Learning Goal Orientation and Work Meaningfulness: A Mediating Role of Workplace Thriving

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ABSTRACT

Employees' sense of purpose in their work is becoming more important to modern businesses' ability to compete, so it's important to learn more about how positive psychological constructs like learning goal orientation (LGO) and the widely acknowledged concept of workplace thriving may affect employees' sense of purpose in their work. Grounded in self-determination theory (SDT), we posit that individuals with high LGO characterized by a drive to develop competence through learning are more likely to experience workplace thriving. Data collected from a cross-sectional survey that was specifically created for this research is used as the basis for the analysis by the author. The authors surveyed 288 employees of the manufacturing industry in KP industrial zone. They voluntarily participated in the research by responding to a questionnaire. SPSS 26.0 statistical package and the hayes process macro for mediation analysis were used to examine the data. Results from mediation revealed that workplace thriving fully mediates the LGO and work meaningfulness relationship. These findings underscore the importance of fostering LGO and thriving in organizational settings to amplify employees' sense of purpose. Practical implications suggest that organizations can cultivate work meaningfulness by promoting learning cultures, providing autonomy, and designing roles aligned with employees' growth aspirations. This study advances the literature on goal orientation and positive organizational psychology by integrating personal and contextual factors to explain how dynamic psychological states bridge learning motivation and work meaningfulness experiences.

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INTRODUCTION

Improving organizational efficiency is crucial for long-term success in this age of fast technology changes and changing labor expectations. Work meaningfulness, defined as the degree to which people feel their jobs have purpose, importance, and alignment with both their

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own and the company's values, is essential to this effort. Here, we postulate that, given a learning-friendly organizational setting, the positive psychological resources of learning-oriented individuals may play a pivotal role in assisting them in attaining job meaningfulness. In other words, people's psychological manifestations of work meaningfulness may vary depending on how they engage with a flourishing workplace.

In sum, this research adds to the existing body of knowledge in several ways. The mediating factors that connect learning goal orientation to employee outcomes have been the subject of research requests (Brown & Mitchell, 2010; Wang & Xu, 2017). In light of these requests, this research investigates how workplace flourishing mediates the connection between LGO and job meaningfulness. By investigating how LGO relates to meaningful employment in the public sector, this study adds to the literature on meaningfulness. Lin et al (2021) and Jones et al (2017) are only a few examples of research that have focused on Western and Asian contexts to investigate the association between LGO and job meaningfulness. As a result of expanding the worldwide scope of empirical research on the LGO and job meaningfulness relationship, the study's results contribute significantly to the development of SDT (Self-determination theory) by drawing on data from a sample of KPK industrial zone (Spreitzer et al., 2005).

The current article is organized in the following way. Firstly, it includes an outline of how workplace flourishing might moderate the link between LGO and job meaningfulness follows a discussion of the direct relationship between the two. After that, the research methodology used in this work is detailed, and the findings of the mediation analysis using the Hayes PROCESS MACRO are provided. Lastly, we address what these results mean for SDT theory and practice.

The current research aims to answer the following questions;

RQ1: Does learning goal orientation affect work meaningfulness?

RQ2: Does workplace thrive affect mediates the relationship between learning goal orientation and work meaningfulness?

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Hypothesis Development

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Learning goal orientation

A person's goal orientation may be described as their inclination toward specific goals in certain situations, whether those goals are innate or learned (Payne et al., 2007). "Learning goal orientation" refers to an individual's drive to grow professionally and personally through expanding their knowledge and abilities; "performance-prove goal orientation" describes an individual's drive to demonstrate their competence and earn positive feedback about it; and "performance-avoid goal orientation" describes an individual's drive to avoid criticism and

negative feedback about their abilities (Vandewalle, 1997). In a meta-analysis, Payne et al. (2007) discovered that learning and performance are unrelated, that performance-avoid goal orientation is correlated with LGO in a negative way, and that performance-prove goal orientation is not correlated with learning or performance in any way. On top of that, studies have shown that LGO can boost intrinsic motivation, which improves skills, self-regulation, innovative performance, and metacognitive activity, which includes planning, monitoring, and revising goal-appropriate behavior. Additionally, research has shown that LGO can improve attention span, memory, and executive functioning.

