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The Nexus Between Organizational Learning Capabilities and Employee Performance in the Nigerian Hospitality Industry

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Abstract

This study examined the relationship between organizational learning capabilities and employee performance in hospitality firms in Taraba State, Nigeria. The specific objectives were to: (i) examine the relationship between organizational memory and employee performance, (ii) assess the relationship between team learning and employee performance, and (iii) evaluate the influence of tacit knowledge sharing on employee performance. A descriptive survey design was adopted, and data were collected using a structured questionnaire administered to 141 employees across selected hospitality organizations. Out of these, 124 valid responses were analyzed using descriptive statistics, Cronbach's alpha reliability tests, and Pearson correlation. Reliability coefficients for all variables were acceptable, ranging from .849 to .888, indicating strong internal consistency. Correlation results showed statistically significant and strong positive relationships between all three organizational learning dimensions and employee

performance, with team learning showing the highest correlation ($r = .902$), followed by organizational memory ($r = .857$), and tacit knowledge sharing ($r = .843$). All three null hypotheses were rejected at the 0.05 significance level. The findings imply that implementing structured organizational learning practices especially those that preserve institutional knowledge, foster teamwork, and encourage informal knowledge exchange can significantly enhance employee performance. The study concludes that employee performance in hospitality firms improves significantly when learning structures such as institutional memory, teamwork, and informal knowledge exchange are effectively implemented. It recommends that hospitality firms invest in systematic knowledge management, encourage collaborative learning environments, support informal knowledge sharing, and communicate a clear and unified vision to employees.

Keywords: Organizational Learning Capabilities, Organizational Memory, Team Learning, Tacit Knowledge Sharing, Employee Performance, Hospitality Firms, Taraba State

1. Introduction

1.1 Background to the Study

Okeleke, Babatunde, and Ijomah (2023) ^[30] state that the fast expanding global hospitality sector brings economic growth to developing countries through job creation, international visitors, and foreign exchange earnings. In 2019, the UNWTO (2021) ^[41] reported that the hospitality and tourism sector accounted for 10.4% of the world's GDP.

In Nigeria, the hospitality sector is important for job creation and tourism. The hospitality sector's contribution to Nigeria's GDP was reported to be 4.5% due to the growth of both domestic and international tourism (National Bureau of Statistics (NBS), 2023) ^[23]. Many hospitality businesses in Nigeria struggle with employee performance, operational efficiency, and customer satisfaction, which prevents them from meeting global service delivery standards. These challenges are a call for appropriate organizational learning practices to enhance competitiveness and sustainability (Edeh *et al.*, 2024) ^[12].

The developing urban area of Taraba State is becoming an emerging business center for hospitality activities. It has the potential for hospitality-related economic development. However, businesses in the State have persistent challenges such as inconsistent service delivery, high employee turnover, and a workforce with low operational skill and knowledge. These challenges call for organizational learning to strengthen employee performance and service delivery. The focus of this research is to understand the link between organizational learning and employee performance in the hospitality sector of Taraba State. While studies from different countries and regions focus on organizational learning, there is little research from a local

perspective on the issues faced by hospitality firms in Taraba State.

Many studies have highlighted the impact of moderating variables on employee performance in the hospitality sector. Performance and productivity of employees are directly influenced by the workplace environment and satisfaction levels of employees (Yukl, 2012) [44]. Job satisfaction, productivity, and a collaborative work environment result in higher participation (and thus efficiency) of employees (Garcia-Buades *et al.*, 2016). The performance of employees is enhanced by the acquisition of skills and training (Noe *et al.*, 2021) [25].

This research is aimed at understanding the effect of organizational memory and team learning in conjunction with the sharing of tacit knowledge on the performance of employees in hospitality firms in Taraba State.

1.2 Statement of the Problem

Hospitality firms in the Taraba State are faced with several problems which negatively impact employee performance and the overall productivity of the firms. Due to high staff turnover, memory and knowledge possessed by the organization is lost, as are the successfully employed strategies used to address similar challenges in the past. Hospitality firms are unable to collect and utilize the knowledge of their employees and clients, which is an important precondition for the provision of high and tailor-made services, leading to the absence of tacit knowledge. Additionally, hospitality firms do not aim to provide an environment in which employees learn and solve problems as a team. Instead, these firms emphasize the productivity of individuals.

