Asian Administration and Management Review

Original Research Article

Received: 30 March 2025 **Revised:** 21 June 2025 **Accepted:** 22 June 2025

MOTIVATING WORKPLACE LEARNING IN THE DIGITAL AGE: ENGAGEMENT AND PERFORMANCE AT HAIER GROUP

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Handling Editor:
Professor Dr.Wing-Kueng WONG Asia University, Taiwan
(This article belongs to the Theme 1: Business & Economic in Industry 5.0)

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Abstract

This study investigates the relationship between workplace learning motivation and job performance in the context of digital transformation, with a focus on the mediating role of workplace learning engagement. Data from 400 employees at Haier Group in China was analyzed using structural equation modeling (SEM). The results reveal that workplace learning motivation has a positive influence on job performance, and this relationship is partially mediated by workplace learning engagement. Higher levels of motivation lead to greater engagement in learning activities, resulting in enhanced performance outcomes. The findings underscore the importance of workplace learning as a critical mechanism for developing adaptive and competitive skills in the digital age. These insights are particularly relevant in the context of China's evolving manufacturing sector. The study also emphasizes the need for organizations to cultivate a supportive learning environment that fosters both individual and collective growth. Ultimately, the results offer actionable strategies for organizations to foster a thriving workplace learning ecosystem that enhances employee performance and sustains long-term competitive advantages.

Keywords: Workplace Learning, Motivation, Engagement, Job Performance, Digital Transformation

Citation Information: Dong, J., Siritho, S., & Polprateep, K. (2025). Motivating Workplace Learning in the Digital Age: Engagement and Performance at Haier Group. *Asian Administration and Management Review, 8*(2), Article 14. https://doi.org/10.14456/aamr.2025.39

Introduction

The rapid development of digital technology and artificial intelligence is redefining the skill requirements for traditional roles, while emerging roles demand a blend of digital competencies and traditional skills. This transformation poses significant challenges for corporate employees. (Liu, 2022). Against this backdrop, workplace learning has emerged as a critical pathway for enhancing employee skills, with its importance growing increasingly evident. Workplace learning refers to a dynamic model in which adult learners—motivated by intrinsic needs or external demands—develop competencies (e.g., knowledge, skills, attitudes, and abilities) directly tied to their professional roles (Taheri et al., 2022; Baber et al., 2023).

Existing research indicates that traditional formal workplace learning programs primarily suffer from two key shortcomings. First, training content is highly homogeneous and fails to address the diverse needs of employees across different roles and levels through tailored design. When training materials do not align with real-time needs or personal goals, employees are less motivated to participate (Omachi & Ajewumi, 2024). Secondly, training methods are primarily one-way lectures, lacking interactivity and practicality, resulting in low employee learning engagement. The lack of motivation to learn leads to lower overall engagement, which is directly linked to poorer performance. (Layek & Koodamara, 2024; Pink, 2011).

In stark contrast, informal learning, with its characteristics of autonomy, contextuality, and personalization, is increasingly becoming the mainstream model for workplace learning in the digital age. When employees can personalize their learning journeys and choose courses that aligns closely with employees' personal development needs, it triggers a positive feedback loop of intrinsic learning motivation (Bernacki et al., 2021): increased alignment of needs enhances learning motivation, which in turn promotes higher learning engagement, leads to deeper understanding, and ultimately facilitates the effective transfer of knowledge into work performance (Suwannasin, 2025). Workplace learning, especially informal learning, holds particular value in the digital environment. As a model of digital transformation in China's manufacturing industry, Haier Group's “Ren Dan He Yi” management model provides an ideal case study for research on informal learning. Haier Corp successfully created an informal learning ecosystem centered on employee needs, aiming to improve performance through innovative practices such as establishing a “maker” mechanism, building an open learning platform, and implementing a micro-course system. (Wu et al., 2019).

While prior research has demonstrated the advantages of workplace learning motivation, only a few studies have investigated its impact on job performance. Specifically, the mediating role of factors like learning engagement in this relationship remains understudied (Uhunoma et al., 2021; Budrienė & Diskienė, 2020). This study incorporated educational theory to underlie the explanation in the business management aspect: motivation is a primary driver of learning engagement, ultimately impacting student performance. Motivation, whether intrinsic or extrinsic, fuels the desire to learn and exert effort, leading to higher engagement, persistence, and ultimately, better academic outcomes.

To address these gaps, this study's objectives are: (1) to examine the link between workplace learning motivation and job performance; (2) to explore the mediating role of workplace learning engagement in this relationship, by using Haier Corp as a case study. The findings of this study can provide actionable strategic recommendations for organizations to enhance their adaptive learning systems, thereby improving employees' digital competitiveness skills.

