

Organizational Learning Culture and Work Engagement: A Moderated Mediation Model of Abusive Supervision and Employee Resilience

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Abstract

The organizational learning culture is crucial for enhancing overall performance and fostering employee engagement. By promoting a culture of learning, organizations can generate positive emotions among employees, which helps build resilience. However, abusive supervision from management can undermine this resilience, decreasing employee involvement in their work. This study focuses on the impact of organizational learning culture on work engagement, exploring how this relationship is influenced by abusive supervision and mediated by employee resilience. Data were collected from 206 employees across various public and private sectors in Indonesia. The research hypothesis was tested using models 4 and 7 from the Hayes macro-PROCESS. The results indicate a strong positive impact of organizational learning culture ($\beta = .6$; $p < .001$), with employee resilience serving as a mediator in this relationship ($\beta = .16$; 95% CI = [.08, .24]). Additionally, abusive supervision weakens the mediation effect ($\beta = -.04$; 95% CI = [-.111, -.002]). These findings hold significant implications for managers and HR professionals, emphasizing the importance of cultivating an organizational learning culture to enhance employee resilience, better equip employees to navigate competitive markets and maintain high levels of employee engagement.

Keywords: organizational learning culture, work engagement, employee resilience, abusive supervision

Abstrak

Organizational learning culture memainkan peran penting dalam peningkatan organisasi dan mendukung employee engagement. Aplikasi dari organizational learning culture membangkitkan emosi positif karyawan sehingga dapat menyediakan berbagai macam sumber daya, salah satunya adalah menumbuhkan employee resilience. Namun, abusive supervision yang dilakukan oleh atasan justru dapat melemahkan employee resilience sehingga mengurangi keinginan karyawan untuk terlibat dalam pekerjaannya. Penelitian ini melihat faktor eksternal, yaitu organizational learning culture terhadap work engagement, serta mekanismenya melalui peran moderasi abusive supervision dan peran mediasi employee resilience. Penelitian ini memperoleh data dari 206 karyawan dari berbagai sektor pekerjaan, baik publik maupun swasta di Indonesia. Hipotesis penelitian ini diuji dengan model 4 dan 7 dari macro PROCESS Hayes. Hasil penelitian ini menunjukkan pengaruh organizational learning culture yang signifikan ($\beta = .6$; $p < .001$), employee resilience memediasi pengaruh tersebut ($\beta = .16$; 95% CI = [.08, .24]), dan abusive supervision melemahkan hubungan mediasi tersebut ($\beta = -.04$; 95% CI = [-.111, -.002]). Temuan dari penelitian ini penting bagi manajer dan profesional sumber daya manusia dalam mempromosikan praktik organizational learning culture agar dapat menumbuhkan ketahanan kerja dan mempersiapkan karyawan mereka untuk bertahan di pasar yang kompetitif, serta menjaga karyawan untuk tetap terlibat.

Kata kunci: budaya organisasi pembelajaran, keterlibatan kerja, ketahanan karyawan, pengawasan yang abusive, pengawasan yang kasar

Introduction

Ninety percent of organizations worldwide are concerned about employee retention, with providing learning opportunities identified as the top strategy to support retention ([McSilver et al., 2024](#)). This survey highlights the significance of organizational investment in learning to foster employee engagement in today's rapidly changing environment. However, as organizations adapt to an increasingly competitive and turbulent landscape, employee disengagement costs between \$228 million and \$355 million annually ([De Smet et al., 2023](#)). This issue is further emphasized by a Gallup survey conducted in 2022, which included responses from 128,278 employees across more than 140 countries. The survey revealed that actively disengaged employees result in a global productivity loss of \$8.8 trillion ([Harter, 2023](#)). Consequently, employee disengagement has emerged as a critical issue that negatively impacts organizations worldwide.

