

IMPACT OF ACHIEVEMENT MOTIVATION AND SELF-EFFICACY ON EMPLOYEE PERFORMANCE MEDIATING ROLE OF LEARNING AND MODERATING ROLE OF ORGANIZATIONAL CULTURE

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ABSTRACT

The aim of the study was to find out the impact of achievement motivation, self-efficacy on employee performance moderated by organizational culture, and mediated by learning. Data was collected from 150 employees. Results indicated that achievement motivation and self-efficacy has positive and significant effect on employee performance. Results also indicated that learning has a partially mediation effect between achievement motivation, self- efficacy and employee performance. The organizational culture also moderated the relationship between achievement motivation, self-efficacy and learning. Hence, the combined effect of achievement motivation, self-efficacy and organizational culture enhanced the learning of employees, which in return increased the effectiveness of their performance.

INTRODUCTION

A psychologist's description is considerably comprehensive than a layman's point of view that: "it is what we did when we went to school" where as in actual we are in continuously state of learning because learning occurs all the time (Robbins, Judge & Sanghi, 2009). Learning is the key to performance. Learning provides an opening for workers and organizations to inhibit and embrace a strategic view of overwhelming challenges, and to incorporate the use of such creative synergies and managerial practices and expertise to measure organization innovative performance. The establishment of learning systems in organizations is a fundamental step towards increase in employee satisfaction and performance.

The research findings of Egan, Yang and Bartlett (2004) shows than learning is a primary source of employee satisfaction and motivation in attaining long term goal; hence, improving employee commitment towards organization and high performance, therefore creating learning opportunities in an organization leads to better employee job performance. In literature, researchers interested in organizational development continue to identify new trends to explore how various learning concepts affect employee performance outcomes in different organizational cultural settings.

The organizational culture has many dimensions and aspects; however, the most influencing and important dimension of OC is performance. If we know the influence of each dimension, we can "correct" them.

Thus, we can manage the performance (Ginevičius & Vaitkūnaite, 2006). One of the most diverse definition given by the author Schien is "organizational culture is a pattern of shared basic assumptions, which are formed, when members of organization solve the problems of external adaptation and internal integration." In today's competitive environment, an organization needs to build learning organizational cultures in order to improve employee performance.

Learners' have a rich core context of principles, goals, potentials, moods, and motivations that can improve, increase or affect with the quality of intellectual ability and information processing. The relation between emotions and behavior of an individual underlies the psychological health and functioning of a person, as well as their learning efficacy. Thus, facilitating learning and motivation to learn is an important aspect of reality. When folks are motivated to learn, enabling the increase of higher order learning policies and thinking skills has been shown to improve learning efficacy; thus, when individuals are helped to feel well about themselves and see their inner worth and core competencies, they can access their simple basic motivation to learn to give their best performance (McCombs,1991). Individuals have a natural motivation to learn, develop and rise in ways which are self-determining and according to their needs and expectations. According to expectancy theory, a person is motivated to engage in a task given when he or she is confident enough that they can perform it effectively and efficiently, thus at this very point, self-efficacy comes

into play, which is defined as a belief of an individual to perform a task confidently to meet situational demands (Bandura, 1997).

Using expectancy theory and McClelland's theory of needs as underpinning theoretical force, an integrative framework has been developed that interprets the impact of achievement motivation; that is, an innate dispositional factor which is characterized by consistent concern for setting and meeting the standards of excellence and self-efficacy on employee effective performance through proper channel of learning, because high self-efficacy will not produce a desired competent result when mandatory knowledge, skills and abilities are lacking. Therefore self-efficacy for learning is important because it motivates an individual to increase their core competencies to enhance effective creative performance of an employee through adopting effective organizational learning culture.

An important area to explore and examine relations among achievement motivation, self-efficacy and learning is goal orientations. People have goal characters or orientations that imitate their beliefs about the reasons that affects performance outcomes, where task and ego orientations are of particular interest. Our study focuses on this lack of empirical research where past literature shows some evidence. Task oriented employees associate learning with skills and strain themselves with continuous efforts to improve their skills to perform well, whereas ego oriented employees think that learning is crucial as a means of looking capable and proficient in an organization (Schunk, 1995). The decision to include these variables was not only predicted because of their significance in OB, applied psychology and HRM, but also because of their continuous usage in European western contexts. Therefore, this will be our benchmark which will allow us to see whether our findings will be of similar or different nature from western context.

