

# EFFECT OF ORGANISATIONAL LEARNING CAPABILITY AND KNOWLEDGE MANAGEMENT ON EMPLOYEE PERFORMANCE

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**Abstract** *Organisational performance dwells on what the employees offer collectively in competitive environments, especially in higher education institutions. Businesses yield more profits either by improving on capital or hiring skilled and specialized labour. However, in recent times, it has been argued that the performance of businesses goes beyond capital and labour, thus other factors have been emerging such as the organisational learning capability and knowledge management that are critical for the performance of businesses. Competition in higher education both public and private has become keener in Ghana. The increment in the establishment of public and private higher learning institutions in the country has led to various strategies to attract students. The objective of this research is to look into the effect of organisational learning capability and knowledge management on the performance of employees of the University of Energy and Natural Resources. The study objective warrants explanatory research using a quantitative approach with results generated in numerical form using Statistical Package for Social Sciences (SPSS) tools. There were 255 respondents chosen and analysed using regression analysis. The results suggested that organisational learning capability and knowledge management have a direct significance on employee performance.*

**Keywords:** *Organisational Learning Capability, Knowledge Management, Employee Performance*

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## INTRODUCTION

Globally, business environments are becoming dynamic and more competitive, as such firms that are not able to compete would have to hold up or leave the environment which has a lot of implications in the lives of many people and countries as well. For firms to be more competitive, the performance of the employees' matters most since the performance of an organisation dwells on the performance of its employees. It is for this reason that many organisations are emphasizing organisational learning capability and knowledge management. Therefore, for the employees to perform well among other things, there should be organisational learning capability and knowledge management in place. Learning is hence a vital concept for businesses, whether it is personal learning or organisational learning forms. Organisational learning has long been respected as one of the forerunners and pointers of business victory (Qi & Chau, 2018). Increasing knowledge management is one of the efforts that businesses make to achieve long-term success. Several studies have identified knowledge as a business's most valuable asset (Obeidat et al., 2016; Heisig et al., 2016), with some even claiming it as the only source of long-term competitive advantage (Mahdi, Nassar & Almsafir, 2019; Torres, Ferraz

& Santos-Rodrigues, 2018; de Guimaraes, Severo & de Vasconcelos, 2018).

Traditionally, the performance of businesses has been a concern to many people, academia, policymakers, governments, researchers and many more. It has always been assumed that businesses are determined by certain key inputs such as capital and labour, which have been the traditional factors. For businesses to yield more profits, it was either capital that was improved (buying more machinery and equipment) or labour that was highly efficient (skilled and specialized labour). However, in recent times, it has been argued that the performance of businesses goes beyond capital and labour. This means that other factors have been emerging such as organisational learning capability and knowledge management that are critical for the performance of businesses. This has become so because of the competitive nature associated with the business environment.

Organisational learning has been connected to developing business support formation, expanding organisational maintainability and progress organisational execution (Lumpkin & Lichtenstein, 2005). The recent intrigued organisational learning and its capacity to move forward in organisational competitiveness is fueled by the continually

changing business environment (Dahou, Hacini & Burgoyne, 2018; Law, Lau & Ip, 2021; Ning & Ali, 2020; Yasuda & Mitsuhashi, 2017). Boosting organisational learning capability (OLC) could be a critical administration practice for organisations looking to preserve a competitive edge and progress their information assets (Qi & Chau, 2018).

On the other hand, knowledge management is the basic source of organisational development, execution, and maintainability in today's knowledge-based economies (Domenech, Escamilla & Roig-Tierno, 2016). As a result, organisations endeavour to integrate individual knowledge into organisational information, which could be a blend of information, individual involvement, and more profound insight. According to Schilke, Hu and Helfat (2018), organisational learning capability and knowledge management are dynamic concepts that have gone through changes for more than twenty years and will continue to change in the years to come.

