High Performance Work System and Learning Orientation in offline, online and Hybrid workplace: mediating role of Affective Commitment

Abstract

Purpose: The present study focuses on exploring role of High-Performance work system (HPWS) in Learning Orientation. Further, the role of Affective Commitment as mediator is also explored. Additionally, moderation by workplace setting i.e., offline, online and hybrid workplaces is studied on mediated relationship.

Design/methodology/approach: The model is tested on 360 respondents from IT sector from India. Data is validated with help of CFA and SEM.

Findings: The results indicate Affective commitment mediates HPWS and Learning Orientation relationship. In addition, mediation was found to be positive and significant in hybrid and offline workplaces and insignificant in online workplace setting.

Limitations/Implications: The respondents' self-report can be a limitation as it can result in inflated outcomes in research findings. Even though no common method bias was found using Harmans' single-factor test, the bias might not be removed completely.

Originality: The current study extended the HPWS study by testing its impact on learning orientation with affective commitment as mediator. Also, no study till date compared the relationship from different lenses of workplace setting.

Keywords: HPWS; Learning Orientation; Affective Commitment; Hybrid Workplace; Offline Workplace; Online Workplace

Introduction

To ensure its long-term existence in a complex and dynamic industry, the organization has been forced to constantly look for and seize new chances (Dizgah et al. 2011). Therefore, there has been

a paradigm shift in how people view how the human resources (HR) department contributes to the success of the firm. Organizations need proactive individuals who are prepared to take the initiative in resolving organizational issues for this to happen. An increased interest in understanding the potential advantages of employing high-performance work systems (HPWS) as a means of enhancing an organization's competitive edge has resulted from the strong demand and competition for people and managerial talent. It improves an employee's ability to adapt to a changing environment, which raises competition. The adaptability of HPWS's HR procedures improves corporate performance by encouraging employee engagement and empowerment. The primary goals of HPWS are to improve intellectual capital, inspire people to work toward organizational goals, and give them opportunity to do so. Therefore, HPWS improves employees' potential, drive, and development chances. It is a significant factor in organizational success because it transfers managerial accountability for improving corporate performance to employees (Boxall and Purcell, 2013). By fusing organizational strategies with HR strategies, it contributes to a synergistic effect that raises performance.

HPWS has been known to shape many individual as well as organizational level performances. Present study focusses on learning orientation as an outcome of HPWS. HPWS has been found to boost both hard and soft skills in employees. It provides much needed support to foster learning. The path though is explained by different authors differently. Present study explored the path through affective commitment. Also, the changing work landscape has provided much needed reason to do so. In last 5 years, organizations worldwide has seen change in workplace setting from offline to online during pandemic and now a new evolved form of hybrid workplace. Will the path from HPWS to learning orientation fair same way in all the workplace settings? Will affective commitment be relevant in the HPWS and learning orientation with change work landscape? Are the two important questions presents study tried to explore.

The first part of the paper is introduction; second part is Literature review; third part is methods and analysis and the fourth and last part is Discussion and implications.

Literature Review

Numerous aspects, including human resource management (HRM), leadership, as well as the macroenvironment, would influence the results of organizational learning (North and Kumta, 2018). It's possible that strategic HRM has a significant impact on how effectively a business operates (Tsao et al. 2009). High-performance work systems (HPWS), as well referred to as high-performance work practices (HPWP), high-commitment work systems (HCWS), or high-involvement work systems (HIWS), are a focus area in the field of strategic human resource management. They are usually defined as a set of interactive human resource management practices (HRMP), primarily consisting of scholarly hiring practices, additional training, permission, involvement in judgement, production-based remuneration, and sharing of information (Chow et al. 2013; Posthuma et al., 2013; Wei and Lau, 2010). HPWS places more emphasis on the integration of HR practices rather specific actions in accordance to business strategy (Shin and Konrad, 2017). In accordance with earlier studies, researchers consequently view HPWS as a holistic architecture of human resource practices (Macky and Boxall, 2007).

