THE MODERATING EFFECT OF ORGANISATIONAL CULTURE ON THE RELATIONSHIP BETWEEN WORKPLACE LEARNING AND EMPLOYEES' PERFORMANCE IN THE UNITED ARAB EMIRATES

AL HAMMADI FAISAL AHMED ALI HASAN

UNIVERSITI PENDIDIKAN SULTAN IDRIS

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ABSTRACT

Employees are considered as the backbone of the organization and their performance can help in achieving organizational strategic objectives. The objective of the study is to analyse the moderating effect of organisational culture in relationship between workplace learning and employee performance in the UAE. This led to the contribution of new knowledge about workplace learning and job performances especially on topics of formal and information learning, and performances related to tasks and contextual. The study explained the role of training and development on employees' performances to improve the quality of task process. An empirical study was conducted, and data was collected through questionnaire from sample of 384 employees from the public sector organisations. The data analysis was conducted using Smart PLS and analysis methods of correlation and SEM are performed. The study found that formal learning has statistically significant relationship with task performance ($\beta = 0.429$, $\rho < 0.05$), and contextual performance ($\beta = 0.233$, $\rho < 0.05$) but insignificant relationship with counterproductive work behaviour ($\beta = -0.033$, $\rho > 0.05$). The study further indicated that the informal have direct and positive impact on task performance ($\beta = 0.247$, $\rho < 0.05$), and contextual performance ($\beta = 0.247$, $\rho < 0.05$). It also discovered a positive relationship between result-oriented culture with task performance ($\beta = 0.401$, $\rho < 0.05$). Furthermore, it concluded that the moderating effect of innovation ($\beta = 0.246$, $\rho < 0.05$), communication ($\beta = 0.399$, $\rho < 0.05$), and people-oriented culture ($\beta = 0.319$, $\rho < 0.05$) on the relationship between formal learning and task performance is significant. The study provided evidenced-based findings about the relationship between workplace learning and employees' performance in UAE and it is addition to the existing literature, as well as a material of reference for policy makers.

KESAN MODERASI BUDAYA ORGANISASI KE ATAS HUBUNGAN ANTARA PEMBELAJARAN DI TEMPAT KERJA DAN PRESTASI PEKERJA DI UAE

ABSTRAK

Pekerja dianggap sebagai tulang belakang sesebuah organisasi dan prestasi mereka dapat membantu mencapai objektif strategik organisasi. Objektif kajian adalah untuk menganalisa hubungan kesan moderasi budaya organisasi antara pembelajaran tempat kerja dan prestasi pekerja di UAE. Ini telah memberi sumbangan dalam bentuk pengetahuan baharu terhadap pembelajaran tempat kerja dan prestasi kerja terutamanya berkaitan topik-topik pembelajaran formal and informal, serta prestasi tugasan dan kontekstual. Kajian ini juga menerangkan peranan latihan dan pembangunan terhadap prestasi pekerja dalam meningkatkan proses kualiti tugasan. Kajian empirikal telah dijalankan dan data dikutip melalui soal selidik menggunakan sampel sebanyak 384 pekerja dari sektor awam. Analisa data telah dijalankan dengan menggunapakai Smart PLS, korelasi, dan SEM. Kajian mendapati bahawa pembelajaran formal mempunyai hubungan yang signifikan dengan prestasi tugas (β = 0.429, ρ <0.05), dan prestasi kontekstual (β = 0,233, ρ <0,05) tetapi hubungan yang tidak signifikan dengan tingkah laku kerja tidak produktif (β = - 0.033, ρ> 0.05). Kajian selanjutnya menunjukkan bahawa pembelajaran informal mempunyai kesan langsung dan positif terhadap prestasi tugas (β = 0.247, ρ <0.05), dan prestasi kontekstual (β = 0.247, ρ <0.05). Ia juga menemui hubungan positif antara budaya berorientasi hasil dengan prestasi tugas (β = 0.401, ρ <0.05). Selanjutnya, ia menyimpulkan bahawa kesan moderasi inovasi (β = 0.246, ρ <0.05), komunikasi (β = 0.399, ρ <0.05), dan budaya berorientasi manusia (β = 0.319, ρ <0.05) terhadap hubungan antara pembelajaran formal dan prestasi tugas adalah signifikan. Kajian ini memberikan penemuan berdasarkan bukti empirikal mengenai hubungan antara pembelajaran di tempat kerja dan prestasi pekerja di UAE serta menambah kepada literatur sedia ada, dan juga bahan rujukan bagi pembuat dasar.

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LIST OF ABBREVIATIONS

ADEK	Abu Dhabi Department of Education and Knowledge
AVE	Average Variance Extracted
CMB	Common Method Bias
CP	Contextual Performance
CR	Composite Reliability
CWB	Counter-productive Work Behaviour
CWP	Counter-productive Work Behaviour
FL	Formal Learning
HRDM	Human Resource Development Model
HTMT	Heterotrait-Monotrait
IWPQ	Individual Work Performance Questionnaire
OC	Organisational Culture
OCP	Organisational Cultural Profile
PLS	Partial Least Squares
SCCT	Social Cognitive Career Theory
SEM	Structure Equation Model
SPSS	Statistical Package for Social Sciences
SRMR	Standardized Root Mean Square
TP	Task Performance
UAE	United Arab Emirates
VIF	Variance Inflation Factor

APPENDIX LIST

A   Questionnaire

B   Data Analysis

CHAPTER 1

INTRODUCTION

1.1　Preface

The chapter provides the introduction of the topic under studied. It includes the information on the background of this study, followed by the research objectives, problem statement, conceptual and theoretical framework and significance of the study. Finally, the operational definitions of the concepts referred to in the study are also discussed at the end of the chapter.