Workplace Thriving

According to Spreitzer et al. (2005), a condition of flourishing at work is one in which workers feel energized and constantly learn new things. Workers who are flourishing perceive their present actions and interactions at work as organically motivating and conducive to their own personal development and progress. According to Spreitzer et al. (2005), vitality is the first component of flourishing and is defined as the positive sensation of having energy accessible and of being "alive." According to Spreitzer et al. (2005), the second component is learning, which comprises employees' perceptions of their ability to gain and use new information and skills. High levels of energy and learning are prerequisites for people to flourish on the job, according to a fundamental premise of flourishing at work. Noting that "although each dimension can signify some progress toward growth and personal development at work, it is only in concert that they enhance one another to form the experience of thriving" (p. 251), Porath et al. (2012) summarize the findings. "Thriving at work" is defined as "the combined experience of vitality and learning" for two reasons (Spreitzer et al., 2005). The first thing to know is that flourishing is much like any other psychological experience—its emotional and cognitive components are intricately linked (Eagly & Chaiken, 1993). Secondly, according to Spreitzer et al. (2005), who posit that well-being is a complex phenomenon with contrasting but complementary aspects, the hedonic component of well-being is the enjoyment of life's pleasures, and the eudaimonic component is the process of reaching one's full potential through learning (refer to Ryan & Deci, 2001). At the end of the day, a healthy and productive workforce is a result of happy workers who thrive on the job (Mohezar et al., 2021).

Work Meaningfulness

The word "meaningfulness" is used in this study to describe how individuals see the objectives and activities they engage in at work in connection to their own lives and the relevance of those goals and activities (Geldenhuys et al., 2014; Vuori et al., 2012). For the purposes of this research, "meaningfulness" in the workplace is what is meant. When a person's job allows them

to put their passions and values into action, they are experiencing a sense of meaning in their lives (Chalofsky 2010). The importance of striking a balance between the demands of organizations (to survive in cutthroat competition) and those of individuals (to find fulfillment in their job) has grown during the last several decades, and organizations have taken it upon themselves to provide employees with meaningful work to do so (Lysova et al., 2019; Neves et al., 2022). According to de Boeck et al. (2019, p. 530), the majority of research on work meaningfulness has taken a "work-centric perspective" (Fay et al., 2023), concentrating on how aspects of the job and the workplace might influence the degree to which one feels their work is meaningful. Academics who take a "worker-centric perspective" on meaningful work, on the other hand, recognize that workers actively contribute to making their jobs meaningful (de Boeck et al., 2019). According to Lips-Wiersma and Morris (2009) and Pratt and Ashforth (2003), meaningful work is not based on the job description but rather on what the individual actively creates while working. According to Pratt and Ashforth (2003), this viewpoint has mostly concentrated on the ways in which people interpret and value their job. Beyond this sense-making process, however, workers' acts on the job may also add to their feeling of purpose.

Learning Goal Orientation and Work Meaningfulness

Based on these findings, LGO appears to be a powerful motivator of self-regulated learning that leads to advancements and new ideas. Results were inconsistent and ambiguous, while some research (Wang et al., 2018; Zhu et al., 2019) showed that performance-prove and performance-avoid orientations improved performance outcomes. Out of the three goal orientations, this study zeroed in on LGO, with the prediction that it might boost intrinsic motivation, which in turn increases work meaningfulness (Cerasoli and Ford, 2014). Research by Deci and Ryan (2011) found that SDT—an empirical theory of human motivation, development, and wellbeing within social contexts—differs between controlled and autonomous motivation, which helps to explain the findings of these investigations. Learners' intrinsic goals, such as making a positive impact on the world or growing as an individual, and their extrinsic goals, like becoming famous or making a lot of money, are two categories within SDT (Vansteenkiste et al., 2006).