Moreover, HPWS assists a company in building a loyal workforce by focusing on its personnel. By promoting justice, trusting, and offering intrinsic benefits, HPWS fosters a more dependable environment and encourages strong linkages to the company and a higher work commitment (Chuang et al., 2016). Employees are motivated to focus on upskilling and knowledge acquisition as a result, which increases their motivation to use what they already know and learn new things (Akgun et al., 2003; Tsao et al., 2009). Instead of worrying about potential terrible consequencesand organizational sanctions, individuals can use useful skills to confidently act ahead of competition and engage in risky endeavors in a bid to improve organizational productivity (Cohen and Sproull 1996; Floyd and Wooldridge 1999). HPWS enhances organizational capability through creating synergic effect (Chahal et al., 2016). Figure 1 shows proposed model for the study that contains all the assessed variables and relationships.

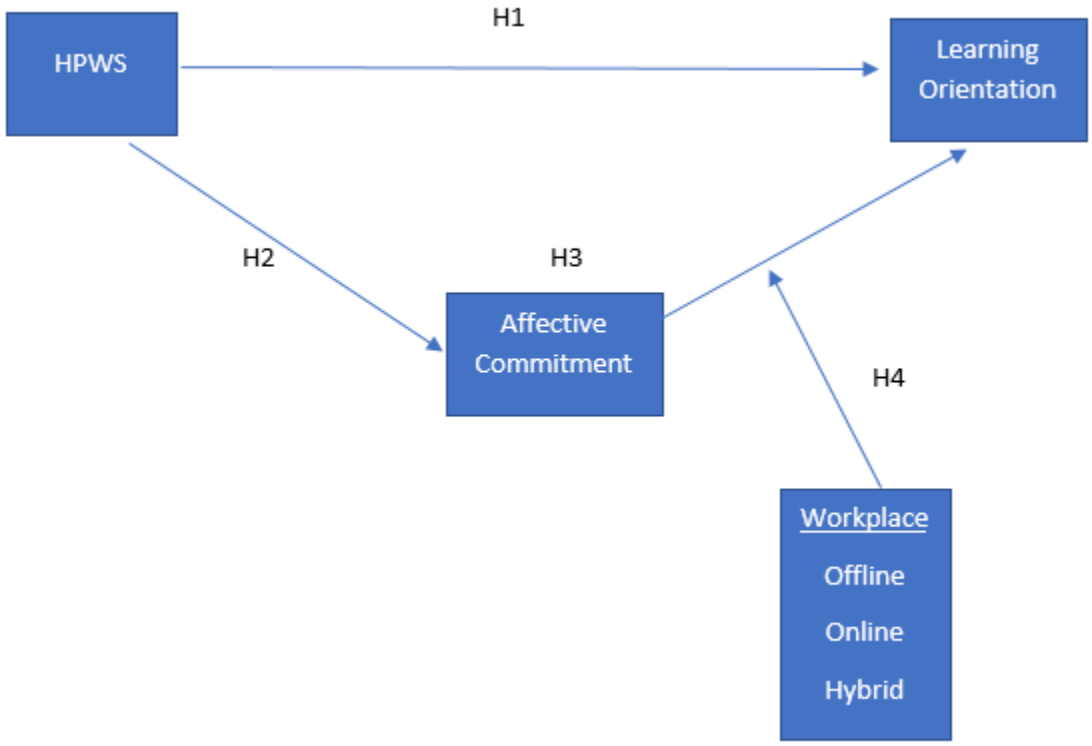

Figure 1: Proposed Model for the Study

H1: HPWS influences Learning Orientation

Increased AC is one of the fundamental aspects of employee wellbeing defined by Horn et al. (2004); Iles et al. (1990); Rothmann (2008); Qiao et al., 2009 and Takeuchi et al., 2009). Several research on HPWS have employed AC, that is described as "the extent to which a worker feel commitment to a specific business" (Currivan, 1999; Gong et al., 2010; Messersmith et al., 2011 and Takeuchi et al., 2009). Therefore, it is crucial to investigate the connection among HPWS and workers' AC. As a result, identification with an institution's goals and principles is indeed a key indicator of AC (Van Knippenberg and Sleebos, 2006). Individuals are consequently more inclined to stick to a firm that practices HPWS if people connect with its core values. Numerous research has discovered a substantial correlation between HPWS and business performance (Takeuchi et al., 2007; Tregaskis et al., 2013; Way, 2002). Individuals at organizations having HPWS may

generally connect oneself with the kind of organizations since, on the whole, it appears as individuals are more likely to socially associate to high-performing organizations even than weaker organizations (Van Knippenberg, 2000). Additionally, several the HR procedures performed by HPWS are probably to promote staff members' identification also with organization. For instance, most workers are more inclined to identify with HPWS principles including decentralization, clear/open communication, and flexi job assignments (Jiang and Liu, 2015).