1.2　Background of the Study

The employees are considered as the backbone of any profitable business organisations. How an organisation successfully achieves its goals depends on the performances of its

employees (Lancaster, 2019). Organisations have accepted the fact that in achieving sustainable development, human resources can be considered as a major source (Aragon-Sanchez, Barba-Aragon & Sanz-Valle, 2003; Park, 2009). Employees are the most important and valuable assets in organisations. They are not only responsible for making organisations reputable in the competitive market but also have greater impact on profitability (Jacobs & Washington, 2003). On the other hand, if employees are not properly trained, they are unable to understand and develop skills set that is important for the accomplishment of tasks. Employees who receive proper learning opportunities give their best commitment to jobs assigned. They are highly motivated and likely to keep their job for a longer period of time than those employees who do not have any opportunities for learning to take place (Jiménez-Jiménez & Sanz-Valle, 2011). Learning in terms of human resource development shows that it is an effective way to develop human resources within an organisation (Jacobs & Washington, 2003). The competitive business environment in the 21st century requires companies to gain competitive advantages and achieve success with that advantages. Workplace learning can be used as an effective tool by managers to gain a competitive advantage in the current highly competitive business environment (Cromwell & Kolb, 2004; Heilmann, 2007; Rothwell, 2002). Organisations in the current business environment are knowledge-based, rather than task-based; meaning that employees will have to work constantly in order to improve skills and update knowledge (Kyndt, Dochy, Michielsen, & Moeyaert, 2009; Park, 2009). Human resources have been declared as a key source of competitive advantage and sustainable business development (Rowden, 2007). Jacobs and Washington (2003) in their article identified that employee competencies is an important factor in almost all organisations. They also identified that workplace changing dynamics affected workplace learning, and it gave an impact on employees'

performances. The rapidly changing business environment has also become an issue for organisational development because higher level of skills and knowledge are required to meet the challenges of competitive business environment (Jacobs & Park, 2009; Park, 2009; Patterson et al., 2005; Smith & Hayton, 1999; Rowden, 2007).

Nadler (1970) defined the concept of workplace learning as an important factor and element in the study of Human Resource Development Model (HRDM). On the other hand, the workplace learning has been considered as a different element in organisations from any other way of learning including classroom-based learning (Cairns & Malloch, 2011). The concept of workplace learning is also related to social context due to the collaborative learning process (Brown & Duguid, 1991). The research by Park (2009) showed that it is important to use the term workplace learning instead of commonly used term of in-house training and development, the reason of using workplace learning is that it is comprehensive in nature and it is dynamic covering several aspects of on-job learning activities. Workplace learning has three main elements: formal learning, informal learning and incidental teaching (Park, 2009). Workplace learning is considered as the process of providing opportunities to learn effective skills, information and communication methods, and workplace education that is significantly important in accomplishing the work related tasks and also provide workplace and professional development opportunities to employees (Shuck, Ghosh, Zigarmi, & Nimon, 2013).

In the current business environment, it is important to gain competitive advantage for sustainable market development. The capabilities, competencies, and skills of the employees have been considered as major methods for gaining competitive

advantage (Meyer & Allen, 1991). Developing the required knowledge, abilities and skills of workforce to perform well on the job require efficient and effective learning opportunities. These opportunities also enhance employees' motivation and commitment to the work. The training and workplace learning depend on the actual nature of work to be performed by employees; organisations plan proper trainings in order to optimize growth and development of employees. Many organisations implement by putting resources in developing the skills for employees and empower employees to accept uncertain conditions (Bednall, Sanders & Runhaar, 2014). On the other hand, employees put their efforts and loyalty by fully participating in activities of an organisation in such learning programs. Employees fully apply the best knowledge and skills for achievements of organisational strategic goals (Pajo, Coetzer & Guenole, 2010). Learning is not only important from organisational point of view but also from individual point of view who is bringing up an organisation (Colarelli & Montei, 1996; Becker, 1993). It means that workplace learning does not only increase employees' job-related knowledge and providing knowledge about the market trends, but also provides opportunities for employees to clarify the organisational objectives and strategic goals. Nowadays, organisations have changed in line with advanced technology and flexible working environment, thus, knowledge among people may also embrace. According to Lin (2008), it is necessary for employees to continuously update skills, expertise and knowledge on regular and continuous basis.

Aragon-Sanchez, Barba-Aragon & Sanz-Valle (2003) had discovered that workplace learning systems are significant and fruitful in achieving the overall organisational strategic objectives. Furthermore, learning programs can also help towards contributing in achieving efficiency, effectiveness and organisational

profitability measures. They also focus on different dimensions of workplace learning that are focused on different factors to achieve efficiency and effectiveness of the organisation. Isaac (2000) had the view that workplace learning of employees can enhance skills and improve job performances which will ultimately help organisation to achieve its goals.