Focusing on personal contributions and knowledge can often overshadow full team participation. This can stifle a team's ability to respond to constantly changing challenges within the industry. This, in turn, can adversely affect a firm's overall performance and the quality of service offered (Nguyen & Simkin, 2022) [24].

To solve the above problems, this study constructs solid organizational learning capabilities that weave together organizational memory, team learning, and tacit knowledge. Memory preserves knowledge, team learning improves cooperation and constructiveness, and tacit knowledge reinforces and improves.

1.3 Objectives of the Study

The general objective of this study is to determine the relationship between organizational learning capabilities and employee performance in hospitality firms within Taraba State. The specific objectives are:

1. To examine the relationship between organizational memory and employee performance in hospitality firms in Taraba State.
2. To assess the relationship between team learning and employee performance in hospitality firms in Taraba State.
3. To evaluate the influence of tacit knowledge sharing on employee performance in hospitality firms in Taraba State.

1.4 Research Questions

1. What is the relationship between organizational memory and employee performance in hospitality firms in Taraba State?

2. What is the relationship between team learning and employee performance in hospitality firms in Taraba State?
3. What is the relationship between tacit knowledge sharing and employee performance in hospitality firms in Taraba State?

1.5 Research Hypotheses

The following null hypotheses were formulated:

H₀₁: There is no significant positive relationship between organizational memory and employee performance in hospitality firms in Taraba State.

H₀₂: There is no significant positive relationship between team learning and employee performance in hospitality firms in Taraba State.

H₀₃: There is no significant positive relationship between tacit knowledge sharing and employee performance in hospitality firms in Taraba State.

2. Literature Review

2.1 Conceptual Review

2.1.1 Organizational Learning Capabilities

The term organizational learning capabilities encompasses the frameworks, systems, and methodologies that support the acquisition, distribution, and deployment of knowledge across the organization. This term owes a great deal to the work and studies of Chris Argyris, Donald Schön, and Peter Senge (Clark, 2021) [10]. In 1978, Chris Argyris and Donald Schön focused on the definition of organizational learning as the modification of beliefs and behaviors in the response to changes in the environment to enhance the long-term effectiveness of the organization (Kühbacher, 2023) [21]. The popularization of the 'learning organization' concept, in turn, came from his analysis of the necessity for the creation, acquisition, and sharing of practice and ideas within the organization (Senge, 1990) [37].

Organizational learning capabilities, in turn, are vital for the successful competition and innovation of the firm (Kordab *et al.*, 2020; Odor, 2018) [20, 26]. The acquisition and sharing of knowledge transforms the workplace culture and improves the performance and engagement of staff (Kordab *et al.*, 2020) [20]. The successful learning organization continually revitalizes its capacity to innovate and sustain a learning culture among its employees (Odor & Samuel, 2018) [27].

Organizational learning capabilities are crucial in the hospitality industry due to its highly service and people-oriented nature. It contains learning and innovation for the industry to be able to provide seamless service (Binder, 2019) [8]. Furthermore, the organizational learning process enables hospitality organizations to modify their business practices in accordance with the changing market, improving their competitiveness and understanding of customer needs.

2.1.2 Dimensions of Organizational Learning Capabilities

2.1.2.1 Organizational Memory

According to De Cuffa *et al.* (2020) [11], organizational memory describes the frameworks and methods that sustain the retention, distribution, and application of organizational knowledge. As stated by Foroughi *et al.* (2020) [15], it is a framework that describes the ability of an organization to archive, search for, and implement knowledge from the past. Bresman *et al.* (2020) [9] characterize organizational memory

as the comprehensive archive of both the tacit and explicit knowledge, policies, practices, and employee knowledge of an organization. It is important for ensuring the quality of the service remains the same and for preserving the knowledge of the organization's past successes and failures. Organizational memory in the hospitality sector has a positive effect on the performance of the employee because it improves the framework for addressing and performing tasks and solving problems. According to De Cuffa *et al.* (2020) [11], employees that have access to previous knowledge and previous experiences are helpful for addressing the concerns of customers and solving problems and for keeping the operations running. Also, organized memories help improve the employees' perception of the firm because they help improve the stability and direction of the firm and help improve the employees' perception of the firm because they help improve the stability and direction of the firm and motivate the employees to achieve the objectives of the firm and improve the perception of the firm (Al-Kurdi *et al.* 2020) [3].