H2: HPWS influences Affective Commitment

We seek to incorporate the single mediation effect based on the aforementioned study, and as a result, present a mediation model. By expanding the knowledge base and enhancing organizational skills, organizational learning can encourage knowledge orientation (on multiple facets) inside the organization (Altinay et al., 2016; Noruzy et al., 2013; Dash et al., 2022). The organization can benefit from learning orientation by recognizing possibilities, making the most use of available resources, and building strong bonds with stakeholders. This will improve organizational learning. Additionally, the HPWS's competency development component and incentive structures (Becker and Huselid, 1998; Dash and Sandhyavani, 2019) is critical in influencing good emotions in many individuals, such as a feel of recognition and gratitude. According to Ng and Sorensen (2008) employees are more inclined in accept their organization as a part of their social image when personal requirements for esteem, acceptance, and connection are met, this type of "pleasant impression can strengthen AC." As postulated by Vandenberghe, et al. (2004) AC by employees to their organization must be considered as perceived organizational support that is dependent upon employee organization relationship. Therefore, study postulates that detailed analysis of AC upon understanding will bring surge to the relation between HPWS and learning orientation.

H3: Affective Commitment mediates the relationship between HPWS and learning orientation

A study conducted by Harney and Collings (2021), identified that the human resource policies of a company perform a key task in adoption and creation of value in a hybrid workplace environment. The most important skill to have in periods of significant transformation (like the pandemic) is the ability to learn. Learning makes certain that employees comprehend and use their

fresh ideas when businesses must restructure, restructure, or just modify the way they do things. The workforce's flexibility and ability to adapt will ensure that services are provided despite the face of external challenges and upheaval. To stay in pace with the exponentially rising knowledge - based expert, it may be expected that practically continuous update and upgrade of knowledge, data, and capabilities will be required. Hence, Affective commitment is the key ingredient that generates a sense of belongingness and maintain a reliable relationship with the organization pawing growth for organization (Ng and Sorensen, 2008). Since the pandemic, organizations and employees around world are more resilient to work in offline mode and hence need for hybrid work environment i.e. a combination of both offline and online methods have pawed way throughout world (Petani and Mengis, 2021; Matta and Tripathi, 2022).

The theory of planned behavior (Wollast et al., 2021) can influence employee learning orientation, shaping their intention to act in a certain manner based on attitudes towards the behavior and its perceived usefulness. Moreover, Bandura's self-efficacy theory (Alqurashi, 2016) suggests that a preference for a specific and prolonged workplace setting can boost employees' confidence in using it, ultimately impacting their learning experience. Consequently, employees may develop an increased sense of autonomy, which plays a pivotal role in fostering motivation to learn, as highlighted by self-determination theory (Chen et al., 2010). Organizations must understand the relevance of non physical workplace as identified by Galletta & Portoghese (2012) that physical workplace settings have less impact upon the relationship between affective commitment and learning orientation (Galletta & Portoghese, 2012). Therefore, innovative organizations must understand relationship between expectations of performing work settings and affective commitment of employees pawing way for learning orientation. Particularly when workers have high levels of affective commitment.

H4: Workplace setting moderates the mediation by Affective Commitment of HPWS and learning orientation.

Methods

Sample

To collect the necessary data, a standardized questionnaire was distributed to respondents from North Indian software companies. The information was gathered from 8 IT businesses in North India. 360 valid responses were obtained out of the 522 questionnaires that were sent out, for a response rate of 68.96 percent. Information was gathered from executives who worked in a variety of roles and levels.