Performances of employees at workplace are referred to as successful completion of tasks with efficiency and effectiveness. In any firm, trainings, workshops and learning opportunities are provided at different levels of management to increase the performances of organisational processes and individual performances. The level of coordination with the above mentioned process can provide strategic and competitive advantages to an organisation. In fact, an organisation looking to enhance competitive advantages actually understands the importance of workplace learning and its link to improve job performances of employees (Cromwell & Kolb, 2004). Studies conducted in this area provide evidence that organisations which provide workplace learning options have positive impact on the performances of both employees and organisations (Rothwell, 2002; Cromwell and Kolb, 2004; Heilmann, 2007). Organisations are rapidly facing new challenges and tough competitions at global level. In order to cope with these challenges, the organisations need to design proper programs for learning skills from time to time (Tai, 2006). The learning programs help organisations to provide improved learning atmosphere among employees and to give them skills to successfully cope with challenging situations (Jones, Woods & Guillaume, 2016).

The concept of organisational culture has gained extraordinary attention when it was originally proposed by American scholars in 1980's. The research of Pettigrew (1979) is considered as the first research introducing the concept of organisational culture in terms of organisational theory. It includes the organisational experiences, philosophy, expectations and values which can guide employees' behaviour. It is expressed in self-image of employee, internal working styles, interaction with wider outside world and expectation of employees. A culture is, overall, considered as a concept related to shared customs, beliefs and written and unwritten rules which have been developed during course of time. A culture needs to be valid for a wider society in order for it to be considered as a culture. In terms of organisational culture, it includes overall vision, norms, systems, values, symbols, assumptions, habits and beliefs within an organisation. It can be simply defined as the way things are done within an organisation. The theories in an organisational culture consist of two aspects: working within the organisation and component of employee behaviour within an organisation. Overall, the organisational culture directly influences the behaviour of employees within an organisation and it can also give an impact on the behaviour of employee when dealing with the outside world (Jacobs & Washington, 2003).

The culture of organisation is a set of shared assumption which guides the way things are happening in organisations by identifying appropriate behaviours of various situations. It is the way people, teams and groups interact and work together or with clients and other stakeholders. In addition, it can also give an impact on how employees are identified within an organisational environment. The term organisational culture can be used interchangeably with the terms of workplace culture and business culture (Rothwell, 2002). In order to create a culture within an organisation, the role of business

leaders is vital. Business leaders are responsible for creating and communicating of workplace cultures. Though, a business leader is responsible for setting and defining organisation culture, it is not considered as one-sided. Leaders are the principal developers behind culture; an established culture can influence which type of leadership is possible. A business leader must appreciate or initiate the role of maintaining or evolving an organisational culture. Once a system of culture is developed, it should be deeply embedded and established by illustrating how people within an organisation should behave. The whole process can help employees to achieve respective goals and achieve organisational mission. On the other hand, the behavioural framework ensures higher level of job satisfaction when employee feels a business leader is helping to achieve desired organisational goals. From the behavioural aspect, the connection is linked among organisational culture, job satisfaction and leadership (Rothwell, 2002). In fact, all of these concepts are inextricably linked with each other. Although, a leader is supposed to create a culture within an organisation, leaders can also create or are influenced by different workplace cultures. Leader can be influenced by different cultural concepts that give an impact on the idea of creating overall business culture within an organisation. A leader can be influenced by a person culture or market culture. In an organisation, employees behaviour to conduct business, treat others and customers, and the wider community are strong aspects of a market culture or a person culture. In a person culture, horizontal aspect or structure is applicable. It means that individual is more valuable than an organisation itself. But it can be difficult to remain or sustain because an organisation may suffer due to competition among employees and competing priorities. On the other hand, the market culture is result-oriented, it focuses on competition, getting the work done and achievement. The leader can be influenced with adaptive culture and adhocracy culture. The ideas of adaptive culture and

adhocracy culture are based on the concept of freedom allowed in decision making, development of new ideas and personal expression. Usually, the adaptive culture is action-oriented and value change which increases the likelihood of survival through time. While, the adhocracy culture is more dynamic in nature and it is considered as entrepreneurial in nature with focus on risk-taking, doing things first and innovation.

Organisational culture can have different dimensions in terms of power culture, role culture and hierarchy culture. The power, information system within organisation and flow can have impact on an organisational hierarchy and systems. These are the aspects of power culture, hierarchy culture and role culture. In a power culture, leaders can make rapid decision and they control the strategy of decision making. The power culture requires a strong deference from a leader who is in charge of an organisation. The role culture can be seen when the functional culture is created, where employees within an organisation know their jobs, reports to their superiors and value accuracy and efficiency above all. The hierarchy culture is considered the same as the role culture, in which the system is highly structured. The focus is on doing things right, with efficiency and being stable. Employees working within an organisation need to be committed towards the collective objectives as part of the task cultures and clan cultures. In case of task cultures, the team members need to be expert in order to solve organisational problems. It is due to the fact that task is important and the number of small teams are in play. In clan culture, the employees work like a family focusing on mentoring doing things together and nurturing. The organisational culture has links with employees' performances and productivity. A right culture can be developed with proper managerial intention and leadership role.