Work meaning, perceived competence, and learning are all correlated with more independent orientations of intrinsic objectives, according to prior research in SDT (Self-determination theory) (Gagné & Deci, 2005). The following hypothesis is put out in light of the features of LGO and earlier empirical results.

H1: *There is a positive and significant relationship between learning goal orientation and work meaningfulness.*

Learning Goal Orientation and Workplace Thriving

Learning goal orientation (LGO) and workplace thriving are critical constructs in organizational psychology, linked to employee growth, adaptability, and performance. Conceptual Foundations. Learning Goal Orientation (LGO): Rooted in Dweck's (1986) mindset theory, LGO reflects a focus on competence development through skill acquisition and mastery (VandeWalle, 1997). Individuals with high LGO embrace challenges, persist through setbacks, and view effort as integral to learning (Dweck & Leggett, 1988).Workplace Thriving, defined as a "psychological state of vitality and learning" (Spreitzer et al., 2005), thriving encompasses energy (vitality) and a sense of progress (learning). It is contextualized by agentic behaviors and supportive environments (Spreitzer&Porath,2014).

The self-determination theory (Deci & Ryan, 1985) posits that LGO aligns with intrinsic motivation, fostering thriving through autonomy and competence. Similarly, the broaden-and-build theory (Fredrickson, 2001) suggests LGO enhances positive affect, expanding cognitive resources that facilitate thriving (Carmeli & Spreitzer, 2009). Based on the characteristics of LGO and previous empirical findings, the following hypothesized is proposed.

H2. *There is a positive and significant relationship between learning goal orientation and workplace thriving.*

Workplace Thriving and Work Meaningfulness

Look across this interdisciplinary literature on thriving, we can see several themes related to well-being and flourishing. Living one's life to the fullest, maturing and improving oneself— that is the essence of thriving. According to Spreitzer et al. (2005), when people are flourishing, they are progressing positively in terms of growth and development. They actively participate in making their job meaningful in order to fulfill their future demands. More people will thrive at work if they are in a psychologically healthy setting, which is not unexpected. When these three requirements are met, according to SDT, individuals will be very motivated:

(1) when they feel competent that they can make a difference in the world around them; (2) when they have autonomy over their own behavior; and (3) when they feel relatedness to others (Gagné and Deci, 2005). Using the logic of SDT, Spreitzer et al. (2012) suggest that several important features of the work context are likely to influence thriving at work. By work context, we mean the situational opportunities and constraints that individuals encounter at work (Johns, 2006). We focus on the work meaningfulness that one experiences on a regular day-to-day basis. We identify which contextual features are most likely to fulfill needs for competence,

autonomy and relatedness. Specifically, we suggest that when individuals perceive that their work setting offers decision-making discretion or empowerment, this contributes to fulfilling autonomy needs. We also suggest that when the work setting provides broad information sharing about the firm and its strategy, this contributes to competence needs. Based on the characteristics of workplace thriving and theoretical findings, the following hypothesized is proposed.

H3. *There is a positive and significant relationship between workplace thriving and work meaningfulness.*

Workplace Thriving as mediator between learning Goal Orientation and Work Meaningfulness

Given that LGO has the potential to intrinsically motivate workers to reimagine their jobs as more demanding, which would subsequently allow for greater meaningfulness in their work, it is plausible to assume that workplace flourishing (a sense of vitality and learning) may mediate the relationship between LGO and work meaningfulness. An individual's ability to actualize or express their life's purpose through organizational work activities and learning at work can be predicted by SDT, which suggests combining goals and autonomous orientations (Gagné et al., 2018; Vansteenkiste et al., 2007).

