AKENTEN APPIAH-MENKA UNIVERSITY FOR SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT

THE IMPACT OF ENTERPRISE LEARNING ON ENTERPRISE PERFORMANCE: THE MEDIATING ROLE OF ENTERPRISE INNOVATION AND THE MODERATING INFLUENCE OF ENTERPRISE CULTURE IN SMALL AND MEDIUM-SCALE ENTERPRISES (SMES) IN KUMASI

SAMUEL KWARTENG

NOVEMBER, 2023

THE IMPACT OF ENTERPRISE LEARNING ON ENTERPRISE PERFORMANCE: THE MEDIATING ROLE OF ENTERPRISE INNOVATION AND THE MODERATING INFLUENCE OF ENTERPRISE CULTURE IN SMALL AND MEDIUM-SCALE ENTERPRISES (SMES) IN KUMASI

A THESIS IN THE DEPARTMENT OF BUSINESS MANAGEMENT, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE MASTER OF PHILOSOPHY (BUSINESS MANAGEMENT) DEGREE

SAMUEL KWARTENG

8211380043

NOVEMBER, 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is my own production under the supervision of my academic advisor. To the best of my knowledge, except for the references cited which have been duly acknowledged, no section of the work is a reproduction or submitted wholly or in part, for the award of any degree in any university elsewhere.

Samuel Kwarteng

Signature: …… Date: ……..

Supervisor's Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with guidelines on supervision of thesis laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

Principal Supervisor: Dr. Evans Duah

Signature: …….. Date: ……

Co-Supervisor: Dr. Charles B. Campion

Signature: …….. Date: ……

ACKNOWLEDGEMENT

My greatest thanks go to the Almighty God for the gift of life, wisdom and good health without which this feat could not have been realized. I am particularly grateful to my academic supervisor Dr. Evans Duah and my internal assessor Dr. Courage Simon Kofi Dogbe for their enormous support. Without their quality supervision, constructive criticisms and relentless push, this thesis would not have come to a successful end. I have really learned a lot for working under his supervision.

I had enormous support from a number of people and institutions in the preparation of this thesis that makes it extremely difficult to mention each one of them for the purpose of acknowledgement. Lastly, thank love ones and family and all friends for their unflinching support and contributions. May God bless them all.

DEDICATION

To my lovely wife, Sarah Amponsah, I dedicate this thesis.

TABLE OF CONTENTS

PAGES

LIST OF TABLES

TABLES **PAGES**

LIST OF FIGURES

FIGURES **PAGES**

GLOSSARY/ABBREVIATION

SPSS – Statistical Package for Social Sciences

SMEs – Small and Medium-Scale Enterprises

NBSSI – National Board for Small Scale Industries

ABSTRACT

The proliferation of Small and Medium-Scale Enterprises in developing or developed countries is very important because they contribute immensely to the economic development of the countries. In developed or high income countries, SMEs have contributed to over 50% of the Gross Domestic Product (GDP) and given more than 60% of all employment.

From the study, we deduced that enterprise learning affects firm's performance positively. Enterprise learning is seen as a key component in defining a firm's superior performance and long-term competitive advantage. This component promotes the development of enterprise competencies that are either valued by customers or difficult to imitate, adding to the firm's competitive edge.

Moreover, enterprise learning also directly impacts enterprise innovation. Enterprise learning may help businesses introduce new knowledge, advance their knowledge and expertise, and improve their performance. Enterprise innovation partially mediates the relationship between enterprise learning and enterprise performance from the study.

Furthermore, enterprise culture positively moderates the relationship between enterprise innovation and enterprise performance. The culture of an enterprise creates an environment that is conducive for innovation. Enterprise culture directly affects innovation since workers are free to come up with new ideas which improve performance of enterprises.

Lastly, the study employed a quantitative research method. The objectives for the study were achieved using a cross-sectional survey design. The respondents were selected using random sampling technique. The study utilized Hay's (2017) model 3 statistical analysis using SPSS. All the latent variables were measured on a 5-point likert scale, with 1 being strongly disagree to 5 being strongly agree.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

To ensure economic development in both developing and developed countries, the presence of SMEs is very vital due to their immense contributions (OECD, 2017). It is impossible to undervalue the contribution that SMEs provide to economic growth (Dogbe et al., 2021). SMEs account for more than 50% of GDP and more than 60% of total employment, and policymakers, economists, and business experts all agree that SMEs are critical drivers of economic growth in developed countries. Small and Medium-Sized Enterprises (SMEs) play a significant role in economic development and are recognized as the backbone of Asian economies (Nasir, Al Mamun, & Breen, 2017; Yoshino, Taghizadeh-Hesary, Charoensivakorn, & Niraula, 2016). (Subrahmanya, et al., 2010). SMEs contributions account for more than half of Ghana's GDP and approximately 70% of industrial employment. (Abor et al., 2007). In Africa, the percentage contribution of SMEs to business activity and employment generation is around 90% and 50%, respectively (Frumina & Mental, 2017). The National Board for Small Scale Industries (NBSSI) defined SMEs based on employee criteria. Small businesses had 6 to 29 employees, and medium-sized businesses had 30 to 99. (NBSSI, 1990).

Moreover, this study focuses on a thorough classification of SMEs by Osei et al. (1993) using the employee threshold. They define small enterprises as one to six employees, whereas a medium-scale business is the one with six to nine employees. However, if a business employs between 10 to 29 employees, it is considered to SME according to Osei et al. (1993). This paper will henceforth use the Osei et al. (1993) classification of SMEs. Furthermore, the study focuses on

smaller enterprises rather than larger organizations. Because of their modest size, private ownership, and relatively flat hierarchical structures, SMEs outperform larger companies in terms of flexibility and adaptability (Martin et al., 2019). Financial performance (return on investment, profitability, etc.), shareholder return, and market performance for products and services are all facets of SMEs' performance (Gavrea et al., 2011). SMEs performance has become an essential indication for many businesses. The sustainability of a firm aids in the promotion and achievement of better performance and productivity in the markets (Ussahawanitchakit, 2017; Shpak et al., 2017; Gavurova et al., 2018). To acquire a competitive advantage in today's highly competitive, continuously changing markets, growth, stability, success, continuing existence, and increased performance are essential (Ussahawanitchakit, 2017; Bilan et al., 2017). Performance of SMEs is influenced by diverse factors and among them are enterprise learning, innovation and culture (Liao et al., 2012). Enterprise performance is also defined as a firm's ability to achieve its goals and objectives through talented management, good governance, and a consistent commitment to accomplishing corporate goals (Boyer & Skiera, 2017). Enterprise performance can be analyzed from two perspectives: judging performance and objective performance (Agarwal et al., 2003; Abdi and Ali, 2013). According to Tuan et al. (2016) production, finance, and marketing are the three variables that can be used to determine an enterprise's performance in this contemporary world. Consequently, the essence of enterprise performance is the creation of value (Alsuwaidi et al., 2021).Therefore actual outcomes that are measured against predetermined goals are referred to as enterprise performance (Omar & Kilika, 2018).

Enterprise learning is the process of creating, retaining, communicating, and providing new or information inside an organization that has a substantial impact on enterprise performance (Megheirkouni, 2017). Because enterprise learning has a significant impact on performance or competitive advantage, it is vital to the survival or existence of any type of business in a highly competitive market (Qi & Chau, 2018). According to Aranda et al. (2017), enterprise learning is crucial for both a business performance and economic growth. Thus, enterprises tend to transform individual knowledge in the form of personal experience and understanding into its knowledge to improve performance (Rechberg & Syed, 2013). Enterprise learning is also considered as one of the most vital factors that help businesses to achieve increased performance and competitive advantage (Obeidat et al., 2017). Enterprise learning application helps to prevent mistakes from occurring and also create strategic business benefits (Adamska & Minarova, 2014). Employees are encouraged by their firms learning to refresh their existing knowledge, develop new skills, and enhance their capacity to adapt to changing environments to improve the firm's performance (Pantouvakids & Bouranta, 2017). Enterprise learning is very essential for building job resilience continuously which helps in achieving superior performance (Nicolletti et al., 2019). Additionally, according to Qi and Chau (2018), enterprise learning is also an important performance measure since it helps to create the knowledge resources necessary to assure their continued success. For this reason, to improve SMEs performance, their learning should rely on clear goals (Qi et al., 2018). There are essentially three levels of enterprise learning and knowledge exchanges in every business: the individual, the group, and the enterprise level to affect its performance (Odor, 2018). Embedded enterprise learning improves enterprise performance and generates value for customers (Wheeler, 2002; Oh & Kuchinke, 2017).

Additionally, employees' social and psychological experiences generate a variety of learning opportunities, which ultimately result in improved enterprise performance (Oh & Kuchinke, 2017). A substantial amount of empirical research supports the impact of enterprise learning on performance, and the idea of a firm's learning capability, which refers to a firm's ability to learn, has gained popularity for its critical role in increasing competitiveness. (crossan et al., 2011). This is because it allows a business to function better and adapt to changing business environment, which improves enterprise performance. (Milia & Birdi, 2010). The degree of knowledge sharing, according to Park and Kim (2015), is determined by how much people trust each other and the enterprise structure. Therefore, SMEs must continue to learn and gather knowledge to increase performance in order for them to out-perform their competitors to gain competitive advantage (Jasinska et al., 2015).

Moreover, many SMEs continue to place a high priority on innovation with the intention of achieving competitive advantage and their success has been linked to its learning, or its capacity to learn new skills or competencies (March, 1991; Dogbe et al., 2021). Enterprise innovation is defined as a firm's ability to produce and develop new ideas, which are subsequently transformed into processes, products, and services (Simşit et al., 2014). Similarly, Ilori et al. (2017) defined innovation as the implementation of new knowledge into processes, products, or services. According to the definitions provided, enterprise innovation is a sequential process that begins with the identification of a problem or the discovery of a novel concept, followed by problem-solving and the development of productive ability to deliver innovative products and services to the market (Ilorin et al., 2017). Enterprise learning enables it to enhance its capabilities and

competencies, which is shown in the growth and enhancement of its performance and innovation (Serna et al., 2016, 48). In order for enterprises to compete and succeed, they must learn quicker and more effectively than their rivals (Santos et al., 2012). Enterprise learning can referred to a mechanism that sets the stage for the growth of a knowledge-based organization which positively affects its innovation (Mikua, et al. 2012; Abdallah et al., 2019). To sustain SMEs existence and improve their performance, their learning capability and innovation are two concepts that must be handled jointly (Zdeveciolu et al., 2012; Cherafi et al., 2018). The ability of various SMEs to learn acts as a foundation for the creation of novel ideas and stimulates creativity, making it one of the essential elements of innovation (Liao et al., 2008; Dogbe et al., 2021). Izabela et al. (2014) also argued that SMEs learning improves their potential to innovate. Innovation is the outcome of both individual and enterprise learning, and it is the only long-term source of competitive advantage for SMEs. (Mikua, et al., 2012; Oh & Kuchinke, 2017). Enterprise learning and innovation play a critical role in enhancing SMEs performance (Sanze-Valle, 2011; Cherafi et al., 2018). Therefore, the most crucial factor for improving SMEs performance, according to Liu et al. (2018), is its learning and innovation.