The study's results revealed a 68.96% response rate, indicating a moderate level of interest among the participants. Although this rate falls within the suggested range of 20%-40% proposed by Nachmias and Nachmias (1976), the relatively low response rate raised concerns about potential non-response bias. To address this, a non-response bias test was conducted using the "early/late hypothesis" proposed by Oppenheim (1966, p. 36). This hypothesis suggests that late respondents often share similarities with non-respondents. Consequently, the response pattern of late respondents can serve as a proxy for the non-response bias of non-respondents. Statistical tests were performed on the scores obtained from the first 10 and the last 10 questionnaires received. The results revealed no significant difference at the 0.05 level, indicating the absence of any substantial non-response bias.

The study used the two-stage approach of Structural Equation Modeling (SEM) with Confirmatory Factor Analysis (CFA) and Structural Model (Balbin et al., 2016). CFA and SEM assume that the observed variables follow normality, linearity, and independence assumptions. All three tests have been conducted prior to the analysis of data such the estimation and interpretation of the model parameters are not affected (Kyriazos, 2018). The survey instrument used for the study employed techniques such as anonymity, confidentiality, and careful questionnaire design to minimize response bias and also tested for the presence of common method bias (Paulhus, 1991). Mediation and Moderated mediation analysis was carried out using Hayes Process Macro (Hayes, 2013).

Table I describes the demographic profile of the respondents. The respondents included 210 (58.33 percent) males and 150 (41.66 percent) females. Most of the respondents following the age category between 20 and 29 years (37.78 percent) followed by 30-39 years (25.56 percent), 40-49 years (20.27 percent), 50 and above (16.38 percent). About 68.05 percent respondents were married and 31.98 percent were unmarried. In terms of work experience majority of the respondents fall in 0-10 years bracket (51.98 percent), followed by 11-20 years (31.12 percent),

and 21 years and above (16.96 percent). Out of 360 respondents, 38.33 percent worked in offline workplace, 22.22 percent in online workplace and rest39.45 percent worked in hybrid workplace setting.

Table 1: Demographic Profile of respondents

Particulars	Numbers (N=360)	percentage
Gender		
Male	210	58.33
Female	150	41.66
Age		
20-29 years	136	37.78
30-39 years	92	25.56
40-49 years	73	20.27
50 years and above	59	16.38
Experience		
0-10 years	187	51.94
11-20 years	112	31.12
21 years and above	61	16.94
Marital status		
Married	245	68.05
Unmarried	115	31.94
Workplace setting		
Offline	138	38.33
Online	80	22.22
Hybrid	142	39.45

Measures

HPWS: High Performance work system was measured on 11 item scale from Jyoti & Dev (2016). The responses were taken on 5-point Likert scale with 1 representing ‘strongly disagree’ and 5 representing ‘strongly agree’.

Learning Orientation: Learning Orientation was measured with 10 item scale by Youn et al. (2018). The responses were measured on 5-point Likert scale with 1 representing 'strongly disagree' and 5 representing 'strongly agree'. The sample items are "In our firm the belief that learning is necessary for improvement and efficiency is shared at all levels" and "In the firm we have clearly defined "who we are", that is, what our business and our long-term objectives are".

Affective commitment was measured with five items from Meyer et al.'s (1993). The responses were taken on 5-point Likert scale with 1 representing 'strongly disagree' and 5 representing 'strongly agree'. The sample items are "I have a feeling of belonging toward my organization" or "I feel attached to my organization."

Workplace: Workplace setting was measured on 3 items scale with 1 representing 'offline workplace'; 2 representing 'online workplace' and 3 representing 'hybrid workplace'.

Data Analysis

Confirmatory factor analysis (CFA)

Table 2 shows how various variables are faring in terms of mean, standard deviation and correlation between them. Although, all variables have significant positive relation with each other; highest correlation is found between Affective Commitment and Learning Orientation ($r=0.471$, $p<0.001$). CFA was done as initial step to drop items with less 0.70 loading. From HPWS scale, one item was dropped; two items were dropped from Learning Orientation; one item was dropped from Affective Commitment. Thus, significant item loadings and construct reliabilities led to convergent validity (Anderson & Gerbing, 1988). Fit indices also indicated acceptable model fit (CFA- χ 2/df= 2.3, GFI= 0.91, NFI=0.90, AGFI= 0.88 and RMSEA= 0.047). Average Variance Extracted (AVE) value were 0.5 level and composite reliabilities (CR) of respective construct s were above there AVE indicating convergent validity (Hair et al., 2010). As per recommends of Fornell & Larcker (1981), square root of AVE of every construct should be larger than its correlation coefficient with other constructs to establish discriminant validity. Square root of AVE are depicted diagonally in bold in Table 2 and when compared with correlations in front provide discriminant validity. To check bias of data, Harman's single factor test (Podsakoff & Organ, 1986) was conducted. It was found that the first factor explained 30 percent of total variance, below the acceptable limit of 50 per cent. Therefore, there is no sign of bias in the data.

