

Modelling the Knowledge Capacity Factors and Employee Performance

Mohamad N. Mosry and Valliappan Raju

LimKokWing Uni, Centre of Post-Graduate Studies, Malaysia

E mail: nourmasry19@gmail.com

Abstract

Previous studies shows that employees' performance is essential for organizations besides to the employees' abilities that is important to the organization performance. However, the relationships between different knowledge capacities and employees performance have not explored well. Therefore, this study is an investigation for the impact of knowledge capacity factors on employee performance. The proposed model that structures knowledge capacity and employee's performance include four constructs of knowledge capacity; training and development, quality of academic qualification, quality of professional qualification, and knowledge sharing. The study is significance because it provides a conceptual framework for the knowledge capacity which is more comprehensive than the term knowledge sharing. Future work will have an empirical examination to test the model among IT firms in Syria.

***Keywords:** Employee Performance, Knowledge Capacity, Training and Development, Academic Qualification, Professional Qualification, Knowledge Sharing.*

1. Introduction

It is nowadays generally agreed that capacity enhancement involves more than the strengthening of individual skills and abilities (Mormina, 2019). Understanding capacity development therefore requires a more comprehensive analytical

framework that takes into account the individual, the organizational and the institutional levels of analysis (Falk et al., 2019). Equally important, one often observes that even when available, this knowledge does not get readily translated into proper planning or effective action (Dyer et al., 2019). Weak institutions, especially at local levels of government, and in many communities, form a key challenge, in particular in developing nations, this lagging or constraining effect is especially visible in countries that are developing into modern economies, but it is a challenge for all societies as they continuously must adjust their sector to new outside changes or to new internal demands (Chen et al., 2019).

The term “employee performance” signifies individual’s work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Hiwot, 2019). In order to effective employee performance management system is imperative for a business organization, and the performance driven objective is expected to be aligned with the organizational policies so that the entire process moves away from being event-driven to become more strategic and a people-centric perspective (Codis, 2019).

This is due to the changing nature of work and rise of knowledge workers in post-globalization, which has defied the familiar views of individual work performance at the same time, with the changing organizational requirements, the ability to adapt stands as one of an important measure to assimilate in performance (Pradhan & Jena, 2017). One of the reasons may be that performance is a difficult concept to outline and measure, and the fundamental supposition of organizational psychology is that individual role and organizational goals are expected to be interdependent (Ritala et al., 2020). However, there is scarce attention on understanding their intra and interpersonal behavioral silos upon which members of the organization assesses its effectiveness (Corritore et al., 2020). Therefore, it needs a shift of focus from fixed task-centric attitude to a wider cognizance on addressing varied roles of present-day organizations that influences employee performance (Pradhan & Jena, 2017).

Organisation performance is related to its employees to have advantages and the cross association between all are the linkage ambiguity about the link between competencies and performance (Mikalef et al., 2020). The latter relationship can be applied successfully to all resources of an enterprise, which comply with requirements of the resource-based view, which means that they may become a source of outstanding performance (Cegliński, 2016). The managers and

competitors do not fully comprehend the causes of the organization's outstanding performance, because it is created by tacit, difficult to express and codify activities, then this advantage is likely to be sustained because managed imitation cannot take place (Mahdi et al., 2019). On the other hand, causal ambiguity also prevents an organization from learning from its own experience and from improving its performance over time (Luft et al., 2016). Conversely, when causal ambiguity is reduced, organization's performance advantage may erode (Cegliński, 2016).

Previous studies shows that employees' performance is essential for organizations besides to the employees' abilities that is important to the organization performance. However, the relationships between different knowledge capacities and employee's performance have not explored well. Therefore, this study is an investigation for the impact of knowledge capacity factors (training & development, knowledge sharing, quality of academic qualification, and quality of professional qualification) on employee performance.

2. Literature Review

Employee Performance

Performance is about behaviour or what employees do, not about what employees produce or the outcomes of their work (Ciobanu et al., 2019). Perceived employee performance represents the general belief of the employee about his behavior and contributions in the success of organization (Buil et al., 2019).. Employee performance may be taken in the perspective of three factors which makes possible to perform better than others, determinants of performance may be such as "declarative knowledge", "procedural knowledge" and "motivation" (Rosas et al., 2020). The effectiveness will transfer on the behavior of employees as a result of human resource management, which also proves a positive association (Babeřová et al., 2020).