Literature Review

Workplace Learning was defined as a process by which individuals, teams, and organizations at all levels obtained knowledge, skills, and attitudes through work practices and work settings (Park & Jacobs, 2011). They may engage in training programs, education and development

courses, or through continuous interactions with each other or experiential learning activities, to acquire the competence necessary to meet current and future work requirements.

Workplace Learning Motivation

Workplace learning motivation refers to an individual's energy and drive to acquire knowledge, perform effectively, and realize their potential (D'Mello, 2021). It is influenced by a collectivist culture, with team goals driving individual employee motivation for learning. Employees may be more actively engaged in learning due to pressure not to "hold the team back." (Erez, 2008; Dang & Chou, 2020). Based on SDT, Pink (2011) identified three core drivers of intrinsic motivation in professional settings:

Autonomy: Employees exhibit higher engagement when granted ownership over their work. This is operationalized through job designs that foster self-directed goal-setting, capacity for self-regulation, and opportunities for skill improvement (Pink, 2011; Ryan & Deci, 2017).

Mastery: Employees need to know that they can learn and grow in their position, allowing them to reflect on whether they are continually improving. The innate human desire for continuous growth necessitates environments where employees receive constructive feedback and perceive unlimited potential for skill development (Ryan & Deci, 2017).

Purpose: Employees should feel or recognize that their works allow them to use their skills for a greater purpose (Pink, 2011). Such as meaningful work alignment—whether through organizational missions or personal values—enhances motivation when employees connect their skills to broader objectives.

Ryan & Deci (2017) explained workplace motivation is an internal drive—the psychological energy that compels an individual to learn, perform, and grow. It is about "why someone learns" (e.g., desire for mastery, career advancement, or intrinsic interest). However, Rich et al. (2010) show that workplace engagement is the observable behavior resulting from motivation—the actual participation, effort, and persistence in learning activities. It is about "what they do to learn" (e.g., asking for feedback, attending training, applying new skills).

Workplace Learning Engagement

Workplace learning engagement encompasses the psychological states and behavioral drives that influence an individual's willingness, need, desire, and compulsion to engage in reflective practices and feedback processes during the learning process. This study adopts Martin's (2008) Motivation and Engagement Wheel Model (MEWM) as its theoretical foundation. While the MEWM offers a comprehensive framework by incorporating a wide range of motivational and engagement variables, it tends to focus primarily on individual psychological factors, paying limited attention to external influences such as workplace dynamics and situational factors. The model's strengths are evident: it systematically differentiates between adaptive and maladaptive cognition and behavior, while also providing a balanced perspective by accounting for both the positive and negative dimensions of motivation and engagement (Alzaanin, (2023). The MEWM comprises four higher-order factors, namely:

1) Adaptive Cognition reflects positive motivational orientations, including self-efficacy, task valuation, and mastery orientation (Martin, 2008; Karimi & Fallah, 2021).

2) Adaptive Behavior: Represents positive strategies that individuals use for engaging in their learning/task or the adaptive behavior dimensions. Manifests through productive learning strategies, including strategic planning, task management, and persistent effort. (Aleven et al., 2017).

3) Impeding Cognition: Represents inhibitory motivational patterns, including failure avoidance and anxiety (Liem & Martin, 2012).

4) Maladaptive Behavior: Characterized by counterproductive strategies that individuals engage in approaching their learning/task, such as disengagement, self-handicapping (Liem & Martin, 2012).

There is a significant correlation between workplace learning motivation and workplace learning engagement. Workplace learning motivation precedes and drives workplace learning engagement; without workplace learning motivation, the likelihood of workplace learning engagement is very low. Positive learning engagement increases future learning motivation. (Kwon et al., 2024). Workplace learning motivation and workplace learning engagement form a feedback loop: high workplace learning motivation → increased workplace learning engagement → better performance; low workplace learning motivation → low workplace learning engagement → poor performance.

Job Performance

Job performance is the systematic evaluation of an employee's performance and understanding of a person's capabilities for further growth and development. It is not only a process of evaluating an employee's performance against the job requirements, but also the outcomes of an employee's behavior. (Rotundo & Rotman, 2002; Alromaihi et al., 2017). Scholars emphasize that performance fundamentally reflects employees' observable behaviors rather than production outputs alone (Andreas, 2022; Arifin et al., 2019). This study adopts a two-dimensional conceptualization:

1) Task Performance: It includes core job-specific behaviors, requires task-relevant knowledge, skills, and habits, and directly contributes to goal achievement (Xie & Yang, 2021; Sonnentag et al., 2019).