There has been a lot of research conducted on organisational learning capability, knowledge management and performance focusing on the financial and non-financial sectors (Prieto & Revilla, 2006) and (Goh, 2003), the manufacturing industries or companies (Salama, 2017) and (Rasula, Vuksic & Stemberger, 2012) and engineering firms (Jain & Moreno, 2015). However, not much has been conducted on higher educational institutions (Shoid, Kassim & Salleh, 2011) in Malaysia; Amjad et al., 2018; Pakistan and Samar et al., 2018 in Pakistan). Moreover, previous studies on the subject matter have focused on organisational performance in general (Liu & Deng 2015; Pham & Hoang, 2019; Ali, Peters & Lettice, 2012). Since the individual employees' performance affect the overall organisational performance, it is important to equally focus on how organisational learning capability and knowledge management affect the performance of the employees.

Competition in higher education both public and private has become keener in Ghana following the increment in the establishment of public and private higher learning institutions in the country. This has led to various strategies by these universities to attract students. The University of Energy and Natural Resources (UENR) in Ghana, Sunyani is the only public University that is found in the Bono, Ahafo and Bono-East Regions (all three combined formed the erstwhile Bono-Ahafo Region) that seeks to attract students from all over the country and beyond. The University among other things has instituted over the years its staff performance appraisals. However, there has not been any study to unearth the drivers of the performance of staff which management would want to see some improvement.

Therefore, the objective of this research is to look into the effect of organisational learning capability and knowledge management on the performance of employees of the University of Energy and Natural Resources. The focus is to

examine the effects of organisational learning capability on employee performance, examine the relationship between knowledge management and employee performance; and examine the mediating role of knowledge management on organisational learning capability and employee performance.

## LITERATURE REVIEW

### Theoretical Framework

There are a lot of theories regarding the effect of OLC and KM on employee performance. However, this study will be based on the Resource Base View Theory (RBV). The RBV theory is a model that sees resources as key to superior firm performance. That is, if the resources exhibit some attributes, the resources enable the firm to gain and sustain a competitive advantage. The Resource-Based View Theory according to Grant (1991) states that "to have an edge over the competition, the organisation ought to see into the potential of the company's inside asset pool instead of looking for the outside competitive environment". This analysis, therefore, portrays the resources and capabilities of companies as the primary predictors of success adapted.

A firm's resources have been described differently in accounting, finance, and entrepreneurship literature. For instance, Kor and Mahoney (2004) expanded Barney's (1991) concept of resources and classified the resources of a business into three subgroups namely – human capital resources, physical capital resources, and organisational capital resources. Human capital resources consist of employees' expertise, training, technology know-how, relationship, and information. Physical capital resources include technology, machinery, location, and access to profitable inputs from the company. Organisational capital resources on the other hand relate to the strategies of firms in reporting, planning, and contract, and the intra-relationship and interrelationship of firms with other firms and the wider society. The success of a company is therefore determined by the efficient use of the company's resources and capabilities (Pazos et al., 2012), as these resources are needed for innovations to obtain and retain competitive advantage (Radzi, Nor & Ali, 2017).

This theory has underlying significant basic assumptions that include the heterogeneity hypothesis and mobility of resources. The heterogeneity hypothesis as stated by Sciarelli (2008) and Barney (1991) indicate that diverse firms have a diverse bundle of assets and capabilities, and a few firms inside the same industry may perform certain exercises superior to others based on these asset contrasts. The mobility of resources on the other hand according to (Barney, 1986; 1991; Reed & DeFillippi, 1990; Barney & Hesterly, 2010) indicates that the persistent (less mobile) resources

differences between firms due to irregularity and challenges in securing those resources and capability avoid mimicking from other firms in a market. In particular, the RBV theory offers a great contextual framework for evaluating business performance (Pazos et al., 2012). Based on the above, this study strongly holds that employees of the University of Energy and Natural Resources are resources upon which the institution can gain a competitive advantage through the implementation of organisational learning capabilities and knowledge management. This is because they form part of the human capital resources as stated by Barney (1991) and also tangible assets according to Radzi, Nor and Ali (2017). Thus, the capability of organisational learning through knowledge management will necessitate employees to be productive and can influence the performance of the institution.

