

The Impact of Human Resource Management Practices on Organizational Learning at Jordanian Commercial Banks

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Abstract

Organizational learning is a critical element that enables an organization to adapt to changes and remain competitive. It allows corporate team members to continue to advance their professional growth and development. This study aimed to investigate the impact of human resources management practices on organizational learning in Jordanian commercial banks. A quantitative method was employed, and the data was collected from the commercial banking sector in Jordan. A total of 386 questionnaires were collected and subjected to analysis. Based on the results, the results that study suggested the presence of a statistically significant effect at the level of significance ($\alpha \leq 0.05$) of human resource management practices in their dimensions (employment, training, motivation, performance evaluation) on organizational learning. The study recommended paying more attention to the hiring process and providing training to new and experienced employees as plans are developed, paying more attention to the hiring process and providing training to new and experienced employees as plans are designed while keeping cross-organizational skills in mind. And pay special attention to the performance evaluation perspective of improving the quality of work.

Keywords: Human resource management, training, employment, motivation, performance evaluation, organizational learning, Bank sector

1. Introduction

HRM practices are essential for the organization to attract talented individuals, motivate them to perform at their best, and retain them for the long term. This involves various aspects such as recruitment, compensation, benefits, and employee engagement initiatives. HRM practices are designed and implemented to ensure that employee performance is closely linked to the achievement of organizational goals. This alignment is crucial for the overall success of the organization. (Santhanam et al., 2017). HRM practices are highlighted as tools that encourage employees to enhance their performance, contributing to overall organizational success. Training and development help employees acquire new skills and knowledge, while performance appraisal provides feedback and evaluation of their work. the role of HRM practices and policies in driving organizational performance, with an emphasis on training, development, and performance appraisal, and it highlights the importance of specific characteristics in HRM policies to ensure a fair and legally compliant workplace (Charlwood & Guenole, 2022). Implementing human resources management practices in the ideal and best, with high straightforwardness, an elevated level of decency, validity, and building trust extensions, would decidedly help accomplish organizational objectives. Hence, it puts the organization in a robust and severe position to guarantee its continuity and face different difficulties (Langer & Konig, 2023).

Leicht-Deobald et al. (2022) involves four key dimensions of organizational learning in the following: 1) knowledge acquisition, This refers to the process by which an organization acquires knowledge from external sources, such as industry trends, competitors, or external experts. It recognizes the importance of external information in shaping organizational learning.; 2) distribution using to ensures that relevant information is shared among individuals or teams, fostering a collaborative learning environment; 3) interpretation, in which share and incorporate aspects of their knowledge that may not be common to all.

The goal is to achieve shared understanding, facilitating coordination in decision-making processes. This highlights the social and cognitive aspects of organizational learning; and 4) organizational memory, which stored in organizational systems designed for this purpose, or in the form of rules, procedures, and other systems. The emphasis is on preserving and utilizing organizational knowledge over time. Kandathil and Joseph, (2019) emphasizes the importance of preparing for effective learning within an organization. Adequate preparation involves setting the stage for the acquisition of new knowledge. This may include creating a conducive learning environment, identifying learning objectives, and ensuring that necessary resources and support systems are in place. This phase highlights the significance of open communication and the free exchange of ideas and feelings within the learning environment. It emphasizes the need for a supportive atmosphere that encourages learners to feel secure and actively participate in two-way communications. Westerman et al., (2020). Likewise, it is referred to in its mainstream concept as the organization that furnishes the citizenry with the chance to put resources into it. It is also a money-related institution that can give budgetary advances, get stores, and give cash administrations. The strategic importance of organizational learning is that today's organizations deal with an atmosphere of rapid change and highly competitive dynamism focused on customer requirements and the marketing of relationships. On this basis, the organization needs to learn when conditions change if it wants to be an effective organization. There is a belief among researchers that learning, and innovation are essential to sustaining competitive conditions (Akinici & Sadler-Smith, 2019). Organizational learning may include a different type of education that depends on the systems' approach through which the system elements (inputs, processes, and outputs) interact with external environment variables. Thus, developing the organization's knowledge field through relations between practice and results is done within the framework of the environmental impact on these relationships (Eken et al., 2020).

Commercial banks in Jordan are considered imperatively significant and serious money-related organizations that seek profit by offering different monetary assistance to neighborhood business firms (Wiradarma et al., 2017). In addition, the financial area contributes to the Jordanian GDP by 20% of the nation's GDP on average during 2000–2010 (OECD, 2018). Based on the literature review, many studies have studied many factors that have a possible impact on organizational learning in Jordanian commercial banks, such as transformational leadership dimensions (Ahmad Al-Azzam, 2015), strengthening corporate capacity building (Al-Shamayleh, 2019), Knowledge-sharing tools (Obeidat & Otibi, 2015), and leadership and entrepreneurial orientation (Nofal & Jaradat, 2020). However, there is a gap in existing studies, indicating that there is a lack of research addressing the specific relationship between HRM practices and organizational learning in Jordanian commercial banks. Identifying such gaps is essential for framing the research problem and justifying the need for the study. The primary aim of the study is to contribute valuable insights into how HRM practices influence organizational learning. By doing so, the study intends to provide practical implications for organizations looking to optimize their workforce management for improved knowledge acquisition, dissemination, and utilization. The study emphasizes its contribution to existing research by developing a conceptual framework. This suggests that the research aims to build on current knowledge and understanding in the field by offering a structured model or framework to analyze the impact of HRM practices on organizational learning.