Human resource management practices that affect performance are setting competitive compensation level, training and development, performance appraisal, recruitment package, and maintaining morale (Malik et al., 2020). The HR practices including recruitment and selection practices, placement practices, training, compensation, employee performance evaluation, promotion, grievance procedure and pension or social security in relation with the perceived performance of employees (Djatkiko et al., 2020). The HR practices have positive and significant associations with the perceived performance of employees. financial rewards directly tied to their performance" (Ho & Kuvaas,

2020). The positive correlation between compensation practices and sensed employee performance (Patiar & Wang, 2020).

The performance appraisal is an obligatory process under which all or a group of an employee's work behaviors or traits are individually rated, judged, or described from the rater within a specified time period and the results are retained by the organization (Giolito et al., 2020). The employees will use open effort if appropriate performance management system is in work and is sustained by compensation system attached to the performance management system. Performance appraisal and reward plays a role in improving companies operations by increasing efficiency (Soltani & Wilkinson, 2020). There exists a positive association between performance evaluation and perceived employee performance (Qiu et al., 2020). It has been observed by researchers that there is positive relationship between HR practices and employee performance and organizational performance (El-Kassar & Singh, 2019). The HR plays its role as a plus which may be a source of competitive advantage found HR practices impact on the perception of organizational performance (Alatailat et al., 2019). Past studies have acknowledged that HRM practices play a significant role in influencing the performance of employees (Pham et al., 2019).

However, in the case of developing countries there are some challenges specific to these countries which restrict and affect the role that HR practices can play in influencing employee and organizational performance (El-Kassar & Singh, 2019). The knowledge and the concept of HR practices, including training, recruitment, compensation, performance compensation, performance appraisal and reward system are practiced in but factors like economic conditions, political instability and environmental uncertainty affect them (Rasool et al., 2019). The traditional HR practices, including training and development, recruitment and selection, performance appraisal, are mostly exercised by HR professionals (Deladem et al., 2019).

In fact, an abundance of resources such as infrastructures or physical facilities are made meaningless without the support of qualified human resources that directly disrupt the continuity of the business operations (Sapati, 2016). Within the framework of the professionals, good employee performance mirrors the ability to contribute through their works leading to the behavioral achievement that is in accordance with the goals of the organization (Murray & Biron, 2020). Human resources are vital for organizational excellence and they act as the main factor for achieving anticipated organizational objectives (Sadq et al., 2020). The

employee's performance, the three influencing factors such as job stress, motivation and communication enable them to be compared with other studies in the conventional workplace systems (Ho & Kuvaas, 2020). The organizational performance is a sign of the capacity of a company to efficiently achieve independent goals (Abubakar et al., 2019). One of the elements that is assessable is the employees' performance through the level of their productivity (Makau, 2017).

Training and Development

Training is often seen as a planned and systematic process of learning in the sense of acquiring, modifying, and/or developing knowledge, skills, and abilities in order to achieve and/or improve the employees' performance in the current job and prepare them for an intended job (Noe & Kodwani, 2018). It is concerned with current productivity, whereas development can be seen as a "general enhancement and growth of an Training as a set of activities (Ferreira, 2016). The managing people in organizational contexts, is an HRM practice that can also be thought of as a process comprising four stages: needs assessment, training design, training delivery, and training evaluation (Sitzmann, & Weinhardt, 2019). It is vital to define how training is going to be accomplished and the training design stage should be thought of in terms of "learning objectives, trainee characteristics, current knowledge about learning processes, and practical consideration (Hardy et al., 2019).

This stage is built on data gathered in the needs assessment part, plans, projects, and/or training programs are then elaborated, as well as specific goals are set for each projected activity (World Health Organization, 2003). The efficiency criteria must be ensured in order to guide and control the resources, define methods, predict, and anticipate results from training (Sedrakyan et al., 2020). This stage must also consider where and when training activities should take place, and whom (trainers and trainees) will participate (Little et al., 2020). When implementing and delivering training everything previously planned should take place in the field (Davis & Comeau, 2020). The paramount to attend to (1) pre-training conditions (individual's characteristics, motivation for training; learning atmosphere; trainers' quality; (2) training methods and learning strategies; and (3) post-training conditions (training evaluation, training transfer (Starks, 2019).