## Conceptual Review

### Organisational Learning Capability and Employee Performance

Organisational learning is a complex development involving intuition, interpretation, integration, and institutionalization of information (da Silva Souza & Takahashi, 2019; Chou and Ramser 2019; Engström & Käkälä, 2019), the transformation of tacit knowledge into explicit knowledge (Oh & Han, 2020; Ghasemzadeh et al., 2019; Muniz, 2019), and the acceleration of knowledge exchange between individuals and organisations (El-Awad, 2019; Chou & Ramser, 2019; Brix, 2019). Organisational learning has its beginnings with in-person learning according to Shrivastava (1983) and Senge (2006). The method that leads to its advancement is more complicated than combining the personal learning of the organisation's assorted individuals (Argyris & Schon, 1978; Hedberg, 1981). Organizational Learning Capability (OLC) development requires four conditions to be met for it to be successful. Firstly, top management must commit to organisational learning (Stata 1989; Garvin, 1993). Secondly, the administration ought to take the lead in the progression, expressing its support and incorporating all employees (Williams, 2001). Thirdly, it requires the development of organisational information based on the exchange and integration of a person's ability (Nonaka & Takeuchi, 1995). And lastly, the company must centre on the learning level required to address the current organisational framework that makes changes in the look for more effective and proactive options – creating learning (Senge, 2006; McGill, Slocum Jr & Lei, 1992); learning that requires open eyes to a modern and awesome bargain of experimentation (Leonard-Barton, 1992).

Chiva, Alegre and Lapedra (2007) indicated that OLC can be contextualized as a five-dimensional development

(experimentation, risk-taking, outside environment interaction, discussion, and participatory decision-making). The learning process improves knowledge circulation throughout the organisation while also maximizing employee effectiveness (Lopez, Peon & Ordás, 2004). Technological advancements help to mobilize social capital while also assisting in the removal of learning barriers (Chua & Pan, 2008; Bharadwaj, Chauhan & Raman, 2015). Empirically, Ali et al. (2020); Rose et al. (2009); Pham and Hoang (2019) all found that OLC affects performance positively.

### Knowledge Management and Employee Performance

According to Ghani (2009), Knowledge Management (KM) is defined as the requirement to manage knowledge in an organisation as an asset. Additionally, KM is defined by Groff and Jones (2012) as cited in Dewah and Mutula (2016), as “the tools, techniques, and strategies for retaining, analyzing, organising, improving, and sharing corporate experience.” Kucza (2001) described KM as the total challenge of managing the knowledge generation, storing, storage, and sharing processes, as well as related activities. With this in mind, knowledge management (KM) can be regarded as the process of finding, capturing, harnessing, sharing, and effectively utilizing an organisation's intellectual assets to improve performance and competitiveness. Studies by Dhamdhare (2015); Alegbeleye (2010); Dewah and Mutula (2016) highlighted some knowledge management methods that include knowledge acquisition/generation, knowledge capture, knowledge organisation, knowledge storage, knowledge sharing and knowledge dissemination. According to Henttonen, Kianto and Ritala (2016), knowledge management depicts the influence it has on job satisfaction leading to better job performance.

Internal knowledge sharing is the foundation of the knowledge management process, and it improves job performance for nearly all employee groups. Mutual encouragement and support, as well as a positive work environment, appear to be powerful enablers of job satisfaction and high job performance. Based on this, Mills and Smith (2011); Ha, Lo and Wang (2016) and Lee, Kim and Kim (2012) confirmed the positive effect KM has on employee performance.

### Organisational Learning Capability and Knowledge Management Effects on Employee Performance

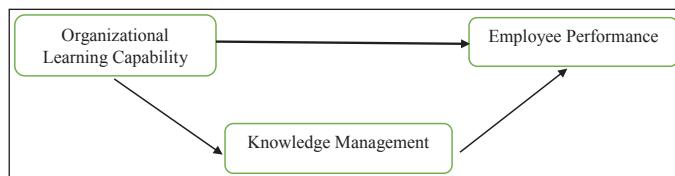
Organisational goals, according to Harwiki (2016), states that performance is the value of a sequence of worker behaviour that contributes both emphatically and contrarily. Siahaan, Gultom and Lumbanraja (2016) have determined the performance of activities that are normally part of the work and individual activities. Knowledge is without a doubt

the foremost critical asset in a knowledge-based economy, as well as the most important asset that a company can have. Learning and knowledge can be used to identify true competitors among businesses. Only companies that learn and generate knowledge can apply it to product, service, and process innovation (Argote & Miron-Spektor, 2011).