2. Literature review

2.1 Organizational Learning

organizational learning involves the continuous process of acquiring new information about the organization's external environment, objectives, and operational cycles. This understanding is crucial for organizations to adapt, evolve, and make informed decisions in response to changes and challenges (Tian et al., 2020). Organizations learn through individual learning within the organization, gaining external knowledge through individuals, and integrating new information into their records and computer systems. Additionally, the learning processes extend to broader entities beyond individual organizations, including larger organizations, governments, and policy-making networks (Martinez et al., 2017). Organizational learning has been characterized from various perspectives by Yan and Wagner, (2017). As indicated by an examination by Song et al. (2020), Organizational learning has three sub-measures containing making, holding, and moving information, which have been incorporated as a feature of the definitions of information management by other creators Paillé et al. (2020). Ren et al. (2020) featured that the standard cycles in Organizational learning definitions are information creation and information acquisition and

uncovered that numerous creators had concluded that Organizational learning and information management had comparable hidden concepts and issues even though they utilized various dialects just as they contrasted regarding their starting point and history. Organizational learning began during the 1960s, and information management during the 1990s. It was customary for further exploration to consider information co-creation, dynamic abilities created through Organizational learning, and learning new types of getting sorted out using virtual organizations and mechanical turns of events.

The concept of organizational learning became exceptionally conspicuous. For the most part, one can recognize two unique corporate change cycles related to organizational learning (Singh & Twalo, 2015):

- Adaptive learning
- Proactive (generative) learning.

Versatile learning, for the most part, connotes a lower level of organizational change. This infers that adaptable learning is a cycle of steady alterations and changes. Furthermore, versatile learning is likewise observed as more mechanical and less psychologically prompted than proactive learning. Numerous writers have decided to name contrastingly what is depicted in this paper as bold and versatile learning. For instance, "Single-Loop versus Double-Loop Learning" Tian et al., (2020), "Lower versus Higher Level Learning" Ojha et al., (2018), "Strategic versus Strategic Learning" Liu (2017), "Versatile versus Generative learning" (Jain & Moreno, 2015). However, every one of them recognizes the prevalence of proactive learning as overly versatile. According to Mahdi et al. (2019), organizational learning has been a concept in management writing for a long time but gained more widespread recognition around 1990. Two key developments include increased interdisciplinary interest and the recognition of the commercial significance of organizational learning. Researchers and theorists have focused on identifying patterns or ideal structures that organizations could strive to emulate for effective learning. Gachanja et al. (2020). The learning organization concept was one of the most basic examples of ideal structures during the 1990s. The writing regarding this matter could be isolated into two essential classes. The first consists of theorists emphasizing organizational learning as a specialized cycle, while the second centers around organizational learning as a social cycle.

According to Wang (2019), the specialized approach to organizational learning focuses on the effective processing, interpretation, and response to information, both internal and external to the organization. This information can take various forms, whether quantitative or subjective, and is typically expressed in the public domain. Fraj et al. (2015) suggests that employees may view organizational learning as a social construction, a political process, and a social culture. This implies that organizational learning is shaped by the collective construction of knowledge, political dynamics within the organization, and the overall social culture that influences how learning occurs.

Researchers emphasize the connection between learning, innovation, and organizational competitiveness (Saeed et al., 2019). Kusumawati (2021) briefly highlights the significance of organizational learning, including its role in individual development, goal achievement, adaptation to uncertainty, and effective decision-making. Additionally, organizational learning enhances an organization's resilience, innovation ability, and overall product and service improvement. Essentially, it is a critical driver for individual growth and organizational success.

2.2 Human Resources Management Practices

According to Uma et al. (2017), the success of organizations, be they public or private, is heavily dependent on the performance and effectiveness of their human resources. This underscores the significance of managing and optimizing the workforce for overall organizational achievement. which underscores representatives' aptitudes Hee and Jing, (2018); and Hee et al., (2019). as per Elrehail et al. (2019), HRM practices are characterized by being internal, understandable, and reliable, with the primary aim of reinforcing and promoting employee capability, motivation, and commitment within the organization. This perspective emphasizes the strategic role of HRM practices in managing and developing the workforce. according to Costa et al. (2019), HRM involves not only managing employee capabilities, motivation, and commitment but also encompasses the management of human skills and talents, with the ultimate goal of contributing to the achievement of the organization's objectives. This perspective emphasizes the strategic

and multifaceted nature of HRM in optimizing the human capital within an organization. According to Singh & Onahring (2019) and Manzoor et al. (2019), effective HRM practices contribute to creating conditions where employees are deeply committed to the organization, leading to positive outcomes such as enhanced organizational commitment and improved employee performance. This underscores the strategic role of HRM in fostering a motivated and dedicated workforce.