The most used evaluation frameworks, assessing the training process, implies four levels of the analysis, the first one, reaction, regards the trainees' opinions concerning the overall degree of satisfaction with the training conditions and

trainers, the second level targets learning outcomes: the knowledge, competences, and attitudes that were acquired (or not), next, behaviour must also be assessed: it is important to know how knowledge, competences, and attitudes acquired during training activities are transferred to the workplace and interfere with performance requirements. Finally, training should also be evaluated according to results in terms of financial or operational impact on the organization. But, let us focus on the needs assessment (Marcano et al., 2019).

Knowledge Sharing

Nowadays, managers in organizations understand the importance of knowledge sharing among their employees and eager to introduce the knowledge management paradigm in their workplaces (Rafique et al., 2018). The several studies have been conducted during five years to review knowledge management strategies and knowledge sharing practices in the local organizations (Haq & Anwar, 2016). It is a diverse and multi-ethnic society that is eager to stick to meritocracy and system efficiency in its pursuits of innovation and creativity which are crucial to the success of knowledge management activities (Kryukova & Shtoda, 2018). The knowledge sharing practices are not widely implemented, only several government body and private sectors especially which have link with worldwide company embedding knowledge sharing (Ahmed et al., 2019).

Besides, the private organization which embedding knowledge sharing own their innovation and creativity to become more profitable and knowledgeable (Hameed et al., 2019). The knowledge sharing was taking place on informal basis through face-to face communication and collaborative workgroups (Yao et al., 2020). The knowledge is supported in this environmental by a culture that encourages sharing of knowledge, learning from failures, and developing people's skills (Abbas & Sağsan, 2019). Moreover, the emphasized that organizational culture required favorable social environment such as trust, shared values, and goodwill to facilities knowledge sharing (Ha & Nguyen, 2020).

The embedding knowledge sharing practice can be regarded as a public good because people who do not pay or contribute to the organization or community also can share knowledge (Qi & Chau, 2018). The alternative approach to managing knowledge sharing is the practice approach, this approach is more effective in gathering tacit knowledge through informal networks with moderate use of information technology (Cram & Marabelli, 2018). Knowledge sharing practices can make people in organization innovative and creative to created things (Terhorst et al., 2018). The people in the groups can easily exchange and

share knowledge to make their tasks work (Hajro et al., 2017). It is generally understood that knowledge sharing is an antecedent to many more knowledge management activities (Galeazzo & Furlan, 2019).

The knowledge sharing through knowledge management effort has been empirically shown to positively and strongly influence higher innovation activities among manufacturing organization (Acosta et al., 2017). These facts show the significance and importance of knowledge sharing towards when knowledge sharing among people or employees in organization becomes stronger, it shows that knowledge also becomes more powerful in organization (Hwang et al., 2018). Individual or person who shares their tacit knowledge through conversation becomes more innovative and creative in their work (Maravilhas & Martins, 2019).

Quality of Academic Qualification

The motivation of a leader in this case the principal is very needed and plays a role for teachers and employees to work together and carry out their duties responsibly and optimally good performance (Andriani et al., 2018). Based on these results, it can be concluded that the principal's motivation influences the performance of teachers and employees (Hartinah et al., 2020). The principal's performance had a positive and significant influence on the quality of learning, the dimensions of the principal's performance that gives a significant influence are aspects of ability and motivation (Hartinah et al., 2020). The performance of principals as measured by the quality of school learning has significant influence on the high and low quality of school learning (Andriani et al., 2018). This means that the level of quality of learning is explained by the performance of the principal (Yang et al., 2016).

Thus, it is clear that the principal's performance significantly influences the quality of learning (Siayah et al., 2020). The qualified employee who meet the standards of educators, master the content of the lesson in accordance with the standards of the learning process (Chakroun, 2019). Thus, qualifications mean the requirements that must be met are related to the abilities needed to carry out a job (Figueiredo et al., 2017). Qualifications can show someone's credibility in carrying out their work (Wilcox & NicDaeid, 2018). Qualifications can also be interpreted as competencies that a person must have in carrying out his duties (Muda et al., 2017). The performance of the principal in planning and implementing learning is a major factor in achieving success in organization (Sligo et al., 2017). In addition, the organization principals have heavy duty and

responsibility, so ideally the principal must have adequate academic qualifications, work experience and positive work motivation (Connolly et al., 2019). The principal is the most influential component in creating quality education processes and outcomes (Hazari et al., 2019). The principal in his work activities must be qualified and tested for his qualifications (Glatthorn et al., 2016). The work experience is defined as something or ability possessed by employees in carrying out the tasks assigned to him (Lee et al., 2019). With quite a long experience and quite a lot, it is expected that they will have a greater ability than those without experience (Luger & Sellen, 2016). People who are experienced in work have better work ability than people who have just entered the workforce, because the person has learned from the activities and problems that arise in his work (Tinto, 2019).