2) Contextual Performance: It includes voluntary organizational citizenship behaviors, such as cooperation, rule compliance, and initiative, and creates supportive social-organizational environments. (Pramudita et al., 2021).

Previous research has shown that the impact of workplace learning motivation and workplace learning engagement on job performance is primarily manifested in two aspects. First, the direct effect: workplace learning engagement directly influences employees' job performance, as active participation in learning (such as skill application and seeking feedback) enhances task execution effectiveness (Rich et al., 2010; Karimi & Fallah, 2021). Second, the indirect effect: workplace learning motivation indirectly influences employees' job performance through workplace learning engagement. Such as personality, personal well-being, personal outcome, work creativity, quality management, psychological needs, and values also affect performance (Jalagat, 2016; Li & Branstetter, 2024; Deng & Noichun, 2024)

The impact mechanism is mainly manifested in three aspects: (a) Cognitive mechanisms: Workplace learning motivation enhances learners' focus and perseverance, thereby promoting deep workplace learning, improving problem-solving abilities, and ultimately enhancing employees' work performance (Ryan & Deci, 2000a; Kwon et al., 2024). (b) Behavioral mechanisms: Employees with learning motivation actively seek challenging opportunities, invest time, money, and effort in developing new skills, applying new knowledge to solve problems, and thereby improving work performance (Malik & Garg, 2017; Schaufeli, 2021; Karimi & Fallah, 2021; Suwannasin, 2025). (c) Emotional mechanisms: High workplace learning motivation enhances job satisfaction, increases voluntary participation in work, and increases the likelihood of active collaboration with colleagues, thereby improving teamwork performance (Tsay et al., 2020).

However, beyond these individual-level psychological processes, organizational factors significantly shape how learning motivation translates into actual job performance. Top-down hierarchical structures are designed by senior management, which determines the workplace learning content. Employees tend to proactively utilize available organizational resources to address work challenges, thereby potentially enhancing their job performance (Alromaihi et al., 2017). In addition, Chinese companies emphasize the effectiveness of experience transfer through apprenticeship systems. The attitude of experienced senior employees toward teaching knowledge also influences employees' enthusiasm for workplace learning (Ye et al., 2023).

Therefore, this study aims to examine the mediating role of individual employees' workplace learning engagement in the relationship between learning motivation and organizational-level work performance at Haier Group.

Research Framework

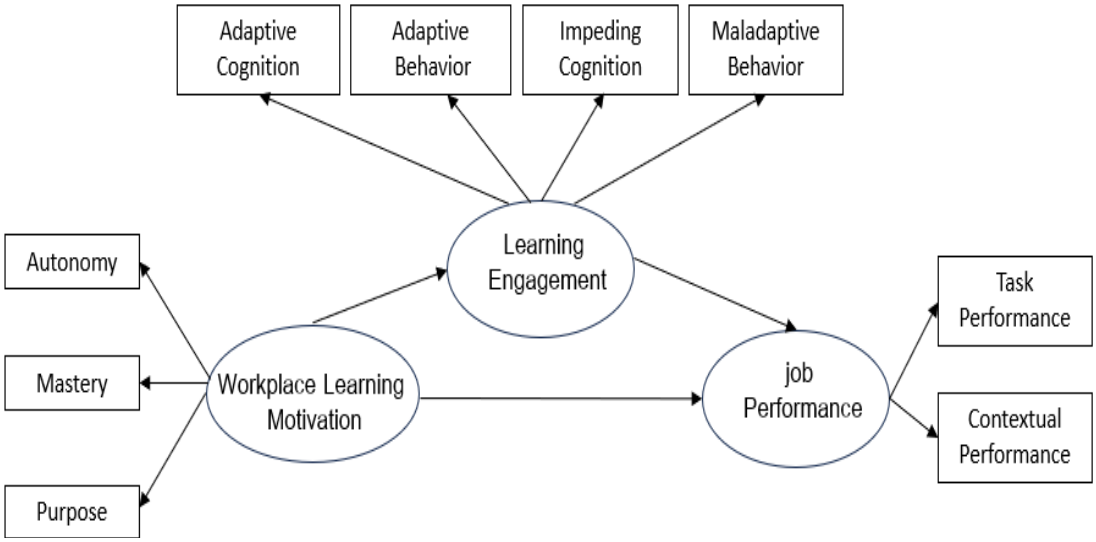

Figure 1 Research Framework

In the research framework, the independent Variable (IV) Workplace Learning Motivation was defined as the psychological drive that energizes employees to acquire knowledge, develop skills, and achieve their professional potential. Grounded in Self-Determination Theory (Ryan & Deci, 2000b), encompassing intrinsic motivation (autonomy, mastery) and extrinsic motivation (rewards, recognition), positively influences learning behaviors and skill development.