HRM practices are perceived as mechanisms that empower employees, enabling them to fulfill their job responsibilities effectively. This perspective aligns with the broader notion that strategic HRM can contribute to creating a positive and productive work environment by focusing on the development and support of employees in their roles Mira et al., (2019). Employment fulfillment characterized by an individual's emotional direction toward their current job roles, and this emotional orientation is linked to their behavior in the workplace. This perspective aligns with the broader understanding that employees' feelings and attitudes toward their work can significantly impact their overall job satisfaction and workplace conduct (Mira et al., 2019).

HRM practices are suggested to play a role in enhancing employees' perspectives, particularly their commitment, with the expected outcome of improving overall employee performance. This aligns with the broader understanding that effective HRM practices contribute to creating a positive work environment and fostering employee engagement and commitment (Li et al., 2019). Employee commitment and satisfaction play a crucial role in influencing the organization. This underscores the importance of understanding and managing factors that contribute to employee engagement and contentment for the overall success and effectiveness of the organization (Elrehail et al., 2019). Moreover, according to Costa et al. (2019), there is a positive and strong connection between HRM practices and employee satisfaction. This implies that when organizations implement effective HRM practices, it tends to lead to higher levels of employee fulfillment or satisfaction.

HRM practices encompass administrative activities led by management with the aim of preparing the human resources within the organization to achieve the organizational goals. This definition underscores the strategic role of HRM in managing and optimizing the workforce to contribute to overall organizational success (Ehnert et al., 2016). Similarly, HRM practices are instrumental in facilitating the improvement of staff performance. This underscores the strategic role of HRM in shaping the capabilities and contributions of the workforce to achieve better overall organizational outcomes (Schlechter et al., 2015).

Singh & Twalo (2015) indicates that negative impact of specific HRM practices on employees, potentially leading to decreased performance, efficiency, and commitment. This emphasizes the importance of organizations adopting fair and effective HRM practices to promote a positive work environment and retain valuable talent.

The human resources management component in organizations operates as a distinctive approach, focusing on organizational and managerial activities. Its specific aim is to influence individuals involved in formulating and implementing strategies to achieve the organization's objectives. This highlights the strategic and influential role of HRM within the broader organizational context Rodgers et al., (2023).

In summary, based on the insights from Al-Westerman et al. (2020), the statement underscores the strategic importance of investing in human resource development in contemporary business organizations, considering the diversity of human resources and the influence of information technology. This recognition is seen as contributing to the increased strength and impact of the industrial sector in developed nations. According to previous studies, there are many HRM practices as below:

2.2.1 Employment

The efficient recruitment process is a fundamental responsibility for human resources management, especially in organizations where the structure plays a significant role in HR functions, such as marketing, production, and research (Srirangam Ramaprasad et al., 2018). Across all departments, including human resources, various tasks are undertaken, with recruitment being a critical component involving activities like interviews, selection, and training of employees. In some organizations, specialized HR departments adhere to policies set by public organizations.

Recruitment can be viewed as a natural extension of the planning process, serving as the primary tool to bring in individuals through a systematic approach. This involves assessing candidates based on scientific standards to identify those with the necessary qualifications and capabilities to effectively assume responsibilities (Duarte et al., 2015). In essence, the success of an organization in achieving its goals is intricately linked to the effectiveness of its recruitment activities, reflecting the importance of human resources management in the overall organizational structure.

2.2.2 Training

The Human Resources (HR) function extends beyond the initial process of selecting individuals and placing them in suitable roles based on qualifications and experiences. Monitoring employee performance and investing in their continuous development through training is a crucial aspect of HR management. Training is viewed as an effective strategy to enhance employees' efficiency, knowledge, and skills, enabling them to work more efficiently (Chan et al., 2016). This process is not confined to new hires but extends to existing employees at all organizational levels, emphasizing inclusivity (Busari et al., 2017).

According to various scholars, training is seen as a systematic and continuous effort aimed at providing individuals with new knowledge, capabilities, and skills or altering attitudes and ideas in line with changes in the work environment, particularly in technological and organizational aspects (Busari et al., 2017). Yousaf et al. (2018) define training as activities focused on enhancing professional knowledge and capabilities for application in the workplace. Srirangam Ramaprasad et al. (2018) describe it as providing skills and technical expertise in a specific field.

based on the insights from Guan et al. (2017) and Busari et al. (2017), training is portrayed as a purposeful and strategic program aimed at bringing about measurable changes in various aspects, with a specific focus on enhancing employee knowledge and skills for their designated job roles. This underscores the importance of systematic training initiatives in fostering employee development within organizations. Chan et al., (2016) emphasize that training is portrayed as a strategic and practical intervention designed to achieve organizational goals. It aims to ensure that individuals acquire a diverse set of elements, including knowledge, skills, abilities, ideas, and opinions, in alignment with their roles within the organization. This underscores the importance of training in contributing to both individual and organizational success.