This study utilized SDT to examine the role of LGO and workplace flourishing in increasing the meaningfulness of employment. An LGO is an example of an intrinsic aim, whereas flourishing at work is seen as an activity connected to motivation at work. In the workplace, these two elements may contribute to what is known as "work meaningfulness," a mentality characterized by intrinsic drive ((Caldwell, 2019; Wandycz-Mejias et al., 2025). Since LGO may inherently encourage workers to alter their work habits to become more productive, leading to high work meaningfulness, it is plausible that workplace flourishing mediates the link between LGO and work meaningfulness. Here is a hypothesis that has been developed.

H4. *Workplace thriving mediates the relationship between learning goal orientation and work meaningfulness.*

Conceptual Framework
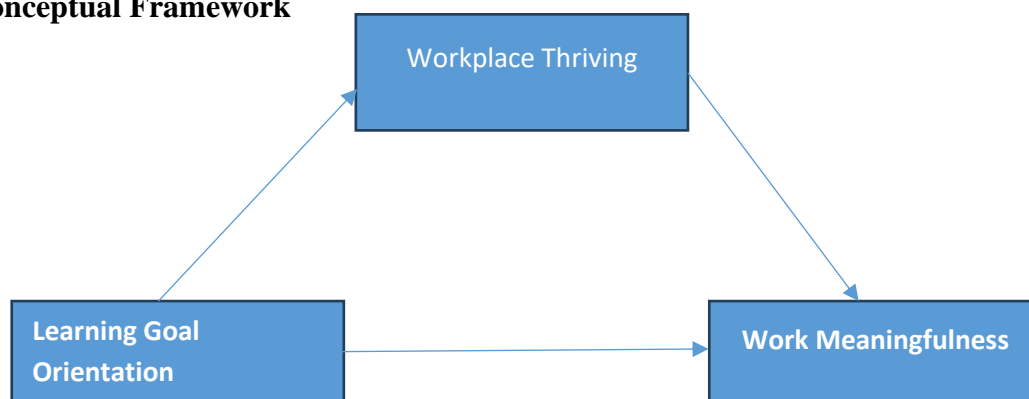
Methodology

The population of the study included the employees working in beverages industry operating in industrial estates of the Peshawar, Nowshera and the Hattar Industrial Estate. A total of 2500 fulltime employees working in beverage industrial units. The sample size of the study was determined through using Yumani (1967) formula of sample size determination i.e, $n=N/1+Ne^2$.

Where as n: sample size, N: population of the study, and e: error term.

$n=2500/1+2500(.05)^2$

$n=340$

The scale for measuring Learning Goal Orientation was adopted form Button et al. (1996). The scale for Workplace Thriving was adopted from the work of Porath et al. (2012). Similarly, A seven-item scale developed by Steger et al. (2012) was used to assess the work meaningfulness. Table I provided a summary of all three scales by outlining the facts and figures for each, as well as the Cronbach's α coefficients that showed how consistent the learning goal orientation, workplace thriving, and work meaningfulness scales were internally.

Variable	No. of items	α	Decision
Learning Goal Orientation	08	.829	Good
Workplace Thriving	10	.812	Good
Work meaningfulness	07	.823	Good

Results and Discussion

We started by getting in touch with the management of the beverage industrial units. The study's data was gathered in single round. Employees' gender, age, education level, length of service. Survey forms were numbered in order to facilitate data collection. Questionnaires were distributed once the investigators had been trained with the help of the company employees. Out of 340 questionnaires sent out, 288 were returned as legitimate, with a recovery rate of 84.70%. In the survey sample, the sample of the present study consists of 180 (62.5%) male and 108 (37.5%) female (N = 288). The age wise distribution of the study sample are depicted as above. There were 23 (7.3%) respondents whose age fall between 25-30 years. Those whose age fall between 25-30 years were 22 (6.7%) in number. Similarly, 164 (56.9%) respondents reported their age fall between 31-35 years, 57 (19.8%) reported their age fall between 36-40 years, and 45 (15.6%) respondents mentioned that their age were above 40 years. the highest respondents having master they are 226 in which 33 are bachelor, PhD is in which 17 and high school are 12 employees .