Earlier studies on the topic of workplace learning have shown positive results and stated that workplace learning have positive impact on certain factors including skills and abilities, employees' job performances, motivation to transfer learning, desire to achieve organisational goals, information sharing and enhancing employees' commitment and others (Lankau & Scandura, 2002; Enos, Kehrhahn & Bell, 2003; Tsai and Tai, 2003; Velada et al., 2007; Dysvik & Kuvaas, 2008; Maurer, Lippstreu & Judge, 2008; Park, 2009). It is significantly important for any organisation to conduct workplace learning activities for employees in order to equip them with the current market trends, knowledge and skills. The training is the only way to motivate employees and retain them in an organisation for longer period of time that is in the best interest of the organisation. Employees' performances can be subdivided into task based performance categories (Scott & Bruce, 1994) and contextual based performances (Borman & Motowidlo, 1997). Different studies have been conducted to check the moderation effects on relationship of workplace-learning and employees' performances (Eraut, 2002; Clarke, 2005; Elfenbein & O'Reilly, 2007). The workplace interaction framework has devised the consideration of moderating effects of organisational and personal variables of employees in reshaping the work behaviour (Eraut, 2002). Magee (2002) found that organisational culture plays pivotal roles of contextual variables. He is of the view that if organisational culture is compatible with an individual's potential then it is helpful in boosting up their capabilities, interest, values as well as efficiency. According to Joo (2012) and Young and Ahmad (2016), contextual variables of organisations would help to moderate the relationship of workplace learning and employees' performances. So, considering the importance of cultural impact on different aspects of employees and person-culture interactive framework, this study is conducted with the intention of checking moderating effects

of culture on workplace learning and performance relationship. There are different dimensions of culture so all of these dimensions are considered in checking the effects.

In the existing literature on United Arab Emirates (UAE), many aspects have been explored related to employee performances and workplace learning. Tlaiss and Dirani (2015) explored that paucity of formal, informal learning workshops, trainings and informative sessions for women negatively affected performances of female workers in UAE. Razack and Upadhyay (2017) conducted a research on employee perception on performance management system in UAE companies. According to this study, management behaviours, neutralism in performance evaluation system, fairness in dealings with employees are key factors which affect performances, termination and retention of employees in UAE organisations. Wilkins (2001) conducted a study on UAE organisations and concluded that Emirati companies are well trained to provide workplace learning opportunities to their employees. He also checked the impact of national culture, government level policies, religion and environment on employee performance. Al-Nuseirat and Biygautane (2014) also conducted a research on importance of learning to enhance employees' performances in UAE. They are of the view that continuous learning evaluation programs are important and necessary to check the influence on employees' behaviour. They have also suggested that knowledge sharing culture and environment should be supported within organisations (Al-Nuseirat & Biygautane, 2014). But none of these studies have considered the moderating role of cultural that how it is affecting the relationship of employees' performances and workplace learning attributes. There are many dimensions of culture which may interact with the workplace learning and employee performances. So, the aim of this study is to

explore these dimensions and determine which aspects are affecting and contributing to the existing relationship between selected variables.

1.3 Problem Statement

Developing a qualified national staff has been the key focus of the government of United Arab Emirates' efforts in order to increase the portion of UAE nationals in public sectors (Alzahmi & Imroz, 2012). In this regard, the study of Abdusheikh (2012) showed that many workplace learning and career development plans are initiated by the UAE organisations but still there are some contextual variables which may affect the employee performances and which are missing in the whole program. The task performance of the employees, despite of the training, has not been improved (Sharif & McMinn, 2013). The performance issues among the employees including poor prioritization, scheduling, and time. Furthermore, the slow response to work requires, preventable delays and accidents, failure to meet work quality standards including inaccuracies, errors, customer dissatisfaction, inappropriate work methods, etc. are few of the things creating work issues among employees (Sharif & McMinn, 2013). In severe cases, inappropriate workplace behaviour that can be referred as poor attitude and resistance to change is also expected in few employees (Orishaba, 2021).

Due to the absence of these contextual variables, there is a missing connection between these programs and employees' performances as described by Daryoush, Silong, Omar and Othman (2013). The lacking is on the part of organisations to analyse which factors are affecting these programs that ultimately leading to affect employee's

performances in short and long terms (Beechler & Woodward, 2010; Van Dooren, Bouckaert & Halligan, 2015). The organisational culture shows a significant role in developing employees' performances, but this factor has been ignored by planners while devising the workplace learning initiatives in UAE firms (Schein, 2010). It seems that human resource departments are working to provide learning opportunities but the alignment of all programs with the cultural aspect is missing. Caruso (2017) found the effects of some contextual variables (national culture) in macro environment settings but again the micro (organisational) cultural aspect was missing in his study. To enhance the performances of employees at different level, culture is an important factor in reshaping employees' performances directly or indirectly (Magee, 2003).

The workplace learning is expected to enhance the performance of the employees, but as discussed above, it is not improving the performance of the employees especially in the UAE. Furthermore, the study of Magee (2003) raised the issue to explore the workplace learning and the performance relationship to explore the moderating variable between the relationship. There is a gap in existing literature, previous literature suggested further investigation and there is practical gap in the context of UAE regarding the moderating effects of organisational culture (a contextual variable), therefore this study contributes to the expansion of existing knowledge by highlighting the important dimensions of culture in organisations which are affecting the efficiency of employees' performances through empirical evidence. Moreover, the organizational culture dominates the learning and performance factors related to employees. It is the reason of selecting organizational culture as moderator variable in the study (Orishaba, 2021). So, the effect of organisational culture on workplace learning and ultimately leading towards efficient performances of employees is the

main point on which this study is investigating. Keeping in view the above discussion, this study also tries to identify how moderating effects of organisational culture impact the workplace learning programs and employees' performances in UAE.