Even though the authors conducted Harmans' single factor test to assess common method bias, it is important to acknowledge that this test may not eliminate the bias. To address potential common method bias (CMB), we implemented a statistical control technique known as the marker variable method, as proposed by Lindell and Whitney (2001). Specifically, we utilized the 'online impulse buying behavior' scale developed by Beatty and Ferrell (1998), which consists of four items, as our chosen marker variable. The marker variable exhibited insignificant correlation (varies from −.047 to .001) with all the study variables. Notably, the marker variable exhibited an insignificant correlation with the dependent variable learning orientation (r = .003, p-value = .62). Finally, when comparing the parameters with and without the inclusion of the marker variable, there was a noticeable decrease in the likelihood of common method bias (CMB) among the study variables.

Table 2: Descriptive Analysis, correlations, and Discriminant validity

	Mean	**S.D.**	**CR**	**AVE**	**MSV**	**ASV**	**1**	**2**	**3**	**4**
Workplace (1)	2.1	0.56								
HPWS (2)	3.68	0.47	0.901	0.611	0.266	0.134	-	**0.781**		
LO (3)	4.01	0.78	0.867	0.574	0.249	0.114	-	0.312**	**0.757**	
AC(4)	4.12	1.01	0.828	0.543	0.162	0.103	-	0.362**	0.471**	**0.736**

Note: **p<0.001 (two-tailed); the italics numbers in end of each row are square roots of AVE;
HPWS: High Performance Work System; LO: Learning Orientation; AC: Affective commitment

Mediation Analysis

H1 to H3 hypothesized HPWS influences Affective commitment and learning orientation respectively. The results obtained were B=0.23, p<0.001 and B=0.18, p<0.001, Table 3 respectively. Hence, supporting H1 and H3. Mediating effect of Affective commitment was analyzed with PROCESS macro by Hayes (2013) on SPSS. Model 4 of PROCESS dealing with mediation was used. Demographic variables like age, gender, experience was controlled for. The direct from HPWS to LO was found significantly positive (B= 0.18, p< 0.001, Table 3). The mediating path HPWS-AC-LO gave significant result with B=0.32, p<0.001, Table 3). Total effect was found to be B=0.51, p<0.001, Table 3). Sobel test also demonstrated significant indirect effect (Sobel z= 2.372, p<0.01). Mediations found to be significant leading to accepting the H3.

Table 3: Summary of Mediation and Moderated Mediation with Learning Orientation as Dependent variable

Mediation by Affective Commitment (Model 1)					
	Total Effect		Total indirect Effect	AC	Direct Effect
β	0.51		0.32	0.23	0.19
95% CI	0.11,0.23		0.08,0.18	0.05, 0.21	0.07, 0.11
Moderated Mediation model with Workplace as moderator and Affective commitment as Mediator (Model 2)					
Predictor	Outcome		B(SE)	95% CI	t value
HPWS	LO		0.18	0.07, 0.17	1.765
AC	LO		0.16	0.19, 0.32	1.534
Workplace	LO		0.29	0.11, 0.31	2.733
AC*Workplace	LO		-0.11	-0.09, -0.03	-0.392
Conditional Indirect effect of HPWS at different Workplace types					
Mediator	Workplace		Effect	Boot SE	Boot 95% CI
EWB	Offline		0.04	0.08	0.10,0.19
	Online		-0.03	0.09	-0.11,0.28
	Hybrid		0.08	0.11	0.07,0.21

Note: B=coefficient; SE= standard error; CI= confidence interval; * p<.05; ** p<.01; *** p<.001; Bootstrap sample size = 5000; HPWS: High Performance Work System; LO: Learning Orientation; AC: Affective commitment

Moderated Mediation Analysis

H4 suggested that workplace will moderate the mediation effect of affective commitment between HPWS and Learning Orientation. The bootstrapping method with 5000 resamples using Hayes's (2013) PROCESS macro for SPSS with Model 14 was used to investigate moderated mediation effect. Demographic variables such as age, gender and work experience were controlled in all of the analysis.