According to Camisón et al. (2014), enterprise innovation improves an enterprise's technical capacity to generate new goods and methods that result in higher performance. Piening et al. (2015) have demonstrated how business abilities that manage a wide range of innovation-related activities assist a firm in improving its performance and profit margins. The competitiveness, growth and success of an enterprise are all significantly influenced by innovation (Salunke et al., 2013; Thakur & Hale, 2013). Innovation is essential for SMEs and other established businesses to get a competitive advantage and improve their performance (Lichtenthaler, 2020). Innovative

businesses can respond to market challenges more rapidly and effectively than non-innovative enterprises (Faia et al., 2016). The importance of enterprise learning in achieving superior enterprise performance has been demonstrated by Hussain et al. (2018). In addition, enterprise learning is a crucial factor that leads to successful innovation as well as a substantial source of competitive advantage for enterprises (Tajeddini, 2016; Xian et al., 2018). It is evident that enterprises with higher innovation capacity can respond to environmental challenges sooner (Gomes & Wojahn, 2017; Herman et al., 2016), and thus perform better (Lestari et al., 2018). Therefore, enterprises now rely largely on innovation to achieve and retain competitiveness, boost productivity, and thrive in today's changing markets (Yunis et al., 2018).

Lastly, enterprise culture is the signs and symbols, shared behaviors, and underlying assumptions of an enterprise (Howard-Greenville, 2020). The normal activities that take place in an enterprise are typically represented by enterprise culture (Buschgen et al., 2013). Several studies have looked into how enterprise culture influences the relationship between an enterprise's innovation and performance. (Wenjing et al., 2018; Glisson, 2007). Enterprise culture encourages innovation, which gives the firm a competitive advantage (Crossan & Apaydin, 2010; Wenjing et al., 2018). A significant amount of previous empirical research has found a positive relationship between company innovation and performance, and this relationship is enhanced by its culture, which favorably influences employee behavior (Kim et al., 2019). This implies that there is sufficient evidence to link an enterprise’s innovation to its performance which is also positively influenced by its culture (Nazarien et al., 2017). The concept of enterprise culture nowadays is considered as a significant factor influencing its innovation (Jancikova & Brychta, 2009). A successful enterprise in its quest to innovate must adhere to the fundamental premise of having a

positive culture (Murras, 2017). Hogan and Coote (2014) emphasized the importance of enterprise learning, stating that it has a direct effect on employee attitudes and significantly improves enterprise performance. Therefore, enterprise learning, culture and innovation give a firm competitive advantage because they are difficult to imitate, very rare, valuable, etc., and have a direct impact on enterprise performance (March, 1991; Walley et al., 2011).

1.2 Problem Statement

SMEs achieve superior performance by having a competitive advantage over its competitors in this digital era (Muhammad, 2018). Performance of these enterprises can be improved through their learning, innovation and culture (Branganza et al., 2017). Studies on determinants of enterprise performance are scanty leaving a clear and in-depth review of other essential factors influencing enterprise performance to be lacking. Despite the crucial role enterprise learning plays in encouraging innovation, the majority of the studies were conducted in western cultures (zdeveciolu & Biçkes, 2012; Wenjing et al., 2018). Limited studies have also looked at the role that enterprise innovation plays in determining superior performance with the help of moderating variable such as enterprise culture. This study adds to existing knowledge by considering enterprise innovation as a vital variable that enhances performance of firms and how enterprise culture positively moderates this relationship (Kim & Chan, 2019).

For businesses to remain competitive in the market globally, its innovation, culture and learning capacity have become very essential. Enterprise innovation has long been acknowledged as a growth driver by management academics and it is an internal resource which can produce long-term competitive advantage in achieving high performance (Hamel, 2006; Mol & Birkinshaw,

2009; Malafaia et al., 2014). Enterprise performance is directly impacted by its culture, learning, and innovation. An enterprise needs a stronger adaptive culture, especially in competitive contexts to positively influence its innovation to improve performance (Liao et al., 2012). As a result, the purpose of this research is to evaluate how enterprise learning and culture influence business performance, as well as the mediating effect of enterprise innovation among SMEs in Kumasi Metropolis.

1.3 Research Objectives

1 .3.1 Main Objectives

The study's overall goal is to explain how a business's learning and culture affect its performance: the mediating function of enterprise innovation among SMEs in Kumasi Metropolis.

1.3.2 Specific Objectives

The following illustrates the specific objectives of the study.

1. To ascertain the effect of enterprise learning on its performance.
2. To assess the effect of enterprise learning on its innovation.
3. To assess the effect of enterprise innovation on its performance.
4. To assess the mediating effect of enterprise innovation in the relationship between enterprise learning and its performance.
5. To ascertain the moderating effect of enterprise culture in the relationship between enterprise innovation and its performance.

1.4 Research Questions

The following depicts the research questions of the study.

1. What is the impact of enterprise learning on its performance?
2. What is the impact of enterprise learning on its innovation?
3. What is the impact of enterprise innovation on its performance?
4. What is the mediating effect of enterprise innovation in the relationship between enterprise learning and its performance?
5. What is the moderating effect of enterprise culture in the relationship between enterprise innovation and its performance?

1.5 Significance of the Study

This study will be extremely beneficial to the SMEs in the Kumasi Metropolis. It will assist them grasp the impact of enterprise learning and its culture on performance, as well as the mediating function of enterprise innovation. Globally, SMEs function in context marked by rapid technical advancements, intense competition, and constantly changing customer preferences (Liao et al., 2012). Due to this, all SMEs seek to improve their performance to have a competitive advantage over their counterparts (Droge et al., 2008). The study will help these SMEs to gain competitive advantage and thrive well over their competitors in the market.

Moreover, the results that will emanate from the study could be used by SMEs in Kumasi Metropolis in formulating the necessary policies and strategies to improve their performance. This study will be useful to other researchers who may wish to do similar research in the

future since it will provide a better knowledge of the dynamics influencing the performance of SMEs in the Kumasi Metropolis.

1.6 Scope of the Study

The study focused on Small and Medium-Sized Enterprises in the Kumasi Metropolis. The target population consists of managers from SMEs in Kumasi Metropolis who has been with the enterprises for at least six months. The study focuses on how the enterprise learning and culture influences its performance and the mediation role of enterprise innovation among SMEs in Kumasi Metropolis. The study covers a period of eight (8) months from January to August, 2023.

1.7 Limitations of the Study

There are several drawbacks to this study. The questionnaires used in this study used a basic random sampling technique and consisted of closed-ended questions. As a result, it is possible that behavioral changes over time are not being monitored. Questions that are close-ended restrict respondents' ability to fully express themselves. The study did not employ the combined approach of qualitative and quantitative approach but rather focused on only quantitative method to fully comprehend the topic. The study also focused on only SMEs operating in Kumasi Metropolis**.** The study did not take into consideration SMEs operating in the entire country of Ghana.

1.8 Overview of Methodology

The study's objectives were fulfilled through the use of quantitative research methods. The study's objectives were met utilizing a cross-sectional survey design. The respondents, 400

managers of small and medium-sized enterprises, were chosen at random. The study area was Kumasi Metropolis, which is Ghana's second most populous region. The study employed Hay's (2017) model 3 statistical analysis with SPSS (v.23). The data for the study was gathered using a standardized questionnaire. The reliability and validity for the measurement items were assessed using Cronbach Alpha to check whether the measurement items had internal consistency in measuring the latent variables. Descriptive statistics were employed to evaluate the demographics of respondents. Regression analysis was used to meet the study's objectives. All latent variables were measured on a 5-point likert scale, with 1 indicating strong disagreement and 5 indicating strong agreement.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter essentially presents the research, identifies the fundamental topic being investigated, and raises pertinent questions. It also outlines the general and specific objectives, research hypotheses, study scope, significance, limitations, and study organization. This chapter is important to the study since it puts it in context and helps to identify deviations.

Chapter two provides theoretical and empirical reviews of the subject. It focuses on concepts and actual data that demonstrate how enterprise culture and learning affect performance, as well as the mediating role of enterprise innovation.

Furthermore, chapter three discusses the research methods. This chapter discusses the research design and strategy, population, sampling, and sampling procedures, data collection

technique, data validity and reliability, data analysis technique, model formulation, and chapter summary of the study.

Additionally, the fourth chapter focuses on the study's research findings and discussions. The research findings and discussions are presented in the form of tables and figures. The tables illustrating the results are presented in APA style.

In conclusion, chapter five gives a review of the findings, draws conclusions, makes recommendations for future research, and discusses any study limitations. This is extremely important since it reveals previously unknown information, so broadening the boundaries of existing knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.0 This chapter examines the theory that helps us to understand enterprise performance and the main variables influencing it. The chapter also covers the empirical research explaining how enterprise learning, innovation and culture influence its performance by other academicians globally. The pictorial relationship between the variables and how they affect enterprise performance was shown by the conceptual framework.

2.1 Theoretical Review

2.1.1 Resource Based-View Theory

Although Schumpeter (1934), Penrose (1959) and Ansoff (1965), developed the Resource Based-View theory, it did not achieve widespread recognition and prominence until Barney (1991). This study employs the resource-based view (RBV) and knowledge-based view (KBV) theories to explain the relationships between enterprise learning, culture, innovation, and performance (Maelah et al., 2021). The resource-based view (RBV) was established to explain how unique business-specific assets, conceptualized as resources, assist firms in achieving long-term competitive advantage (Barney, 1991). RBV emphasizes how internal resources can affect an enterprise's performance and strategies (Maelah et al., 2021; Frackiewicz-Wronka & Szymaniec, 2012).

These internal resources of a firm include enterprise culture and innovation (Barney, 1991). Improved enterprise performance, according to the RBV viewpoint, arises from the utilization of a firm's distinctive internal resources (Barney, 1991). Braganza et al. (2017) suggest that

enterprise culture and innovation fit the VRIN (valuable, rare, imperfect imitability, and non-substitutability) criteria and can be used as internal resources to gain competitive advantage. Consequently, RBV describes how an enterprise might get a competitive edge by protecting its unique resources against imitation, transfer or substitution (Wheelen & Hunger, 2010). Assets, infrastructure, talents, values, etc. can all be considered as resources, which are often specified broadly in the RBV (Omalaja & Eruola, 2011). The RBV has evolved into a benchmark for understanding why firms in the same industry perform differently over time (Hoopes et al., 2003; Branganza et al., 2017).

2.1.2 Knowledge Based-View Theory

The Knowledge-Based View (KBV) is an informal elaboration of Sir Francis Bacon's Knowledge is Power. Grant (1996) goes so far as to say that if a single-factor theory of value were to be revived, the only defensible approach would be a knowledge-based theory of value, on the grounds that all human production is knowledge-dependent, and machines are simply expressions of knowledge. According to the Knowledge-Based View (KBV), knowledge is the most important strategic asset for an organization (De Carolis, 2002). Based to the KBV, enterprise knowledge is difficult to reproduce, and so has the potential to create a long-term competitive advantage and superior enterprise performance (Grant 1996, 2002; Kogut and Zander, 1992; Nickerson and Zenger, 2004). The firm's knowledge-based view (KBV) is a current extension of its resource-based approach (Balogun & Jenkins, 2003).