While the relation between organisational learning and performance has long been an object of scholars', managers' or consultants' theoretical consideration; the results are not direct or obvious (Li et al., 2020; Lopez et al., 2004; Zgrzywa-Ziemak 2015). Numerous studies show that the mechanism that explains the relation between OL and performance is knowledge management (e.g. Baker & Sinkula, 1999a, 1999b; Pesamaa et al., 2013; Hongming et al., 2007; Lin et al., 2008). This suggests that OL can have an indirect influence on performance through its impact on KM (Mahmoud & Yussif, 2012; Baker & Sinkula, 1999a, 1999b; Lin & Kuo, 2007). In addition to the above studies, Liao and Wu (2009) examined the relationship among Knowledge management, organisational performance, and organisational learning using Taiwan-intensive firms engaged in manufacturing and finance. Results showed that there exists a positive sign in the relationship between knowledge management and organisational learning. There also exists a positive relationship between knowledge management and organisational performance, as well as a positive relationship between organisational learning and organisational performance.

### Conceptual Framework

The conceptual model focuses on explaining the influence of organisational learning capability and knowledge management on employee performance. Fig. 1 depicts the study framework as well as the expected relationships between the observed variables.



**Fig. 1: Conceptual Framework on the Relationship among Organisational Learning Capability, Knowledge Management and Employee Performance**

From Fig. 1, the conceptual framework indicates that employee performance is influenced by organisational learning capability and knowledge management. Specifically, from the above framework, it is illustrated that organisational learning capability can directly influence employee performance. Also, knowledge management

positively mediates the relationship between organisational learning capability and employee performance.

## RESEARCH METHODOLOGY

### Sample Collection

The study objective warrants explanatory research using a quantitative approach with results generated in numerical form. In this study, 255 respondents were chosen using a simple random sampling procedure. The University of Energy and Natural Resources provided a total population of 758 employees indicating the sampling frame for the questionnaire survey. As a result, the sample size for the survey was determined using the Yamane (1967) approach. The technique is outlined below:

$$\text{Formula: } n^* = \frac{N}{1 + N(e)^2}$$

Where  $n$  = sample size,  $N$  = total population (758) and  $e$  represented the error which is 0.03 with a confidence level of 95%. By substituting 758 and 0.05 into the formula:

$$n^* = \frac{758}{1 + 758(0.05)^2} = 255$$

As a result, the survey's sample size was 255 participants which was to ensure that the sampling mean was close to the population mean and to reduce mistakes, this was done.

A questionnaire was administered to solicit data from the respondents in this study which is to ensure more uniformity, consistency, and objectivity in the data collected and also give security and comfort to respondents amid completion while safeguarding more prominent secrecy (Neelankavil, 2015).

The questionnaire was grouped into four sections, A to D. Section A contained data on the background of the respondents. Section B captured data relating to organisational learning capability (organisational learning, experimentation, risk-taking, dialogue, participative decision-making, continuous learning in the firm) using a five-point Likert scale, where 1 = strongly disagree and 5 = strongly agree. Again, Section B measured organisational learning capability by employing (Kordab, Raudeliuniene & Meidute-Kavaliauskiene, 2020) organisational learning capability scale.

Section C solicited information on knowledge management (knowledge creation, knowledge capture, knowledge organisation, knowledge storage, knowledge dissemination, and knowledge application) using a five-point Likert scale, where 1 = strongly disagree and 5 = strongly agree. The

measurement for knowledge management in this study was employed from the studies of Rasula et al. (2012) and Kordab et al. (2020). Section D solicited information on employee performance using a five-point Likert scale, where 1 = strongly disagree and 5 = strongly agree. The performance of the employees was measured using Yeo's (2003) performance scale.

The study was analysed using regression analysis as well as means, standard deviation, frequencies, and percentages of various staff categories. The regression analysis was used based on the objectives. The model is formulated below;

$$Y = a + b_0\text{OLC} + b_1\text{KM} + b_2\text{OLC}*\text{KM} + v$$

Where Y = performance, OLC is Organisational Learning Capability, and KM is Knowledge Management. OLC\*KM denotes the mediation effect of OLC and KM on perfor-

mance. Also, a,  $b_0$ ,  $b_1$  and  $b_2$  are parameters to be estimated. Following studies like Kusi et al. (2017) for the regression estimation, the averages of the statements for employee performance, knowledge management and organisational learning capability were used.