In a broader organizational context, training is a strategic effort influencing long-term decision-making in the development, evaluation, and performance of human resources (Duarte et al., 2015). It is constructive in achieving organizational goals, especially when aligned with effective training methods and scientific foundations. The methods employed by management to develop technical, scientific, and behavioral capabilities are instrumental in the organization's growth and ability to navigate internal and external challenges (Srirangam Ramaprasad et al., 2018).

Chan and Mai (2015) stress that training is an organizational effort aimed at achieving learning and disseminating it among members to enhance the strategic success rate. Yousaf et al. (2018) underscores the importance of precisely defining the needs for training, as failure to do so can result in wasted funds and efforts without achieving the desired benefits. Training is a deliberate and planned initiative aiming to elevate individual efficiency by enhancing knowledge, developing skills, and influencing attitudes to meet the required organizational standards (Busari et al., 2017).

2.2.3 Motivation

Motivation within the Human Resources Department is characterized by the development and implementation of targeted payments to attract, retain, and motivate human resources. These efforts become integral features of the work environment. Compensation, encompassing salaries and wages, reflects the value assigned to the job occupied by human resources and is determined by the job's nature and characteristics relative to others in the organization (Busari et al., 2017). Additionally, compensation involves meeting social obligations, unrelated to task performance but vital for workforce retention. This includes provisions for overtime, official holidays, insurance, medical benefits, loans for significant life events, and other social services. The process also involves the transfer of human resources to and from the organization, along with the distribution of incentives to align with organizational goals (Rodgers et al.,

2023). Compensation, as a set of material rewards or facilities, reduces turnover rates and enhances workforce stability.

As defined by Lillis et al. (2015), motivation encompasses financial and non-financial rewards and benefits granted to individuals for their work within the organization. Yousaf et al. (2018) extends this definition, considering all rewards management provides to workers as an incentive for accomplishing various organizational tasks. Therefore, compensation encompasses a spectrum of elements, including fixed wages, incentives, bonuses, and other gains, collectively constituting the array of rewards and benefits organizations offer to their workforce.

2.2.4 Performance Evaluation

Researchers and management scientists have yet to establish a precise and universally accepted concept of performance, resulting in diverse viewpoints. Each researcher contributes their understanding, presenting the most essential and broad concepts of performance. According to Guan et al. (2017), performance is the achievement of organizational goals, irrespective of their nature and diversity. This interpretation can be approached either directly through the "results" obtained or through the broader concept of the process leading to those results, referred to as "action."

Alternatively, Santhanam et al. (2017) define performance as the execution of actions and responsibilities assigned to a worker by the institution or authority to which their job is affiliated. It encapsulates the results that an individual attains within the organization. These perspectives highlight the multifaceted nature of performance, emphasizing its connection to organizational goals and the actions and responsibilities assigned to individuals within the organizational context. Performance is also the work performed by the individual, his understanding of his competencies, the expectations required, and the extent to which they follow a method or method of work (Busari et al., 2017).

According to Malik et al. (2020), performance is the work undertaken by an organization, quantified in terms of both quantity and quality and executed in a specific manner or method, indicating a particular pattern. Performance behavior encompasses implicit or perceived activities within three dimensions: the quantity of work, its quality, and the adopted style. Performance is a concept and indicator that varies across institutions and is influenced by the nature of the organization's work, its goals, components, and work applications.

From a managerial perspective, performance entails executing job tasks according to the required standards, discernible through analyzing workload and time spent. A lower level of performance implies reduced productivity or failure to accomplish assigned tasks fully (Chan et al., 2016). Performance evaluation is a critical means to gauge performance effectiveness by providing feedback on the evaluation process. Organizations can formulate policies related to mentoring and development based on performance evaluation outcomes (Nguyen & Malik, 2021). In essence, performance evaluation is an attempt to comprehensively analyze employees, considering various variables such as psychological or physical characteristics, technical skills, intellectual capabilities, and behavioral traits. This process aims to identify strengths and weaknesses as a fundamental strategy for the organization's present effectiveness, development, and long-term continuity (Yousaf et al., 2018).

Consequently, his study stated the following hypotheses to test the investigate the impact of Human Resources Management Practices on Organizational Learning as follows:

1. Ho1: There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) of employment on Organizational Learning.
2. Ho2: There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) of training on Organizational Learning.
3. Ho3: There is no statistically significant impact at the considerable level ($\alpha \leq 0.05$) of motivation on Organizational Learning.
4. Ho4: There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) of performance evaluation on Organizational Learning.

Which was illustrated in the following conceptual framework in Figure 1.