Table 3 shows that HPWS, AC and interaction between AC and workplace are significantly predicting LO ($p<0.001$, Model B, Table 3). Through conditional indirect effect test, it was found that AC is not able to significantly mediate between HPWS and LO in online workplace setting, 95% CI [-0.11, 0.28]. But AC was able to mediate the relationship between HPWS and LO in offline workplace setting, 95% CI [0.10, 0.19]. Also, AC mediated the relation between HPWS and LO in hybrid workplace setting, 95% CI [0.07, 0.21]. Hence, H4 is supported.

Discussion

The aim of this paper was to investigate the relationship between High Performance Work Practices and Employee Learning Orientation. Research studies have shown great interest on the joint effects and therefore we have analysed the role of affective wellbeing as the mediator between HPWP and employee learning orientation. Furthermore, we have analysed the role of workplace type such as offline and hybrid as moderates on the relationship between affective commitment and learning orientation.

Firstly, the study findings revealed that HPWPs have shown as positive and significant influence on employee learning orientation. HPWPs create opportunities for employees to develop their skills, and the advancements in the Information and Communication Technology have boosted the impact (Ashton & Sung, 2002). The current study's finding is in line with Felstead and Ashton (2000), who emphasized that the higher-level training opportunities in organizations with HPWPs, tends to produce higher level of skills. Research suggests that learning orientation is an internal drive that motivates employees to develop their competencies and those who seek challenges will find learning opportunities through HPWPs (Gong & Fan, 2006). Moreover, social cognitive theory supports the view that individuals acquire skills and knowledge through direct experience and observational learning (Bandura, 1997).

Secondly, our findings add to the optimistic or mutual gains perspective of HRM research with respect to various positive employee level outcomes of HPWPs. Previous findings on the relationship between HPWPs and affective commitment have not shown adequate consensus. Zacharatos et al. (2005) in their study highlighted a particularly noteworthy finding that employees understand the HRM practices followed as a suggestive measure of organisation's commitment

towards them and in turn develop an emotional attachment leading to the display of positive behaviours. This creates the feeling of membership and commitment, followed by instilling more trust in the management (Legge, 2005). In line with the above findings, Macky and Boxwall (2007) in their study also proposed that HPWP have a positive influence on employee affective commitment. In contrast, Banks and Kepes (2015) through their study revealed that HPWP in organization promotes team collaboration efforts and eventually rewards individual employee for their contribution, thereby reducing the affective commitment levels. Moreover, the negative outcomes of HPWP can be observed through the pluralistic arguments that arise from employee diversity and goal disagreement (Greenwood, & Sheehan, 2011). The individual employee interests get disregarded when the goals of organization and employee are overlapping yet divergent (Marchington & Grugulis, 2000). As a result, HPWP tend to enforce stringent employee regulations to meet the expectations and improve the emotional attachment. This study finds the positive association with HPWP and commitment and yet reserves the practitioner advice since every HR configuration or a contingency factor could lead to a differentiated effect (Guest and Bos-Nehles, 2013).

Thirdly, the study has tested for the impact of affective commitment on learning orientation and the findings revelated that the relationship is positively significant. Affective commitment represents the employee's emotional bond with the organization, and it shows their involvement and desire to take part in achieving the organizational goals. Organizational support theory explains the employee's emotional commitment and the organizational readiness to reward increased efforts (Eisenberger et al., 2001). Learning orientation deals with developing competencies to effectively handle challenging situations, to gain new experiences (Bono & Judge, 2003). Affective commitment is the force that prompts the individual to select a course of action and acquire new skills. Self-determined employees have higher levels of affective commitment due to the personal involvement and value congruence (Meyer, Becker, & Vandenberghe, 2004). In their study, Galletta & Portoghese (2012) have identified learning motivation and affective commitment as outcomes of autonomous motivation, which result in employee extra role behaviours. Out study is among the very few to test for the relationship between affective commitment and learning orientation.