Enterprise learning has been one of the key variables that set the stage for the growth of a knowledge-based enterprise (Nickerson & Zenger, 2004). With enterprise learning, a company

can acquire, modify, and maintain its skills. Knowledge creation, effective knowledge transfer within the company, and the conversion of individual and social expertise into commercially viable goods and services are all capabilities of enterprise learning (Cook & Yannow, 1995; Wan & Wu, 2017). This creates competitive advantage for knowledge-based firms over their competitors thereby improving their performance. Therefore, in order for an organization to function better, it must have both visible and invisible assets that are challenging for rivals to copy (Wan & Wu, 2017). Resources that are challenging for industry rivals to copy may be offered by enterprise learning. Additionally, KBV offers businesses the methods for maximizing the performance of their knowledge base (Adeniji et al., 2015). Enterprise learning, culture, and innovation provide business knowledge that may be leveraged for improved performance (Grant, 1996; Adeniji et al., 2015). Therefore, enterprise's learning, innovation and culture are the latent variables or construct used in the theories (Braganza et al., (2017).

Thus, this study investigates the relationship between enterprise learning, innovation, and performance, as well as the moderating role of enterprise culture in the relationship between enterprise innovation and performance among SMEs in the Kumasi Metropolis.

2.2 Empirical Review

The study's objectives guided the development of the empirical review. The study investigates how enterprise learning effect performance, the mediation role of enterprise innovation, and the moderating effect of enterprise culture.

2.2.1 Enterprise Performance

Enterprise performance is defined as a firm's capacity to react to its external business environment and develop a solid business plan in order to get a competitive advantage over its competitors (Zainudin and Sugiono, 2016). Enterprise performance is also defined as a firm's ability to achieve its goals and objectives through talented management, good governance, and a consistent commitment to accomplishing business goals (Boyer & Skiera, 2017). Enterprise performance can be analyzed from two perspectives: judging performance and objective performance (Agarwal et al., 2003; Abdi and Ali, 2013).According to Tuan et al. (2016) production, finance, and marketing are the three variables that can be used to determine an enterprise's performance in this contemporary world. Consequently, the essence of enterprise performance is the creation of value (Alsuwaidi et al., 2021). The firm's assets will remain valuable to the enterprise as long as the value created by assets is equal to or greater than the value anticipated. The enterprise becomes relevant and continues to thrive in the market (Al Shebli et al., 2021). Value creation is therefore an important factor in determining an enterprise's overall performance (Al Kurdi et al., 2020).

According to Akande (2011), performance relates to the assessment of a firm's success, whether small or huge. The size, number of employees, working capital, and profitability of a business can all be taken into consideration while evaluating it (Bayer et al., 2017). Therefore, it follows that the success of enterprises depends on their performance. According to Trkman and McCormack (2009) businesses can determine whether or not they are making progress when they assess their level of performance.

Therefore, the most strategic options a firm has when addressing environmental factors that have a positive impact on its performance are enterprise innovation, enterprise culture, and enterprise learning (Ordanini et al., 2014; Abubakre et al., 2014; Siam & Hilman, 2014; Ruiz-Jimenez & Del Mar Fuentes-Fuentes, 2013; Jimenez-Jimenez & Sanz-Valle, 2011). This study looks at the effect of enterprise learning and culture on performance, as well as the mediating role of enterprise innovation.

2.2.2 Enterprise Learning

Enterprise learning is defined as the process through which an enterprise builds up knowledge that employees have received and then integrates that knowledge into the firm's knowledge system (Chiva et al., 2014; Garca-Morales et al., 2012). , Tohidi et al. (2012) define enterprise learning as the process of creating, transferring, integrating, and learning in the business interaction process. Enterprise learning is also the process by which an enterprise consolidates and integrates individual knowledge into the firm's knowledge system (Chiva et al., 2014; Garca-Morales et al., 2012). This increases the performance of small and medium-sized enterprises, giving them a competitive advantage. Enterprise learning is also a dynamic process of generating, gaining, and integrating knowledge in order to enhance organizations' resources and capacities, hence assisting enterprises in achieving superior performance. Furthermore, because of the learning environment for employees, enterprise learning is especially beneficial for enterprises expanding in an uncertain and dynamic environment to improve their performance (Megheirkouni, 2017).

Because of its nature as a process of generating new perspectives, enterprise learning can be used to generate new business knowledge (Cheng et al., 2014; Chiva et al., 2014). Enterprise learning can be considered as a management activity that involves regulating and planning. It focuses on a business's strategic knowledge creation, capture, and internalization. For enterprise learning to improve performance, information must be handled very well (Cheng et al., 2014). Enterprise learning is widely recognized as an essential enterprise tool for enhancing knowledge development and utilization (Wu & Chen, 2014). Adaptive learning and generative learning are the two approaches to learning. Adaptive learning is an accidental occurrence that causes a relatively distinct change in behavior and is fueled by an individual's responsiveness to various stimuli in their immediate surroundings. Generative learning, on the other hand, is the process by which an individual adds new behaviors, information, and skills to what they already have and applies them to varied contexts (Cummings & Whorley, 2009). Enterprise learning influences systems thinking and allows individuals of the business team to adopt the firm's mission as their own, resulting in increased personal and business growth (Martin, 2015). In a nutshell, enterprise learning involves individual learning, culture development, continuous improvement, innovation, and the use of learning systems (Cummings & Whorley, 2009).

2.2.3 Enterprise Innovation

Joseph Schumpeter (1934) was the first to distinguish between different types of innovation: product innovation, manufacturing methods, markets, supply sources, and business approaches. As a result, in order to gain a comprehensive understanding of what innovation entails, one must look beyond altering technology. This study also focuses on enterprise innovation, which is significant since it has enabled businesses to reach new performance levels (Hamel, 2006).

Dadfar et al. (2013) described enterprise innovation as the process of transforming possibilities into new ideas, the adoption of these ideas inside the enterprise, and the successful implementation of the resulting novelties in a way that adds value to the firm. Enterprise innovation is the outcome of accumulated knowledge and experience (Prifti & Alimehmeti, 2017). Enterprise innovation therefore plays important role of increasing the performance of an enterprise (Drucker, 2015).

Enterprise innovation is often regarded as a significant driver of economic development and firm's competitiveness (Reinders et al., 2010). Enterprise innovation is obtain by the introduction of improved products, structures, managerial techniques, or changes in enterprise culture culture (Alblooshi et al., 2021). As a result, enterprise creativity is related to the degree of centralization and formalization, which affect the flow of ideas among members about how to allocate tasks and make decisions. According to Prasad and Junni (2016), enterprise innovation aids in dealing with market shifts and overcoming any obstacles. Furthermore, individual and environmental factors influence enterprise innovation (Alblooshi, 2021). Because enterprise innovation demands employees to resist the status quo and habits inherent in a system, enterprise innovation is defined as the desire to produce new ideas or techniques for carrying out a job (Liu et al., 2020). Enterprises are required to support open learning and communication while also providing individuals with the resources they require to develop new things (Liu et al., 2020). According to Shafique et al. (2020), creative enterprises are more interested in developing new ways than in employing existing processes or procedures.

2.2.4 Enterprise Culture

Enterprise culture is the signs and symbols, shared behaviors, and underlying assumptions of an enterprise (Howard-Greenville, 2020). The normal activities that take place in an enterprise are typically represented by enterprise culture (Buschgen et al., 2013). It is more particularly the common set of beliefs and practices within an enterprise (Calciolari et al., 2018). It is also used to describe the set of assumptions and practices that people have adopted within an enterprise (Hartnell, 2011). According to Schein (2010), enterprise culture is a social phenomenon that consists of ideas and beliefs that hold employees together.

Many researchers agree with Schein's (1985) paradigm, which states that a business culture may be classified into three levels: underlying assumptions and beliefs, norms and values, and cultural artifacts (Chatman and O'Reilly, 2016). The role of enterprise culture in gaining a competitive edge was first studied in the 1990s. Some academics say that in order for businesses to effectively respond to social and environmental issues, they must undergo a significant cultural revolution that abandons their old profit-first mindset (Howard-Grenville 2006). To ensure a smooth transition, businesses must foster a sustainable culture and actively strive to become more competitive (Baumgartner, 2009). A sustainable business must first establish a culture that promotes long-term success (Baumgartner, 2009).

According to Denison et al. (2014), enterprises exhibit a consistent culture that acts as a focal point for collaboration, communication, integration, and control while designing systems. This characteristic is associated with businesses that have highly dedicated team members, a distinct business practice, enhancing consistent behaviors with core values, and a clear code of conduct

with strong responsibilities and supervision. One of the primary subjects that shape the relationships, working processes, decision making, and solving problems in a business is enterprise culture (Robbins & Timothy, 2013). Thus, enterprise culture has a substantial impact on a firm's performance, effectiveness, and competitive position in the marketplace (Sung & Choi, 2014). Building and developing an effective enterprise culture will ensure the firm's success (Nango & Ikyanyon 2012).

2.2.5 Enterprise Learning and Enterprise Performance

According to Hailekiros and Renyong (2016), enterprise learning is an important factor in determining a business superior performance and long-term competitive advantage. This component encourages the development of enterprise competencies that are either appreciated by customers or difficult to replicate, hence increasing the firm's competitive advantage (Hailekiros & Renyong, 2016). It is also essential for sustaining or improving performance based on prior experience (Chiva et al., 2014). Enterprise learning results in superior performance and long-term competitive advantage (Do et al., 2018). Few researches examine the connection between enterprise learning and performance (Hsu, 2014; Poór et al., 2018). Enterprise learning is also seen as a potent force and as a critical element of successful business strategy (Jiménez & Sanz-Valle, 2011; Poór et al., 2018). Learning enterprises constantly engage in open communication, evaluate and seek feedback which helps them increase their performance (Do et al., 2018).

Additionally, most managers participate in learning programs to gain the necessary skills to boost an enterprise performance (Vijande & Sanchez, 2017). Moreover, the amount of trust in an enterprise and its members over their own performance will undoubtedly be impacted by the

skills and talents that are developed through ongoing learning of the firm (Rehman et al., 2019). Several studies have shown that enterprise learning improves performance (Ghafoor et al., 2016; Nafei, 2015; Rehman et al., 2019; Hao & Muehlbacher, 2012). Several enterprise learning metrics, such as knowledge transfer and integration, as well as managerial commitment, have been shown to improve enterprise performance (Cheema et al., 2016). This leads to major adjustments to behavior of the workers, boosting productivity and efficiency at work, and making it easier to achieve the firm's goal. Enterprise learning and its performance therefore, are positively related, according to research done by Rose et al. (2009). Therefore, we propose the following hypothesis:

H1. Enterprise learning has a significant positive effect on its performance.

2.2.6 Enterprise Learning and Enterprise Innovation

According to Ghafoor et al. (2016), enterprise learning is an enterprise's ability to maintain or improve performance based on experience. Enterprises require fresh perspectives and cutting-edge solutions if they are to grow and remain competitive. If not, the risk of stagnation, a decline in the firm's competitive position, or even failure exists (Ober, 2020). Enterprise learning can increase enterprise innovation by increasing the firm's workers knowledge and skills (Wang & Ellinger, 2011). It also provides significant competitive advantage to enterprises (Lin & Lee, 2017). Enterprise learning has the potential to assist firms in introducing new knowledge, advancing existing knowledge and competence, and improving their performance (Ober, 2020).

In addition to influencing creativity on an individual level, enterprise learning will also influence creativity on an enterprise level (Wang & Ellinger, 2011). Also, according to academic research

conducted by Liu et al. (2012) enterprise learning enhances its innovation performance. Enterprise learning engenders knowledge generation which stimulates and boosts the firm's innovation skills (Asbari et al., 2019; Vijande & Sanchez, 2017; Lin & Lee, 2017). Enterprise innovation built on a learning culture that adds value will endure (Lee et al., 2016). The firm will connect with all members within it due to learning culture so that their prior expertise and newly acquired knowledge can be effectively shared and traded to foster the firm's innovation (Lin & Lee, 2017; Lee et al, 2016; Chang & Lin, 2015). In other words, a firm's performance as a result of its innovative operations could be improved by integrating the resources required for innovation from the standpoint of learning (Gachanja, 2020).