Employee performance is a well-known construct to scholars and practitioners alike (Caruso, 2017). Although research is emerging, evolution of the construct is in its early stages of development, and little agreement exists, statistically speaking, about how performance differs from other well-researched and documented constructs such as job satisfaction, job involvement, and organizational commitment. While this question seems purely academic in nature, the use of performance in practice touts the ability of the construct to influence organizational learning and workplace performance, two constructs that represent the bedrock (Orishaba, 2021). While its use in practice gains momentum, little is known about how, or even if, employee engagement adds uniqueness of any kind to the utility of practice in the United Arab Emirates. The purpose of this article is to explore conceptually, through known research, the utility of employee performance within a specific context of UAE. Specifically, because of its importance to organizational learning and workplace performance, we aimed to examine one of the research questions posed for further exploration and refinement. In this research, because rigorous research must first be developed on solid theory, our goal was to explore and illuminate existing literature on employee performance, within the context of workplace learning.

Finally, it seems likely that the ability to formal, informal, and incidental learning skills needed to adapt to improve the workforce in the United Arab Emirates. Informal and incidental learning is at the heart of training and development because of

its learner-centered focus and the lessons that can be learned from life experience. But learning from experience is so broad, therefore, informal, and incidental learning is checked as part of the study. Informal learning is usually intentional but not highly structured including self-directed learning, networking, coaching, mentoring, and performance planning that includes opportunities to review learning needs. When people learn incidentally, their learning may be taken for granted, tacit, or unconscious. However, a passing insight can then be probed and intentionally explored as part of the study. The incidental learning is the hidden agenda of an organization's culture, learning from mistakes, or the unsystematic process of trial and error. The origins of theory of informal and incidental learning have been reviewed by Marsick and Watkins (1996) and Garrick (1998). The informal and incidental learning have been linked to related concepts, such as learning "en passant" (Reischmann, 1986), the distinctions several others have made between formal, informal, and incidental learning (Jarvis, 1987). These skills and abilities are necessary to improve job performance. Although this is an intriguing notion, the relationship between workplace learning and workplace job performance has not been thoroughly examined (Saks, 1995); the possibility that there is a direct relationship between learning and job performance has received even less attention in the United Arab Emirates.

1.4   Objective of the Study

The current study has several objectives as follows:

1.4.1. To examine the relationship between workplace learning and employees' performances for public sector companies in the United Arab Emirates; and

1.4.2. To analyse the moderating effects of organisational culture on the relationship between workplace learning and employees' performances in case of UAE public sector organisations.

1.5   Research Questions

The topic 'the impact of workplace learning on employee performances of UAE firm' it is of great importance to know about the sensitivity between the learning skills of employees' and their performances in the economy of UAE. In this regard the following research questions need to be answered through this study:

1.5.1.   Is there any relationship between workplace learning and employees' performances for public sector companies in the United Arab Emirates?

1.5.2. Is there any moderating effects of organisational culture on the relationship between workplace learning and employees' performances in case of UAE public sector organisations?

1.6   Research Hypothesis

Razack & Upadhyay, 2017 declared that people's performance at work and motivation to perform well is based on the desire to learn. It may be thwarted as they mature, especially in workplace settings, with particularly detrimental effects on both their performance and their concomitant capacity to accommodate change with respect to

job performance. A more thorough understanding of role of workplace learning and employees' performance would aid our comprehension of performance function in improving formal, informal, and incidental organizational learning, and facilitate its performance. Such knowledge could assist practitioners as they promote the adaptation of learning practices and employees' development programs at the workplace through training and employee development in general. Fostering formal, informal, and incidental learning could improve employee job performance. Consequently, the purpose of this exploratory research was to investigate empirically the possible roles and influences of workplace learning on workplace job performance. A hypothesis is considered as an educated guess by what we already know about the topic. The relationship between workplace learning and employee performances has been widely explored (Razack & Upadhyay, 2017; Tlaiss & Dirani, 2015). In addition to this, past studies have focused on the formal workplace learning and employees' performances (Rowden, 2002), informal workplace learning and employees' performance (Jacobs & Park, 2009; Arnolds *et al.*, 2010), and indicidental learning and employees' performance (Cheung, Wong & Wu 2011; Keith & Frese, 2011) are also be studied. This study has proposed several hypotheses as listed:

1.6.1 Hypothesis 1

To examine the relationship between workplace learning and employees' performance: H1: There is a positive relationship between workplace learning and employee performance.

1.6.2 Hypothesis 2

To analyse the moderating effects of organisational culture on the relationship between workplace learning and employees' performances following hypothesis is developed: H2: organisational culture positively moderates workplace learning and employee performance relationship.

1.7 Scope of the study

Whilst the benefits of the training and development programs are well documented, the impact of the training on the performance of the employees in UAE is poorly understood. The aim of the study is to report on the impact of the workplace learning on the employees' performance especially with moderating impact of organizational culture. The scope of study is limited to sample selected from the public sector organisations who are contacted using the online research form. The data collected from the participants have been checked and evaluated for correctness and detailed analysis had been performed. The detailed questionnaire has been used to evaluate the impact of workplace learning on the employees' performance. The scope of the study is limited to the public sector organisations in the United Arab Emirates, as most of the local employees are working in the public sector only.