2.1.2.2 Team Learning

According to Edmondson (2018) [13], team learning is the ability of the individual members of the team to come together to undertake a learning exercise the results of which will improve the performance of the team as well as the attainment of the objectives of the organization. In the hospitality industry, as a result of the dependence of the employees on each other to achieve the ultimate goal of satisfying customers, team learning plays an important role in innovation and service flexibility and excellence.

Per Sessa and London (2015) [38], team learning as a discipline of a learning organization incorporates group learning and communication into the problem-solving process. Team members can refine their processes and results through the cultivation of open communication, various feedback forms, and group-oriented decision making. This discipline of learning organizations is found most beneficial in workplaces that demand significant inter-employee coordination, such as the hospitality industry, which relies on several departments working harmoniously to meet the needs of patrons.

Team hospitality firms that foster a learning environment facilitate the sharing of ideas to formulate collaborative solutions to enhance the quality of service offered. Continuous team learning bolsters employees' competencies and prepares them to deal effectively with customer service issues (Batt-Rawden *et al.*, 2019) [5]. Siman (2023), established that work environment factors, which are often documented and preserved through organizational memory systems, positively influence employee performance in Nigerian firms.

Tacit knowledge sharing

Tacit knowledge is context-specific, personal, and often difficult to express. This knowledge is gained through experience and is extremely difficult to capture formally. It is composed of know-how, intuitions, insights, and skills (Poole *et al.*, 2024) [33].

In hospitality, tacit knowledge encompasses cultural sensitivities and service delivery approaches focused on ensuring customer satisfaction. The sharing of tacit knowledge within hospitality organizations is important to uphold service quality and gain competitive advantage. Though tacit knowledge is intangible and extremely hard to share, it is important to elicit and manage because it is

highly valuable.

Tacit knowledge sharing in the hospitality industry can be developed using Koistinen's (2015) [18] mentoring programs, Jimenez and O'Neill's (2024) [17] communities of practice, Lu and Yang's (2015) [22] job rotation, and Shahzad *et al.*'s (2024) [39] storytelling sessions. These programs let the employees learn active skills and best practices, as well as learn the full scope of different functions of the organization.

2.1.3 Employee Performance

Employee performance describes the degree of the effectiveness, efficiency, and quality of the employee in performing their functions in the organization (Fogaça *et al.*, 2018) [14]. It describes the performance of the employee in both the task performance and the performance of the role.

The hospitality industry has numerous studies that try to describe the various factors that impact employee work performance. Within this body of research, the majority of studies have focused on the effects of the various reward systems on the performance level of the employees (Odunayo, 2022) [28]. Rewards systems that are well designed within an organization achieve excellent employee performance and low employee turnover.

Research done by Prentice *et al.* (2018) [34] explains the relationship between the performance of employees and the satisfaction, and commitment to the organization of frontline employees in the hospitality industry. Performance of the employees improves the satisfaction of the employees and increases the commitment to the organization. The performance of the employees is dependent on the work environment and the services and resources that are available.

2.2 Theoretical Framework

To achieve the aims of the research this study applies Social Learning Theory (SLT) and Learning Organization Theory (LOT).

2.2.1 Social Learning Theory (SLT)

According to the Social Learning Theory, developed by Albert Bandura (1971) [4], learning does not occur in social vacuums; people acquire behaviors through observation and subsequent mimicry (Ott, 2024) [32]. Bandura (1971) [4] focuses on the cognitive aspects of learning, suggesting that learning can occur not just through personal experience, but also through the observation of the behavior of others and the penchant of individuals to reproduce this learned behavior. Learning may also involve cognitive aspects such as motivation, attention, and retention. Thus, the social learning theory forms a link between cognitive theory and behaviorism (Rumjaun & Narod, 2020) [36].