Enterprise learning is the key element for an enterprise to retain innovation and become a successful business, according to Tohidi and Jabbar (2012) analysis. Enterprise learning is the acquisition of knowledge which gives rise to innovation and assists enterprises in gaining a competitive advantage (Lin & Lee, 2017). Additionally, enterprise learning can successfully encourage innovation, according to Hung et al. (2011). Li (2021) also confirmed that enterprise learning has a direct effect on business performance and that enterprise learning also directly influences enterprise innovation. Fang (2020) emphasized the positive role of enterprise learning in determining innovation performance through his research of Small and Medium-scale Enterprises. As a result, we propose the following hypothesis:

H2. Enterprise learning has a significant positive effect on its innovation.

2.2.7 Enterprise Innovation and Enterprise Performance

Innovation is defined as "doing something different," which may be risky, expensive or time-consuming (Costello & Prohaska, 2013). Thus, enterprise innovation is defined as developing or introducing a product or service in order to gain a competitive advantage (Lee, 2010; Ober & Kochmanska, 2022). Enterprise innovation fosters the development of unique procedures, products, services, and technological improvements, resulting in increased business performance (Kahn, 2018). It is now commonly acknowledged that innovation is essential for competitive advantage and superior performances of enterprises (Aboramadan et al., 2019). By getting new ideas, enterprises can benefit economically and commercially from innovation (Al-hakim & Hassan, 2016). In light of this, managers and researchers must be mindful of innovation. Scholars have divided innovation into numerous categories, such as radical innovation, product innovation, and so on. These improve enterprise performance (El-kassar & Singh, 2019). The purpose of enterprise innovation is to create business value by producing valuable ideas that meet customers' expectations and improve the enterprise's performance (Uzkurt et al., 2013; Zafar et al., 2016). Businesses' long-term success is dependent on their ability to consistently innovate new items, processes, and services that allow each one of them to meet client expectations (Chang, 2008; Vijande & Sanchez, 2017). Enterprise innovation is therefore, associated with higher performance (Zafar et al., 2016). Enterprises that engage in higher levels of innovation and acquire a better reaction from the environment gain the skills necessary to not only improve enterprise performance, but also to build a sustainable competitive advantage (Laban & Deya, 2019). According to numerous research (Al-Hakim & Hassan, 2016; El-Kassar & Singh, 2019; Garca-Morales et al., 2012; Nawab et al., 2015), enterprise innovation has a direct impact on its success. Walker (2005) also conducted an empirical examination of 30

papers on enterprise innovation and performance, proposing that enterprise innovation is a path to better performance. As a result, we propose the following hypothesis:

H3. Enterprise innovation has a significant positive effect on its performance.

2.2.8 The Mediation role of Enterprise Innovation

Since 1990s enterprise learning has been the focus of research, which has been primarily motivated by the need to maximize the application of knowledge inside companies (Chiva & Alegre, 2005; Nafei, 2015). Enterprise learning is a business's capacity to maintain or improve performance based on experience (Ghafoor et al., 2016). Enterprise learning entails learning new things, sharing them with others, and applying them in an organization (Fein, 2010; Abdi et al., 2018). Enterprise learning improved its performance through innovation in an indirectly manner (Garcia-Morales et al., 2008). Over the last ten years, publications on enterprise learning have had a favorable impact on enterprise innovation (Abdi et al., 2018). The bulk of these studies also discovered a direct association between enterprise learning and performance through innovation (Sujarwo & Wahjono, 2017). An enterprise's performance can be improved by several forms of learning (adaptive/generative) and innovation (incremental/radical) (Osman et al., 2016). The level of learning that is needed to advance innovation increases along with enterprise performance (Bueno, 2010; Canh et al., 2019).

The process of enterprise learning, which draws new information from current knowledge, serves as the foundation for its innovation (Abdi et al., 2018). In addition, enterprise learning increases the knowledge base of a firm that is required for its innovation which brings a surge or hike in business performance (Fein, 2010; Osman et al., 2016). According to Rehman et al. (2019)

enterprise innovation mediates the impact of enterprise learning on its performance. Jiménez and Sanz (2011) discovered comparable findings, illustrating how enterprise innovation improves performance and mediates the relationship between enterprise learning and performance. As a result, we suggest the following hypothesis:

H4. Enterprise innovation mediates the relationship between enterprise learning and its performance.

2.2.9 The Moderating role of Enterprise Culture

According to Hofstede et al. (2005) enterprise culture is the shared beliefs of the individuals who make up a given business. Enterprise culture is a collection of beliefs, shared values (honesty, diligence, avoidance of discrimination, loyalty, and persistence), norms, behaviors, characteristics, symbols, assumptions, habits, rituals, philosophies, attitudes, and practices that businesses use to gain a competitive advantage (Chandani et al., 2016). An enterprise's effectiveness is significantly influenced by its culture (Sung & Choi, 2014). Consistency, adaptability, engagement, and mission are the four components of enterprise culture (Warrick, 2017). Any enterprise's workforce exhibits behavior that reflects its culture. Employee conduct is influenced by the shared understanding of the organization's values (Warrick, 2017). According to numerous definitions of culture, an enterprise's culture is established through employee interaction and is taught through employee engagement. Enterprise culture guides and shapes employees' attitudes and behaviors (Robbins & Timothy, 2013).

Enterprise culture affects creativity in any firm, according to Demircan and Erturk (2010) which leads to employee involvement that demonstrates indulgence, contribution, and responsibility.

This brings about creative problem-solving attitude in an enterprise (Chandani et al., 2016). Enterprise innovation emanates from a conducive environment created by enterprise culture (Cameron & Quinn, 2011; Kerlavaj et al., 2010). Resource-based view theory considers enterprise innovation as one of the key internal resources of a firm that helps it to achieve competitive advantage over its competitors because it is rare, unique, non-substitutable and not easily imitated (Barney, 1991). This helps the firm in increasing its performance (Kahn, 2018). Furthermore, a flexible enterprise culture can lead to more innovations in an enterprise because employees are free to come up with new ideas that increase firm's performance (Naranjo-Valencia et al., 2016). Therefore, enterprise culture which encourages efficiency, increase in productivity and stability and promotes stable, efficient routines will result in harnessing creativity in a business (Cameron & Quinn, 2011; Škerlavaj et al., 2010; Khazanchi et al., 2007; Robbins & Timothy, 2013).

Furthermore, creative culture is seen as a valuable resource for a business because it distinguishes it from competitors and has a significant impact on enterprise success. According to Riaz et al. (2012), the primary goal of enterprise culture is to enhance a business's innovativeness. Enterprise culture provides suitable environment for innovative activities in a firm (Lii & Kuo, 2016). The goal of enterprise culture in research is to promote innovation so that a company may keep a competitive edge over its rivals while simultaneously improving performance (Cameron & Quinn, 2011; Škerlavaj et al., 2010; Naranjo-Valencia, 2016). As a result, we can hypothesize that:

H5. Enterprise culture positively moderates the relationship between enterprise innovation and its performance.

2.3 Conceptual Framework

Figure 2.1 illustrates the study's conceptual structure. The framework demonstrates that enterprise learning and innovation have a favorable impact on performance. Furthermore, enterprise innovation facilitates the relationship between learning and performance. To conclude, enterprise culture directly moderates the relationship between enterprise innovation and its performance.

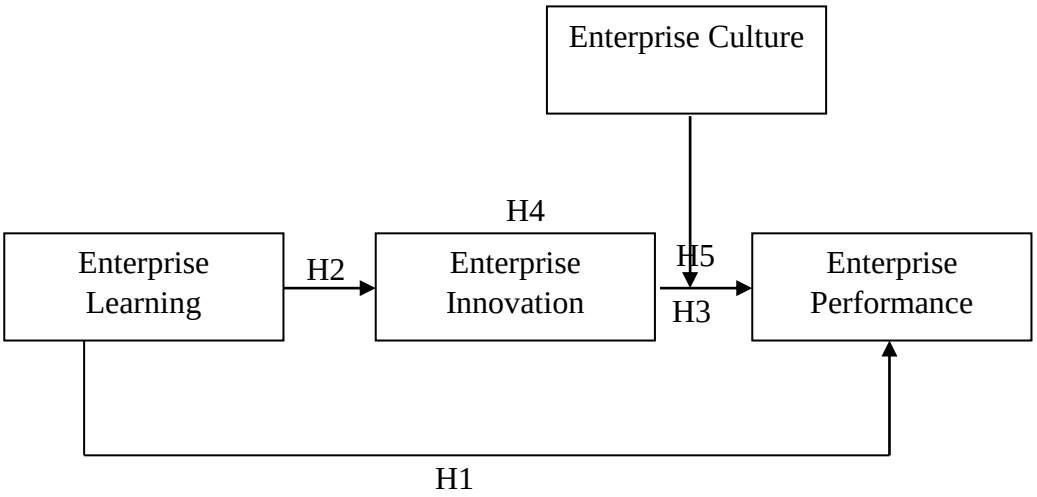

Figure 2.1: Conceptual Framework

(Source: Author's Construct, 2023)

2.4 Chapter Summary

This chapter focuses on the theoretical and empirical review, as well as the study's underlying conceptual framework. This study is also well explained using the Resource-Based View and Knowledge-Based View theory as well as empirical literature about the latent variables studied.

The Resource-Based View theory explains how enterprises attain superior performance and competitive advantage using its internal resources such as enterprise culture and its innovation

(Maelah et al., 2021). The extention of the Resource-Based View is the Knowledge-Based View theory. Enterprise learning contributes to the expansion of an enterprise's knowledge base. This enables Small and Medium-Scaled Enterprises to get a competitive advantage over their competitors and improve their performance (Wan & Wu, 2017).

Enterprise learning, enterprise innovation and enterprise culture are classified as the most vital internal resources of an enterprise that are rare, valuable, imperfect imitable and non-substitutable (Braganza et al., 2017). These internal resources helps SMEs to achieve competitive advantage and also positively inflence enterprise performance in Kumasi Metropolis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study aims to explain how a business's learning and culture affect its performance: the mediating function of enterprise innovation among SMEs in the Kumasi Metropolitan Area. This chapter covers the following topics: research design and strategy, population, sampling and sampling methodology, data collection technique, validity and reliability, data analysis technique, and chapter summary.

3.2 Research Design

The main objectives for this study were achieved using a cross-sectional research design (Salem et al., 2016). The survey study design was chosen because surveys are effective in describing the features of a large population (Osuala, 2014). Surveys offer a high level of general competency in representing a large population, as well as low costs and simple data collection, statistical significance, little or no observer subjectivity, and reliable results. The National Board for Small Scale Industries (NBSSI) used employee criteria to designate Small and Medium-Sized Enterprises. According to the NBSSI (1990), small businesses have fewer than six employees, whereas medium-sized enterprises have 30 to 99 employees.

Moreover, this study focuses on a thorough classification of SMEs by Osei et al. (1993) using the employee threshold. They define small enterprises as one with one to six employees, whereas a medium-scale business is one with six to nine employees. However, if a business employs between 10 to 29 people, it can also be considered as SME according to Osei et al. (1993). This

paper will henceforth use the Osei et al. (1993) classification of SMEs because the study focused on smaller and medium-sized enterprises rather than larger organizations.