1.8 Theoretical Framework of the Study

On the basis of 'work adjustment theory' and already developed literature on the concept of workplace learning and employee's performances and importance of different dimensions of culture, the conceptual framework in Figure 1.3 is devised. According to this framework there are many attributes of workplace learning which are affecting the employees' performances. Most organisations consider informal learning environment for employees is the most suitable and ignored compared to the other two aspects: formal learning environment and incidental learning environment (Farouk, Abu Elanain, Obeidat & Al-Nahyan, 2016; Marsick & Watkins, 2015). In this study, the focus is also extended to other two dimensions of workplace learning along with the different types of employees' performances and cultural aspects. Furthermore, there are different dimensions of employee performances, so all the dimensions are considered in the study to explore the impact of workplace learning (formal, informal and incidental) on employee performances (task performances, contextual performances and counterproductive work behaviours) (Glaveli & Karassavidou, 2011; Razack & Upadhyay, 2017; Tlaiss & Dirani, 2015). Moreover, in exploring the basic relationship between workplace learning and employee performances, the moderating effects of a contextual variable is also examined in this study. As there are different dimensions of culture (Denison, 1990; O'Reilly III, 1991) available in literature (result oriented, innovation oriented, team oriented, stability oriented, people oriented and communication oriented cultures), all these dimensions are investigated in the current study to check which dimension plays more effective moderating role for the selected relationship. On the basis of above-mentioned hypotheses, a theoretical framework is drawn for the current study:

Figure 1.1. Basic Theoretical Framework

The above model has certain individual variables as explained above. Figure 1.2. Variables in Theoretical Model shows the sub-variables in each of the dependent and independent variables.
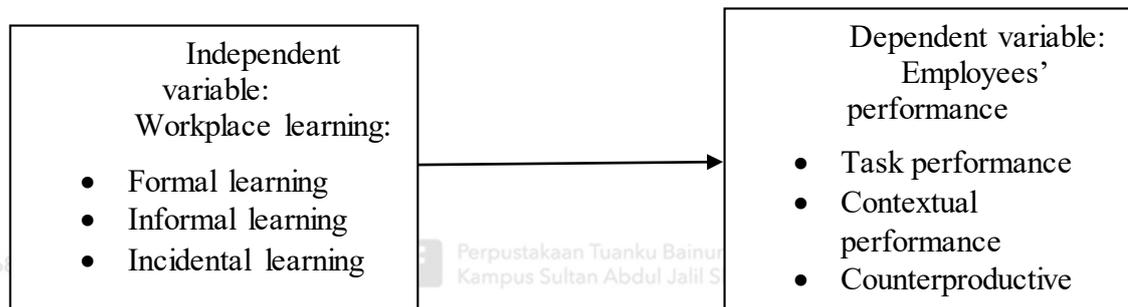
Figure 1.2. Variables in Theoretical Model

In the current study, organisational culture is taken as moderating between the workplace learning and employees' performances. In order to define the process, Figure 1.3 illustrates the conceptual framework with the moderating role.

```
┌─────────────────────────────┐
│ Moderating effect:          │
│ Organizational culture      │
└─────────────────────────────┘
              │
              ▼
┌──────────────────────┐        ┌──────────────────────────┐
│ Independent variable:│───────▶│ Dependent variable:      │
│ Workplace learning   │        │ Employees' performance   │
└──────────────────────┘        └──────────────────────────┘
```
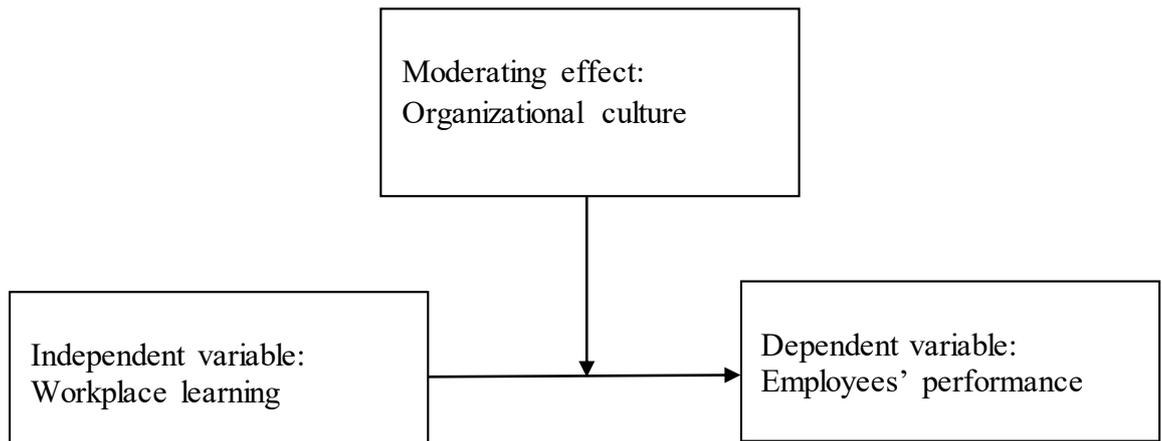
Figure 1.3. Conceptual Framework