Dependent Variable (DV): Job Performance was the systematic evaluation of employee job performance against job requirements or demonstrated capabilities for professional growth. Supported by Goal-Setting Theory (Locke & Latham, 2002), which emphasizes that clear, challenging goals enhance performance outcomes.

Mediating Variable: Workplace Learning Engagement was characterized by psychological states and behavioral manifestations of active participation in training programs, including proactive feedback-seeking behaviors and the application of acquired knowledge. Based on the Job Demands-Resources Model (Bakker & Demerouti, 2017), engagement serves as a mediator between motivational resources and performance outcomes. The research framework diagram shows that:

Direct Relationship: Motivation → Performance. Empirical evidence confirms a significant positive association (D'Mello, 2021) that motivational factors directly contribute to performance enhancement. Mediated Relationship: Motivation → Engagement → Performance. Motivation drives engagement (invested effort and time commitment, which directly correlates with skill mastery and subsequent performance outcomes. (Sterling & Boxall, 2013; Aldabbas et al., 2025), which then enhances job performance through skill application and continuous improvement.

Accordingly, a hypothesis was proposed to test the relationship among variables using a comprehensive model test approach based on a structural equation model. The hypothesis could be stated as follows.

Research Methodology

Sample

As a leading enterprise in China's manufacturing industry, Haier Group's "Ren Dan He Yi" management model embodies a collective responsibility perspective. Each micro-team must collectively assume market objectives, reflecting the collectivist mindset of "shared success." Its "Ren Dan He Yi" management model and open innovation ecosystem provide a unique research environment for employees' informal learning. The sample is based on data from the two largest industrial parks, which have 8,058 employees of Haier Group in China. The 499 questionnaires were collected, yielding 400 valid responses, which resulted in a 80.2% response rate. This aligns with recommendations for effective research sample sizes (Rotundo & Rotman, 2002), ensuring reliable results while adhering to statistical guidelines.

Measurement Instrument

The questionnaire was developed based on a five-point Likert scale. It comprised four sections: Personal Basic Information (PBI), Workplace Learning Motivation (WLM), Workplace Learning Engagement (WLE), and Job Performance (JP). To ensure the validity of the measurement instrument, three experts evaluated the alignment of the questions. The overall average IOC score of 0.958 exceeded the acceptable threshold of 0.75, as recommended by Turner and Lomax (Schumacker & Lomax, 2004), confirming the instrument's validity.

Table 1 Questions for workplace learning motivation and variable name

	Workplace Learning Motivation and variable name
Mo11	I feel that I should keeping my work skills and job-related knowledge up-to-date.
Mo12	The company let me have the freedom to choose what and when to learn the new knowledge/skills that I think it will be useful to my job.
Mo13	I am able to choose with whom to learn from and with which team members whom I feel it is best to achieve my learning goals.
Mo14	I am able to organize my daily hours for work so that I can have time for my workplace learning schedule.
Mo21	I'm strongly feel internally drove and motivated to learn in workplace so as to get better and better at the job that I do.
Mo22	When I encounter a setback at learning, I won't feel it beyond my capability but as a challenge to improve.
Mo23	I feel committed to my workplace learning even on the days I don't feel like doing it.
Mo24	I often get so absorbed in my learning that I sometime lose track of time.
Mo31	I believe that workplace learning gave me the opportunities to do the aspects of the job that I feel are most meaningful to me.
Mo32	I believe that workplace learning allows me to grow, learn and develop as a person who is very useful to the organization.
Mo33	I believe that workplace learning lets me do the work that can contribute more to the community and /or others as a result of the work that I do.
Mo34	I believe that workplace learning allows me to help other employees to grow, learn and develop to be better resource for the organization.