This study investigates whether learning act as a mediating variable between individual self-efficacy and motivation to get desired output as employee performance. Previous research findings suggest that people who have a low efficacy feel reluctant to perform difficult tasks, which they recognize as personal threats. They have low aims and weak commitment to the goals they select to persuade, whereas, people with high efficacy take difficult chores as challenges to be mastered rather than as intimidations to be avoided. Such a person nurtures interest and deep obsession in activities (Bandura, 1993). In line with the above discussion, the present study assumes that if an individual is given a process goal of learning on their progress, it increases task orientation and decreases ego orientation, where achievement motivation and self-efficacy are positively related.

Second, organizational culture will be studied as a moderating variable in relationship with learning,

motivation and self-efficacy. Past literature suggests that employees tend to have high organizational commitment when they perceive high organizational learning culture (Joo & Shim, 2010). Strong organizational cultures can be disastrous as well as a source of competitive advantage. According to a study, it was perceived that organizational culture was more significant in shaping employee commitment than person-organization fit (Meyer, Hecht, Gill & Toplonysky, 2010). Research findings suggest that individuals' characteristics, learning, goal orientation and self efficacy are influenced by work environment and organizational culture. When employees recognize that organizational culture is aligned with their core values and self-interests, then they are likely to classify their personal goals with those of the organizational goals, and put in greater effort pursuing them (Brown & Leigh, 1996).

THEORETICAL FRAMEWORK AND HYPOTHESES

Achievement motivation and employee performance

One of the key issues in organizational behavior is motivation and employee work performance, and motivation is the key factor affecting employee work. Motivation, according to expectancy theory, is defined as that people consider that the effort they put out at work, the performance they attain from that effort and the rewards they obtain from their effort and performance will lead to increase level of motivation, as individual will know that desired effort will lead to desired performance and desired rewards (Lunenburg, 2011). Employees who are rewarded for increasingly demanding performance standards on a task, spend much more time on the activity than those who are rewarded for achieving a constant level of performance, or than those who are not compensated for meeting the desired performance standards (Pierce, Cameron, Banko & So, 2012).

There are different ways in which an individual can be motivated to achieve the set goals. An individual might be motivated to endorse mastery goals or performance goals. An individual's motivation related to mastery goals can be related to achievement motivation. Achievement motivation is a universal feature of daily life. In the school room or at the workplace, individuals strive to be proficient in their activities. Prior research suggests that mastery, performance approach goal and competence expectancies are antecedents of achievement motivation (Elliot & Church, 1997). Employee differences in achievement motivation effect how they respond to challenge, and may therefore moderate the welfare of exploratory learning. Higher mastery orientation generally harvests increased determination in response to challenge, whereas higher performance orientation harvests withdrawal, proposing

that mastery orientation may help employee's better cope with and learn from exploration (Decaro, Decaro & Johnson, 2015). The findings in past literature suggests that factors at all levels (individual or collective) influence indicators of achievement motivation (Niederkofler, Hermann, Seiler, & Gerlach, 2015). The innate tendency to focus on the development of competencies through task mastery appears to be significant for employee satisfaction at work (Avery, Smillie & Schaw, 2015). These employees derive pleasure from the continuous exertion of the efforts they exert to increase their competency level. There are two different foci that motivate an employee to behave in a set pattern towards attainment of a goal. The employee motivation can be backed up by positive reinforcement and feedback, which lead to high performers because individual feel their work context favorable and needs fulfilled (Voigt & Hirst, 2015).

Interests and goals are two important motivational factors that have an effect on individual performance. Researchers illustrate two types of achievement goals that is mastery (learning) goals and performance (ego) goals. These two goals develop hand in hand by both intrinsic and extrinsic sources of motivation, to motivate individuals to acquire and learn skills to improve performance (Hidi & Harackiewicz, 2000). Mastery of skills requires achievement motivation to create a competitive edge in this challenging environment. Those organizations which face challenges of innovation and creativity require their employees to be both intrinsically and extrinsically motivated to enhance work performance. Based on the above argument,

Hypothesis 1. Achievement motivation has a positive and significant relationship with employee performance.