Work engagement refers to a mental state characterized by concentration, energy, and enthusiasm towards one's job ([Ibrahim & Hussein, 2024](#)). It is defined as a positive and fulfilling state in which individuals are fully focused on their work, exhibiting high levels of energy and enthusiasm ([Schaufeli et al., 2002](#)). This experience is marked by passion and dedication, benefiting both individuals and organizations by enhancing motivation and commitment ([Chikobvu & Harunavamwe, 2022](#)). Moreover, work engagement is a crucial organizational strategy, as it can significantly contribute to the physical, emotional, and mental well-being of employees ([Bakker & Leiter, 2010](#)). Engaged employees tend to have a positive attitude towards their work, display emotional commitment, and remain mentally present in their tasks.

One effective way to enhance employee engagement is by fostering an organizational learning culture. Research indicates that such a culture significantly contributes to organizational improvement ([van den Heuvel & Bondarouk, 2017](#)). In today's rapidly evolving technological landscape, organizations must offer learning resources, including adequate support and guidance at work. Global trends reveal that transforming the way employees learn is a top priority in human capital management. A notable 86% of employees worldwide, including those in Indonesia, believe that organizational learning is crucial for enhancing their skills and maintaining competitiveness in the face of automation and AI ([Deloitte Global Human Capital Trends, 2019](#)). Additionally, ([McSilver et al., 2024](#)) reported that with the advent of digital transformation and heightened global competition, establishing a learning culture is essential for organizational success and will be a key focus of learning and development in 2024.

Organizational learning is essential for effectively navigating change in a competitive environment ([Hasan, 2023](#)). While a strong organizational learning culture (OLC) has been shown to positively influence work engagement (WE), its direct impact is relatively modest ($\beta = .21, p < .01$) ([Malik & Garg, 2020](#)). Recent research indicates that OLC positively enhances Employee Resilience (ER). For example, in their research, ([Mohammad et al., 2024](#)) explain OL has positively significant relationship with ER among Jordanian Bank workers (includes workers from commercial, islamic, local, and international bank) ($\beta = .221, p < .01$). [Blaique et al. \(2021\)](#) also supported that OL improved ER in the Middle East region during the COVID-19 pandemic ($\beta = .832, p = .001$). Likewise, ([Caniëls & Baaten, 2019](#)) tested the degree in which employees perceive a learning-oriented organizational climate is positively related to employee resilience in four large of Dutch organizations (includes a governmental organization, two service organizations and a department store) ($\beta = .301, p < .01$). These suggests that ER will act as significant mediator variable in explaining the relationship between OLC and WE. A growing body of literature recognizes ER as a personal resource that is positively associated with work engagement ([Malik & Garg, 2020](#)). In Indonesian context, a study involving 205 respondents working as traders in the Fast-Moving Consumer Goods (FMCG) sector within outsourcing companies found a positive correlation between employee resilience and work engagement ($r = .346, p < .01$) ([Wiroko & Sugiharti, 2022](#)). ([Cao & Chen, 2019](#)) also in their study involving Chinese nurses, reported a strong positive relationship between ER and WE. Similarly, ([Dai et al., 2019](#)) found that ER not only enhances work engagement

but also reduces employees' intention to leave the organization. The results indicate that employees with high levels of resilience tend to exhibit greater work engagement.

Given the volatile nature of work, resilience can be advantageous for employees, allowing them to quickly adapt to uncertain expectations and perform effectively even in challenging and emotionally stressful situations ([Fredrickson, 2003](#)). From the perspective of positive psychology, job resilience is one of four critical dimensions—alongside self-efficacy, hope, and optimism—that can lead to positive outcomes for both individuals and organizations ([Youssef & Luthans, 2007](#)). Therefore, human resources (HR) interventions play a vital role in proactively fostering employee resilience ([Luthans, 2012](#)). Resilient employees are better equipped to navigate obstacles and demonstrate confidence in their abilities, ultimately resulting in higher levels of work engagement ([Cooke et al., 2019](#)). In summary, employee resilience is a crucial strategic resource for organizations that enhances work engagement.