This study also focused on enterprises that have been in operation for at least two years. The enterprises sampled for the study were categorised into manufacturing, services and merchandising.

Manufacturing enterprises produce goods needed to satisfy human wants. Manufacturing firms convert raw materials into completed products, typically on a big scale. More machines are used in the production process in such businesses. Most customers in manufacturing enterprises do not interact directly with the firms.

Service enterprises, on the other hand, renders services to the general public (Samwel et al., 2019). A service enterprise is made up of two or more persons who work together to deliver a service to a consumer. The primary goal is to satisfy a consumer. The level of interaction between the customer and the firm varies according to the type of service provided. Customers are present during the creation of service in service firms, and customer feedback can be leveraged to promote enterprise innovation (Sunday & Oluwaleke, 2022).

Lastly, one of the most popular types of businesses in Kumasi Metropolis is merchandising. A merchandising enterprise is a firm that buys finished goods and resells them to customers. The majority of merchandising companies are wholesalers and retailers who offer for sale actual goods to consumers. Because merchandising firms are in the business of retailing and

wholesaling a product to a customer for a profit, they are commonly referred to as retailers or wholesalers (Samwel et al., 2019).

3.3 Research Approach

The study employed a quantitative research approach in achieving the objectives (Salem et al., 2016). The survey study design was chosen because surveys are effective in describing the features of a large population (Osuala, 2014). According to some researchers (like Trochim, 2005), a survey was an adequate method for this deductive study (theory testing). With quantitative approach, hypothesis are developed and tested to achieve the objectives of the study. The results from the sample were generalised to represent all Small and Medium-Scale Enterprises in Kumasi Metropolis. The survey is made to be finished in one sitting. Therefore, the data for this study was gathered utilizing an electronic questionnaire.

3.4 Study Location- Small and Medium-Scale Enterprises in Kumasi Metropolis

The study's focus was on SMEs operating in the Kumasi Metropolitan Region. Kumasi is situated around 480 kilometers north of the Equator and 160 kilometers north of the Gulf of Guinea. It is situated between latitude 6.350 -6.400 and longitude 1.300-1.350, with an elevation of 250-300 metres above sea level and an area of around 254 square kilometers. The city's unique centrality as a transit point from all across the country makes it an appealing destination for many people to relocate there. The city is rapidly increasing, with a 5.47 percent annual growth rate (Regional Statistical Office, Kumasi). It is made up of about 90 suburbs, many of which were incorporated as part of the process of growth and physical expansion. Kumasi Metropolis was my choice for the study's location because it is Ghana's second-most populous

region. Small and Medium-Scale Enterprises (SMEs) are growing more prevalent in Kumasi (GSS, 2020).

3.5 Study Population

The study's target population was SMEs in Kumasi Metropolis. According to the Registrar General's Department data, about 92% of all establishments are SMEs in Ghana and the Kumasi Metropolis has more than 4500 registered SMEs (NBSSI, 1990). The National Board for Small Scale Industries (NBSSI) provided a list of registered SMEs that includes the name of the business, the year of registration, the kind of business, a contact name and address in Kumasi Metropolis. 400 managers from SMEs with at least two years of operating history and complete contact information (email, phone, and postal address) were selected. The average age of the respondents was 18years and above. This was done to make sure that the chosen managers had the knowledge necessary to comprehend the main concepts being researched. It is considered that the responses gathered from the sample respondents represent the views of all SMEs in the Kumasi Metropolis.

3.6 Sampling Procedure and Sample Size

The number of managers in SMEs in Kumasi Metropolis is large, due to this, 400 managers from the Small and Medium-Scale Enterprises were chosen using a simple random sampling technique. The managers were chosen randomly from SMEs in Kumasi Metropolis. The chosen managers were sent web link of the online questionnaire to be filled. Furthermore, the simple random sampling approach ensured that each unit in the sample had an equal chance of being included in it. This technique gives unbiased and precise parameter estimates in the case of

homogeneous populations (Singh, 2012). The minimum age was set at two years in order for the enterprises chosen to have the operational expertise for their managers to provide correct responses to the concepts being studied.

3.7 Data Collection Instrument

The data for this study were gathered using standardised questionnaires (Sauders et al., 2009). Close-ended questions were used to achieve the main goal of the study. The use of standardised questionnaires to collect data brings about uniformty and impartiality (Sekkaran & Bougie, 2016). The standardized questionnaire had with five sections. The study's demographic characteristics were presented in Section A; questions about enterprise learning, enterprise innovation and enterprise culture were presented in Sections B, C, and D; and questions about enterprise performance were asked in Section E as well.

3.8 Validity and Reliability

Cronbach Alpha was used to examine whether the measuring items were reliable or consistent in assessing the latent variables. According to Cronbach Alpha, any value greater than 0.70 suggests good reliability (Hair et al. 2010). SPSS (v.23) was used to conduct correlation analysis to determine the degree of correlation between any two variables investigated. Percentages and frequencies were also run for the demographic characteristics to determine the statistics of the resondents who took part in answering the questionnaires. This study focused on four latent variables. These latent variables include enterprise learning (EL), enterprise innovation (EI), enterprise culture (EC) and enterprise performance (EP).

This study also considered three other variables as control variables that can affect an enterprise's performance. The three factors were the size of the enterprise, type of enterprise, and years of operation of the enterprise. These control variables were employed to eliminate potential competing explanations for my findings, reduce error terms, and boost statistical power (Schmitt et al., 1991).

3.9 Data Collection Procedure

The managers of the Small and Medium-Scale Enterprises' in Kumasi Metropolis were initially issued a printed copy of the questionnaire, a cover letter, and a postage-paid return envelope. In addition, emails with a cover letter and a link to the online survey were sent to SMEs in the Kumasi Metropolis. This was done so that businesses could respond to the questionnaire in a format they prefer. The data collection period lasted for four weeks. Some of the managers were reluctant to participate in the data collection exercise due to their rigid schedule and their concern about confidentiality. This was my main challenge during the data collection.

Moreover, from this study enterprise learning (EL) comprised 7 measurement items, enterprise innovation (EI) comprised 6 measurement items, enterprise culture (EC) had 7 measurement items and also enterprise performance also comprised 8 measurement items.

3.10 Data Processing and Analysis

The data for this investigation was analyzed using SPSS (version 23). SPSS (v.23) was also used to run Ordinary Least Squares regression on the numerous routes suggested in the study. This helps to establish the link between enterprise learning and enterprise performance. It also aided

in determining the relationship between enterprise learning and innovation, as well as the relationship between enterprise innovation and performance. Moreover, the Ordinary Least Square regression was used to assess the mediation effect of enterprise innovation in the relationship between enterprise learning and enterprise performance. Regression analysis was employed to examine the moderation influence of enterprise culture.

In conclusion, correlation analysis, frequencies and percentages were run for the controlled variables or for the demographic characteristics. These also contributed immensely to the data analysis for this study and were run using SPSS (v.23). This study controlled for size of the enterprise, type of the enterprise and length of operation of the SMEs in Kumasi Metropolis. Therefore, the main goal for the study was ascertained using descriptive statistics like percentage and frequency, mean, standard deviation and regression analysis.

3.11 Reliability

The reliability analysis using Cronbach's Alpha (Cronbach, 1951) is shown in Table 3.1 above. Any result better than 0.70, according to Cronbach Alpha, indicates acceptable reliability (Hair et al., 2010). According to Table 3.1, the Cronbach's Alpha values for the latent variables were more than the 0.70 threshold for measuring the variables' validity and reliability (DeVellis, 1991). The Cronbach Alpha values for enterprise learning and enterprise innovation were 0.935 and 0.920 respectively. Additionally, enterprise culture and enterprise performance also recorded Cronbach Alpha values of 0.932 and 0.932 respectively. The data demonstrated internal consistency in assessing their respective constructs, according to Table 3.1, because the values

obtained were more than 0.7. As a result, the study concludes that the data fit the construct model correctly to achieve better outcomes for this study.

Table 3.1: Reliability of Questionnaire Items for the Study Constructs

Variable	Cronbach Alpha	Number of Items
Enterprise Learning (EL)	.935	7
Enterprise Innovation (EI)	.920	6
Enterprise Culture (EC)	.932	7
Enterprise Performance (EP)	.935	8

Source: Field Data (2023)

3.12 Model Specification

The study employed regression analysis in assessing the positive or the direct relationship between the latent variables using Hay's (2017) model 3 and statistical analysis. As a result, the various paths determined were based on Hayes (2017)'s model, which were the same as the study reported by Dawson and Richter (2006) on three-way interaction effect. In addition, regression analysis was utilized to assess the strength of the relationship between the latent variables. The magnitude and statistical significance of the combined effect were determined using multiple linear regression analysis.

3.13 Estimation Technique/ Strategy

All latent variables were assessed using a 5-point likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. Moreover, the interaction terms of enterprise culture and

enterprise innovation were measured using a residual centering technique (Cooper et al., 2014). The scale of enterprise learning and enterprise innovation were measured using 7 and 6 measurement items respectively. The scale of enterprise culture was measured using 7 measurement items whiles the scale of enterprise performance was also calculated or assessed using 8 measurement items.

3.14 Chapter Summary

First and foremost, the chapter three looked at research design and strategy. To achieve the main objectives of the study, cross-sectional design and quantitative research approach were used (Salem et al., 2016). As a result, data for the study was gathered via an electronic questionnaire. The study utilised survey design because surveys were effective in describing the features of a large population (Osuala, 2014).

Moreover, the target population for the study was managers of Small and Medium-Scale Enterprises in Kumasi Metropolis. 400 managers from the SMEs with a minimum of at least two years operating history and complete contact information (email, phone, and postal address) were chosen using the random sampling technique. The respondents' average age was 18 years and above. In the case of homogenous populations, random sampling technique provides unbiased and precise parameter estimate (Singh, 2012).

Furthermore, standardized questionnaires were employed to collect data (Sauders et al., 2009). The standard questionnaire had five sections. SPSS (v.23) was used to run the validity and reliability tests for this study. To determine the internal consistency of the latent variables, the

Cronbach's Alpha was estimated (DeVellis, 1991). Correlation analysis was run to assess the level of correlation between any two variables studied. The statistics for the demographic features was also assessed using percentage and frequency scores. Mean scores and standard deviation were also run for the measurement items to determine their reliability and their validity for the study.

Finally, SPSS (v.23) was used to run Ordinary Least Squares regression on the numerous pathways identified in the study. Hay's model 3 was used to depict the regression results. The latent variables were measured using a 5-point likert scale, with 1 representing strongly disagreement and 5 representing high agreement. A residual centering technique was used to examine the interactions between enterprise culture and enterprise innovation (Cooper et al., 2014).

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter depicts the demographic characteristics of the respondents, descriptive analysis of measurement items of the latent variables, discussion of the findings in accordance to the research questions using regression analysis and finally gives a summary of the chapter.

4.1 Socio-demographic Characteristics

The summary of demographic characteristics of the respondents with regards to the size enterprise, type of enterprise and length of operation is given by Table 4.1. The frequency and percentage scores for the demographic characteristics were shown by table 4.1 below to assess the statistics of the responders who answered the questionnaires.