Reciprocal determinism, cognitive processes, and the ability to observe and imitate others are the key elements of the social learning theory. In the hospitality industry, the social learning theory is perhaps the most important and foundational component of organizational learning. This is due to the fact that workers learn by directly imitating what they have observed their colleagues and managers do. Observational learning is also an important component of role-play modeling in hospitality training (Rumjaun & Narod, 2020) [36] as it is used to improve performance in service delivery.

2.2.2 Learning Organization Theory (LOT)

The Learning Organization Theory is a model of organizational learning developed by Peter Senge, in his

1990 book, "The Fifth Discipline: The Art & Practice of The Learning Organization." The model places learning and adaptation at the core of an organization's activities. In the hospitality industry, this model emphasizes the importance of maintaining a conducive atmosphere for collective learning among the staff so that the organization can develop its capabilities.

Senge's Five Disciplines, which consist of personal mastery, mental models, shared vision, team learning, and systems thinking, are components of the LOT. Team learning is especially important for the purposes of the current study because it focuses on the need for problem-solving and learning dominated by teamwork.

2.3 Empirical Review

2.3.1 Organizational Memory and Employee Performance

Uzochukwu and Uchenna (2019) [42] studied Organizational Memory and Employee Performance in Federal Parastatals in Enugu State of Nigeria. Grounded on Social Learning Theory, the researchers used a descriptive survey design and sampled 92 employees. Data were analyzed using the Pearson Product Moment Correlation. The findings revealed a substantial positive association between organizational memory and employee performance, thereby concluding that collective knowledge impacts employee determination. Ogundare *et al.* (2021) [29] examined the relationship Between Organizational Memory and Organizational Performance: A Study of Kresta Laurel Company in Lagos State, Nigeria. The findings showed that organizational memory impacts the performance of the studied company, as stated in the study. The focused firm was an engineering firm and was contrary to the general service sector expectations.

Gouri (2024) [16] studied Knowledge Sharing and Individual Performance: The Mediation Role of Organizational Memory, in the context of Algerian organizations. The findings showed that organizational memory, by mediation, positively impacts individual performance. The study is limited to Algerian organizations and its other different economic and political contexts.

2.3.2 Team Learning and Employee Performance

The team learning climate was one of the factors contributing to the sustainable performance of hotel employees. Yiwei, Hossain, Peng, Yang and Abuelhassan (2025) [43] developed a study looking at the sustainable performance of employees in the hotel industry in China. The team learning climate was one of the factors contributing to the sustainable performance of hotel employees.

Their study was evaluated in the hotel industry of Ghana. Their study identified that employee team learning increased productivity and reduced the time taken to deliver a service in hotels. Although it was a good study, it was evaluated in Ghana, a country that cannot fully represent the challenges and the cultural barriers of the hotel industry in Taraba State.

The study by Adebajo, Teh and Ahmed (2018) [1] evaluated the commitment and productivity of employees in Nigerian service companies. The study identified that both interactive and participatory teams promoted commitment and productivity. Although the study was fairly conducted, it did not focus specifically on the hotel industry.

2.3.3 Tacit Knowledge Sharing and Employee Performance

The study by Titilope and Babalola (2020) [40] evaluated the role of knowledge sharing, mentoring, and motivation on employee performance in the selected new generation banks in Lagos, Nigeria. Their study identified that knowledge sharing and motivation had an influence on employee performance but motivation had a greater influence. The study had a very narrow focus and was limited to the banking industry in Lagos.

Olaoye and Ogundele (2020) [31] studied work performance and adaptability in the context of a Nigerian hotel chain. They reported that sharing tacit knowledge had a positive impact on work performance and adaptability. However, as the studies were limited to a single hotel chain, the findings cannot be applied more widely.

Lu and Yang (2015) [22] studied "Job rotation- An effective tool to transfer the tacit knowledge within an enterprise." They reported that job rotation is a successful initiative for the transfer of tacit knowledge to employees and enables employees to use and understand the various roles within the enterprise.