The dynamics of relationships in organizations in Indonesia are influenced by the broader cultural context of Indonesian society ([Schein, 2017](#)). According to Hofstede's cultural dimensions, Indonesia has a high-power distance score of 78, which indicates an unequal distribution of power between superiors and subordinates ([The Culture Factor, 2024](#)). This environment may lead to abusive supervision, where superiors display unkind behaviours, blame subordinates for their own mistakes, express anger without justification, humiliate employees in front of others, and show disrespect for employees' efforts ([Tepper, 2000](#)). Research increasingly links abusive supervision to negative outcomes for employees, including diminished work-related attitudes ([Tepper, 2000](#); [Ingarianti, 2024](#)), reduced performance ([Aryee et al., 2007](#)), and decreased psychological well-being ([Bowling & Beehr, 2006](#)). In this study, abusive supervision is believed to weaken the relationship between organizational learning, resilience, and work engagement. Therefore, abusive supervision may act as a moderator in the relationship between an organization's learning culture and work engagement, as it affects employee resilience.

By definition, an organizational learning culture (OLC) encompasses the norms and values that foster continuous learning at all levels within an organization ([Bowling & Beehr, 2006](#)). OLC facilitates the development of new awareness, knowledge, and insights ([Jha et al., 2019](#)). Organizations play a crucial role in providing learning resources, including adequate support and guidance. Previous research indicates that managers are more likely to engage when their work environment encourages learning, with a correlation of $r = .535$ ([Naqshbandi et al., 2024](#)). Additionally, other studies have found a relationship between organizational learning culture and work engagement among employees, with a correlation of $r = .32$ ([Malik & Garg, 2020](#)).

Hypothesis 1: Organizational Learning Culture affects Work Engagement significantly and positively.

OLC refers to a culture that fosters the development of employees' skills and acknowledges their commitment to learning. A robust OLC encourages employees to exceed routine tasks and exert greater effort when faced with uncertainty. As a result, employees in organizations with a strong OLC are generally more resilient. A study identified a positive correlation between OLC and employee resilience, with a correlation coefficient of $r = .42$ ([Naqshbandi et al., 2024](#)).

Hypothesis 2: The effect of Organizational Learning Culture on Work Engagement is mediated by Employee Resilience.

Abusive supervision can lead to decreased job satisfaction and harm the relationships between employees and their supervisors. The most significant consequence of abusive supervision is the negative response from employees, who may act in ways that are detrimental to the organization. This can result in employees becoming disengaged, less committed, and engaging in counterproductive or destructive behaviors ([Tepper, 2000](#)).

Hypothesis 3: The effect of organizational learning culture on work engagement mediated by employee resilience is weaker for employees with high than low abusive supervision.

This study examines how an organizational learning culture influences work engagement through employee resilience as a mediator, and how abusive supervision moderates this mediation process. By exploring the relationships between organizational learning culture, employee resilience, and abusive supervision from leaders, this research offers valuable theoretical and empirical insights into factors that can enhance or hinder work engagement in the workplace, particularly within the Indonesian context. Given the background, the researcher is interested in investigating the antecedents of work engagement among employees. Theoretically, this study aims to contribute to the field of psychology, specifically industrial and organizational psychology. It enriches the existing knowledge on topics such as organizational learning culture, employee resilience, abusive supervision, and work engagement (**Figure 1.**). Practically, this research is intended to serve as a resource for understanding these topics and their implications for employees. If the study's hypotheses are confirmed, it could assist organizations in enhancing work engagement among their employees.

