. Thus, companies boost creativity through a variety of active, static, and dynamic organisational learning activities, as well as cultivating suitable cultivation programs and plans (Bhatia, 2021). There are several categories of organisational learning mechanisms, including the company's learning environment, its efforts to identify the learning and developmental needs of employees, and its drive to meet these needs.
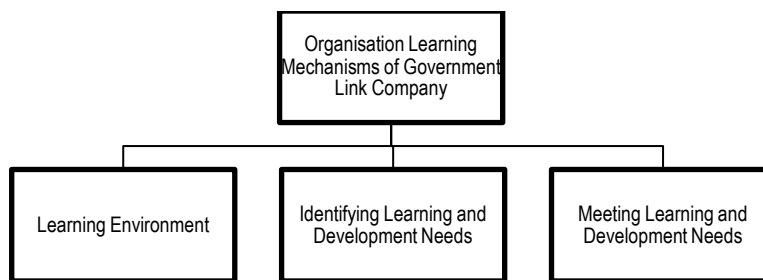
2.2 Theoretical Framework of the Study

Figure 1-Theoretical Framework of the Study.

    Figure 1 above shows the theoretical framework of the study. This study employs some of the organisational 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

In order to perform well, companies must be knowledge driven. Murschetz et al. (2020) believed that a learning architecture satisfies the necessities for a competitive advantage due to being well-positioned to deliver superior value to customers, multifaceted in its development, difficult to emulate, and appropriate in a turbulent and dynamic environment. Thus, to encourage learning organisations, companies like Motorola or General Electric have established their own in-house "universities" to foster 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 knowledge of the creating process both inside and outside the organisation. In other words, they agreed that a learning organisation will create more positive insights rather than focusing on one variable generally, which involves systematic thinking, extensive collaborative engagement, and core assumptions of business and its objectives. Learning organisations can demonstrate the importance of their role in enhancing the performance of small and medium-sized businesses (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 organisation, the greater the level of learning organisation. He also indicates that the greater the level of transformative leadership, the greater the level of learning organisation. In addition, Santos-Vijande et al. (2005) support the implementation of learning organisations, as they believe that a learning organisation improves a firm's performance. In line with these ideas, Iqbal and Ahmad (2021) propose that organisations should invest in developing capabilities within the organisation and society to foster sustainable leadership. This involves transforming the attitudes and behaviours of employees and equipping them with essential skills and a mindset aligned with achieving the organisation's goals.]

2.3 Past Research

Armstrong and Foley (2003) employed an action learning approach to investigate the impact of organisational learning mechanisms in the workplace. Sixty staff from a large public sector organisation were chosen for the study. Four categories of organisation 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-item questionnaire. Results of the study supported the fact that the four mechanisms were important factors in a learning organisation. Recent research has highlighted a significant connection between transformational leadership and organisational learning. Transformational leadership, characterised by behaviours such as intellectual stimulation, individualised consideration, idealised influence, and inspirational motivation, has been shown to be closely linked with learning within the organisation (Lundqvist et al., 2023). These results suggest that organisations aiming to enhance organisational-level learning 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 a closed-ended questionnaire so that the respondents were able to make a choice or option based on the answer given in the question. When the researcher uses a closed-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 can be measured through numerical values. 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 organisational learning factor was assessed through different indicators, such as learning environment, identifying learning and development needs and meeting learning and development needs. The software used to generate the results and conduct the analysis in this research is Statistical Package for Social Science (SPSS) for statistics.

4.0 Findings

4.1 Reliability Test
There are two main reasons why reliability testing is important, as emphasised 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 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 the Dependent Variables (DV) and Independent Variables (IV). This research consists of three independent variables used to measure the market orientation and learning organisation. According to Nawi et al. (2020), they 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 Organisation (Learning Environment) had reliability coefficients of 0.928, which is greater than 0.9, and it is an excellent (high-stakes testing) variable used for this research. Followed by the second independent variable, Learning Organisation (Identifying learning and development needs) had reliability coefficients of 0.896, which is greater than 0.7 and this shows

that the result is reliable and excellent. The final independent variable tested, Learning Organisation (Meeting learning and development needs), had a 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 summarise the demographic information of the respondents, the frequency distribution analysis is used. Thirty-four respondents participated in this research. All data summarised in the table is the demographic and personal information constructed.

Table 3: Demographic Information

Respondent Background	Frequency	Per cent (%)
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 the frequency distribution analysis of demographics and personal information of 34 respondents. Firstly, the 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 age range between 31-40 years old represented the highest recruit among the divisions tested with 52.9%. Followed by 13 respondents came from the range of age between 18-30 years old with a percentage of 38.2%. Thirdly, two respondents fell in the age range of 41-50 years old, with 5.9% and finally, one respondent fell in the age range 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 holders. Followed by STPM or Diploma holders, with seven respondents, which represents 20.6%. Thirdly, four respondents came with the background of Master's Degree holders, which represented 11.8%. Finally, the Professional Degree and SPM holders came with the lowest response rate of only one respondent each and represented by 2.9%. Finally, the table above shows the frequency of working experience of the staff. The table indicates that 17 respondents were the highest group who have worked in this company for 2-4 years and represented 50.0%—followed by 11 respondents with less than 2 years' experience and representing 32.4%. Finally, six respondents with more than 4 years of working experience represented 17.6%.