With the existence of work experience, there has been a process of adding knowledge and skills and attitudes to a person, so that they can support developing themselves with existing changes (Norström et al., 2020). The experience of a person has a very valuable value for his career interests in the future then, states that work experience includes the number of types of jobs or positions that have been occupied by someone and the length of time they work for each job or position (Van Iddekinge et al., 2019). The work experience is the period of work in carrying out tasks as educators in certain educational units in accordance with the assignment letter from the authorized institution (Worthington et al., 2020). Also states that work experience is in the form of a period of work that has been carried out by the employee, a collection of learning plans made, and awards achieved (Rahayu et al., 2019).

As for the things that determine the experience or not of an employee are as follows the length of time or period of work size about the length of time or period of work that has been taken someone can understand the tasks of a job and have carried out well (Abraham & Kearney, 2018). The level of knowledge and skills possessed by knowledge refers to concepts, principles, procedures, policies or other information needed by employees (Abualoush et al., 2018). The knowledge also includes the ability to understand and apply information to work responsibilities (Bangkhomned & Payakpate, 2020). While skills refer to the physical abilities needed to reach or carry out a task or job, mastery of work and equipment the level of mastery of a person in the implementation of aspects of the technical equipment and work techniques (Permana et al., 2019).

Quality of Professional Qualification

Employee's achievements in every discipline manifest in different test scores as they progress from one grade level to another in the organization context (Howard, 2019). Achievement might also manifest in the form of employees' creative abilities, speech and other forms of verbal expressions (Ali et al., 2019). The human beings are capable of accomplishing different and extraordinary achievements in the learning endeavours (Phan & Ngu, 2017). Some of these non-traditional learning contexts comprise academic advising, departments, academic committees, professional research groups, among others (Gordon, 2020). The "level of performance" of every organization, indicates that performance is a 'journey not a destination' and that the level of performance is a 'location in the journey' (Foysal & Zhen, 2019).

The setting challenging goals, perceiving failure as a natural part of attaining high performance as well as providing conditions in which the performer feels a right amount of safety (Farokhzadian et al., 2018). This involves creating quality-learning environments that can foster employees learning (Charteris & Smardon, 2018). When individuals get immersed in a physical, social, and intellectual environment, it can elevate his/her performance and stimulate personal as well as professional development (Hammond, 2020). Other elements fostering quality-learning environment include social interactions, disciplinary knowledge, active learning, and emotions (both positive and negative) as well as spiritual alignment (Jugović et al., 2020).

The engagement in reflective practice involves actions that help people pay attention to and learn from experiences (Tran, 2019). The cultivating reflective practices include observing the present level of performance, noting accomplishments, analysing strengths and areas for improvements, analysing and develop identity and improving levels of knowledge (Hammond, 2020). Professional qualifications of employees the problem of lack of qualified employees is eminent in much organization where employees are neither academically nor professionally qualified or both (Olofinkua, 2020). The subject specialist or professionally trained employee is one who has pursued detailed formal and systematic study of a particular subject (Hausmann et al., 2020). The role of such a subject specialist is to act as storehouse of essential and well processed information leading his employees to gain deep insights into the various subjects to be taught (Laney, 2017). Psychologists have identified the employee as a principal character that can make or mar any successful learning within the formal system of education (Heckman et al., 2019).

Employee quality is a key element of employee academic success, also asserts that the professional and academic training and qualification of the employee can raise the prospects of an employee academic performance and attainments (Rumrill et al., 2019). However, researchers have raised several questions about the relationship between employee qualification and the academic success of employee (Arslan & Roudaki, 2019). This implies that unprofessional employee trainees can affect the teaching and learning process since education depends on the quality and mental health of the people who are recruited to teach (Thomas, 2019). Based on the results, it was concluded that there was a significant difference in the achievement scores, on the test of history, of employee in organization with adequate employee quality and the scores of employee in organization with inadequate employee quality in history (Hameduddin & Fernandez, 2019).