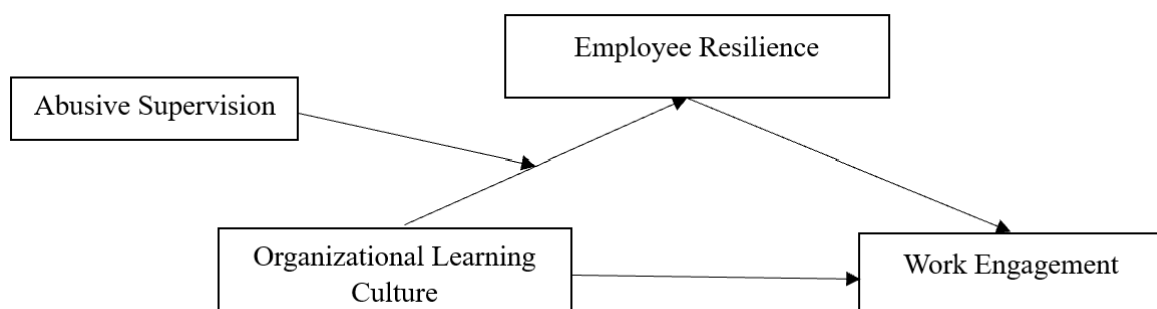


Figure 1. Conceptual Framework

Methods

Research Design and Participants

This study uses quantitative methods with a correlational non-experimental approach and a cross-sectional survey. The research design was chosen because this study aims to understand the relationship between the variables studied without manipulating the independent variables. Data collection was carried out by using a questionnaire at one time. The population of this study is employees in Indonesia who have at least one year of work experience in the same company. By using G*Power (effect size f^2 of .15; α error probability of .05; power $(1-\beta)$ of .95), the targeted sample size was 129 people (Erdfelder et al., 2009). The research sampling technique used was convenience sampling, which determines the sample based on the criteria of participants in the research (Cozby & Bates, 2024). Participants filled out the questionnaire online via Google Forms.

The total research sample collected was 268 participants, but 62 were attention checkers (participants were asked to choose slightly incorrect answers). One attention checker at the beginning of the questionnaire is sufficient to check the seriousness of participants in filling out the research measurement instrument (Muszyński, 2023). Thus, the sample that can be analyzed in this study is 206 participants, the minimum number of participants required based on the G*Power calculation. The demographic characteristics of the participants are shown in **Table 1**. The age range of participants was 18-60 years old, with an average age of 31 years. The majority of participants were female (60.2%). The range of participants' tenure was 1-34 years, with an average of 6 years. The highest level of education was a bachelor's degree (54.8%), the majority were at the staff position level (69.4%), and most were from national private organizations (48.1%).

Tabel 1. Demographic Characteristics

	Frequency	Percentage
Age (year): M = 30.97; SD = 8.81		
Job tenure (year): M = 6.14; SD = 7.79		
Gender		
Male	82	39.8 %
Female	124	60.2 %
Educational level		
Senior high school	61	29.6 %
Diploma	17	8.3 %
Undergraduate	113	54.8 %
Graduate	15	7.3 %
Employment status		
Outsourcing	9	4.4 %
Contract	64	31 %
Permanent	133	64.6 %
Position level		
Staf	143	69.4 %
Supervisor/Team Leader	29	14.1 %
Assistant Manager	16	7.8 %
Manager	18	8.7 %
Type of organization		
Government	25	12.1 %
State-owned enterprises	35	17.0 %
National private organization	99	48.1 %
Multinational private organization	22	10.7 %
StartUp	25	12.1 %

Instruments

Work engagement (WE) was assessed using the Utrecht Work Engagement Scale (UWES-9) developed by ([Schaufeli et al., 2002](#)). This instrument comprises nine items representing three dimensions: vigour, dedication, and absorption. The Indonesian adaptation of the UWES-9 was conducted by ([Safria, 2019](#)), who reported a Cronbach's alpha reliability coefficient of .91. In the present study, the instrument demonstrated excellent internal consistency, with a Cronbach's alpha of .93. An example item is *"I feel strong and energised when doing my work."* Responses were rated on a six-point Likert scale, ranging from (1) never to (6) always.

Organizational learning culture (OLC) was measured using the Dimensions of Learning Organization Questionnaire (DLOQ) developed by ([Watkins & O'Neil, 2013](#)) which originally consisted of 21 items covering seven dimensions: continuous learning, team learning, dialogue and inquiry, empowerment, system connection, embedded systems, and strategic leadership. This study employed the shortened version of the instrument developed by ([Potnuru et al., 2019](#)), which includes seven items that collectively capture all seven dimensions. The short-form DLOQ has demonstrated acceptable reliability, with a

reported Cronbach's alpha of .88. In the current study, a Cronbach's alpha of .91 was obtained, indicating high internal consistency. An example item is *"Employees openly discuss mistakes with supervisors and colleagues as a form of learning."* Responses were recorded on a six-point Likert scale, ranging from (1) very untrue to (6) very true.