According to table 4.1., under size of enterprise, enterprises with 1 to 5 employees recorded a frequency score of 104 and a percentage score of 25.4%. Those SMEs with 6 to 9 employees had a frequency of 79 and a percentage of 19.3%. Notwithstanding the above, enterprises with 10 to 29 employees recorded a frequency score of 227 and a percentage score of 55.4%. Therefore, Small and Medium-Scale Enterprises (SMEs) with 10 to 29 employees got the highest frequency score of 227 and the highest percentage score of 55.4%. This illustrates that most of the SMEs in Kumasi Metropolis comprise 10 to 29 employees.

Table 4.1: Socio-demographic characteristics of respondents

Demographics	Responses	Frequencies (N)	Percentages (%)
Size of the enterprise	1-5 employees	104	25.4
	6-9 employees	79	19.3
	10-29 employees	227	55.4
	Total	**410**	**100**
Type of the enterprise	Service	129	31.5
	Manufacturing	203	49.5
	Merchandising	78	19.0
	Total	**410**	**100**
Length of operation	2 to 6 years	147	35.9
	7 to 11 years	119	29.0
	12 to 15 years	95	23.2
	16 to 20 years	49	12.0
Total		**410**	**100**

Source: Field Data (2023)

Furthermore, with regards to the type of enterprise, service enterprises had a frequency score of 129 and a percentage score of 31.5%. Small and Medium-Scale Enterprises into manufacturing of goods also recorded a frequency score of 203 and a percentage score of 49.5%. Merchandising SMEs recorded a frequency score of 78 and a percentage score of 19.0%. Therefore,

manufacturing SMEs had the greatest frequency score of 203 and a corresponding percentage score of 49.5%. This also shows that SMEs which are into manufacturing of goods and services dominate the number of SMEs in Kumasi Metropolitan area.

Finally, Small and Medium-Scale Enterprises with length of operation between 2 to 6years recorded a frequency score of 147 and a percentage of 35.9%. Enterprises with 7 to 11 years operating history had a frequency of 119 and a percentage of 29.0%. Also, enterprises with 12 to 15 years length of operation recorded a frequency score of 95 and a percentage of 23.2%. Lastly, Small and Medium-Scale Enterprises with 16 to 20 years operating history had a frequency of 49 and a percentage of 12.0%. Therefore, enterprises with length of operation between 2 to 6 years had the greatest frequency score of 147 and the highest percentage score of 35.9%. This outcome confirms that majority of all the SMEs in Kumasi Metropolis have 2 to 6 years as their length of operation

4.2 Descriptive Analysis

4.2.1 Enterprise Learning

The descriptive analysis of enterprise learning was illustrated by Table 4.2 below. 5-point likert scale was used to assess the enterprise learning measurement items for the study with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. Mean scores greater than 3 were assigned to the 'agree' category, while mean scores less than 3 were assigned to the 'disagree' category. The overall mean score for the measurement items of enterprise learning is 3.84 and is above 3. This also shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.2: Enterprise Learning

Items	Minimum	Maximum	Mean	Std. Deviation
EL1	1	5	3.63	1.478
EL2	1	5	3.78	1.333
EL3	1	5	3.81	1.344
EL4	1	5	3.92	1.220
EL5	1	5	3.91	1.326
EL6	1	5	3.87	1.318
EL7	1	5	3.99	1.272
Total			**3.84**	**1.328**

Source: Field Data (2023)

4.2.2 Enterprise Innovation

The descriptive analysis of enterprise innovation was shown by Table 4.3. The measurement items of enterprise innovation for the study were assessed using a likert scale with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. The mean scores greater than 3 falls into the 'agree' category, while mean scores less than 3 were assigned to the 'disagree' category. The overall mean score for the measurement items of enterprise innovation is 3.89 and is above 3. This also shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.3: Enterprise Innovation

Items	Minimum	Maximum	Mean	Std. Deviation
EI1	1	5	3.79	1.388
EI2	1	5	3.92	1.263
EI3	1	5	3.89	1.301
EI4	1	5	3.95	1.258
EI5	1	5	3.84	1.312
EI6	1	5	3.94	1.272
Total			**3.89**	**1.299**

Source: Field Data (2023)

4.2.3 Enterprise Culture

The descriptive analysis of enterprise culture was shown by Table 4.4 below. 5-point likert scale was used to assess the measurement items of enterprise culture for the study with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. Mean scores greater than 3 were assigned to the 'agree' category, while mean scores less than 3 were assigned to the 'disagree' category. The overall mean score for the measurement items of enterprise culture is 3.94 and is above 3. This also shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.4: Enterprise Culture

Items	Minimum	Maximum	Mean	Std. Deviation
EC1	1	5	3.68	1.515
EC2	1	5	3.94	1.213
EC3	1	5	3.91	1.259
EC4	1	5	3.94	1.292
EC5	1	5	4.06	1.274
EC6	1	5	4.02	1.259
EC7	1	5	4.05	1.199
Total			**3.94**	**1.290**

Source: Field Data (2023)

4.2.4 Enterprise Performance

The descriptive analysis of enterprise performance was shown by Table 4.5 below. 5-point likert scale was used to assess the measurement items of enterprise performance for the study with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. Mean scores greater than 3 were assigned to the 'agree' category, while mean scores less than 3 were assigned to the 'disagree' category. The overall mean score for the measurement items of enterprise performance is 3.97 and is above 3. This also shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.5: Enterprise Performance

Items	Minimum	Maximum	Mean	Std. Deviation
EP1	1	5	3.81	1.464
EP2	1	5	3.92	1.238
EP3	1	5	3.92	1.964
EP4	1	5	3.98	1.261
EP5	1	5	4.05	1.220
EP6	1	5	4.09	1.205
EP7	1	5	3.95	1.253
EP8			4.00	1.276
Total			**3.97**	**1.264**

Source: Field Data (2023)

4.3 Correlation

Correlation analysis was also run for all the variables to reveal their level of correlation between any two variables studied. The level of correlation among any two variabes studied can be weak, moderate or perfect correlation. To assess the effect of the mediation role of enterprise innovation in the relationship between enterprise learning and enterprise performance correlation analysis was run. The correlation analysis was also run to determine the effect of moderation role of enterprise culture in the relationship between enterprise innovation and its performance. The correlation analysis was run by adding up control variables to ascertain the relationships between the variables studied.

Table 4.6: Correlation Matrix

Variables	Size	Type	Length	EL	EI	EC	EP
Size	1						
Type	-.11	1					
Length	.051	.006	1				
EL	.212	-.069**	-.187**	1			
EI	.214**	-.038	.220**	.764**	1		
EC	.197**	-.080	-.242**	.704**	.654**	1	
EP	.220**	-.092	-.253**	..787**	.604**	.711**	1

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Note: Size=Size of the enterprise, Type=Type of enterprise, Length=Length of operation, EL=Enterprise Learning, EI=Enterprise Innovation, EC=Enterprise Culture and EP= Enterprise Performance.

Source: Field Data (2023).

From Table 4.6 above, any value that fall under + - 0 to 0.3 indicates weak correlation between any two variables. Values under + - 0.3 to 0.7 illustrates moderate correlation between any two variables and any value under + - 0.7 to 1 shows strong or perfect correlation between any two variables from the table. Any variable that correlates with itself has a correlation coefficient equal to 1 (one).

Type of enterprise negatively correlates with size of enterprise with a correlation coefficient of -.011 which was statistically insignificant. The relationship between size of enterprise and length of period of operation was positive with a correlation coefficient of .051 which is statistically significant. The relationship between size of enterprise and enterprise learning was positive with a coefficient of .0212 which was found to be statistically significant. The relationship between size of enterprise and enterprise innovation was positive with a coefficient of .214 which was found to be statistically insignificant at 0.01. The relationship between size of enterprise and enterprise culture was positive with a coefficient of .197 which was statistically significant at 0.01. Also, the relationship between size of enterprise and enterprise performance was positive having a correlation coefficient of .220 which was found to be statistically significant at 0.01

The relationship between enterprise size and type of enterprise was negative, with a correlation coefficient of -.11, which is statistically insignificant. The type of enterprise has a positive relationship with length of operation, with a correlation coefficient of.006, which is statistically insignificant. Type of enterprise negatively correlates enterprise learning with a correlation coefficient of -.067 found to be statistically insignificant. Type of enterprise negatively correlates enterprise innovation with a correlation coefficient of -.038 which is found to be statistically insignificant. There is a negative relationship between type of enterprise and enterprise culture with a correlation coefficient of -.080 found to be statistically insignificant. Also, type of enterprise has a negative relationship with enterprise performance with a correlation coefficient of -.092 found to be statistically insignificant.

Length of operation positively correlates with size of enterprise with a correlation coefficient of .051 which was statistically insignificant. The relationship between length of operation and type of enterprise was positive with a correlation coefficient of .006 which is statistically insignificant. The relationship between length of operation and enterprise learning was negative with a coefficient of -.187 which was found to be statistically significant at 0.01. The relationship between length of operation and enterprise innovation was negative with a coefficient of -.220 which was found to be statistically significant at 0.01. The relationship between length of operation and enterprise culture was negative with a coefficient of -.242 which was statistically significant at 0.01. Also, the relationship between length of operation and enterprise performance was negative having a correlation coefficient of -.253 which was found to be statistically significant at 0.01

Enterprise innovation and enterprise learning have a positive correlation value of .764, which is statistically significant at 0.01. Enterprise culture and enterprise learning are positively correlated, with a correlation value of .704 that is statistically significant at 0.01. Enterprise culture is positively correlated with enterprise innovation, with a correlation value of .654, which is statistically significant at 0.01.

4.4 Path Analysis

SPSS (v.23) was used to run Ordinary Least Squares regression on the numerous pathways proposed in the study. Table 4.7 above summarizes the findings of this study. The study took into account size of enterprise, type of enterprise and length of operation as its controlled variables. This study's conceptual framework was based on Hayes' (2017) Model 3 and statistical

analysis. As a consequence, Hayes (2017) model 3 and statistical analysis were used to determine the different paths, which was similar to Dawson and Richter (2006)'s three-way interaction effect research.

The influence of enterprise learning on enterprise performance was indicated in the regression under model 1. Model 2 illustrated the impact on enterprise learning on enterprise innovation. Despite this, model 3 depicted the impact of enterprise innovation on enterprise performance, the mediation role of enterprise innovation in the relationship between enterprise learning and its performance as well as the impact of the interaction term of enterprise culture and enterprise innovation on enterprise performance in order to achieve the study's main objectives.

Table 4.7: Regression Output

Variables	**Model 1**	**Model 2**	**Model 3**	**VIF**
(Constant)	1.188 (8.043**)	.520 (4.224**)	.179 (.933)	
Size of the enterprise	.062 (1.954)	.034 (1.279)	.031(1.533)	1.056
Type of enterprise	-.053 (-1.420)	.035 (1.121)	-.020(-1.026)	1.005
Length of operation	-.103 (-3.961**)	-.057 (-2.615*)	-.034(-1.698)	1.046
EL	.768 (31.644**)	.873 (43.181**)	.614 (17.805**)	1.097
EI			.810 (33.400**)	1.112
EC			.849 (41.376**)	1.121
ECxEI			.093 (2.715*)	3.166
R	*.865*	*.916*	*.913*	
R^2	*.748*	*.839*	*.833*	
F	*301.133***	*529.521***	*504.448***	
Sig.				

Source: Field Data (2023).

4.4.1 Effect of Enterprise Learning on Enterprise Performance

The relationship between enterprise learning and enterprise performance was shown under model 1 under Table 4.7. The R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is attributable to the independent variable. The values of the R and R^2 under model 1 were 0.865 and 0.748 respectively. The R value of 0.865 indicates perfect or high correlation between the variables in model 1 of the research, whereas the R^2 value of 0.748 suggests that enterprise learning explains approximately 74.8% of changes in enterprise performance.