2.4 Recognized Gaps

Most of the available studies provided a foundation for understanding the link between organizational learning and employee performance in the hospitality industry. However, the gaps include:

1. Organizational learning and performance studies that focus on the hospitality industry are sparse. Pristine studies on organizational learning and performance have focused on federal parastatals, banking, and engineering firms. There is a need to understand the hospitality industry, especially the role of sharing tacit knowledge and the use of intuitive thinking in involving employees in direct customer service.
2. Contextual challenges in Taraba State, Nigeria. The studies conducted in Lagos, Enugu, China, Algeria and Ghana will not address the challenges hospitality companies face in Taraba State, Nigeria.
3. Decoupled Context. Some studies have examined the link between knowledge sharing and employee performance with organizational memory as a mediating variable. Many of these studies also fail to understand that knowledge sharing and organizational memory are components of the learning capability of an organization.

3. Methodology

3.1 Research Design

The study employed a descriptive survey design. This design facilitates the systematic collection of data through the use of questionnaires. This study aimed to measure the variables of organizational learning capabilities and levels of employee performance. The choice of the quantitative survey design was based on the survey's ability to achieve measurable reliability through the use of standardized procedures and to limit researcher bias and facilitate the generation of conclusions which could be applied to the hospitality sector in Taraba State.

3.2 Area of the Study

The study covered Taraba State, situated in the North-

Eastern part of Nigeria. The state has a number of towns including the state capital, Jalingo, Wukari, Takum, Bali, Gembu, and Zing. Taraba State was chosen for this study because of the developing hospitality industry and the number of hospitality businesses within the several towns in the state.

3.3 Population of the Study

The study population consisted of 218 employees of twelve (12) hospitality firms within six towns in Taraba State listed as Wukari Recreation Center, Ozubulum Kitchen, Bizarre Hotel, Noval Hotel, Blue Nile, Fastrack Hotel, Star Exclusive, Sanaf Hotel, Kodele Lodge, Zandi Lodge, Fastrack Hotel, and Adonai Hotel.

3.4 Sample Size and Sampling Technique

The sample size was determined using the Taro Yamane formula of 1967:

$$n = N / [1 + N(e)^2]$$

Where N = 218 and e = 0.05 (margin of error)

$$n = 218 / [1 + 218(0.05)^2]$$

$$n = 218 / [1 + 218(0.0025)]$$

$$n = 218 / [1 + 0.545]$$

$$n = 218 / 1.545$$

$$n \approx 141$$

To ensure a fair and representative sample, the total determined sample size of 141 was allocated proportionally across the twelve hospitality firms using the Proportional Allocation Formula ($n_h = N_h/N \times n$).

The study adopted a stratified random sampling technique, dividing the population into distinct relevant strata based on job role or experience, with random selection of participants from each stratum to ensure equal representation and reduce bias.

3.5 Instrument of Data Collection

A structured questionnaire titled "Organizational Learning Capabilities and Employee Performance Questionnaire (OLCEPQ)" was utilized. The questionnaire was divided into sections covering demographic characteristics, organizational memory, team learning, tacit knowledge sharing, and employee performance. A four-point Likert scale was used to capture respondents' perceptions, ranging from "Strongly Agree" to "Strongly Disagree."

3.6 Validity and Reliability

Content validity was ensured through expert review by the researcher's supervisor and three other experts. Reliability was established through a pilot study conducted with 15 employees from a hospitality firm in Jalingo not part of the final study sample. Cronbach's Alpha reliability coefficients ranged from .849 to .888, confirming that the instrument was reliable for the main study.

3.7 Method of Data Analysis

Data collected were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations)

and inferential statistics (Pearson correlation). The decision rule for hypothesis testing was based on a 5% level of significance (p-value < 0.05).

4. Results and Discussion

4.1 Response Rate

Out of the 141 questionnaires distributed, 124 were duly completed and returned, representing a response rate of 87.9%. This high return rate reflects strong participant engagement and enhances the credibility and representativeness of the research findings.