Employee resilience (ER) was measured using the Employee Resilience Scale developed by [Näswall et al., 2019](#)), consisting of nine items. The scale was adapted to the Indonesian context by [Mauluddi, 2023](#)) who reported a Cronbach's alpha of .91, indicating strong reliability. In the present study, the instrument demonstrated satisfactory internal consistency, with a Cronbach's alpha of .85. An example item is: *"I resolve crises competently at work."* Responses were recorded on a four-point Likert scale, ranging from (1) never to (4) always.

Abusive supervision (AS) was measured using the scale originally developed by [Tepper, 2000](#)), which comprises 15 items. This study employed the shortened version of the instrument proposed by [Aryee et al., 2007](#)), consisting of ten items. The scale was adapted into the Indonesian context by [Jasmine, 2021](#)), who reported a Cronbach's alpha reliability coefficient of .96, indicating excellent internal consistency. An example item is: *"My boss brings up my past mistakes and failures."* Responses were recorded on a four-point Likert scale, ranging from (1) never to (4) always.

Controls

Several demographic variables are predicted to influence the results of this study and, therefore, need to be controlled for. These variables include age, gender, and work experience (length of employment in the current company). These three variables significantly correlate with work engagement [\(Malik & Garg, 2020\)](#).

Results and Discussion

Results

Table 2 shows that work engagement, organizational learning culture, and employee resilience owned by most participants are at a high level. This is reflected in the average of each variable, which has a mean value of more than 3 out of a maximum value of 6. Meanwhile, most participants have low abusive supervision, with a mean value of 1.44 out of a maximum value of 4. Furthermore, the correlation between variables shows that age and tenure significantly correlate with work engagement, while gender is not associated. However, all of these demographic variables will still be controlled for hypothesis testing because previous research has shown that these demographic variables have the potential to influence work engagement [\(Malik & Garg, 2020\)](#) Hypothesis testing was conducted while controlling for demographic variables. This indicates that none of the demographic variables cause variations in work engagement in this study.

Hypothesis Testing

The research hypotheses were tested with models 4 and 7 of [Hayes' \(2013\)](#) PROCESS macros in R Studio. Model 4 (simple mediation model) was used to test hypothesis 2, and model 7 (moderated mediation model) was used to test hypothesis 3. Testing with PROCESS macros is based on a regression approach so that the model will be reviewed based on the R-square criteria and by looking at coefficients, p-values, and confidence intervals. The expected confidence interval value does not exceed 0 [\(Hayes, 2015\)](#). The normality test in this study was not carried out because this data analysis technique used bootstrapping (n = 5000).

The results of the simple mediation (Model 4) and moderated mediation (Model 7) analyses in **Table 3** support the first hypothesis (H1) with $\beta = .6$; $p < .001$, indicating that organizational learning culture significantly affects work engagement.

Tabel 2. Means, Standard Deviations, and Correlations between Variables

Variable	M	SD	1	2	3	4	5	6	7
1. Age (year)	30.97	8.81	1						
2. Gender	.398	.49	.33***	1					
3. Job tenure (year)	6.14	7.79	.82***	.26***	1				
4. WE	4.83	.94	.18**	.14	.20**	1			
5. OLC	4.95	.90	.09	.11	.14*	.73***	1		
6. ER	3.29	.46	-.04	-.09*	-.00	.59***	.612***	1	
7. AS	1.44	.69	-.08	-.05	-.09	-.25***	-.39***	-.15*	1

Note. N = 206. M: mean; SD: standard deviation; WE: work engagement; OLC: organizational learning culture; ER: employee-resilience; AS: abusive supervision; Gender (female = 0, male = 1). * $p < .05$. ** $p < .01$. *** $p < .001$ (2-tailed).