## RESULTS AND ANALYSIS

### Demographic Data on Respondents

The demographic data on the respondents used for the study is presented on the age of respondents, sex of respondents, marital status of respondents, highest educational level, and the number of years of experience and staff category. It is seen that among the gender were 57% male and 43.7% female. Also, 57.1% hold a certificate above a bachelor's degree, and 58.8% are aged above 30 years.

**Table 1: Demographic Profile of Respondents**

Demography	Particular	Frequency	Percentages
Gender	Male	146	57.3
	Female	109	42.7
Age	Less than 30	80	31.4
	30 to 40	88	34.5
	41 to 50	62	24.3
Staff category	Senior Member	106	41.6
	Senior Staff	125	49.0
	Junior Staff	24	9.4
Educational Qualification	Doctoral	49	19.2
	Masters	96	37.9
	Bachelors	89	34.9
	HND	21	8.2
Years worked in the Institution	Less than 3	82	32.2
	3-5	112	43.9
	6 years and above	61	23.9
Total		255	100.0

Source: Field Data (2022).

### Descriptive Statistics

Tables 2-4 present the descriptive statistics of the key variables of the study namely, employee performance, organisational learning capability and knowledge management respectively. To summarise the outcome shows that employee performance seems to be high since the mean scores were above the 2.5 midpoints. The minimum mean is

3.12 similarly the mean scores for the organisational learning capability and knowledge management were above 2.5 with the former recording a minimum mean of 2.57 and 2.75 for the latter. These also indicate that there appears to be some high-level organisational learning capability and knowledge management in UENR. To ascertain how these two affect employee performance a regression analysis is done.

**Table 2: Employee Performance Construct**

Statement	Mean	Std. Dev.
There are rigorous standards that require me to follow the rules.	3.56	1.212
There is a professional reward system in place to ensure that all forms of evaluation are carried out in a transparent manner.	3.12	1.120
I am motivated to work at my best when I receive training and development.	3.78	1.145
I am informed of my institution's performance evaluation criteria.	3.61	1.194
I can deal with unforeseen schedule changes quickly.	4.03	.988
I can carry out assigned activities successfully and efficiently.	4.40	.725
I am well-versed in my job's standard operating procedure.	4.30	.860
Over time, the quality of work produced improves.	3.91	1.108
I am capable of completing tasks on time.	4.38	.738
I am capable of delivering even in less-than-ideal circumstances	4.40	.720
I know what to do and when to do it.	4.37	.709
I am able to recognize and pay close attention to high-priority items.	4.39	.766

Source: Field Data (2022).

**Table 3: Organisation Learning Capability Construct**

Statement	Mean	Std. Dev.
Our institution encourages employees to attend training programs in order to gain new skills.	3.72	1.069
Employee learning is viewed as an investment in the knowledge generation in the institution.	3.67	1.010
Employees are encouraged to complete their education since it will benefit the institution.	3.70	1.057
When people submit fresh ideas, are they given support and encouragement.	3.08	1.098
People are encouraged to generate new ideas because initiatives are frequently rewarded here.	2.98	1.076
Employees are encouraged to take risks in the institution.	2.57	1.168
Within my work group, communication is free and open.	4.33	.893
Employees are encouraged to communicate with one another.	4.36	.822
It is typical to work in cross-functional teams in the institution.	4.20	.920
Employees are regularly involved in crucial decision by managers in the institution.	2.98	1.048
Employees' perceptions have a big impact on policies.	2.88	1.057
Employees feel involved in the main decisions of the institution.	2.91	1.061
The institution has a career plan to stimulate continuous learning.	3.43	1.003
Employees receive general training which is applied to their usual task.	3.35	1.050
A continuous improvement strategy is in place, allowing procedures that have met the quality requirement to be improved.	3.34	.950

Source: Field Data (2022).