Based on the findings from the study, we postulated (H1) that enterprise learning has a positive significant impact on enterprise performance. According to the results of the regression table under model 1, enterprise learning has a positive and significant influence on enterprise performance. The enterprise learning coefficient and t-value were (β= 0.768; t = 31.644**) and were significant at 1%. This means that a one-unit change in enterprise learning results in a 0.768 unit changes in enterprise performance.

4.4.2 Effect of Enterprise Learning on Enterprise Innovation

The relationship between enterprise learning and enterprise innovation was shown under model 2. The R value which indicates the level of correlation between enterprise learning and enterprise innovation was 0.916. This shows a strong or perfect correlation between the two variables. The R^2 indicates the explanatory power of the independent variable. The value of the R^2 was 0.839 under model 2. R^2 value of 0.839 suggests that enterprise learning explains approximately 83.9% of changes in enterprise innovation.

The result from the regression table under model 2 illustrates that enterprise learning positively or directly affects enterprise innovation in SMEs in Kumasi Metropolis. The co-efficient for enterprise learning and its t-value from the regression table under model 2 were given as (β = 0.873; t = 43.181**). The co-efficient and the t-value were significant at 1%. The co-efficient also indicates that 100% change in enterprise learning will lead to 87.3% changes in enterprise innovation among SMEs in Kumasi Metropolis.

4.4.3 Effect of Enterprise innovation on Enterprise Performance

The relationship between enterprise innovation and enterprise performance was shown under model 3 from the regression Table 4.7. The R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is attributable to the independent variable. The values of the R and R^2 under model 1 were 0.913 and 0.833 respectively. The R value of 0.913 indicates perfect or high correlation between the variables in model 1 of the research, whereas the R^2 value of 0.833 suggests that enterprise innovation explains approximately 83.3% of changes in enterprise performance.

Enterprise innovation has a positive impact on enterprise performance. This hypothesis was confirmed by the results produced from the regression table under model 3. The co-efficient of enterprise innovation and it t-value were given as (β = 0.810; t = 33.400**). This was significant at 1%. The co-efficient of enterprise innovation implies that 1 unit change in enterprise innovation will result in 0.810 changes in enterprise performance.

4.4.4 The Mediation Effect

The mediation role of enterprise innovation in the relationship between enterprise learning and enterprise performance is presented by Table 4.7 under model 3. The co-efficient from the regression table and its t-value were given as ($\beta = 0.614$; $t = 17.805^{**}$). This was significant at 1%. This suggests that enterprise learning has a positive impact on enterprise performance. Similarly, enterprise innovation has a substantial positive impact on enterprise performance. This regression result verifies hypothesis 4 of the study, which states that enterprise innovation partially mediates the association between enterprise learning and enterprise performance.

4.4.5 The Moderation Effect

The moderation role of enterprise culture in the relationship between enterprise innovation and enterprise performance is presented by Table 4.7 under model 3. The co-efficient of the interaction term of enterprise culture and enterprise innovation with its corresponding t-value were given as ($\beta = 0.093$; $t = 2.715^{*}$). The regression results were significant at 5%. Enterprise culture positively moderates the relationship between enterprise innovation and performance, which was supported by regression results from model 3. This regression results also supports hypothesis 5 from the study.

4.5 Discussion of Results

Enterprise learning is seen as an important factor in understanding business performance (Kim, Watkins, & Lu, 2017; Qi & Chau, 2018). By attempting to analyze enterprise performance, Baia and Ferreira (2019) also relied solely on enterprise learning as a primary indicator of enterprise performance. According to Abdi et al. (2018), enterprise learning is a vital internal resource that

helps a business to improve its performance and maintain a competitive advantage over its competitors. This suggests that enterprise learning, as a means of integrating resources and developing new knowledge, is critical in implementing a firm's plans and establishing long-term competitive advantage (Akter et al., 2020). Enterprise learning also enhances individual and group performance and knowledge transfer to the system of the enterprise thereby boosting its performance (Lutsenko, 2018). The concept of knowledge management originates from the fact that, in the present and future, an enterprise's primary competitive assets will be intellectual or knowledge assets rather than physical assets. In general, knowledge management is a means of managing knowledge in enterprises to improve performance and strengthen the competitive advantage of a business (Nouri & Ghorbani, 2017; Chang et al., 2017). Thus, enterprise learning has a direct impact on business success as the fundamental mechanism for knowledge creation and development (Gerschewski et al., 2015; Abdi et al., 2018). As a result, enterprise learning has become a prerequisite for superior enterprise performance in Kumasi Metropolis.

Moreover, enterprises require fresh ideas and innovative solutions in order to develop and remain competitive (Ober & Kochmanska, 2022). Enterprise learning boosts enterprise innovation by continuous enhancement of workers knowledge and their competencies. This assists the enterprise in achieving a competitive advantage and superior performance (Zacher & Rosing, 2015). Enterprise learning also assists SMEs in introducing new knowledge, developing their and increasing firm’s innovation (Gachanja, 2020). Enterprise invests much in remaining creative, fostering innovation, and achieving long-term competitive advantage. Such a system is essential to achieve enhanced performance and long-term innovation (Weifu, 2017). Enterprise learning techniques have an impact on corporate performance because of their ability to innovate and

sustain the firm (Song, 2015). Enterprise learning aids in the acquisition and dissemination of knowledge in order to promote creativity and competitiveness through the development and provision of new and advanced products and services for long-term growth (Shujahat et al., 2019). Firms with an active learning process are successful in supplying innovative products and services to their customers since better learning has made them capable of not missing any opportunity to develop products and services to fulfill ever-changing market demands (Bonfiglio et al., 2017). Such companies have the necessary knowledge and information to foresee and study customer requirements (Liao & Wu, 2010). Enterprise learning will make firms competent in terms of new and innovative technology, allowing them to innovate more effectively and sustainably (Shujahat et al., 2019). Enterprise learning will influence creativity not just at the individual level, but also at the enterprise level (Vijande & Sanchez, 2017). An enterprise will have superior value if the enterprise possesses human resources that have knowledge. Enterprise learning leads to the creation of new ideas and markets based on information that is distinct from existing business expertise, hence improving enterprise performance (Dogbe et al., 2021). This results in improved enterprise innovation and enhances its performance positively (Stelmaszcyk, 2016; Weifu, 2017). According to the findings of this study, enterprise learning has a direct and significant relationship with enterprise innovation in SMEs (Bunea et al., 2016; Song, 2015).

Furthermore, as a result of the competitive nature of markets, enterprise innovation has emerged as the most important factor in increasing firm's performance (Kahn, 2018). Enterprise innovation boosts enterprise success by increasing market share, production efficiency, productivity growth, and revenue (Aboramadan et al., 2019). That is enterprise innovation positively influences enterprise performance (Rajapathirana & Hui, 2018). Thus, enterprise

innovation is seen as a key component of business effectiveness (Gunday et al., 2011; El-kasser & Singh, 2019). The ability to innovate is widely acknowledged as one of the most essential internal resources that can lead to excellent performance in Small and Medium-Scale Enterprises (Zouaghi et al., 2018; Santoro et al., 2017; Castela et al., 2018; Ruiz et al., 2018; Huesig & Endres, 2019). Wisdom et al. (2014) emphasized that an enterprises growth and performance are highly influenced by its innovative activities. Enterprise innovation improves enterprise performance in terms introducing new products, increasing revenue, and expanding market share (Ameme & Wireko, 2016). The crucial role of innovation in promoting greater enterprise performance is well acknowledged, and there is no shortage of literature emphasizing its significance. Thus, multiple innovation capabilities are vital for a firm, and it must constantly deploy, mobilize, and integrate its resources as well as dynamically align them, in order to innovate and generate its own competitive edge and increased performance (Van & Ratief, 2020). As a result, enterprise innovation is a source of higher performance and also assists businesses in gaining a competitive advantage (Chin & Liu, 2017). This demonstrates that enterprise learning has a considerable positive effect on enterprise performance (Camison & Villar-Lopez, 2014).

Additionally, enterprise learning has the ability to direct a person to develop innovative behavior and positively influences enterprise performance (Abdi et al., 2018; Osman et al., 2016). An enterprise learning process develops employee skills and capabilities so that they can use new things that are helpful to the enterprise (Canh et al., 2019). Enterprise innovation, according to Rehman et al. (2019), partially mediates the relationship between enterprise learning and performance. Knowledge, according to the knowledge-based-view theory, is a vital asset, and

enterprise learning is critical for innovation, which helps firms acquire a competitive advantage and increase performance (Valentim et al., 2016). Enterprise learning plays a vital role in determining enterprise performance in terms achieving competitive advantage and sustained performance through its innovative capabilities (Jyoti & Rani, 2017).

Finally, managers can benefit from enterprise culture since it encourages them to accept innovation as an enterprise philosophy bringing about improved performance (Rezaei et al., 2018). Enterprise culture influences the extent to which innovative ideas are promoted and embraced in SMEs (Naranjo-Valencia et al., 2016). Enterprise culture also facilitates the integration of innovative activities in any business to achieve competitive advantage and improved performance (Lil & Kuo, 2016; Kim & Chang, 2019). The ability of an enterprise to absorb new ideas has been evaluated in the context of a firm's culture, and it has been discovered to be an important variable determining its performance (Forés & Camison, 2016). This means that enterprise culture has a direct impact on creativity and performance (Shan et al., 2016; Hartnell et al., 2016). As a result, firms that can innovate are better able to produce new products and services, as well as improve procedures more swiftly to satisfy market demands. This is achieved by enterprise culture which positively influences its performance (Rezaei et al., 2018; Warrick, 2017).

4.6 Chapter Summary

This chapter looked at presentation of data for the study. The data presented were in a form of tables which includes correlation analysis of the variables, frequency and percentage scores for

the demographics, mean scores for the measurement items of the latent variables and the regression results.

Additionally, some of the latent variables recorded moderate correlation score between each other. Small and Medium-Scale Enterprises (SMEs) with 10 to 29 employees received the highest frequency score of 227 and the highest percentage score of 55.4%. In terms of enterprise type, manufacturing SMEs had the highest frequency score of 203 and a corresponding percentage score of 49.5%. SMEs with a length of operation of 2 to 6 years had the greatest frequency score of 147 and the highest percentage score of 35.9%. This also shows that the individual measurement items of the latent variables had a mean score greater than 3. This indicates that the respondents agreed with the statements presented under the main variables.

Lastly, the data demonstrated a direct relationship between enterprise learning and enterprise performance, as well as a positive relationship between enterprise learning and its innovation. Enterprise innovation had a direct impact on its performance as well. The role of enterprise innovation in mediating the relationship between enterprise learning and performance was partial. According to the findings of the study, enterprise culture also positively moderates the relationship between enterprise innovation and its performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary of the research findings per each objective, theoretical contribution, recommendations as well as conclusion on how SMEs can achieve competitive advantage and improved performance by using its internal resources such as enterprise learning, enterprise innovation and enterprise culture. These were presented based on the specific objectives interpretation from the study.