Fourthly, the study has tested for the moderating affect of workplace type such as offline and hybrid modes between affective commitment and employee learning orientation. This finding is theoretically supported by (Rigolizzo, 2022; Justice et al., 2020). It is found that hybrid workplace type has strengthened the relationship as compared to offline workplace type. During pandemic, when organizations were in the survival mode, there was a dilemma to either side-line the learning and development activities or to bring them to the fore to be able to adapt the disruption (Rigolizzo, 2022). Learning in hybrid is like the other models of workplace learning, but the learner's behaviour manifests differently in the hybrid workplace type.

Academic and Managerial Implications

The outcomes of the current posit several theoretical contributions. To begin with, the study provides a clear understanding of the impact of HPWS on the learning orientation. Resource based view of the organization underlines that HPWS support the organizations by creating a unique bundle of resources to gain competitive advantage (Barney, 1991). Based on the organizational learning theory, learning orientation deals with the preference towards learning and knowledge in the organization influencing the learning results (Sinkula eta al., 1997). The interaction between learning orientation and HPWS has not been discussed much in the academic literature. Hence, the study's findings add to the cross level perspective by addressing the black box of HPWS and individual outcomes (Wu and Chaturvedi 2009). The findings of the study would add to the HRM framework, social cognitive framework of organizational learning theory and resource-based view.

In terms of filling gaps in previous research, the study integrates and examines the relationships between HPWS, affective commitment, and learning orientation, which have been predominantly studied in isolation (Para-González et al., 2019). Prior research has often focused on the individual relationships between these constructs, neglecting the potential interplay and interdependencies among them (Andersén, & Andersén, 2019). When employees experience HPWS, they perceive that the organization values their contributions, invests in their development, and provides a supportive work environment. As a result, they develop a sense of affective commitment toward the organization. Employees who feel emotionally connected and committed to the organization are more likely to engage in learning behaviours and embrace a learning orientation.

Furthermore, the study has extended by affective commitment as a mediating variable between due to the inconsistent findings provided by the past studies (Hesketh & Fleetwood, 2006). In line with the Social Exchange Theory, which highlights that employees and organizations would involves in positive social exchange relationship by creating obligations for reciprocation, which results in enhanced levels of commitment (Wit et al., 2001; Allen et al., 2003; Meyer & Allen, 1997). The finding also supports the contingency approach of strategic human resource management and adds a new perspective on the over-simplified relationship between HPWS and affective commitment (Nishii & Wright, 2008). The work systems in the emerging economies are typically associated with high formalization and are inspired from the developed countries, which grapple with different set of challenges (Budhwar, 2012). Due to the flexible work arrangements as a key workplace expectation, care should be taken on the choosing between online, offline and hybrid channels, such that HPWS could better impact learning orientation and affective commitment of the employees. Organizations may derive benefits from the practical application of the above theoretical contributions.

At the outset, managers and leaders globally are struggling to understand the imperative of different workplace models, especially the hybrid workplace arrangements and devise corresponding HR strategies. Henceforth, the present study aims to understand the effect of high-performance work practices on learning orientation at three different workplace models such as offline, online and hybrid. The results of the study clearly indicate that high performance work practices are a determinant of affective commitment and learning orientation. Affective commitment helps employees to experience a sense of belongingness and maintain a reliable relationship with the organization (Ng and Sorensen, 2008). Therefore, organizations need to nurture this dynamic relationship by treating their employees as individuals in which they are valued and cared for. Our results provide additional evidence that it is worthwhile to allocate funds to the implementation of HPWS and the growth of employee emotional commitment to promote learning orientation. An increased interest in understanding the potential advantages of employing high-performance work systems as a means of enhancing an organization's competitive edge has resulted from the strong demand and competition for people and managerial talent. By ensuring employees' capabilities such as knowledge and skills, motivation, and opportunity to perform, HPWS are intended to boost employee performance (Maden, 2015). HPWS not only

helps to improve performance but also promotes a learning-oriented mindset. However, given the contradictory findings in other studies, we advise businesses using these methods to track the results over time to spot any potential adverse impacts. The significance of affective commitment for employee learning orientation is also suggested by our findings. The study demonstrates that the perception of the degree of affective commitment affects the link between HPWS and learning orientation. The physical workplace has less of an impact on the relationship between affective commitment and learning orientation than the hybrid workplace (Galletta & Portoghese, 2012). With this, the study findings stress the importance of context and further redefine the contextual boundaries in the link between HPWS and learning orientation.