Self-efficacy and employee performance

Self-percepts of efficacy has an impact on thought designs, actions and emotional stimulations. The higher the level of self-efficacy; the lower the level of emotional stimulation and higher the level of performance and accomplishments of tasks (Bandura, 1982). Self-efficacy is defined as the belief in one's own ability to successfully accomplish something. Self-efficacy expectations are behaviorally specific in behavior. According to Bandura (1982), there are three behavioral consequences, (a) approach versus avoidance behavior, (b) quality of performance and (c) persistence. Self- efficacy theory and counseling on the basis of this theory have specific effectiveness as a means of enhancing perceived career options, and for increasing and improving success in work performance, and the possibilities for upgrading in choosing new careers (Betz, 2004). Numerous efficacies

comes into play for creative work, and that creative work efficacy and job efficacy set the criteria for employee creative work performance. It was found interesting that employees believe they have creative ability when they work with leaders who build their self-confidence and serve as models for accomplishing activities to creative performance (Tierney & Farmer, 2002).

Individuals who efficiently evaluate their own intellects and behaviors create a weak or strong perceived self-efficacy towards themselves. Keeping in mind that the individual demonstrates constant development from early childhood to death, and come across a diversity of situations; thus, individuals with a high perceived self-efficacy may deal more easily with challenging tasks, and more successful than individuals with a low perceived self-efficacy (Cikrieki & Odaci, 2015). Literature suggests that employees' creativity relates positively to leader's ratings of their job performance. This entails that managers can acquire the benefits of employee creativity by opting for, or developing, creative individuals with creative self-efficacy as it reflects knowledge and skills as well as intrinsic motivation to be creative and innovative (Gong, Huang & Farh, 2009). The above discussion clearly states the significance of individual's high self-efficacy to increase creative employee performance. On the basis of this argument:

Hypothesis 2. Self efficacy has a positive and significant relationship with employee performance.

Mediating role of learning between achievement motivation and employee performance

Encouraging lifelong learning has received increasing consideration recently from the business communities. Scholars have identified the significance of a continuously refining and technologically competent workforce that can compete in challenging global markets. The relation between moods, attitudes and behaviors are important cognitive factors to facilitate both learning and motivation required to learn; hence, it can be said that motivation to learn is an innate, naturally occurring phenomena or capacity of a human being (McCombs, 2010). In the past literature, it was found that organization learning capability mediates the relationship between TQM and business innovativeness to increase financial performance (Akgün, Ince, Imanoglu, Keskin and Kocoglu 2014). The success of knowledge management depends on knowledge sharing in five areas in organizational context: interpersonal, team characteristics, cultural characteristics, individual characteristics and motivational factors. It is important for an organization to shape and facilitate employee

perception of knowledge and ownership to enhance their internal satisfaction and motivation to learn and compete (Wang & Noe, 2010).

Learning and goal orientations of performance are linked with innate beliefs about capability and effort to perform well. Developing competency, mastering and acquiring unique set of skills and learning from past experiences is learning goal orientation. Hence, learning goal orientations enhance motivation and learning outcomes and employee performance (Vande Walle, Cron, & Slocum, 2001). Past researches show that strategic HR practices affect organizations creative performance through their intellectual capacities. They cultivate the level of capacity in acquiring knowledge, sharing and then applying it which in turn increase employees creativity, and enhance their innovative performance. Motivation is important for the transfer of training and learning, because without motivation, the newly developed knowledge and expertise will not be functional at work (Gegenfurtner, Veermans, Festner & Gruber, 2009). The term knowledge management has gained significance due to increase in awareness of organizational knowledge for the survival and core competency of the firm. Knowledge is a fundamental resource of a firm where learning act as a mediator. It was found that employees who have a motivating leader perceives the meeting sessions with their mentor as fruitful learning experience, as the mentor directs them to achieve their goals efficiently and effectively (Eisele, Grohnert, Beausaert, & Segers, 2013). Based on this argument:

Hypothesis 3. Learning mediates the relationship between achievement motivation and employee performance.