4.2 Demographic Characteristics

The demographic profile of respondents showed that 48.4% were male, 42.7% were female, and 8.9% preferred not to say. The age group 26-35 years had the greatest representation (30.6%), followed by 18-25 years (27.4%), 36-45 years (25.0%), and 46 and above (16.9%). Regarding educational qualification, 50.0% held Bachelor's degrees, 22.6% held Diplomas, 22.6% held Master's degrees, and 4.8% held PhDs. Concerning tenure, 39.5% had been in their organization for 1-4 years, another 39.5% for 5 years and above, and 21.0% had less than a year. Respondents occupied different positions including Managers (16.9%), Supervisors (16.9%), Front Desk (23.4%), Housekeeping (17.7%), and Others (25.0%).

4.3 Descriptive Statistics

Table 1: Descriptive Statistics for Key Study Variables (N = 124)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Memory	124	2.68	3.71	3.1900	0.204
Team Learning	124	2.53	3.85	3.1894	0.225
Tacit Knowledge Sharing	124	2.66	3.89	3.1874	0.211
Employee Performance	124	2.70	3.67	3.1808	0.213

The descriptive statistics show uniformly positive values for all variables, with means above 3.0 on a 4-point scale. The highest mean was for Organizational Memory (3.1900), followed by Team Learning (3.1894), Tacit Knowledge Sharing (3.1874), and Employee Performance (3.1808). The low standard deviations (ranging from 0.204 to 0.225) indicate that responses were consistent across respondents.

4.4 Hypothesis Testing

Table 2: Pearson Correlation Coefficients and Significance Levels (N = 124)

Variable	Organizational Memory	Team Learning	Tacit Knowledge Sharing	Employee Performance
Organizational Memory	1	.772**	.763**	.857**
Team Learning	.772**	1	.771**	.902**
Tacit Knowledge Sharing	.763**	.771**	1	.843**
Employee Performance	.857**	.902**	.843**	1

**Correlation is significant at the 0.01 level (2-tailed).

Hypothesis One (H₀₁): The analysis revealed a very strong, statistically significant positive correlation between organizational memory and employee performance ($r = 0.857$, $p < 0.001$). The null hypothesis (H₀₁) is therefore rejected. This suggests that effective systems for capturing, storing, and retrieving institutional knowledge and past experiences are strongly associated with higher levels of employee performance.

Hypothesis Two (H₀₂): A very strong positive correlation was found between team learning and employee performance ($r = 0.902$, $p < 0.001$). The null hypothesis (H₀₂) is rejected. This indicates that collaborative environments where teams jointly solve problems, share insights, and learn from collective experiences are critical for enhancing individual employee performance.

Hypothesis Three (H₀₃): The analysis shows a strong, significant positive relationship between tacit knowledge sharing and employee performance ($r = 0.843$, $p < 0.001$). Consequently, the null hypothesis (H₀₃) is rejected. This finding implies that the informal exchange of experiential knowledge through mentorship, observation, and social interaction plays a vital role in improving employee performance outcomes.

4.5 Discussion of Findings

4.5.1 Organizational Memory and Employee Performance

The study established a strong positive association between organizational memory and employee performance. This demonstrates the highly positive association between formalized systems within an organization for documenting, storing, and/or retrieving record(s) of knowledge from the past, along with solutions and/or best/veteran practices, and the performance of employees. This association supports a study by Uzochukwu and Uchenna (2019) [42], which showed that the presence of organizational memory positively affects employees' performance and commitment in public organizations. It also relates to Gouri (2024) [16], whose study in Algeria ascertained that organizational memory acts as the moderator between knowledge management and the performance of individuals. Considering the nature of the hospitality industry in Taraba State, which is service intensive and relies on the steady use of routines and protocols based on experience, the availability of organizational memory is likely very critical for performance.

4.5.2 Team Learning and Employee Performance

The results indicated a very strong positive relationship between team learning and employee performance. This likely means that the most efficient and effective workforce is the product of a work environment that promotes team-based problem solving, free and open communication, and reflection.