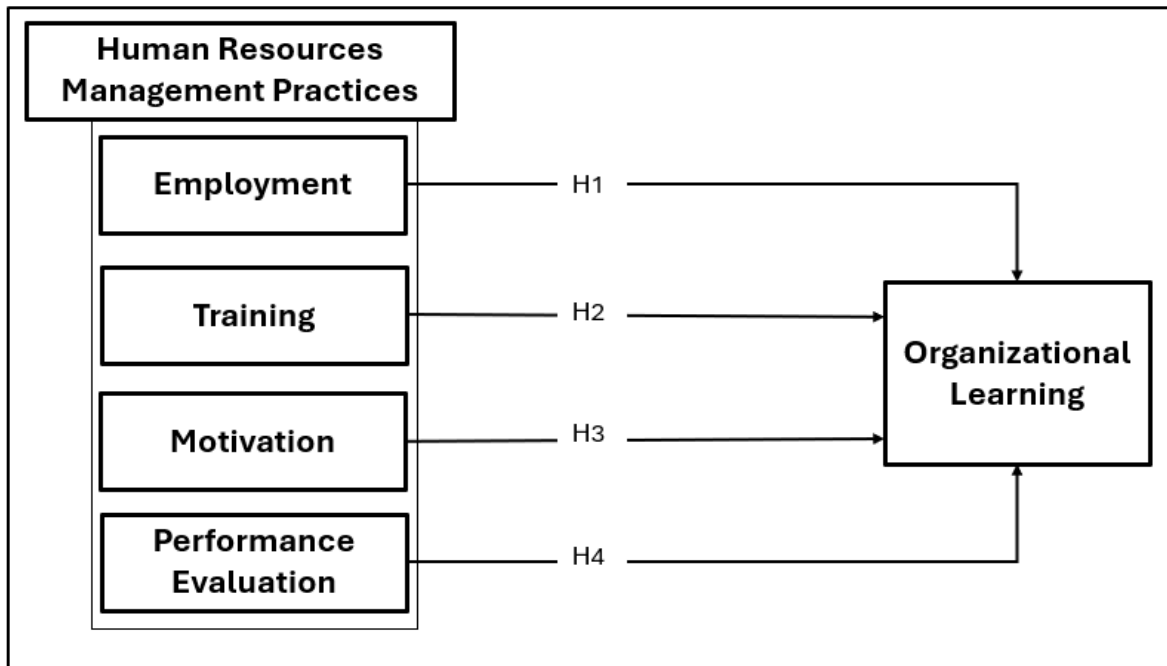


Figure 1: Conceptual framework

3. Methodology

The researcher adopted a quantitative approach, utilized a questionnaire for data collection, and employed SPSS for data measurement and analysis. This methodology aligns with the study's objectives and questions, emphasizing the quantitative exploration of the impact of Human Resources Management Practices on Organizational Learning.

3.1 Population and Sample

The researcher has opted for a survey method, utilizing a questionnaire designed to cover both dependent and independent variables. The focus is on the population of 13 Jordanian commercial banks, with information sourced from the Jordan Banking Association Annual Report for the year 2022. This approach reflects a systematic and comprehensive strategy for data collection in the study (Jordan Banking Association Annual Report, 2022).

The sampling unit for the study consisted of (403) employees in the top and middle management levels. These employees held positions such as director, deputy/assistant director, and head of department within Jordanian Commercial Banks. The questionnaire was distributed to all (403) employees in the specified management levels, covering the entire sampling unit. This indicates an attempt to gather responses from the target population comprehensively. A total of (397) questionnaires were retrieved from the distributed set. This reflects the number of respondents who completed and returned the questionnaire, providing a basis for data analysis. (13) questionnaires were excluded from the analysis due to their lack of validity for statistical analysis. The researcher likely applied certain criteria to assess the validity of the responses, and those not meeting the criteria were excluded. The response rate is calculated as 95.8%, indicating the percentage of the distributed questionnaires that resulted in valid responses.

3.2 Survey Design and Measures

The researcher developed a questionnaire that covers all dimensions of both independent and dependent variables. This comprehensive approach indicates a thorough attempt to capture relevant data for testing the study's hypotheses. The researcher tested the apparent honesty of the questionnaire. This likely involved assessing whether respondents provided genuine and truthful answers. Ensuring honesty is crucial for the reliability of the data collected. The consistency of the answers of the sample members was checked. This involves verifying that responses from participants align with each other and are coherent, contributing to the overall reliability of the data. The questionnaire was presented to an experienced and specialized panel of management professors who acted as a referees' committee. This expert review helps judge the validity of

the questionnaire as a data collection tool. Expert opinions add credibility to the questionnaire's design. To enhance the validity of the questionnaire, the researcher relied on measuring the variables based on measures from previous studies. This approach leverages established instruments that have demonstrated validity in similar contexts.

The survey items used in the questionnaire were adapted from previous studies, as indicated in Table 1. This approach involves incorporating questions or statements that have been used and validated in earlier research, ensuring a foundation of established measures. The Likert quintile scale was employed for collecting responses from the study sample. This scale is a five-point rating system that allows respondents to express their agreement or disagreement with statements. In this case, the scale consists of five response options: "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1), Sekaran equation, (2010).

Table 1: Questionnaire items

No	Variable	Items number	References
1	Employment	8 items (1-8)	(Dechawatanapaisal, 2018)
2	Training	9 items (9-18)	(Srirangam Ramaprasad et al., 2018)
3	Motivation	4 Items (19-22)	(Chan & Mai, 2015; Guan et al., 2017)
4	Performance Evaluation	Three items (23-26)	(Chan et al., 2016)
5	Organizational Learning	Nine items (27-35)	(Busari et al., 2017; Yousaf et al., 2018)

3.3 Reliability test (Pilot study)

A subset of the 30 questionnaires was distributed to test the reliability of the data collection instrument. This is a common practice to assess the consistency and stability of responses. Cronbach's Alpha test was employed for assessing internal consistency. Cronbach's Alpha is a statistical measure that evaluates the reliability or consistency of a set of items or questions within a scale or instrument. It provides a score between 0 and 1, with higher values indicating greater internal consistency.