Tabel 3. Direct Effect Analysis Result

Variable	Simple Mediation (Model 4)				Moderated Mediation (Model 7)			
	Employee Resilience		Work Engagement		Employee Resilience		Work Engagement	
	β	SE	β	SE	β	SE	β	SE
OLC	.32*	.03	.6*	.05	.48*	.06	.6*	.06
ER	-	-	.49*	.11	-	-	.4*	.11
AS	-	-	-	-	.4*	.15	-	-
ER x AS	-	-	-	-	-.18*	.05	-	-
Control Variable								
Age	.00	.01	.01	.01	.00	.001	.01	.01
Gender	.13	.09	-.04	.08	.13	.009	-.04	.08
Job tenure	.00	.01	.00	.01	.00	.001	.00	.01
R^2	.67				.67			
R	.82				.82			
F	83.01				83.01			
$df1$	5				5			
$df2$	200				200			

Note. β : standardized path estimates; SE: standard error; p : p-value for one-tailed; WE: work engagement; OLC: organizational learning culture; ER: Employee Resilience; AS: abusive supervision; Gender (female = 0, male = 1). * $p < .001$ (1-tailed).

In addition, **Table 4** contains the results of the second hypothesis (H2) analysis, which is also supported by the data with $\beta = .16$; 95% CI = [.08, .24]. This shows that employee resilience mediates the effect of organizational learning culture on work engagement. Thus, this mediation is partial because the direct impact of organizational learning culture on work engagement remains significant. The results of the simple mediation model can be seen in **Figure 2**.

Table 4. Indirect Effect Analysis Result (Model 4)