Table 2 Questions for workplace engagement and variable name

Workplace Engagement and variable name	
Enga11	I perceive workplace learning is so useful and necessary to me and my job that I should dedicate to it.
Enga12	If I try hard, I believe I can retrieve better outcome from my workplace learning.
Enga13	I feel very pleased with myself when I really understand what I have learned at workplace.
Enga21	Before I start learning anything, I always plan out how I am going to do it.
Enga22	When I learn, I usually choose the time and place that I can stay concentrated.
Enga23	If I can't understand my new knowledge at first, I keep going over it until I understand it.
Enga31	I will feel anxious if new knowledge/skills that I have learned cannot help improving my work.
Enga32	Often the main reason I learn at workplace is because I don't want to disappoint my organization and colleagues.
Enga33	I sometime feel bad if I couldn't identify what new knowledge/skills that I should learn so as to avoid doing poorly at work.
Enga41	I never have excused when I don't do job as well as I hoped that it is because I sometime don't study very hard.
Enga42	I never have the feeling like giving up at learning new knowledge/skills at workplace.
Enga43	The idea that workplace learning has not changed the outcome of my current job have never come across my mind.

Table 3 Questions for job performance and variable name

Job Performance and variable name	
TR1	Workplace learning can uplift the technical skills needed for the job in my responsibility and can improve my job efficacy.
TR2	Workplace learning help me to be better at managing my time, plan my work and make me complete my work on schedule.
TR3	Workplace learning helps me applying new knowledge/skills to solve problem and able to achieve the organization goal.
TR4	Workplace learning help me to carry out my work more efficiently and meet to the company standards.
CP1	Workplace learning gave me new idea to initiate my work and solution to problem.
CP2	Workplace learning encourage me to seek out challenges and opportunities to learn and adapt to new technologies and new knowledge.
CP3	Workplace learning encourages me to be willing to carry out extra tasks and responsibility.
CP4	Workplace learning inspire me to assist and mentor my colleges with their work and encourage them to develop new knowledge/skills.
CP5	Workplace learning help to create a cooperating and teamwork atmosphere among employee.

Data Analysis

This study employed Structural Equation Modeling (SEM) to assess the structural models. At the same time, Confirmatory Factor Analysis (CFA) was used to validate the alignment

between the model and empirical data by examining the relationships between observable and latent variables, ensuring both discriminant and convergent validity. Key criteria for structural validity included factor loadings of 0.50 or higher, composite reliability (CR) above 0.70, and average variance extracted (AVE) exceeding 0.50 (Sarstedt et al., 2021). The measurement model's structural validity was confirmed by demonstrating that the square root of the mean of the extracted variance surpassed internal correlations. Goodness of fit measures were assessed, requiring relative Chi-square (X2/df) to be less than 5, RMSEA below 0.08, CFI and TLI above 0.90, and root mean square residual under 0.08 (Sarstedt et al., 2021).

Results

Respondents' Descriptive Analysis

The study's sample comprised 400 employees, reflecting a diverse demographic profile suited for examining workplace learning within a digital transformation context. The majority of respondents were married (61.8%) and between 20-29 years of age (51.5%), aligning with trends indicating a younger workforce is more engaged in workplace learning. Educational attainment was primarily at the high school/junior college level (82.3%), consistent with typical staffing profiles at Haier. A significant portion of the sample reported working 6-8 hours daily (52%), allowing for a suitable work-study balance. In terms of job roles, approximately 40.3% were producers and 37.5% managers, which mirrors the need for both technical and leadership skills development in the era of automated manufacturing. The majority of employees had 2-5 years (35.3%) and 6-10 years (31.8%) work experiences, which focus on career advancement and skill enhancement for the business.

Discriminant Validity

The primary test is that the diagonal AVE value on the correlation analysis table is greater than the factor correlation coefficient. The diagonal is the square root of the AVE corresponding to the dimension.

	Mo1	**Mo2**	**Mo3**	**Enga1**	**Enga2**	**Enga3**	**Enga4**	**TR**	**CP**
Mo1	0.754								
Mo2	0.581	0.722							
Mo3	0.598	0.580	0.771						
Enga1	0.370	0.300	0.390	0.751					
Enga2	0.307	0.380	0.338	0.556	0.756				
Enga3	0.286	0.272	0.355	0.651	0.556	0.791			
Enga4	0.428	0.364	0.401	0.541	0.527	0.524	0.796		
TR	0.414	0.389	0.373	0.407	0.450	0.373	0.434	0.727	
CP	0.329	0.372	0.361	0.332	0.397	0.380	0.358	0.632	0.746

Figure 2 Discriminant Validity with the Fornell-Larcker Criterion

The analysis revealed that the correlation coefficients among the constructs (Mo1, Mo2, Mo3, Enga1-4, TR, and CP) were all below the square root of their respective Average Variance Extracted (AVE). This indicates that the latent variables are both correlated and distinguishable, confirming the discriminant validity of the scale data used in the study.