3. Conceptual Model

The proposed model that structures knowledge capacity and employee's performance include four constructs of knowledge capacity; training and development, quality of academic qualification, quality of professional qualification, and knowledge sharing (Figure 1)

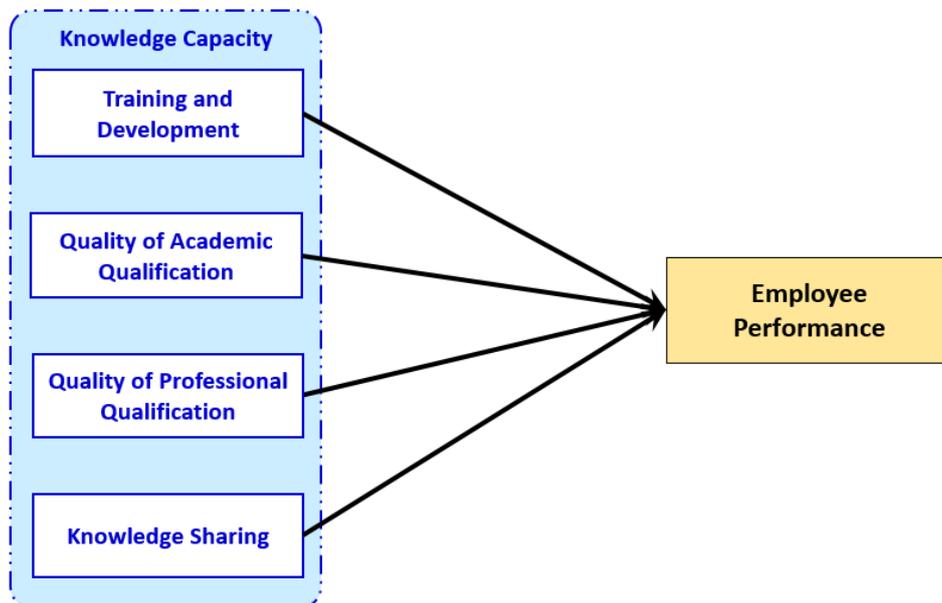


Figure 1: Conceptual Model of Knowledge Capacity and Employee's Performance

Training and Development, and Employee's Performance

Training and development involve boosting the efficiency of institutions and the individuals and staffs within them (Abba, 2018; Austin, 2017). Training may be actually deemed related to prompt modifications in company performance using coordinated guideline, while advancement is actually connected to the improvement of longer-term company and staff member goals (Hammond & Churchill, 2018; Rapillard et al., 2019). Training and development actually have varying meanings, the 2 are usually used reciprocally and/or with each other (Feleke, 2018; Younas et al., 2018). While Employee performance describes how your workers behave in the office and how effectively they do the project responsibilities that they obliged to them (Dhelvia, 2018; Khokhar & Zia-ur-Rehman, 2017). So, the more the employees are trained and developed the better they will do their tasks and job. which will lead to a better employee's performance (Abdullahi, 2018; Bibi, Ahmad, & Majid, 2018; Halawi & Haydar, 2018; Jain & Sharma, 2019). and based on that the researcher is expecting significant positive direct effect of Training and development on employee's performance among employees of IT sector in Syria. As this hypothesis is compatible with other hypothesis in others studies such as; (Ahmad, Kura, Bibi, Khalid, & rahman Jaaffar, 2019; Krishnaveni & Monica, 2016; C. Nguyen & Duong, 2020; Odukah, 2016; Padmasiri, 2018; Rodriguez & Walters, 2017).

H1: Training and development has a significant positive impact on employee's performance

Quality of Academic Qualification and Employee's Performance

Quality refers to exactly how excellent something is actually compared to various other comparable traits. Simply put, its own degree of quality (Noaman et al., 2017; Sharp, 2017). And Quality of academic qualification may be specified as the level of excellence that the scholastic qualification of a person is, and to what expand it thought about to become special (Chaudhry et al., 2020; Skolnik, 2016). while staff member's functionality is actually the occupational tasks assumed of an employee and how properly those activities were carried out (Chadi et al., 2017; Khan & Nawaz, 2016). Several organisation personnel supervisors evaluate the employee performance of each staff member on a quarterly or annual manner to help them identify suggested areas for remodeling (Aima et al., 2017; Alawamleh et al., 2018). So, the more the employees getting a better level of quality of academic qualification the better they will do their tasks and job. which will lead to a better employee's performance (Adoyo, Ombito, & Langat, 2020; Chen, Yang, & Yang, 2020; C. Nguyen & Duong, 2020; Odukah, 2016). and based on that the researcher is expecting significant positive direct effect of

Quality of academic qualification on employee's performance among employees of IT sector in Syria. As this hypothesis is compatible with other hypothesis in others studies such as; (Jyoti, Kour, & Sharma, 2017; Lian, 2020; Msallam, Abu-Naser, Al Shobaki, & Al-Habil, 2019; Rahardja, Moein, & Lutfiani, 2018; Sunarsi, 2020; Sweis et al., 2020).