The following is the detailed model:

```
┌─────────────────────────────┐
│ Moderating effect:          │
│ Organisational culture      │
│   • Innovation culture      │
│   • People-oriented         │
│     culture                 │
│   • Communication           │
│   • Result-oriented         │
│     culture                 │
│   • Team culture            │
└─────────────────────────────┘
              │
              ▼
┌──────────────────────┐   ┌──────────────────────────┐
│ Independent variable:│   │ Dependent variable:      │
│ Workplace learning:  │   │ Employees' performance   │
│   • Formal learning  │──▶│   • Task performance     │
│   • Informal learning│   │   • Contextual           │
│   • Incidental       │   │     performance          │
│     learning         │   │   • Counterproductive    │
│                      │   │     work behaviour       │
└──────────────────────┘   └──────────────────────────┘
```

Figure 1.4. Moderating Effects of Organisational Culture on Workplace Learning and Employees Performance

1.9   Importance of the Study

1.9.1   Economic Significance

In the current competitive business environment, the agreement has reached towards knowledge-based era and it has created importance of human capital instead of physical or financial assets (Urinch, 1998). It has been studied that in order to have an organisational competitive advantage, it is necessary to improve employees' workplace learning and knowledge (Nonaka, 1991). Knowledge is the key for success of employees, and it helps them to improve their job performances that leads to achieve competitive advantages (Drucker, 2000). The workplace learning has become important for employees to make sure that performances are improved and they are willing to work for an organisation for longer period of time (Swanson & Holton, 2001). Thus, the study can help in ensuring that the workplace learning improves job performances and it leads towards achieving successful competitive advantage for an organization (Egloffstein & Ifenthaler, 2017).

1.9.2   Significance of Research

Workplace learning is a systematic way of long-term improvement in skills, knowledge, abilities and core competencies of the employees that significantly important to effectively perform jobs. The study is important to investigate the effects of workplace learning on staff performances in companies working in the United Arab Emirates following different cultural dimensions. By identifying the best workplace learning

options with ideal performance outcome can effectively help an organisation to develop a competitive workforce based on international standards (Lancaster, 2019). This study is important for the government of the United Arab Emirates because it can assist in meeting the demand for quality human resources in public sectors under Emiratization Program. It encourages the emphasis of management on providing quality of workplace learning opportunities as well as directions on career progression of employees. Determination of the type of effective learning program and important cultural dimensions help organisations to accommodate them in their conventional workplace learning programs to enhance employee's performances. The effective mechanism of learning required skills along with the understanding of the organisational culture is not only important to retain and improve performances but also to provide career growth to employees. Therefore, the findings encouraged United Arab Emirates' companies to initiate workplace learning programs to raise the knowledge level of employees as a way of boosting performances and productivity. In addition to all these, there is a gap in existing literature regarding the moderating effects of organisational culture (a contextual variable); the study contributed to the expansion of existing knowledge by highlighting important dimensions of culture in organisations which affect the efficiency of employees' performances through empirical evidences (Swanson & Holton, 2001). Furthermore, the impact of multidimensional factors of workplace learning is checked on different types of employees' performances so this is a great contribution to the existing literature. Although all factors may not be directly affecting the employees' performances but exact factors are determined by organisations in the United Arab Emirates (Egloffstein & Ifenthaler, 2017). Macro environmental settings and other contextual variables: time pressure, learning contexts, and situational

variables, have already been catered by other researchers but this study focused on micro environmental settings of organisations.

1.10   Limitations of the Study

The research design and methodology have the limitation. The study is limited to the geographical size and sample location. The study is conducted in major public sector organisations in the United Arab Emirates and there is a possibility it might not cater to some other important dimensions of the study factors. Furthermore, the questionnaire is being used as the research instrument for collecting primary data and it has limitation that its structured nature could compel the participants to give replies that they do not fully endorse.

Another limitation of this study is time constraint. Due to time constraint it was difficult to get the necessary required feedback from employees in the form of questionnaire and obtain confirmation on it from respective supervisors through direct interviews. The interviews might be able to add more information to the results because views of employees can be different about direct managers and obtaining 360 feedback on the questionnaire could help to reduce biases and negative perceptions about supervisors and managers.

Another limitation of the study is the limited financial resources available to conduct the study. To collect the required information, travelling is required in different organisations locating in different areas and for this lack of any financial support is the main hindrance of the study.

1.11 Operational Definitions

The study is based on the workplace learning (3 elements), employees' performance (3 elements), and organizational culture (5 elements). These elements are based on the previous studies. The employee performance has been discussed by Jacobs and Park's (2009) with factors related to formal learning, informal learning, and incidental learning. In terms of the employees' performance, the elements of task performance, contextual performance, and counter-productive work behaviour has been discussed under the study of Motowildo, Borman, & Schmit, (1997). It is defined as shared values, attitudes, customs, and beliefs, written or unwritten rules within organisations (Schein, 1990); the elements discussed in the study of Schein (1990) included result-oriented culture, innovation-oriented culture, team oriented culture, stability oriented, and people oriented culture.

1.11.1 Workplace Learning

The study adopted the workplace learning as defined by Jacobs and Park's (2009) workplace learning as a way of providing multiple educational and learning programs

that are highly relevant to the work accomplishment. Workplace learning can be in diverse forms that ranging from short period of job-shadowing to full apprenticeships. It has a compelling attraction as a learning environment including learning hard skills and soft skills by working with people in a real-world context.