Reliability and Validity Analysis

Based on the validated factor analysis, this study conducted CFA analysis using AMOS, and the test results can be presented as in Figure 3. As can be seen from the figure 3, X^2/df is 1.20, which is lower than 3, RMSEA is 0.02, which are lower than 0.08, and CFI, TLI, IFI and GFI are all greater than 0.9, As seen from the structure of Mo1, Mo2, Mo3, Enga1, Enga2, Enga3, Enga4, TR, CP scales is good validity.

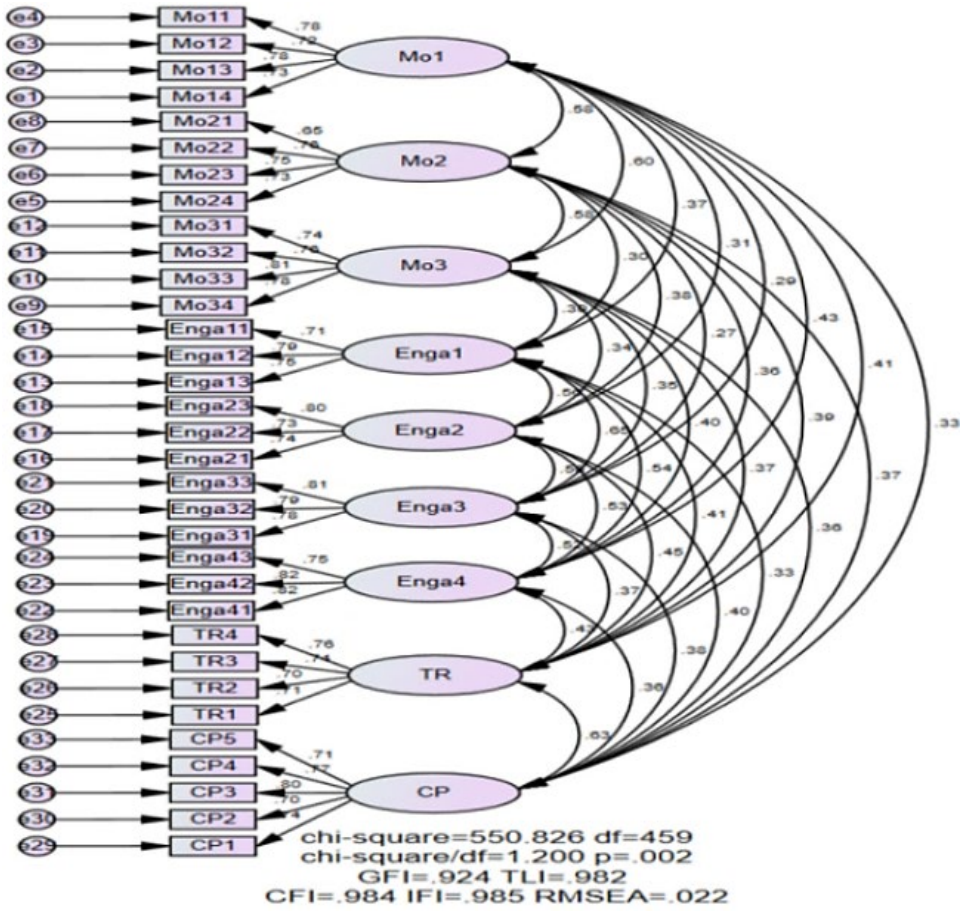

Figure 3 Final Confirmatory Factor Analysis Model

Composite Reliability (CR) and Average Variance Extracted (AVE) are essential indicators of Convergent Validity. CR above 0.7 indicates good internal consistency, while an AVE exceeding 0.5 signifies strong discriminatory validity. This study presents the CR and AVE results for each variable in Table 4, demonstrating the effectiveness of the measurement model.

Table 4 CFA, Reliability, and Validity of Construct Indicators

Variable	Factor loading	S.E	T	P	AVE	CR
Mo14	0.727					
Mo13	0.784	0.075	14.288	***	0.569	0.841
Mo12	0.723	0.075	13.286	***		
Mo11	0.781	0.077	14.247	***		
Mo24	0.728					
Mo23	0.749	0.067	13.268	***	0.521	0.812
Mo22	0.756	0.066	13.364	***		
Mo21	0.648	0.064	11.663	***		
Mo34	0.777					
Mo33	0.809	0.066	16.096	***	0.595	0.854
Mo32	0.755	0.065	15.000	***		
Mo31	0.742	0.067	14.715	***		
Enga13	0.745					
Enga12	0.792	0.085	13.766	***	0.564	0.795
Enga11	0.713	0.082	12.776	***		
Enga21	0.743				0.572	0.800