Mediating role of learning between self-efficacy and employee performance

Employees with a learning orientation are likely to gather experience of successful mastery with the passage of time. With this range of skills and experiences, these employees should be more self- efficacious when it comes to creative performance (Gong et al., 2009). A strong sense of self efficacy is a vital motivational factor in ensuring the effectiveness of sustained efforts and commitment to achieve a desired goal (Alessandari, Borgugni, Schanfeldi, Capmara, & Consigio, 2014). Intellectual capital is becoming a vital factor for an organization long term profit and performance, where organizations identify their core values as invisible assets (Hsu & Fang, 2009). According to the researches when employees are in a higher level of need for cognition, they appreciate more from mental involving in challenging tasks, and they always select the situations that decrease their intellectual tensions

(Dabbashi, Oreyzi, Nouri & Akrami, 2015).

Self-efficacy has appeared as a highly effective factor of motivation and learning. For measuring performance, self efficacy differ conceptually from related motivational concepts, such as outcome expectations, self-concept, or locus of control etc. Self-efficacy influences individuals learning as well as motivational processes (Zimmerman, 2000). According to the research findings, one of the sources of creative self-efficacy is knowledge. As employees come to comprehend the requirement of their jobs, they are more likely to feel confident and assured that they can be creative in their work roles; hence, learning plays a vital role and act as a mediator between self-efficacy and employee performance. Individuals who have low self- efficacy for learning retain from tasks, and who have high self-efficacy participates. Self-regulated skills of an employee require goals to be realistic, challenging in nature and attainable because these types of goals require training and learning (Schunk,1990).It was found out that learning was significantly aligned with self-efficacy of high ability individuals and high level of individual's performance (Bell & Kozlowski, 2002). Therefore, It can be hypothesized that:

Hypothesis 4. Learning mediates the relationship between self-efficacy and employee performance.

Moderating role of organizational culture between motivation and learning

Individuals in different cultures have extremely different analysis of their selves and of others. These can influence, and determine, the individual experience, including cognition, emotion, and motivation. According to Hofstede (1994), culture of the national environment in which an organization functions affects the management process through the shared mental programming of its members and managers. Organizational culture is defined as "culture is reflected in shared cognitions, standard operating procedures, and unexamined assumptions" (Triandis, 1996). With the increase in global competition, the development of multinational organization structures has become renowned. Now organizational culture has become a favored focus and a standard for approaching HRM problems (Adler & Jelinek, 1986). The organizational development specialists understand the significance of culture in a business organization. Culture serves as a base for an organization's management system.

The literature suggests that organizational development experts and executives should focus on transforming their culture to a supportive organizational learning culture (Pool, 2000). The supportive learning organizational culture will have positive effect on

employees to engage them to put forth effort and this will motivate them to learn and acquire new skills to enhance their synergies for creative performance. Organizational support moderated the transfer of learning in practice in an organization (Futris, 2015). Organizational culture has a social importance in building and creating interactions and relationships. It also has a significant effect on psychological states of an individual. It initiates the motivation desired for learning to perform challenging tasks and attainment of those goals (Bate, 1984). In light of the above argument, It can be hypothesized that :

Hypothesis 5. Organizational culture moderates and strengthens the link between motivation and learning of an employee.

Moderating role of organizational culture between self-efficacy and learning

Organizational culture can be a strong enabler or a hurdle in implementing change in organizations; thus, organizations require some efforts to bring this cultural shift. However, culture by its definition means stability, endurance or predictability; thus, organizational culture should be supportive to aid in the achievement of strategic goals (Levin & Gottlieb, 2009). Organizational culture has various functions; it establishes a distinction between different organizations. It holds organization together by providing do's and don'ts for employees. It becomes a liability when shared values are not aligned with what is required by the organization to increase its effectiveness (Simpson & Cacipope, 2001). Knowledge sharing is positively related to organizational culture. Indication from the research findings suggests that upper level management and human resources managers need to nurture an organizational culture, that encourages knowledge-sharing practices system in the organization that will eventually benefit both organizations and its employees, and increase overall job satisfaction criteria (Tong, Tak & Wong, 2014). Self efficacy is a self-concept, where individual is master of his or her skills, and is confident enough that he or she can perform effectively in a given situation.