Mediator	Effect	BootSE	BootLLCI	BootULCI
ER	.16	.04	.08	.24

Note. ER : *Employee Resilience*

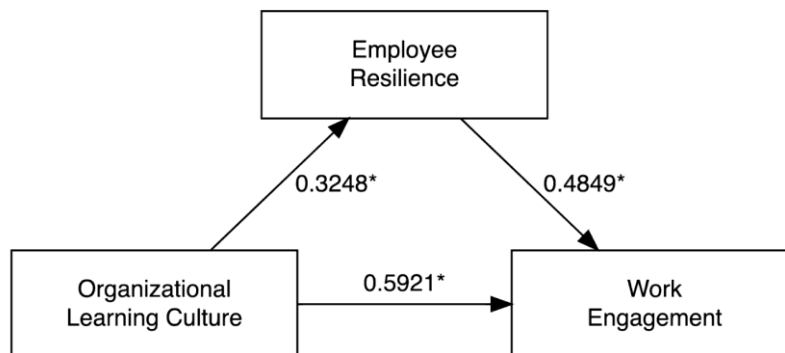


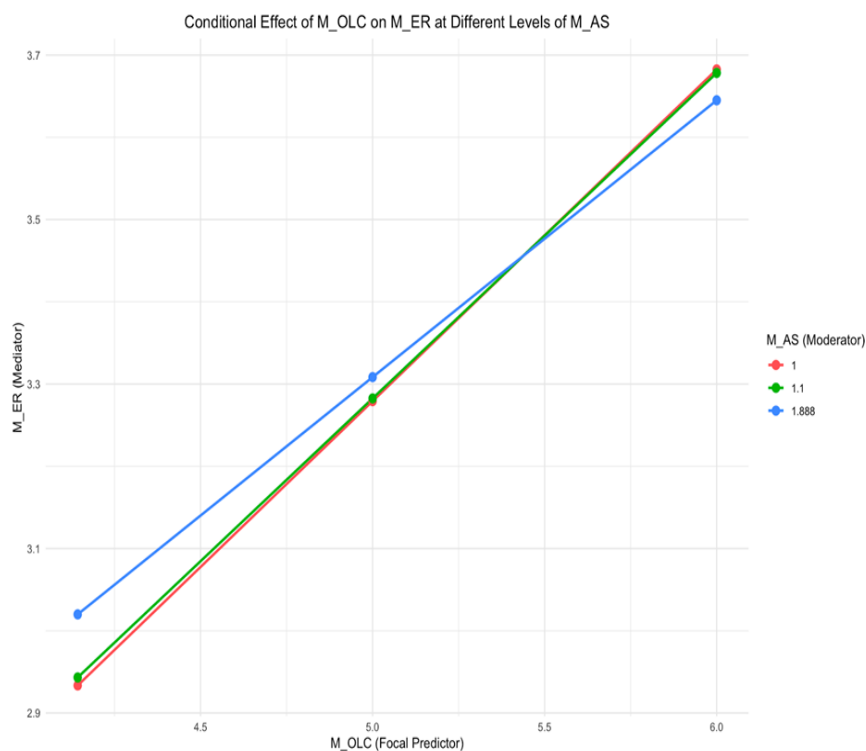
Figure 2. Simple Mediation Model

The moderation mediation index in **Table 5** shows a negative effect ($\beta = -.04$; 95% CI = [-.111, -.002]). This indicates that abusive supervision reduces the strength of the indirect relationship between organizational learning culture and work engagement through employee resilience. This suggests that the third hypothesis (H3) is accepted. In addition, it is seen that the indirect effect between organizational learning culture and work engagement through employee resilience becomes stronger when employees experience low ($\beta = .19$; 95% CI = [.097, .307]), medium ($\beta = .19$; 95% CI = [.096, .298]), or high ($\beta = .16$; 95% CI = [.081, .243]) abusive supervision. This suggests that when employees face abusive supervision from supervisors, the positive impact of organizational learning culture on work engagement through increased employee resilience becomes smaller. In other words, high levels of abusive supervision reduce the ability of organizational learning culture to increase work engagement through increased employee resilience. Although the indirect effect of organizational learning culture on work engagement through employee resilience when abusive supervision rises, it remains significant at different levels of abusive supervision. The visualization of the simple slope of the indirect effect can be seen in **Figure 3**.

Tabel 5. Moderated Mediation Analysis Result (Model 7)

Moderator	Conditional Indirect Effects				
	Condition	Effect	BootSE	BootLLCI	BootULCI
AS	Low (1)	.19	.05	.097	.307
	Moderate (1.1)	.19	.05	.096	.298
	High (1.888)	.16	.04	.081	.243
Index of moderated mediation	-	-.04	.028	-.111	-.002

Note. AS: abusive supervision.

**Figure 3.** Simple Slope of the Conditional Indirect Effect

Discussion

This study found that employee resilience (ER) mediates the effect of an organizational learning culture (OLC) on work engagement (WE) among employees in public, private, and start-up organizations in Indonesia. The direct effect of OLC on WE and the indirect effect through ER is also significant, suggesting that employee resilience in completing their work is essential in strengthening work engagement. However, the presence of abusive supervision (AS) may reduce the strength of the mediating relationship. Abusive supervision (AS) may hinder the positive effects of learning culture on work engagement (WE) by reducing employee resilience (ER). The findings of the study demonstrated support for the three major hypotheses that were proposed in this research. In what follows, the results of the study are discussed in detail.

Hypothesis 1 (H1) demonstrated that organizational learning culture (OLC) has a significant positive effect on work engagement ($\beta = .6$; $p < .001$). This finding aligns with previous research by (Naqshbandi <http://journal.uinjkt.ac.id/index.php/tazkiya>

et al., 2024); (Mohammad et al., 2024); (Blaique et al., 2023); (Malik & Garg, 2020), which similarly highlighted the role of a learning-oriented environment in enhancing employee engagement. These results are consistent with Conservation of Resources (COR) theory (Hobfoll et al., 2018) that posits a supportive work environment functions as a valuable resource which enables individuals to invest themselves more fully in their work. An organizational culture that promotes learning provides employees with access to new knowledge and skills that enhance their adaptability to change, thereby increasing their energy and dedication (Malik & Garg, 2020). Likewise, fosters emotional engagement by instilling a sense of pride and inspiration in one's work. Furthermore, organizations that cultivate a positive learning environment and integrated through various organizational resources such as supportive leadership, opportunities for learning, and employee empowerment are likely to enhance work engagement.