Table 2: Mean, standard deviations, skewness, and kurtosis of the variables in the study

	Mean	Std. Dev.	Skewness Stat.	Std. error	Kurtosis Stat.	Std. error
LGO	3.89	.712	-1.24	.128	1.23	.214
WT	3.82	.702	-.703	.128	-.050	.214
WM	3.87	.710	-.762 .	128	.046	.214

As elaborated earlier, the main purpose of the descriptive statistics is to summarize and easily understand the behavior of the dataset. As seen from Table 2, the mean, standard deviation, Skewness and Kurtosis were reported. The mean values for all variables lies between 3.89 and 3.82. Similarly, the deviation from the mean varied from .712 to .702. As mentioned, there is no significance difference in the mean values of all variables. Moreover, the values of standard deviation are also not significantly deviate, showing that the data is normally distributed. However, to further confirm about the data normality and the existence of no significant outliers, Skewness and Kurtosis values were also reported. Kim (2013) argued that for both small and large sample size the most effective statistical tool used to check the data normality is Skewness and Kurtosis. In the present study, the researcher employed Skewness & Kurtosis test to better judge whether the data of the current research is normally distributed or not.

According to Kim (2013), skewness and kurtosis are two measures of distribution asymmetry and peakiness, respectively. If the value is positively skewed, then the left side of the distribution is more heavily weighted and the right side of the distribution is longer. However, according to West et al. (1995), when the value is negative and skewed, it indicates that the distribution's left tail is longer and that most of the values are outside of the mean. According to West et al. (1996), a distribution with positive excess Kurtosis is called a leptokurtic distribution, which means high peak, while a distribution with negative excess Kurtosis is called a platykurtic distribution, which means flat-topped curve. Sample size is a major factor in determining the allowable values of skewness and kurtosis.

For example, if the sample size is small, i.e., n < 50, the acceptable values of both Skewness and Kurtosis is +-1.96. For medium sample size, i.e., 50 < n < 300, the acceptable values of Skewness and Kurtosis vary from +-1.96 to +-3.29. For large sample size n > 300, there is no uniformly criteria for Skewness and Kurtosis values, however, researchers recommend to depend on histogram (Orcan, 2020; Kim, 2013; West et al., 1996).

The correlation findings in Table 3 show that the results are consistent with the objectives of the study. The results show that all the three variables (Learning goal Orientation, workplace thriving, and work meaningfulness) are positively correlated.

Table 3: Correlation between the variables.

Variables	1	2	3
Learning goal orientation	1		
Workplace thriving	.709**	1	
Work meaningfulness	.929**	.819**	1

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

Mediation analysis

We looked at the correlation between learning goal orientation (a predictor) and work meaningfulness (a criterion) and how workplace thriving (a mediator) may have played a part in it. The four discovered relationships—Path A, Path B, and Path C—must have a substantial mediating impact of workplace thriving for it to be significant (Baron and Kenny, 1986).

Table: 4 The Mediation Model.

Mediation Analysis Results for LGO, WT, and WM

Hypothesis Path Effect (Coeff)	β\betaβ (Coeff)	SE	t-Value	p-Value	LLCI	ULCI	Standardized β\betaβ
LGO → WM	0.9766	0.0230	42.55	0.0000	0.9314	1.0218	0.9293
LGO → WT	0.8717	0.0211	23.88	0.0000	0.8380	0.8230	0.5865
WT → WM	0.9852	0.0410	43.46	0.0000	0.6360	0.7970	0.6040
LGO → WT → WM	0.3911	0.3632		0.1125	0.1125	0.3594	0.3078