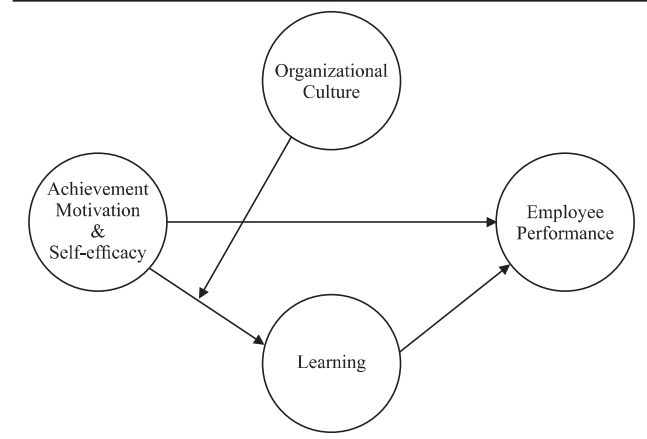
Self efficacy belief motivates individuals to use learning strategies. Employees with strong beliefs will indulge themselves in learning to master their skills. Individuals having more positive expectations towards themselves and future accomplishments are more likely to perform better if they recognize to have the necessary skills to accomplish work-related tasks. However, lack of confidence would weaken the behavioral expression of this inner capital, in terms of motivation (Alessandri et al., 2014). Knowledge enables employees to approach organizational issues more accurately and effectively, that's why now organizations shows more interest in their employees expertise and

skills to establish a breakthrough in the market through continuous process of learning. Research shows that the top management and organizational setting work as a model for knowledge sharing and learning (Islam, Jasimuddin, & Hasan, 2015).

Hypothesis 6. Organizational culture moderates and strengthens the relation between self-efficacy and learning of an employee.

THEORETICAL FRAMEWORK

FIGURE 1



METHODOLOGY

Sample and procedure

Participants for current study were 300 employees working in private banking sector of Pakistan. It is a cross-sectional study. The data was calculated in one time frame due to time constraint. The sampling was done using the convenient sampling method due to limited resources and budget constraint. The effective response rate was 50 percent. Before carrying out the survey, employees were assured of confidentiality. All data was collected on the site during the working hours. The sample use for the final analysis for the current study was 150. 50.7 percent respondents reported as male and the remaining 49.3 percent reported as females with an average age ranging from 26 to 33. 64 percent respondents reported as bachelor, 31.3 percent as masters, 4 percent as MS/MPhil and so on with an average tenure of 5 to 10 years in a bank.

MEASURES

Achievement Motivation

The data for achievement motivation was collected adopting an instrument used by Hart and Albarracin (2009). Total of 4 items were there with sample items such as: 'I find satisfaction in working as well as I can'

, 'I hate to see my bad workmanship' and 'I get a sense of satisfaction out of being able to say I have done a very good job on a project. The Cronbach alpha was 0.614. Ratings were completed on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Self-efficacy

The data for self efficacy was collected by adopting an instrument used by Perrewé et al. (2004). Total of 9 items were there with Cronbach alpha 0.498; thus, two items were deleted and again reliability of the instrument was measured. The new Cronbach alpha was greater than 0.7. Hence, reliable. Ratings were completed on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) with sample items such as: 'I have confidence in my ability to do the job', 'There are some tasks required by my job that I cannot do well' and 'When my performance is poor it is due to my lack of ability'.

Organizational Culture

The data for organizational culture was collected by adopting an instrument used by Van Muijen (1999). A total of 21 items were there in the scale. The scale measured four components of organizational culture that is support orientation, innovation orientation, rules orientation and goal orientation with sample items such as: 'How many people with personal problems are helped?', 'How often does your organization search for new markets for existing products?', 'How often are instructions written down? And 'How often is competitiveness in relation to other organizations measured?' Ratings were completed on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). These items were averaged to form a single index of organizational culture (Cronbach alpha 0.751).

Learning

The data of learning was collected by adopting an instrument used by Santhanam, Sasidharan and Webster (2008). A total of 7 items were there in the scale with sample items such as: 'The opportunity to learn new

things is important to me', 'The opportunity to do challenging work I important to me' and 'I prefer to work on tasks that force me to learn new things'. Ratings were completed on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach alpha of this scale was 0.719.

Employee Performance

The data of employee performance was collected by adopting the instrument developed by Williams and Anderson (1991). Total of 5 items were there in the scale with sample items such as: 'I adequately complete duties assigned to me', 'I fulfill responsibilities specified in my job description' and 'I performs tasks that are expected of myself'. Ratings were completed on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach alpha of this scale was 0.796.