Organizational Implications

Remote working as an alternative workplace type which began as a short-term solution due to the pandemic has settled as a new norm. The skeptical views of managing and developing employees remotely have become more comfortable and pragmatic (Carnevale and Hatak, 2020). As the impact of the pandemic mitigates, employees across the globe are not inclined to offline work and are trying embrace hybrid work arrangements with few days of week balancing on both online and offline methods (Petani and Mengis, 2021; Matta and Tripathi, 2022). Even in the Indian context, a large section of employees working in the knowledge-based industries prefer to hybrid working conditions (Ganguly et al., 2022). With the growing prevalence of hybrid work types, it becomes inevitable for the organizations to redesign processes, collaborations, organizational control, and learning (Newman and Ford, 2021; Minbaeva, 2021). Harney and Collings (2021), through their study, advocated that the HR policies of an organization play a strategic role to adopt and create value out of hybrid work arrangements. The findings of the study revealed that the choice of workplace models had a unique effect on the way high-performance work systems impact affective commitment and learning orientation. Because of the pandemic, organizations were forced to look for changes in their work environments which are more hybrid and flexible in nature. Therefore, organizations that aim to boost the learning orientation of their employees are urged to assess the employees' affective commitment and, if deficiencies are found, to invest in targeted interventions. Organizations should be aware of the boundary conditions between the two when investing in HPWS. For example, investments in HPWS can increase employee learning orientation,

particularly when workers have high levels of affective commitment. Additionally, this relationship is seen to be stronger when the workplace is hybrid rather than entirely offline.

Organizations should prioritize creating an environment that encourages employees to engage in learning activities, such as training programs, workshops, and knowledge-sharing initiatives. This can be achieved by allocating resources for learning and development, establishing mentorship programs, and promoting a growth mindset among employees (Jurburh et al., 2017). Organizations should pay attention to the design and management of hybrid and offline workplaces by creating communal spaces that can facilitate informal learning. Additionally, organizations should encourage regular face-to-face interactions and team-building activities to build strong relationships and enhance affective commitment (Jordan, 2009).

Conclusion, Limitations and Future Research

The study finds that HPWS plays an important role in enhancing the learning orientation of the employees by developing both the soft and hard skills that are relevant to the organization to achieve higher performance. Also, the HPWS impacts the learning orientation because of the extent of ability, motivation and opportunities offered at the workplace (Meyer & Smith, 2009). Employees and the organization enter an arrangement of reciprocation, as advocated by social exchange theory, the competence development and recognition through HPWS results in the creation of affective commitment (Witt et al., 2001). The study results support the view that affective commitment acts as a force that binds the employees' course of action to a specific target both in the offline and hybrid workplace types. Hence, it can be proposed that organizations should maintain better horizontal integration among the human resource practices, without disregarding individual interests of employees. Effort should be taken to make sure that employees should not perceive the aims of HPWS differently, due to the nature of employee diversity.

Given the limitations of this investigation, our findings should be regarded with caution. First, we used employee-level data, which only accounts for these individuals' subjective opinions and excludes objective measurements. However, because they necessitate introspection, characteristics like HPWS, affective commitment, and learning orientation make people the most reliable source of information. Second, we did not account for differential effects and interactions among the

individual HPWS when analyzing the influence of HPWS and instead used a composite score (Hauff, 2021). As a starting point for more in-depth analyses, this technique enabled us to examine the general association between HPWS and learning orientation as well as the relationships with affective commitment. Future study could go in several directions. First, as was already mentioned, we believe that additional research should focus on how the implementation and perception of HPWS, the context, and different levels of aggregation affect the nature of the relationship between HPWS and affective commitment. Second, it's possible that the relationship between HPWS and learning orientation is more intricate than first thought. From a temporal standpoint, it's possible that HRM practices could support or obstruct learning situations, and vice versa. Additionally, researchers should consider the fact that although learning orientation is employee focused, HPWS are typically deployed across organizational units. Multi-level analyses may offer more thorough understandings of the connection between HRM and learning orientation at various cross level analysis.

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