4.3 Descriptive Statistics (Learning Organisation)

Table 4: Descriptive Statistics

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

From Table 4, the researcher is able to identify the level of Learning Organisation 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 Table 5, the researcher indicates that the level of Learning Organisation is high due to the mean result of 94.5882. The mean result shows that the number is in the range of a high level. This indicates that the Learning Organisation is high implemented. This finding is supported by Farrell (2000), by states that the greater the top management, the greater the earnings of the organisation.

4.4 Research Objective 1: To identify how the environment influences the learning organisation

Table 6: Frequency for Learning Environment

Learning Environment	Frequency
Plans linked to the 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 the Learning Environment. The respondents all agreed that they understood the mission of the company (4.2941). Next, they agreed that they could be multi-skilled (4.0882) and also that the company had a mission that reflected the purpose of the organisation (4.0882).

4.5 Research Objective 2: To analyse how learning and development needs are identified and met

Table 7: Frequency for Identification of Learning and Development Needs

Identify Learning & Development Needs	Frequency
Learning needs identified	3.9706
Skills in line with the objective	3.9412
Participate	3.9118
Understand the skills needed	4.1765
Use a constructive approach	3.7941
Supervisors encourage	3.9707
Committed to meeting needs	3.8529
Supervisor understands skills needed	3.9706

Table 7 above reveals the findings for the 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 organisation takes note of the skills that the employees need from time to time.

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

Meeting L&D Needs	Frequency
Undertake training that meets needs	3.9706
Absent from 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 is 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 means show 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 Discussion

The findings of this study reveal that the learning environment within the government-linked company (GLC) plays a crucial role in influencing how organisational learning occurs. In alignment with Objective 1, the results indicate that employees strongly agreed on their awareness of the company's mission, its link to organisational goals, and the culture of teamwork and continuous improvement. These elements collectively demonstrate that a supportive learning environment enhances employee engagement and organisational alignment. The high mean scores across items such as "awareness of mission" and "multi-skill opportunities" suggest that employees perceive their workplace as conducive to learning and collaboration. This aligns with the arguments of Armstrong and Foley (2003) and Farrell (2000), who emphasized that effective leadership and a clear organisational vision are essential in promoting learning-oriented behaviour among employees. Therefore, the organisation's ability to foster a purposeful and knowledge driven environment is fundamental in sustaining innovation and adaptability in the public sector context.

Corresponding to Objective 2, the study also found that identifying and meeting learning and development needs are key mechanisms that strengthen employee capability and motivation. The results indicate that employees acknowledge their supervisors' support in recognising required skills and in providing relevant training that is both accessible and useful for job performance. The strong agreement on items such as "training is useful for work" and "understanding of skills needed" reflects an organisational culture that values continuous improvement and capacity building. These findings reinforce the notion proposed by Jimenez and Navarro (2007) that learning

organisations succeed when they systematically address skill gaps and promote shared learning. Moreover, this study supports Iqbal and Ahmad's (2021) view that investing in employee learning and development nurtures sustainable leadership and organisational resilience. Hence, the outcomes underscore that when learning needs are effectively identified and met, employees become more competent and engaged, ultimately contributing to enhanced organisational performance and long-term growth.

In summary, the findings of this study reinforce that organisational learning mechanisms specifically the learning environment, the identification of learning and development needs, and the efforts to meet these needs are interdependent elements that collectively strengthen employee capability and organisational performance. The positive perceptions demonstrated by respondents confirm that the company has successfully embedded a culture of learning and adaptability across different levels of the organisation. These insights extend existing research by validating that even within a government-linked context, a structured and inclusive approach to learning can drive both individual and collective growth. This integration of theory and practice provides valuable direction for future initiatives aimed at enhancing organisational learning and workforce development.

6.0 Conclusion and Recommendations

6.1 Conclusion
The findings supported the research by Armstrong and Foley (2003) that several categories of organisation learning mechanisms are useful to help the company function successfully. These categories are the learning environment, the company's 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 organisation. 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 to be concluded for this study, all employees are incentivised to participate in training sessions to gain fresh insights, retain their professional knowledge and expertise, and pursue ongoing education, contributing to the organisation's well-being (TKM Thangal, T. B., Sham, R., & Co, M., 2023) and exerting a positive influence on sustainable organisational performance (Kordab, Raudeliūnienė & Meidutė-Kavaliauskienė, 2020).

6.2 Suggestion for Future Research
Future research could investigate other organisational 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, characterised by an organisation's ability to adapt to changing environments, and the implementation of adaptive learning mechanisms will help advance the measurement of the organisation's learning concept. We hope the present findings draw more scholarly attention to the organisation learning concept and stimulate further research that will yield additional insights into the environment and process of learning in diverse organisational and cross-cultural contexts.

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