Control Variables

In current study, gender, age, education and tenure were taken as control variables. Prior research studies show that these demographic variables are predictors of employee performance (Ang, Van Dyne, & Begley, 2003).

Correlation analysis

Table 1 shows the mean, standard deviation and correlations. The correlation matrix indicates a positive relation between employee performance and independent variables (i.e. achievement motivation and self efficacy) with value of 1.000**. The correlation values between employee performance and organizational culture is also strongly correlated with the value of 0.332**. However, the correlation between learning and employee performance is not correlated with the value of 0.058.

Regression Analyses

To test hypotheses, several regression analyses were performed in which gender, age, qualification and tenure were taken as control variables.

TABLE 1
Correlation Analysis

Variables	Means	S.D.	1	2	3	4	5
1. Achievement Motivation	3.5281	.48848	1				
2. Self-efficacy	3.5281	.48848	1.000**	1			
3. Organizational Culture	3.9308	.53582	.332**	.332**	1		
4. Learning	4.3933	.41836	.058	.058	.339**	1	
5. Employee Performance	4.5453	.50495	.234**	.234**	.214**	.299**	1

* $p < 0.05$, ** $p < 0.01$, $N=150$

First of all, the relationship between the two independent variables, that is achievement motivation and self-efficacy, and their effect on employee performance was measured. The results obtained shows the beta values of independent variables (AM & SE) 0.242 at $p < 0.05$ with the value of R square 0.055. This means that there is a positive and direct relation between these two independent variables (AM & SE) and dependent variable (EP). This allows the first two hypotheses to be accepted.

To test for mediation and moderation, we followed the procedure outlined by Baron and Kenny (1986). According to Baron and Kenny (1986), four criteria need to be met to support full mediation. First, the independent variables (i.e., Achievement motivation and self efficacy) needs to be significantly related to a mediator (i.e., learning). Second, Achievement motivation and self efficacy needs to be significantly related to employee performance. Third, learning needs to be significantly related to employee performance. And finally at the fourth step, the relationship between independent variables and dependent variables must disappear when mediator is introduced into the regression equation predicting dependent variable. If the coefficient between independent variables and dependent variables after introducing mediator into the regression equation remains significant, but is reduced, there is evidence for partial mediation. Table 2 represents the results of mediation following the steps suggested by Baron and Kenny, (1986). At first step, the effects of control variables and mediating variable on dependent variable was tested. At second step the effect of independent variables on dependent was checked and so on.

TABLE 2
Results for mediation Analysis

Predictors	Employee Performance		
	β	R ²	ΔR^2
Step 1			
Control Variables		.034	
Step 2			
Control Mediator			
Learning	.357***	.115***	0.082***
Step 3			
Achievement	.265**	.176**	.060**
Self-Efficacy	.265**	.176**	.060**

$P < .05$, ** $p < .01$, *** $p < .001$

The third and fourth hypotheses stated that learning mediates the relationship between independent variables (i.e. achievement motivation and self-efficacy) and

employee performance. To find mediating role of learning, three steps regression analysis was conducted. In the first step demographics were controlled, the value obtained for R square was 0.034. In the second and third step, independent variables were regressed on dependent variable controlling the effect of mediator, that is learning. The value obtained were such that the Beta value was 0.265** at $p=0.001$ which was significant, this means that partial mediation effect of learning is present between independent and dependent variables.

TABLE 3
Regression Moderation Analysis

Predictors	Learning		
	β	R ²	ΔR^2
Step 1			
Control Variables		.066	
Step 2			
Control Variables			
Achievement Motivation	-.026***		
Self-efficacy	-.026***		
Organizational Culture	.288***	.179***	
Step 3			
AM×OC	-.535**	.225**	.046**
SE×OC	-.535**	.225**	.046**

* $p < .05$, ** $p < .01$, *** $p < .001$

The table 3 shows the results of moderation. The moderated regression analysis as shown was used to examine the interactive terms of independent variables (achievement motivation & self-efficacy) and organizational culture. Firstly, control variables were entered into the model, in the second step the impact of independent variables and moderating variable were controlled, then, in the last step, the interaction terms were entered, and the result were significant as shown in table 3. The results of interacting factor ($\beta = -.535**$ at $p=0.004$). The negative sign indicates that it weakens the relationship. Hence, the results are contrary to the 5th and 6th proposed hypotheses, it weakens the relationship rather strengthening it; however, organizational culture did moderate the relation between independent variables and learning.