Variable	Factor loading	S.E	T	P	AVE	CR
Enga22	0.727	0.075	12.940	***		
Enga23	0.798	0.081	13.749	***		
Enga31	0.777					
Enga32	0.789	0.065	15.210	***	0.626	0.834
Enga33	0.808	0.064	15.490	***		
Enga41	0.819					
Enga42	0.820	0.058	16.424	***	0.633	0.838
Enga43	0.745	0.050	15.085	***		
TR1	0.710					
TR2	0.695	0.083	12.255	***	0.528	0.817
TR3	0.743	0.080	12.970	***		
TR4	0.758	0.084	13.171	***		
CP1	0.736					
CP2	0.704	0.068	13.331	***		
CP3	0.803	0.077	15.157	***	0.556	0.862
CP4	0.767	0.075	14.515	***		
CP5	0.713	0.069	13.504	***		

The factor loadings for all variables in Table 4 are all above 0.5, demonstrating high representativeness of the latent variables. Additionally, the Average Variance Extracted (AVE) exceeds 0.5, and the combined reliability (CR) is above 0.7, indicating strong convergent validity.

Hypothesis Test for Structural Equation Model Fit

The test results of this study ($X^2/df = 1.199$, RMSEA = 0.022, IFI = 0.984, CFI = 0.984, GFI = 0.920) demonstrate a strong fit for the measurement model, with an X^2/df ratio of 1.199, which is below the acceptable threshold of 3. Additionally, the RMSEA value is 0.022 lower than 0.08. Moreover, the goodness-of-fit indices such as CFI, TLI, IFI, and GFI all exceed 0.9. These findings indicate that the measurement model aligns well with empirical data and meets the established criteria for congruence, affirming the model fit (Sarstedt et al., 2021).