Hypothesis 2 (H2) was supported, indicating that the relationship between organizational learning culture (OLC) and work engagement (WE) is mediated by employee resilience (ER), with a significant indirect effect ($\beta = .16$; 95% CI = [.08, .24]). In line with research by (Mohammad et al., 2024) that employee resilience plays a positive and stimulating role in organizational learning culture to produce work engagement. Resilient employees possess a greater capacity to navigate obstacles, setbacks, and uncertainties that may emerge throughout the creative process. They are able to recover from failures, adapt effectively to change, and maintain persistence in pursuing innovative solutions. According to Conservation of Resources (COR) theory, ER serves not only to mitigate the escalation of resource depletion, but also to support the accumulation of new resources (Hobfoll et al., 2018).

Hypothesis 3 (H3) was supported, indicating that abusive supervision (AS) moderates the indirect effect of organizational learning culture (OLC) on work engagement (WE) via employee resilience (ER), with a significant negative interaction ($\beta = -.04$; 95% CI = [-.111, -.002]). This result suggests that under conditions of high abusive supervision, the positive effect of OLC on WE mediated by ER is weakened. From the perspective of Conservation of Resources (COR) theory (Hobfoll et al., 2018), leadership behaviour represents a critical resource. While constructive leadership can foster psychological resources such as confidence and motivation. Destructive leadership, such as abusive supervision, functions as a resource-depleting stressor that undermines employee well-being. This finding is consistent with the study by (Drory et al., 2022), which showed that abusive leadership diminishes employees' confidence in performing their roles, thereby reducing their engagement. Similarly, (Wang et al., 2014) found that the more frequently employees encounter abusive behaviours, such as being devalued, publicly criticized, humiliated, or unfairly blamed, the lower their likelihood of being psychologically engaged in their work.

Study Limitations and Recommendations for Future Research

Despite its theoretical and practical contributions, this study has several limitations that should be acknowledged. First, cross-sectional research design restricts the ability to infer long-term causal relationships among the variables. Future research is encouraged to adopt a longitudinal design to capture the dynamic development of work engagement over time and better understand how psychological resources evolve in response to organizational contexts. Second, this study relied solely on self-report measures, which may increase the risk of common method bias (Podsakoff & MacKenzie, 2003). To enhance the validity of future findings, researchers are advised to utilize multi-source data collection methods, such as supervisor or peer ratings to triangulate perceptions and reduce potential bias. Third, this study did not include demographic variables such as age, tenure, and job level, which may serve as potential moderators in the relationships examined. Future research is encouraged to consider these contextual factors, cultural, and leadership factors that influence WE.

Conclusion

This study employs Conservation of Resources (COR) theory to demonstrate the positive relationship between organizational learning culture and work engagement, particularly highlighting the mediating role of employee resilience. According to the COR theory's perspective on gain and loss spirals, negative

aspects of work can lead to a depletion of resources over time, known as a loss spiral. Conversely, when employees possess substantial resources, they are likely to experience a gain spiral. From this viewpoint, an organizational learning culture contributes to positive feelings among employees, such as love, joy, and pride, by offering various resources (Malik & Garg, 2020). Notably, when employees experience these positive emotions, they trigger gain spirals of psychological resources that enhance work engagement. Previous research has established a significant relationship between positive emotions and work engagement (Bakker & Demerouti, 2008).

To promote and enhance a culture of organizational learning in the workplace, this study provides valuable insights for managers and human resource professionals. It suggests the development of interventions that foster positive work attitudes, particularly around employee resilience. Furthermore, organizations must commit to supporting their employees by offering resources for coping mechanisms and stress management to enhance their employability. Specifically, organizations that invest in practices that build a culture of learning can better prepare their employees to thrive in a competitive market while keeping them engaged.

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