DISCUSSION

The purpose of the current study was to examine the relationship between achievement motivation, self-efficacy and employee performance by focusing on learning as a mediator and organizational culture as a moderator acting between the independent variables

and mediating variable. Consistent with the prior research findings of (e.g. Lunenburg, 2011; Hidi & Harackiewicz, 2000; Tierney & Farmer, 2002) the results obtained in this study shows positive association between achievement motivation, self efficacy and employee performance, i.e, achievement motivation is something related to consistent efforts to achieve set goals which requires persons high self-efficacy, that is the ability or the confidence that a person can do it. Thus these two factors shows a strong impact on employee performance. However, contrary to our expectations, the results of correlational analysis of self-efficacy were more strongly bonded with employee performance than achievement motivation; This shows that employees have strong inner beliefs.

Secondly, in the present study it was mentioned about learning goal orientations that individuals are task and ego oriented. According to Schunk (1995), task oriented individual associate learning with skills, and ego oriented with proficiency and capability. According to the results, employees were mostly task oriented. They associate learning with skills. Learning and goal orientations are linked with performance. According to the study findings, employees master and learn new and unique skills to enhance task performance. Therefore, the results are consistent with the prior research findings of Gong et. al. (2009), that employees enhance their knowledge capacities and master skills with the passage of time to increase synergies and enhance creative performance. However, the results of mediation were partially related, but empirical findings are there in literature, which shows that learning has some mediating effect between achievement motivation, self efficacy and employee performance, but again association is stronger with self efficacy.

Third, it was found that organizational culture did moderate the relationship between the independent variables and mediating variables, that is, organizational culture has weaken impact on learning of an employee. If the organization is supportive, it will motivate individual to learn new things; this motivation will enhance their self-efficacy too, that is, their inner belief and confidence of doing things effectively in an efficient manner. Hence, self-efficacy motivates employees to use learning strategies where supportive learning organizational culture plays an important role. The result findings are consistent with the previous findings of (e.g. Pool et. al., 2000; Futris et. al., 2015; Tonget. al., 2015), that employees with strong beliefs master skills with more positive expectations and high motivation towards future goals, where environment friendly set up allows them to approach organizational issues more effectively.

The possible differences in result outcomes between

the current study and previous empirical studies may be due to the cultural differences, as mostly the previous studies were conducted in western cultures, and this study is conducted in eastern culture where culture is highly collectivist, and power distance is high. Therefore, in a culture like this, where power distance is high, the management in top hierarchy set the rules and culture of an organization, and individual in an organization is bounded to follow those rules. Such organizations are mostly non friendly to change, hence, does not allow learning of new skills and the decision is mostly dependent on group. Thus, individual has to perform in a way other member wants. However, the trend is now changing. Every organization now welcome change and forming organization culture in a way which motivates their employees to learn, build their confidence to put their efforts to create synergies for efficient performance, which is mandatory in today's competitive environment.

Theoretical and practical Implications

Our findings indicate a more understanding of what drives the level of effective employee performance. With a more focus on learning strategies and employee motivation mechanisms in their work roles, organizations can enhance their performance. It is appeared on the basis of the above results and discussion that by motivating employees we develop a sense of confidence in their inner capabilities which arouses their innate dispositional factors, strength in one's self that an individual can perform a task efficiently.

There are several practical implications that can be derived from our findings. First by creating a greater sense on the importance of knowledge management and supportive organizational culture, a more positive impact can be created on employee performance. To promote greater feelings of motivation and high self-efficacy, management in top hierarchy should clearly describe a vision and mission that motivates employees to take greater sense of responsibility for their work roles at all organizational levels. Goal identification and clarification of specific tasks, roles, and rewards may also facilitate feelings of high motivation among employees.

Limitations of the study

One of the main weaknesses of this study was the use of a cross-sectional data collection because the data should be collected in different time lags to study more in detail cause and effect of specially the mediation, that is, learning, and its effect before and after on employee performance.

Second limitation of the study was the characteristics of the sample and common method variance bias which was not controlled due to time constraint and limited supply of necessary resources.

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