This result is in good agreement with the existing body of knowledge. It supports Yiwei *et al.* (2025) [43], who identified team learning climate as the key factor in achieving sustainable performance in hotels. It also corresponds to the work of Ali and Musah (2012) [2], which reported improvements in the speed of service in hotels in Ghana, after team learning activities were implemented. In addition, it supports Batt-Rawden, Lien, and Slåtten (2019) [5], who stated that service complexities can be solved through the continuous learning of the team.

4.5.3 Tacit Knowledge Sharing and Employee Performance

A strong, positive relationship was established between the sharing of tacit knowledge and employee performance. This finding highlights the importance of informal, experiential knowledge transfer in the industry, where many core competencies cannot be easily articulated.

Support for this finding exists in the literature. For example, in the Nigerian service industry, knowledge sharing was found by Titilope and Babalola (2020) [40] to be a collective performance determinant, while the sharing of unspoken knowledge was found by Olaoye and Ogundele (2020) [31] to enhance employees' flexibility in the hospitality industry. Finally, Lu and Yang (2015) [22], in their study, argued that the understanding of organizational processes requires the sharing of tacit, pragmatic knowledge.

5. Conclusion and Recommendations

5.1 Conclusion

This study investigated the intersection of organizational learning capabilities and the performance of employees in Taraba State's hospitality industry in Nigeria. The findings show that employee performance is positively and significantly impacted by all three dimensions of organizational learning capabilities—organizational memory, team learning, and tacit knowledge sharing.

The study as a whole shows that having learning systems in place in hospitality firms, such as organizational memory, team work, and informal knowledge sharing, positively and significantly impacts employee performance. The dimension of team learning showed the highest correlation with employee performance ($r = .902$). This finding indicates that team learning is critical for improving the performance of the workforce in the hospitality industry.

5.2 Recommendations

The findings of the study allowed for the following recommendations:

1. **Build Centralized Knowledge Repositories:** Hospitality firms in Taraba State should establish mandatory shift logbooks or simple digital kiosks where employees can document daily operational challenges, guest preferences, and solutions to maintenance issues. This practice helps ensure that employee knowledge does not leave with them. New employees will be able to quickly orient themselves to the daily challenges of the firm and the level of guest service that the firm strives to maintain.
2. **Institutionalize "Service Review" for Team Learning:** Hotels and restaurants should make "Service Review" meetings mandatory for all departments. "Service Review" meetings will be held once a week, and departments will be expected to identify one operational challenge that they will solve as a team. "Service Review" meetings are expected to create an operational challenge solving learning loop.
3. **Formalize Mentorship Programs for Transfer of Tacit Knowledge:** All firms in the hospitality sector should establish a "Buddy System" wherein the first three months of employment for new employees will be spent mentoring and helping them adapt to the workplace. Management should incentivize this practice by offering small prizes or a form of recognition to the

senior employee who's "Buddy" meets or exceeds the standard performance level.

5.3 Contributions to Knowledge

This research provides substantial advancements to the body of knowledge in the following ways:

1. **Geographical Contribution:** Most research on organizational learning and development is focused on advanced economies and on organizational hubs. Therefore, this research provides the first evidence from Taraba State, presenting findings from a region that is developing and whose socio-cultural context is different from the larger regions of Nigeria.
2. **Empirical Contribution:** The research provides empirical evidence on the importance of sharing tacit knowledge, indicating that for the service sector, informal learning of employees is just as important as formally instituted ways of learning.
3. **Managerial Contribution:** The research provides hospitality managers in the region with a specific framework that would indicate the direction of learning that would result in an improvement in performance, while also providing a means to decrease service errors and control staff turnover.

5.4 Suggestions for Further Research

1. Use a longitudinal or mixed-method research design for an in-depth understanding of the learning process and its effect on performance over time.
2. Demonstrate the findings of this research in other regions or in other sectors, such as health and education, to demonstrate the extent to which the findings can be generalized.
3. Investigate other dimensions of learning, such as thinking in systems and personal mastery.
4. Conduct qualitative research to explore the practice of learning in organizations to provide a greater understanding of the issues that are not captured in the quantitative research.

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