. The researcher applied reliability criteria proposed by Sekaran and Bougie (2003) and Nunnally (1994) to assess the Cronbach's Alpha coefficients. The reported coefficients in Table 2 exceeded 60%, indicating reliability and internal consistency among all passages of the survey. This confirmation of reliability strengthens the validity of the survey in testing the proposed theory.

Table 2: Pilot study results

Variables	Stability Coefficient
Employment	0.697
Training	0.809
Motivation	0.735
Performance Evaluation	0.741
Organizational Learning	0.838

4. Results

4.1 Descriptive Analysis of Variables

The researcher presents the descriptive statistics of the study variables (independent variables) in Table 3, including mean and standard deviation. The results suggest high ratings for each variable, indicating a high level of implementation of human resources management practices among Jordanian commercial banks. The

researcher notes that all variables received high ratings. The mean scores for Performance Evaluation (4.43), Motivation (4.39), Training (4.35), and Employment (4.27) are all above 4 on a scale where 5 might be the highest possible score. These high mean scores suggest that respondents perceive a high level of implementation of human resources management practices.

Table 3: descriptive statistics of Independent Variables factors

Variables	Mean	standard deviation
Employment	4.2668	.55519
Training	4.3521	.48447
Motivation	4.3905	.57618
Performance Evaluation	4.4281	.50982
Total	4.3594	High

Table (4) includes the mean of respondents' answers to the "Organizational Learning" variable, indicating the average score for this aspect of the study. The mean of respondents' answers to Organizational Learning ranged from 4.25 to 4.42. The range provides insight into the variability of responses, with the highest and lowest mean scores indicating the upper and lower bounds of respondents' perceptions. The table highlights specific paragraphs related to Organizational Learning, indicating the mean scores for each. The highest-rated paragraph (27) states, "The bank stores detailed information to direct the operations," with an average of 4.42 and a high rating. Conversely, the least-rated paragraph (31) states, "Managers continuously scan and update their views on the competitive environment," with an average of 4.25 and a high rating. The interpretation based on the mean scores and specific paragraph ratings is that the implementation level of Organizational Learning is high among Jordanian Commercial Banks. The consistently high ratings across paragraphs support the notion that these organizations are effective in implementing practices related to Organizational Learning..

Table 4: descriptive statistics of dependent variables factor (Organizational Learning)

No.	Items	Mean	standard deviation	Rate
1	The bank stores detailed information to direct the operations.	4.42	.745	1
2	Staff retrieves archived information when making decisions.	4.27	.890	7
3	There is an official data management function in the bank.	4.28	.942	6
4	The bank extensively uses information from other banks (suppliers, partners, and customers).	4.31	.863	4
5	Managers continuously scan and update their views on the competitive environment.	4.25	.952	9
6	Management encourages the use of frameworks and models to assist in decision-making.	4.30	.930	5
7	The bank stimulates its employees to find new ideas that help add value.	4.35	.777	3
8	Bank management uses advanced communication networks to promote efficient exchanges of information.	4.39	.782	2
9	The bank's management approves special network programs to help manage its business.	4.27	.907	8
Total average		4.3161		High

4.2 Test Hypotheses

The researcher used SPSS to conduct a regression test, which is a statistical analysis technique employed to assess the strength of relationships between variables. The primary purpose of regression analysis is to examine the relationships between variables and, in this context, to test the hypotheses formulated in the study. It helps assess whether and to what extent the independent variables predict or influence the dependent variable. Sekaran & Bougie (2016) suggests that the researcher followed guidance or methodology outlined in their work for conducting regression analysis using SPSS.

Starting with Ho 1. There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) of employment on human resources performance.

Table 5 indicates a strong positive correlation between "employment and development" and "human resources performance," with the coefficient of determination (R^2) revealing that 58.9% of the variability in human resources performance can be explained by the model. This information contributes to understanding the relationship and impact of employment and development practices on human resources performance (Hair et al., 2010).

Table 5: R^2 test

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.589	.584	.36943

Table 6 provides the results of the F-test for the impact of employment on human resources performance. The F-statistic value is reported as 136.344. The F-test is a statistical test that assesses the overall significance of the regression model. A higher F-value indicates a more significant relationship between the independent and dependent variables. The statistical significance level, also known as the p-value, is reported as 0.00. This p-value is less than the conventional significance level of 0.05 ($\alpha \leq 0.05$), indicating a high level of statistical significance. Based on the F-test results, it is concluded that there is a statistically significant impact of employment on human resources performance at the 0.05 significance level. The F-test assesses the overall significance of the regression model, and the low p-value provides evidence in favor of the alternative hypotheses.