There are three types of means through which workplace learning could happen:

1.11.1.1   Formal Learning

Formal learning is learning that is delivered in a systematic intentional way and it is planned and gudided by an instructor and it usually occurs in a face-to-face setting or through an online leaning platform (Farouk, Abu Elanain, Obeidat & Al-Nahyan, 2016; Wilkins, 2001). The type of workplace learning normally occurs at the start of any job but normally companies failed to provide formal learning opportunities to employees. This type of learning covers site orientations and health and safety trainings etc.

1.11.1.2   Informal Learning

Informal learning is defined as the learning that occurs away from a structured, formal environment. It comes in several forms including viewing videos, self-study, reading articles, participating the forums, chat rooms, performance support, games, and coaching sessions. If workplace learning took place through non-conventional means it is known as informal learning (Marsick & Volpe, 1999). There are different ways through which informal learning takes place. It normally includes observation, trial and

error methods, informal conversations with other employees, peer level help, and mentoring relations and others.

1.11.1.3   Incidental Learning

Incidental learning means any type of learning that is unplanned or unintended and it is developed while engaging in a task or activity and may also aris as a result or by-product of planned learning. In this form, learning took place through indirect, additional, unplanned, and accidental processes (Watkins & Marsick, 1992).

1.11.2 Employees' Performance

Employee performance definition in the study is adopted from Motowildo, Borman, & Schmit (1997) as way that employee fulfils their job duties and all the required tasks. It is linked to the effectiveness, efficiency, and quality of the output. Employees' performances are a crucial factor for achieving the organisational objectives (Motowildo, Borman, & Schmit, 1997). It can be defined as whether a person has successfully completed his/her job responsibilities and duties.

1.11.3 Task Performance

It can be defined as the formal process in which employees complete the assigned task according to the prescribed plan. The performance of the employees is judged on the basis of manners in which the task completion is planned (Borman & Motowidlo, 1993).

1.11.4 Contextual Performance

It can be defined as the process through which the psychological and social core of the organisation is promoted. It may include volunteer working, following rules and regulations in all situations, promoting cooperation and coordination among workers etc. (Borman & Motowidlo, 1993).

1.11.5 Counterproductive Work Behaviour

It can be defined as employees' behaviour which is against the (legitimate) interest of the organisations. This behaviour is dangerous because it may be harmful not only for organisations but also for people who have vested interest in the organisations like stakeholders (Sackett, 2002).

1.11.6 Organisational Culture

The organisational culture is adopted from the study of Schein (1990) defined as shared values, attitudes, customs, and beliefs, written or unwritten rules within organisations (Schein, 1990). So, organisational culture took too much time to develop and to be considered as valid.

1.11.7 Innovation Oriented Culture

It is defined as an organizational culture that really add values and supports the innovation in order that people can make innovation happen within the organization (O'Reilly III, 1991). An organisational culture in which managerial autonomy is combined with the result control. Such organisations are very flexible and like to experiment new ideas resented by employees.

1.11.8 People Oriented Culture

It is defined as an organization culture with the emphasis of such culture is on support, respect and fair dealings with people. More emphasis is on individual rights, respect and dignity instead of collectivism (O'Reilly III, 1991).

1.11.9 Communication Oriented Culture

Organisations with communication-oriented culture believe on providing complete details of each process (Denison, 1990). This communication network within an organisation gives it a competitive advantage.

1.11.10   Result Oriented Culture

It is defined as the way of organizing and evaluating the tasks by the results being drvied (O'Reilly III, 1991). Defined results and then search for the right people (capable and motivated) to accomplish these results.

1.11.11 Team Oriented Culture

It is defined as a business culture that supports the teamwork and collaboration instead of individual strength of employees (O'Reilly III, 1991). The focus of such culture is on collective product which outweighs the individual efforts.

1.12   Thesis outline

The current research is divided into following sections:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Findings

Chapter 5: Discussion, conclusion and recommendations

1.13 Organisations of Thesis

The organization of the thesis is as follows:

Chapter 1: It provides the introduction about the study. The background of the study, problem statement, objectives, and hypothesis are defined. The scope and significance of the study is also included in this section.

Chapter 2: The chapter is detailed about the existing literature of the topic of employees training, employee's performance, and organizational culture. The writer first described the definitions developed by several researchers for workplace learning and then took three types of workplace learning including formal learning, informal learning, and incidental learning. The second part is the defining of the job performance with three factors of task performance, contextual performance, and counterproductive workplace behaviour. In the later part, the organizational culture is defined and discussed from several studies associated with the topic. The relationship between the workplace learning and employees' job performance is discussed in detail with the theoretical framework of the relevant studies. A summary of the literature is provided at the end of the chapter.

Chapter 3: The chapter provides detailed information about the research design, research paradigm, population and sample size, instrument used and testing of variables. The chapter also provides ethical considerations related to study. A detailed section is provided regarding the pilot study and its outcome. In the end of the chapter, a summary is provided.

Chapter 4: The chapter is about the findings of the study. It shows the details about the data presentation, reliability and validity of the tests, model fit, hypothesis testing, and moderation results in the study. A summary about the findings of the thesis is a major part of the chapter.

Chapter 5: The concluding chapter provides link between the existing literature and the findings. It shows the conclusion and recommendations of the study. A detailed section is dedicated for future studies.

Appendices: Last, but not least, the appendices included several sections including the detailed and full description of the tables, findings, methodologies, and communication model. It also provided the questionnaire developed for the study and how the questionnaire was distributed to get the required results.