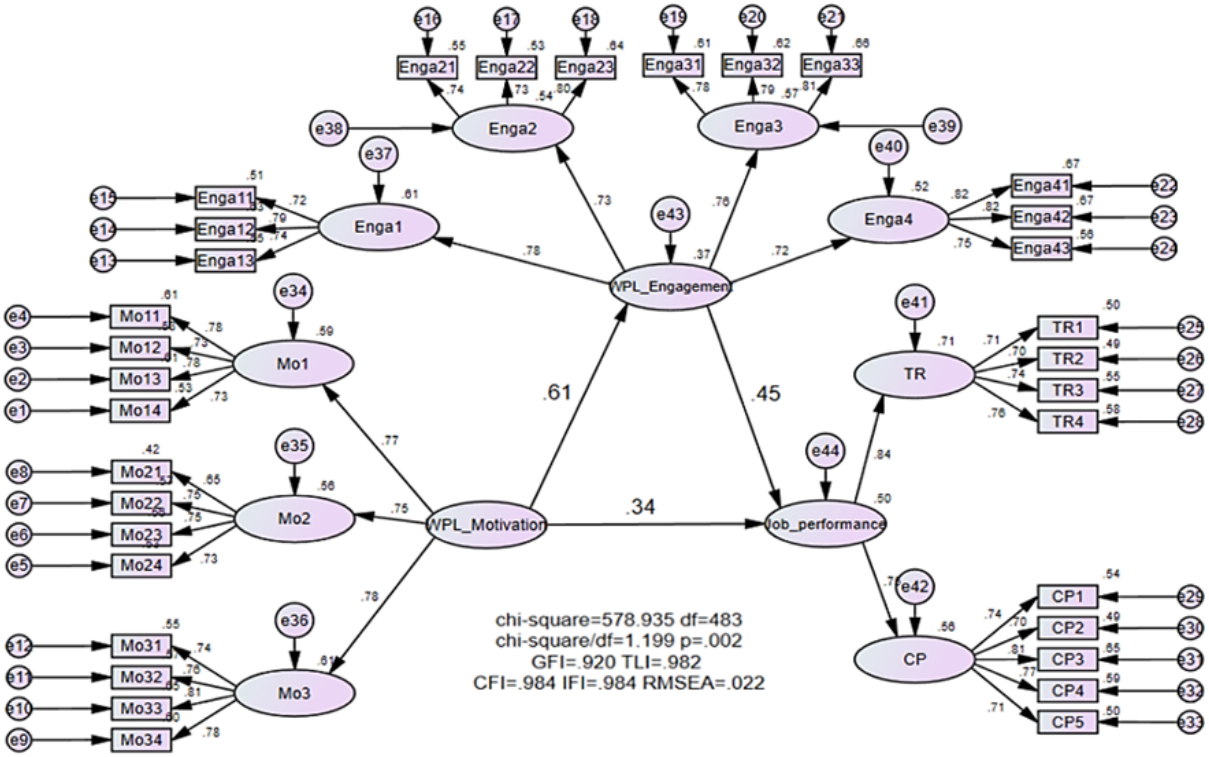

Figure 4 Final Results of the Structural Equation Model

Path Analysis Result

The path analysis coefficients from the structural equation modeling indicated that workplace learning motivation has a significant effect on workplace learning engagement, with a standardized regression coefficient of $\beta = 0.608$ ($p < 0.05$), suggesting that higher motivation is associated with increased workplace learning engagement. Additionally, workplace learning engagement has a positive impact on job performance, as evidenced by a coefficient of $\beta = 0.449$ ($p < 0.05$). Workplace learning motivation also directly enhances job performance, with a coefficient of $\beta = 0.337$ ($p < 0.05$). Overall, the findings confirm that workplace learning motivation has a positive influence on both workplace learning engagement and job performance, supporting all hypotheses of the study.

Conclusion and Discussion

This study demonstrates that workplace learning motivation significantly enhances job performance through the mediating mechanism of learning engagement. Three principal findings emerge from the research. Firstly, empirical results confirm that motivated learning has a positive impact on job performance, supporting Mohamad et al.'s (2024) assertion that learning-oriented employees are better equipped to navigate workplace complexities. Quantitative research further substantiates that proactive learning attitudes foster task efficiency and innovative problem-solving capabilities. (Andreas, 2022). Secondly, the analysis reveals that intrinsic learning motivation drives greater engagement, as employees invest more resources in skill development when internally motivated. This aligns with Zhang and Chen's (2024) findings regarding goal clarification and career advancement expectations. In contrast, Waterman's (2005) research emphasizes how organizational support structures amplify this motivational effect. Lastly, the study corroborates Arifin et al. (2019) and Na-Nan et al. (2021), establishing that engaged learning facilitates knowledge mastery and practical application, which positively influences psychological attitudes toward work.

The study highlights that workplace learning is a crucial mechanism for employees to adapt to technological advancements and enhance their organization's competitiveness. Against the backdrop of the rise of the digital economy in Southeast Asia and the upgrading of China's manufacturing sector (such as the "Made in China 2025" policy), employees face increasingly stringent technical skill requirements (Li & Branstetter, 2024). Employees must engage in continuous learning to maintain their competitiveness; however, if companies only provide fragmented training (such as to address short-term business needs), they may fail to translate learning outcomes into sustainable performance improvements.

Under the influence of collectivist culture, workplace learning in organizations may lean more toward team-based learning rather than individual-driven learning, such as organization-supported training programs (e.g., mentoring, team knowledge sharing). However, in highly competitive digital environments (such as Chinese internet companies), there may be a stronger emphasis on individual learning motivation and self-directed learning. As a result, many organizations are increasingly prioritizing informal, personalized learning (Sukamdani, 2023). Huawei's "lifelong learning" philosophy and other corporate cultures reflect this shift, fostering employees' self-directed skill development (Zhang & Chen, 2024).

To enhance workplace learning outcomes, companies can first stimulate employees' awareness of self-directed learning and establish a comprehensive system of institutional and policy support. Organizational policies have a significant influence on learning participation rates (Baber et al., 2023). In hierarchical organizational cultures, transformational leadership plays a relatively important role in job performance. (Deng & Noichun, 2024) Employees may rely more on upper management guidance than on self-directed exploration, making leadership support a more critical factor in learning participation. Factors such as organizational support, collaboration with colleagues, and resource availability can all stimulate learning motivation and thereby enhance participation. Secondly, establish an institutionalized learning culture. Organizational leaders play a crucial role in cultivating a positive learning culture within their organizations. Panphae et al. (2025) demonstrated through qualitative research that both collectivist and individualist cultures have an influence on organizational performance. Therefore, leveraging a workplace learning culture to encourage employees to engage in self-motivated learning activities actively can create a positive feedback loop, ultimately enhancing work performance.

However, this study has some limitations that must be considered. First, the research highlights the importance of workplace learning engagement, noting that environmental factors, such as corporate culture and the digital age, also significantly affect employees' learning capabilities. Consequently, the study's scope is limited, and vital mechanistic variables may have been overlooked. Secondly, the findings are based on a specific corporate context, which may limit their transferability to other industries or cultural settings. Future studies could validate the framework across diverse sectors to enhance its applicability and focus on improving employees' job performance by examining various aspects of workplace learning and identifying critical factors, including psychological capital, that influence learning experiences.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest.

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