Table (6): Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.431	1	18.608	136.344	.000 ^b
	Residual	51.997	384	.136		
	Total	126.428	385			

Table 7 shows the calculated t-value is reported as 19.722. The t-value is a measure of how many standard deviations a coefficient is from zero. A higher absolute t-value indicates a more significant effect. The level of significance (t sig) is reported as 0.00. This is the p-value associated with the t-test. In this case, the reported value of 0.00 is less than the conventional significance level of 0.05, indicating a highly significant result.

employment has a statistically significant impact on human resources management. This information enhances the understanding of the relative importance of employment in influencing the dependent variable, providing valuable insights for practitioners and researchers in the field (Mallhorta, 2004; Hair et al., 2003). The table also shows a statistically significant impact at ($\alpha \leq 0.05$) of employment on Human resources management.

Table 7: Path Coefficient and correlation

Element	B	Std. Error	Beta	T	Sig.
(Constant)	1.192	.160		7.462	.000
Employment	.732	.037	.709	19.722	.000

The second hypothesis was Ho.2 There is no statistically significant impact of training on Organizational Learning at the level of ($\alpha \leq 0.05$).

Table 8 indicates a moderately strong positive correlation between "training" and "organizational learning," with the coefficient of determination (R^2) revealing that 44.3% of the variability in organizational learning can be explained by the model. The interpretation is in line with standard practices in regression analysis, providing insights into the relationship and impact of training on organizational learning (Hair et al., 2010).

Table 8: R2 Test

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.666 ^a	.443	.442	.42821

Table 9 shows the calculated t-value is reported as 17.479. The t-value is a measure of how many standard deviations a coefficient is from zero. A higher absolute t-value indicates a more significant effect. The level of significance (t sig) is reported as 0.000. This is the p-value associated with the t-test. In this case, the reported value of 0.000 is less than the conventional significance level of 0.05, indicating a highly significant result. The findings in Table 9 support the conclusion that training has a statistically significant impact on organizational learning. The highly significant t-value, low p-value, and standardized beta coefficients indicate a strong statistical association between these variables in the context of the study..

Table 9: Path Coefficient and correlation

Element	B	Std. Error	Beta	T	Sig.
(Constant)	.889	.197		4.509	.000
Training	.787	.045	.666	17.479	.000

The results of the third hypothesis test

The third hypothesis was Ho.3 There is no statistically significant impact of motivation on Organizational Learning at the level of ($\alpha \leq 0.05$).

Table 10 shows positive correlation between "motivation" and "organizational learning," with the coefficient of determination (R^2) revealing that 27.6% of the variability in organizational learning can be explained by the model. The interpretation is in line with standard practices in regression analysis, providing insights into the relationship and impact of motivation on organizational learning (Hair et al., 2010).

Table 10: R2 test

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.525 ^a	.276	.274	.48827

Table 11 shows the calculated t-value is reported as 12.096. The t-value is a measure of how many standard deviations a coefficient is from zero. A higher absolute t-value indicates a more significant effect. The level of significance (t sig) is reported as 0.000. This is the p-value associated with the t-test. In this case, the reported value of 0.000 is less than the conventional significance level of 0.05, indicating a highly significant result. The findings in Table 11 support the conclusion that motivation has a statistically significant impact on organizational learning. The highly significant t-value, low p-value, and standardized beta coefficients indicate a strong statistical association between these variables in the context of the study.

Table 11: Path Coefficient and correlation

Element	B	Std. Error	Beta	T	Sig.
(Constant)	2.022	.191		10.575	.000
Motivation	.522	.043	.525	12.096	.000

Finally, the hypothesis four was Ho.4 There is no statistically significant impact of performance evaluation on Organizational Learning at the level of ($\alpha \leq 0.05$).

Table 12 indicates a moderately strong positive correlation between "performance evaluation" and "organizational learning," with the coefficient of determination (R^2) revealing that 34.5% of the variability in organizational learning can be explained by the model. The interpretation is in line with standard practices in regression analysis, providing insights into the relationship and impact of performance evaluation on organizational learning (Hair et al., 2010).

Table (12): R2 test

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.345	.343	.46455

calculated t-value is reported as 14.207. The t-value is a measure of how many standard deviations a coefficient is from zero. A higher absolute t-value indicates a more significant effect. The level of significance (t sig) is reported as 0.000. This is the p-value associated with the t-test. In this case, the reported value of 0.000 is less than the conventional significance level of 0.05, indicating a highly significant result. The findings in Table 13 support the conclusion that performance evaluation has a statistically significant impact on organizational learning. The highly significant t-value, low p-value, and standardized beta coefficients indicate a strong statistical association between these variables in the context of the study.

Table 13: Path Coefficient and correlation

Element	B	Std. Error	Beta	T	Sig.
(Constant)	1.395	.207		6.737	.000
Performance Evaluation	.660	.046	.587	14.207	.000

5. Discussion

The result showed that mean ratings for "Organizational Learning" (4.25 to 4.42) indicates that the implementation level of Organizational Learning is perceived to be high among the respondents in the context of Jordanian Commercial Banks. The high average ratings for each aspect of Human Resources Management Practices (Performance Evaluation, Motivation, Training, and Employment) suggest that, according to the respondents, these practices are implemented at a high level in Jordanian Commercial Banks.