**Table 4: Knowledge Management Construct**

Statement	Mean	Std. Dev.
My institution has systems in place to create and acquire information from a variety of sources, including employees, clients, business partners and competitors.	3.53	.979
My institution promotes and facilitates the sharing of ideas and information among individuals and groups.	3.43	1.005
Employees at my institution are rewarded for innovation ideas and knowledge.	2.75	1.104
My institution responds to employees suggestions and records them for future improvement.	3.24	1.061

Statement	Mean	Std. Dev.
My institution has systems in place for turning information into action plans and developing new services.	3.22	1.073
Employees at my institution have rules in place that allow them to submit fresh ideas and information without fear of being mocked. Employees' innovative ideas are showcased to other employees at the firm.	3.24	1.097
My institution has a policy that requires us to check our skills on a regular basis. People are assigned to keep their knowledge current and up to date.	3.28	1.007
My institution has a system in place for filtering, cross-listing, merging information from many sources and types.	3.39	1.002
My institution has procedures for applying experienced-based knowledge and matching sources of information to problems and challenges.	3.30	.958
To retain knowledge for simple access by all employees, my institution uses database, repositories, and information technology applications.	3.78	1.102
To store the knowledge they collect from employees, my institution uses a variety of printed devices such as periodicals and manuals.	3.73	1.097
My institution has patent and copyright protection procedures in place.	3.72	1.181
Employees, clients and other relevant organisations receive timely report with pertinent information from my institution.	3.06	1.182
My institution has libraries, a resource centre and other venues for displaying and disseminating information	3.71	1.177
To share knowledge, my institution holds monthly symposiums, talks, seminars and training sessions.	2.93	1.267
Employees at my company can use a variety of strategies to expand their expertise and apply it to new scenarios.	3.27	1.023
My institution has safeguards in place to protect information from being misused or illegally used both inside and outside the institution.	3.29	1.099
My institution has developed ways for analyzing and critically evaluating knowledge in order to build new patterns and knowledge for the future usage.	3.27	1.052

Source: Field Data (2022).

## Discussion of Regression Results

The purpose of the study was to examine the effect of OLC on employee performance and also study the role of KM in the relationship between OLC and employee performance. The results of regression analysis reported in Table 5 show there is a positive relationship that exists in examining the effect OLC has on employee performance as well as the KM. Additionally, results using the matrix procedure to assess the effect of the mediating role of KM on the relationship between OLC and employee performance indicated moderating effects.

The positive effect of OLC on performance indicates that an increase in OLC will increase employee performance and vice versa. In University of Energy and Natural Resources (UENR), training organised for its employee, and follow-ups are done to assess the effectiveness of those training. Again, employees are motivated in submitting fresh ideas or identify problems with solutions through memo writing, whereas employees are also encouraged to generate new ideas, which in all provides the avenue for the employee to give their best which leads to increased productivity. Thus, as organisations cultivate the tradition of engaging the staff in learning, the employees' performance also increases. This could be because organisational learning has its beginnings with in-person learning (Shrivastava, 1983; Senge, 2006). The method that leads to its advancement is more complicated than combining the personal learning of the

organisation's assorted individuals (Argyris & Schon, 1978; Hedberg, 1981). This finding is consistent with the work of Pham and Hoang (2019) who reported that organisational learning capability has a positive relationship with business performance. Other studies such as Gomes and Wojahn (2017); Bolaji Bello and Adeoye (2018) and Ali et al. (2020) also revealed a strong relationship between OLC and employee performance.

Also, knowledge management positively affects employee performance indicating that an increase in knowledge management will increase employee performance and a decrease in knowledge management reduces employee performance. In the instance of this institution, there is a policy which ensures that knowledge acquired from further studies by employees are aligned with their task. Also employees are to keep knowledge acquired up-to-date. That is, employees are required to learn and be updated with happenings at their fingertips (for example; being conversant with university statutes, chroniclers, etc.). The institution also promotes and facilitates the sharing of ideas among individuals and groups which positively affects the performance of employees. This confirms that organisations that develop a culture of knowledge management tend to positively affect employee performance. However, the other side is true when organisations do not have a culture of inculcating knowledge management in the organisation in the competitive industry. This is in line with other studies by Chang, Liao and Wu (2017) and Lee et al. (2012).