Discussion

The results H1 reveal that learning goal orientation positively affects work meaningfulness (β=0.9766, t=42.5500, p= 0.0000). The standardized coefficient was 0.9293, suggesting that there is a positive correlation between a higher level of learning goal orientation and a higher level of job meaningfulness. The results offer credence to the first hypothesis, which states that workers may have an inclination to seek out new knowledge, acquire new abilities, and absorb existing information; this, in turn, can enhance their learning orientation. Workers are more likely to find purpose in their job when they focus on learning as a personal goal. Leaning aim orientation significantly impacts workplace flourishing, according to the results of H2 (β=0.8717, t=23.8771, p= 0.0000). Prior research has shown that people who are goal-oriented in their learning are more likely to have a positive outlook on their future actions, as they are more confident in their ability to overcome obstacles and achieve their desired results (Button et al., 1996; Payne et al., 2007; VandeWalle et al., 2001). Workplace flourishing significantly affects job meaningfulness, according to the finding of H3 (β=0.9852, t=43.4628, p= 0.0000). Step one of the mediation models involves testing the null hypothesis (H1) that workplace flourishing mediates the relationship between learning goal orientation and meaningful work. Confirmation of H2 came from Step 2, which demonstrated a substantial regression of the

learning goal orientation on workplace flourishing (the mediator). After accounting for the influence of learning goal orientation on job meaningfulness, the third step of mediation revealed a substantial mediator (thriving workplace) (H3 is verified). In Step 4 of the analyses, it was found that learning orientation was a significant predictor of work meaningfulness (β=0.3911, SE=0.3632), even after controlling for the mediator (workplace thriving). The completely standardized indirect effect was 0.3078, which further indicates a small but significant mediation effect.

All of the model's impacts, both direct and indirect, are shown in Table 4. Testing hypothesis 4, we find that a flourishing workplace mediates the connection between learning goal orientation and the significance of one's job.

While prior research has demonstrated that LGO can impact job meaningfulness, the mediators of this effect have received little attention. Table 4 shows that the association between LGO and workplace flourishing was stronger, which in turn increased job meaningfulness. This study made a significant contribution by establishing, from a self-determination viewpoint, the mediating link via which LGO enhanced job meaningfulness in relation to workplace flourishing.

The result is in line with the previous research studies. For instance Matsuo et al (2019) have found that learning goal orientation influences the work meaningfulness. Results were inconsistent and ambiguous, while some research (Wang et al., 2018; Zhu et al., 2019) showed that performance-prove and performance-avoid orientations improved performance outcomes. Research by Deci and Ryan (2011) found that SDT—an empirical theory of human motivation, development, and wellbeing within social contexts—differs between controlled and autonomous motivation, which helps to explain the findings of these investigations. Learners' intrinsic goals, such as making a positive impact on the world or growing as an individual, and their extrinsic goals, like becoming famous or making a lot of money, are two categories within SDT (Vansteenkiste et al., 2006).

Similarly, Son et al (2022) have examined that learning goal orientation and workplace thriving has a positive relationship. Individuals with high LGO embrace challenges, persist through setbacks, and view effort as integral to learning (Dweck & Leggett, 1988).Workplace Thriving, defined as a "psychological state of vitality and learning" (Spreitzer et al., 2005), thriving encompasses energy (vitality) and a sense of progress (learning). It is contextualized by agentic behaviors and supportive environments (Spreitzer&Porath,2014).

According to Spreitzer et al. (2005), when people are flourishing, they are progressing positively in terms of growth and development. They actively participate in making their job

meaningful in order to fulfill their future demands. More people will thrive at work if they are in a psychologically healthy setting, which is not unexpected. Spreitzer et al. (2012) suggest that several important features of the work context are likely to influence thriving at work.

An individual's ability to actualize or express their life's purpose through organizational work activities and learning at work can be predicted by SDT, which suggests combining goals and autonomous orientations (Gagné et al., 2018; Vansteenkiste et al., 2007).

Conclusion

With an emphasis on the mediating function of workplace thriving, the current study aimed to explore the relationship between learning goal orientation (LGO) and job meaningfulness. According to the results, those who have a strong learning goal orientation which is defined by a drive to become competent, learn new abilities, and keep improving tend to feel that their work has more value. This implies that workers are more likely to view their work as worthwhile, meaningful, and in line with their personal and professional goals when they are naturally motivated to learn and develop.