Based on the results, there is an impact of Human Resources Management Practices (Employment, Training, Motivation, Performance Evaluation) on Organizational Learning at the significant level ($\alpha \leq 0.05$), as the registered significance ratio is $0 \leq 0.05$ as shown in table 4:9. These results were consistent with those reported by previous researchers. Chan et al. (2016), Chan & Mai (2015), and Guan et al. (2017), highlighting the relationship between high career satisfaction and employees' intention to stay with their firms. First hypothesis related to the impact of employment on Organizational Learning has been statistically supported, aligning with the significance level ($\alpha \leq 0.05$) as shown in Table 7. This implies that employment practices, as measured in your study, have a significant influence on Organizational Learning within the context of your research. Moreover, The results in Table 9 show a statistically significant impact of training on Organizational Learning at the significance level ($\alpha \leq 0.05$). This implies that, according to your study, training has a meaningful effect on the organization's learning processes. This finding agree with with previous results from studies conducted by Busari et al. (2017), Santhanam et al. (2017), Srirangam Ramaprasad et al. (2018), and Yousaf et al. (2018). This implies that your findings are consistent with or supported by the results of these earlier studies. In summary, study suggests that training has a statistically significant impact on Organizational Learning, and the discussion provides insights into potential factors influencing employee retention based on previous research findings. It emphasizes the need for organizations to address various aspects to retain their employees effectively.

In hypothesis no three, the result showed that there is a statistically significant impact at ($\alpha \leq 0.05$) of motivation on Organizational Learning, as the registered significance ratio is $0 \leq 0.05$, as shown in Table 11. Similarly, the result showed that there is a statistically significant impact at ($\alpha \leq 0.05$) of performance evaluation on Organizational Learning, as the registered significance ratio is $0 \leq 0.05$ as shown in table 13. The findings are noted to support suggestions from previous studies conducted by Dechawatanapaisal (2018), Duarte et al. (2015), and Srirangam Ramaprasad et al. (2018). This indicates a consistency with or alignment with the conclusions of these earlier research works. The implications of the findings suggest that addressing the mentioned organizational aspects can be crucial for retaining employees and enhancing their motivation.

Practical Contributions

The practical implications of this research are multifaceted. First, the study results and recommendations will serve as guidelines for increased attention to the hiring process and emphasize the importance of providing comprehensive training to new and experienced employees. The findings also highlight prioritizing the performance evaluation perspective to enhance overall work quality. Recognizing the impact of HR management practices on fostering a positive work environment is crucial for optimizing organizational learning. The study's insights provide valuable guidance for organizations seeking to refine their workforce management strategies, ultimately improving knowledge acquisition, dissemination, and utilization.

6. Conclusion

In conclusion, this study has explored the crucial relationship between human resources management (HRM) practices and organizational learning within the context of Jordanian commercial banks. The investigation employed a quantitative approach, collecting data from 386 participants in the commercial banking sector. The results of the study underscore the significant impact of HRM practices, specifically in the dimensions of employment, training, motivation, and performance evaluation, on organizational learning in Jordanian commercial banks. These findings contribute both practically and theoretically to the existing body of knowledge. The study comes with many recommendations:

1. The study suggests banks should prioritize attention to the hiring process in human resources management to attract fresh talent. Hiring new employees starts with inventive and appealing job promotions.
2. The research recommends supervised training programs to provide workers with relevant, innovative knowledge, and motivational strategies. Consideration of training's relevance and ROI at all levels is advised, focusing on its necessity for both the individual developer and the organization rather than opting for merely intriguing catalogs.
3. The study recommends banks boost employee performance through active engagement, fostering motivation, and encouraging improved work outcomes.
4. The study suggests aligning performance evaluation with improved work quality and employee motivation, enhancing organizational performance. A leadership focus on the organization's mission and values fosters greater employee identification and involvement.
5. The study suggests conducting additional research with diverse variables to enhance the topic and gain further insights into the impact of human resources practices on organizational learning.

The theoretical contributions of this study are significant in advancing our understanding of the interplay between HRM practices and organizational learning. The conceptual framework developed through a practical approach serves as a theoretical foundation, offering a structured understanding of how HR practices influence organizational learning. The study aligns with existing literature that underscores the strategic importance of organizational learning, particularly in dynamic and competitive environments. By establishing a statistically significant connection between specific HRM practices and organizational learning, this research extends the theoretical understanding of the factors influencing organizational adaptability and competitiveness.

Finally, while this study makes substantial contributions, avenues for future research are evident. Exploring the long-term effects of HRM practices on organizational learning and considering the moderating factors that might influence this relationship could provide deeper insights. Additionally, investigating the applicability of these findings across diverse industries and cultural contexts would contribute to the generalizability of the study. Further research could delve into the role of technology in augmenting HRM practices for organizational learning in the digital era. Continually exploring these dimensions will enrich the evolving field of organizational behavior and human resource management.

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