H2: Quality of academic qualification has a significant positive impact on employee's performance

Quality of Professional Qualification and Employee's Performance

Quality of professional qualification is actually the Professional accreditation, trade license, or qualified designation, often phoned just certification or even qualification, is a designation gained through an individual to ensure qualification to conduct a project or task (Bashirova & Sattarova, 2018; Ishola et al., 2018). While Employee performance is actually specified as exactly how a staff member fulfills their project responsibilities and executes their needed jobs (Mohiuddin, 2017; SILALAH & Sembiring, 2020). It describes the effectiveness, top quality, and performance of their result. Efficiency likewise results in our examination of just how valuable a worker is actually to the institution (Melián-González & Bulchand-Gidumal, 2017; Morsy et al., 2016). Based on that, the more the employees are having a good professional qualification the better they will do their tasks and job. which will lead to a better employee's performance (Msallam et al., 2019; Oladokun & Gbadegesin, 2017; Sunarsi, 2020; Sweis et al., 2020). and based on that the researcher is expecting significant positive direct effect of Quality of professional qualification on employee's performance among employees of IT sector in Syria. As this hypothesis is compatible with other hypothesis in others studies such as; (Aris, Maupa, Muis, & Tabbu, 2019; Ayub, Hussain, & Ghulamullah, 2018; Giorgi, Mattei, Notarnicola, Petrucci, & Lancia, 2018; Kabii, Okello, & Kipruto, 2017; D. Nguyen, 2020; Shen et al., 2017).

H3: Quality of professional qualification has a significant positive impact on employee's performance

Knowledge Sharing and Employee's Performance

Knowledge sharing is actually an activity through which expertise is actually traded amongst people, buddies, peers, family members, neighborhoods, or within or between companies (Alsharo et al., 2017; Singh, Gupta, et al., 2019). Individuals discuss knowledge via a lot of networks including chats, appointments, knowing sessions, seminars, video clips and various other communication media (Ouakouak & Ouedraogo, 2019; Park & Kim, 2018). while staff member's efficiency is actually the job-related tasks anticipated of a laborer

and exactly how effectively those activities were carried out (Riaz et al., 2017; Sinaga et al., 2019). A lot of service staffs supervisors determine the employee performance of each employee on a yearly or even quarterly basis in order to help them recognize advised locations for remodeling (Calvin, 2017; Ramli, 2019). Based on that, the more the employees are sharing their knowledge this will enable the employees to improve and the better they will do their tasks and job. which will lead to a better employee's performance (Gillani, Iqbal, Akram, & Rasheed, 2018; Lee, 2018; Mirzaee & Ghaffari, 2018; Son, Cho, & Kang, 2017). and based on that the researcher is expecting significant positive direct effect of Knowledge sharing on employee's performance among employees of IT sector in Syria. As this hypothesis is compatible with other hypothesis in others studies such as; (Ali, Paris, & Gunasekaran, 2019; Kucharska & Erickson, 2019; Liu, Lin, Joe, & Chen, 2019; Muqadas, Rehman, & Aslam, 2017; Ni, Cui, Sang, Wang, & Xia, 2018; Silic & Back, 2017).

Hypothesis 4: Knowledge sharing has a significant positive impact on employee's performance

4. Conclusion and Future Work

Organisations to have an outstanding performance must have the suitable resources. Employees are the key advantage of the organisation and the organisation knowledge capacity is related to the employees' capabilities and how they exchange this knowledge. Therefore, the knowledge capacity of an organisation has four constructs training and development, quality of academic qualification, quality of professional qualification, and knowledge sharing. The knowledge capacity is the umbrella that include knowledge sharing, individuals' capabilities, and training. This study contributes to knowledge by defining four constructs of the organisational knowledge capacity. Future work will have an empirical examination for the model in the Syrian IT firms. In addition, the model will be expanded to measure the organisation performance and other organisational measures.

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