**Table 5: Regression Results of the Effect of OLC and KM on Employee Performance**

Variable	Coefficient	Standard Error	T-Ratio	Probability
Constant	2.2556	0.2244	10.0538	0.0000
OC	0.2111	0.0784	2.6925	0.0076
KM	0.3070	0.0795	3.8589	0.0001
Total effect model				
Variable	Coefficient	Standard Error	T-Ratio	Probability
Constant	2.5985	0.2120	12.2579	0.0000
OC	0.4090	0.0611	6.6982	0.0000
<b>Total Effect of OC on Performance</b>				
	Effect	Standard Error	T-Ratio	Probability
	0.4090	0.0611	6.6982	0.0000
<b>Direct Effect of OC on Performance</b>				
	Effect	Standard Error	T-Ratio	Probability
	0.2111	0.0784	2.6925	0.0076
<b>Indirect Effect of OC on Performance</b>				
	Effect	Standard Error	Lower Limit Confidence Interval	Upper Limit Confidence Interval
KM	0.1978	0.0550	0.0935	0.3108

Similarly, the third objective posited the mediating role of KM effect on the OLC and employee performance. With consistency in retaining knowledge for simple access by all employees, the institution uses weekly periodicals which are sent via email to all employees to learn and be updated with knowledge. Furthermore, the issuance of appraisal forms helps track the effectiveness of knowledge attained, and the relevance of training offered to the employees that positively impact their performance. Considering the instances, the institution is able to generate and disseminate knowledge which provided an avenue for employees to learn and apply in the day-to-day operations that positively influence employee performance and the organisation as a whole. This finding is consistent with Jain and Moreno's (2015) research aimed to investigate the impact of organisational learning on a firm's performance and knowledge management practices in a heavy engineering organisation in India. Other studies that were consistent with this study include Muhammed, Doll and Deng (2009), Alavi and Leidner (2001) and Liao and Wu (2009).

## CONCLUSION AND RECOMMENDATION

Organisational Learning Capability provides a framework for coordinating and combining resources and skills, reducing the time and cost of recognizing market needs, assembling client desires, and adjusting to natural changes through added-value administrations. Organisations that grasp procedures reliable with the learning are thought to attain success. Furthermore, increasing knowledge management is one of the efforts that businesses make to achieve long-term

success. Organisations endeavour to integrate individual knowledge into organisational information, which could be a blend of information, individual involvement, and more profound insight.

Despite this important assumption, it has been realized that there has been no research done on higher educational institutions. Additionally, no research has been conducted in Ghana specifically in the Bono Region, on the influence of organisational learning capacity and knowledge management on employee performance. Therefore, this study examines the relationship between organisational learning and knowledge management on employee performance at the University of Energy and Natural Resources (UENR), Sunyani. The specific objectives of the study were to examine the effects of organisational learning capability on employee performance; examine the effect of knowledge management on employee performance and examine the effects of the mediating role of knowledge management on the relationship between organisational learning capability and employee performance. The quantitative approach was used to examine the relationship between OLC, KM, and employee performance of UENR in the Sunyani municipality, using a sample size of 255 staff.

The regression results revealed there is a positive relationship between knowledge management and performance. It was also found that organisational learning capacity has a positive and significant effect on performance. Also, knowledge management has a mediation effect on an organisation's learning capacity and performance. This confirms the RBV theory by Grant (1991) which states that "to have an edge

over the competition, the organisation ought to see into the potential of the company's inside asset pool instead of looking for the outside competitive environment". Hence, resource supervisors can utilize both essential and auxiliary workforce aptitudes to execute basic multi-faceted projects.

The recommendations from the results are that the University must develop robust policies to strengthen its knowledge management systems to harness the full benefits it brings to the performance, based on the findings of the study. It is also recommended from the findings of the study that the authorities in synchronized efforts continually develop their staff in organisational learning by effectively implementing knowledge management that will help achieve employee performance over time. It is suggested that future research be conducted to ascertain the effect of knowledge management on performance among other institutions of higher education in Ghana. Moreover, future studies can be explored using the dimensions of organisational learning capabilities (experiments, interactions with the external environments, risk-taking, participative decision-making and dialogue) to assess the effect it will have on knowledge management processes (knowledge acquisition, knowledge capture, knowledge organisation, knowledge storage, knowledge sharing and knowledge dissemination). Additionally, since the study also focused on the educational sector, future research could be investigated in other sectors in a particular geographical location, in and outside Ghana.

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