Additionally, the study offers empirical proof that this association is considerably mediated by workplace thriving. Learning goal orientation is translated into a greater feeling of work purpose through the psychological process of workplace thriving, which is characterized by the dual experience of vitality and learning at work. Learning-oriented workers are more likely to adopt thriving behaviors like asking for feedback, accepting challenges, and maintaining their energy levels at work, all of which increase their sense of relevance and purpose in their positions.

This mediating function emphasizes how crucial it is to design organizational settings that promote vitality and learning. Organizations can improve both individual growth and the sense of purpose that workers get from their work by fostering a culture that supports ongoing development and psychological well-being.

In summary, this study shows that workplace thriving is an essential mechanism in the process of fostering work meaningfulness and emphasizes the critical role that learning goal orientation plays in this regard. For managers and HR specialists looking to improve employee fulfilment and engagement through development-oriented procedures and encouraging work environments, these insights have real-world applications.

Recommendations

Following recommendations are brought forward for enhancing learning goal orientation and work meaningfulness behaviors health work environment among industrial workers.

1. Employees should actively seek challenging tasks and projects that allow them to develop new skills. By stepping outside of their comfort zones and taking on new challenges, employees can expand their knowledge, enhance their abilities, and increase their overall competence.

2. Focus on continuous self-improvement by setting learning goals and pursuing opportunities for skill development. By identifying specific areas for improvement and setting clear learning goals, employees can create a roadmap for their professional development. Learning goals have a positive relationship with performance, as they provide a clear sense of direction and motivation. Pursuing opportunities for skill development, such as attending training programs, taking online courses, or seeking mentorship, can further enhance employees' knowledge and abilities.

3. Adopt a growth mindset that emphasizes the belief that abilities and intelligence can be developed through dedication and hard work. This mindset contrasts with a fixed mindset, which assumes that abilities and intelligence are innate and unchangeable. Authentic leadership predicts followers' learning goal orientation, suggesting that leaders who are genuine, transparent, and ethical can foster a growth mindset among their employees. By embracing a growth mindset, employees can overcome challenges, persist through setbacks, and achieve their full potential.

4. View failures and setbacks as learning opportunities rather than indicators of incompetence. Instead of becoming discouraged by failures, employees with a growth mindset see them as valuable learning experiences that can help them to improve their performance in the future. Learning goal orientation moderates the effects of performance pressure, suggesting that employees with a growth mindset are better able to cope with the stress and pressure associated with high-stakes situations. By reframing failures as learning opportunities, employees can maintain their motivation, resilience, and overall well-being.

5. Focus on the process of learning and improvement rather than solely on achieving specific outcomes. This means valuing effort, persistence, and continuous development over simply achieving a particular goal. A learning orientation has a positive relationship with performance, as it fosters a deep understanding of the underlying principles and concepts that drive success. By focusing on the process of learning, employees can develop a growth mindset, enhance their skills, and achieve their full potential.

Theoretical and managerial implications

Self-Determination Theory (SDT) and Learning Goal Orientation: Employees with a strong learning goal orientation are intrinsically motivated to acquire skills, aligning with SDT's

emphasis on autonomy and competence. This synergy suggests that fostering intrinsic motivation in KPK's industrial context could enhance both learning and meaningfulness.

The link between task significance and work meaningfulness can be amplified in environments where learning goals are prioritized. Theorizing how job design in industrial settings (e.g., autonomy, feedback) interacts with cultural values (e.g., collectivism in KPK) could refine existing models.

The hierarchical and collectivist culture in KPK may moderate the relationship between learning orientation and meaningfulness. Theoretical frameworks should explore how cultural norms (e.g., respect for authority) influence employees' willingness to pursue learning goals or perceive work as meaningful. Theories of organizational learning could be extended to emphasize individual learning goals as drivers of innovation in traditional industrial sectors. This highlights the role of micro-level (employee) behaviors in macro-level (organizational) adaptability.

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