The study focused on analyzing the effect of enterprise learning on enterprise performance: the mediating role of enterprise innovation and the moderating influence of enterprise culture in Small and Medium-Scale Enterprises (SMEs) in Kumasi. The specific objectives for the study were in the following other; (1) to ascertain the effect of enterprise learning on its performance, (2) to assess the effect of enterprise learning on its innovation, (3) to assess the effect of enterprise innovation on its performance, (4) to assess the mediating effect of enterprise innovation in the relationship between enterprise learning and its performance and (5) to ascertain the moderating effect of enterprise culture in the relationship between enterprise innovation and its performance.

5.2 Summary Findings

The study analyzed the effect of enterprise learning on its performance in Small and Medium-Scale Enterprises in Kumasi Metropolis. It was discovered that enterprise learning

has a positive significant impact on enterprise performance. The enterprise learning coefficient and t-value were (β= 0.768; t = 31.644**) and were significant at 1%.

The impact of enterprise learning on its innovation was determined using regression analysis. It was ascertained that enterprise learning has a significant positive effect on enterprise innovation (β = 0.873; t = 43.181**). This means that enterprise learning boosts enterprise innovation by continuous enhancement of workers knowledge and their competencies in SMEs in Kumasi Metropolis.

The impact of enterprise innovation on enterprise performance was also assessed using regression analysis. It was identified that enterprise innovation has a positive significant effect on enterprise performance (β = 0.810; t = 33.400**). Enterprise innovation is a source of higher performance and also assists businesses in gaining a competitive advantage in SMEs in Kumasi Metropolis.

Additionally, mediating effect of enterprise innovation in the relationship between enterprise learning and its performance was determined using regression analysis. From the analysis it was identified that enterprise innovation partially mediates the relationship between enterprise learning and enterprise performance (β = 0.614; t = 17.805**). This is because from the regression analysis, it was deduced that the impact of enterprise learning on its performance decreased from .768 in model 1 to .614 in model 3.

Finally, the moderating effect of enterprise culture in the relationship between enterprise innovation and its performance was assessed using regression analysis. From the study it was

discovered that enterprise culture positively moderates the relationship between enterprise innovation and its performance. This is because the coefficient of the interaction term of enterprise culture and enterprise innovation was positive (.093). The positive result also shows that enterprise culture increases the relationship between enterprise innovation and its performance.

5.3 Conclusion

The findings of the study provided a comprehensive knowledge of the roles of enterprise learning, enterprise innovation, and enterprise culture in impacting business performance. Enterprise learning has a significant direct effect on enterprise performance. Thus, enterprise learning leads to knowledge development and has a direct impact on business performance.

Moreover, enterprise learning positively influences enterprise innovation. Enterprise learning boosts enterprise innovation by improving workers knowledge and their competencies. This assists an enterprise in achieving a competitive advantage and higher performance. Enterprise innovation is a crucial factor that improves performances of enterprises. Enterprise innovation boosts enterprise performance by increasing market share, increasing production efficiency, increasing productivity growth, and increasing revenue. Enterprise innovation mediates the relationship between enterprise learning and enterprise performance. This suggests that enterprise innovation leads to improved performance via enterprise learning. Finally, enterprise culture positively moderates the relationship between enterprise innovation and enterprise performance. Enterprise culture also makes it easier to integrate new activities into any business in order to attain competitive advantage and improved performance.

5.4 Recommendations

Several recommendations may be made as a result of the findings from the study. The following are the recommendations emanating from the results from the study.

1. In this competitive global world, managers of SMEs in Kumasi Metropolis should understand that enterprise learning is required to ensure growth and continuity in every business. Persistent enterprise learning helps businesses to achieve competitive advantage and superior performance. Therefore, for enterprises to thrive enterprise learning should be lifeblood of the business.
2. SMEs in Kumasi Metropolis should prioritize enterprise learning as a prerequisite to foster creativity as well as developing fresh concepts to achieve competitive advantage and increased performance. Businesses should cultivate the culture of learning to enhance their ability to innovate.
3. The managers of SMEs in Kumasi should note that, their innovation capability will enhance their business performance positively. Enterprises should make innovation their priority because they can benefit economically and commercially from innovation by gaining fresh ideas.
4. Enterprises should need a stronger adaptive culture, which fosters creativity and innovation to improve its performance. Enterprise learning, enterprise culture and enterprise innovation are seen as a source of competitive advantage and increased performance for a firm, since it is hard to copy, rare, valuable etc. which directly influenced enterprise performance.

5.5 Theoretical Contribution

This study contributes to knowledge in several ways. Enterprise learning, enterprise innovation and enterprise culture are distinctive assets of a business which helps it to achieve competitive advantage and increased performance. These internal resources positively influence enterprise performance. This is because they valuable, rare, imperfectly imitable and non-substitutable.

Enterprise learning is seen as a way of developing new knowledge which is critical in implementing a firm's plans and establishing long-term competitive advantage and increased performance. Enterprise learning boosts enterprise innovation by continuous enhancement of workers knowledge and their competencies. This positively influences business performance.

The ability to innovate is widely acknowledged as one of the most essential internal resources that can lead to superior performance in Small and Medium-Scale Enterprises in Kumasi Metropolis.

Enterprise learning plays an important role in determining enterprise performance in terms achieving competitive advantage and increased performance through its innovation. Enterprise culture also encourages innovative activities in SMEs to achieve competitive advantage and improved performance.

5.6 Suggestions for Further Research

There are several limitations to this study. This study's questionnaires were made up of closed-ended questions and used a basic random sampling technique. As a result, it is possible that behavioural changes are not being recorded over time. Closed-ended questions limit respondents' ability to fully express themselves.

Future study should use both quantitative and qualitative approach to ascertain a thorough understanding about how SMEs attain competitive advantage and increased performance. Moreover, while this study focused on SMEs in Kumasi Metropolis, more research in different sectors both within and outside of Ghana is needed, particularly among government and private enterprises. Future research should look at a broader range of variables that influence enterprise performance rather than only enterprise learning, enterprise innovation, and enterprise culture.

REFERENCES

Abdallah, A. B., Dahiyat, S. E., & Matsui, Y. (2019). Lean management and innovation performance: Evidence from international manufacturing companies: Management Research Review, 42(2), 239-262

Abdi, A. M., & Ali, A. Y. S. (2013). Innovation and business performance in telecommunication industry in Sub-Saharan African context: Case of Somalia: Asian Journal of Management Sciences & Education, 2, 4.

Abdi, K., Mardani, A., Senin, A., Tupenaite, L., Naimaviciene, J., Kanapeckiene, L. & Kutut, V. (2018). The effect of knowledge management, organizational culture and organizational learning on innovation in automotive industry: Journal of Biz Economics and Management Vol.19

Aboramadan, M., Albashiti, B., Alharazin, H., & Zaidoune, S. (2019). Organizational culture, innovation and performance: A study from a nonwestern context: Journal of Management Development, 39(4), 437–451.

Abor, J., & Biekpe, N. (2007). Corporate Governance, Ownership Structure and Performance of SMEs in Ghana: Implications for Financing Opportunities: Theoretical Economics Letters 7, 288-300 https://doi.org/10.1108/14720700710756562

Abubakre, M., Coombs, C., & Ravishankar, M. N. (2014). The Influence of organizational culture on the outcome of implementation: Global and Cultural Issues in IS, Thirty Fifth International Conference on Information Systems, Auckland 2014 (pp. 1–18).

Adeniji, A. A., Oludayo, O. A., Hirsmac, P. T. (2021). A modeling relationship between firm strategic advantages and organisational edge: European Journal of Business and Management, 2015:7(28):38-46. www.ijste.org. Retrieved on 15/10/2021.

Agarwal, S., Krishna, M. & Chekitan, S. (2003). Market orientation and performance in service firms: role of innovation: Journal of Services Marketing.

Ahmed, E. (2018). Organizational citizenship behaviors and it relation with organizational performance of administrative leaders in arab sports systems: Journal of American Science, 14(1). http://www.jofamericanscience.org.

Alblooshi, M., Shamsuzzaman, M. & Haridy, S. (2021). The relationship between leadership styles and organisational innovation: A systematic literature review and narrative synthesis: European Journal of Innovation Management, 24(2), 338-370. https://doi.org/10.1108/EJIM11-2019-0339

Al-Hakim, L. A., & Hassan, S. (2016). Core requirements of knowledge management implementation, innovation and organizational performance: Journal of Business Economics and Management, 17(1), 109–124.

Al Kurdi, B, Alshurideh, M., & Al afaishata, T. (2020). Employee retention and organizational performance: Evidence from banking industry: Management Science Letters, 10(16), 3981–3990.

Al Shebli, K., Said, R. A., Taleb, N., Ghazal, T. M., Alshurideh, M. T., & Alzoubi, H. M. (2021). RTA's Employees' Perceptions Toward the Efficiency of Artificial Intelligence and Big Data Utilization in Providing Smart Services to the Residents of Dubai: The International Conference on Artificial Intelligence and Computer Vision, 573–585.

Alsuwaidi, M., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2021). Performance Appraisal on Employees' Motivation: A Comprehensive Analysis: In Advances in Intelligent Systems and Computing. https://doi.org/10.1007/978-3-030- 58669-0_61

Agbenyiga, D.L. (2011), “Organizational culture influences on service delivery: a mixed methods inquiry in a human services setting”: Children and Youth Services Review, Vol. 33 No. 10, pp. 1767-1778.

Akande, O. O. (2011). Accounting skill as a performance factor for small businesses in Nigeria: Journal of Emerging Trends in Economics and Management Sciences, 2(5), 372–378.

Akter, S., Gunasekaran, A., Wamba, S. F., Babu, M. M., & Hani, U. (2020). Reshaping competitive advantages with analytics capabilities in service systems: Technological Forecasting and Social Change, 159, 120180. doi:https://doi.org/10.1016/j.techfore.2020.120180

Ameme, B., & Wireko, J. (2016). Impact of technological innovations on customers in the banking industry in developing countries: The Business and Management Review, 7(3), 388–3

Aranda, C., Arellano, J., & Davila, A. (2017). “Organizational learning in target setting”: Academy of Management Journal, Vol. 60 No. 3, pp. 1189-1211.

Asbari, M., Purwanto, A., & Santoso, P. B. (2019). Influence of Leadership, Motivation, Competence,Commitment and Culture on Performance in Packaging Industry: Scholars Journal of Economics, Business and Management, 8875, 577–582. https://doi.org/10.36347/sjebm.2019.v06i12.005

Baia, E., & Ferreira, J. (2019). Dynamic capabilities and performance: How has the relationship been assessed?: Journal of Management and organization, pp.1-30.

Barney, J. B. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17(1), 99-120.

Baumgartner, R. J. (2009). Organizational culture and leadership: preconditions for the development of sustainable corporation: Sustain. Dev. 17 (2), 102–113. https://doi. org/10.1002/sd.405.

Boyer, E., Tuli, K. R., & Skiera, B. (2017). Do disclosures of customer metrics lower investors' and analysts' uncertainty, but hurt firm performance? : Journal of Marketing Research, 54(2), 239–259. doi:10.1509/ jmr.14.0028.

Bilan, Y., Gavurova, B., Stanisław, G., & Tkacova, A. (2017). The Composite Coincident Indicator (CCI) for Business Cycles. Acta Polytechnica Hungarica, 14(7), 71–90. https://doi.org/10.12700/APH.14.7.2017.7.5

Blumentritt, T. (2004). "Does small and mature have to mean dull? Defying the ho-hum at SMEs". Journal of Business Strategy, Vol. 25 No. 1, pp. 27-33.

Bonfiglio, A., Camaioni, B., Coderoni, S., Esposti, R., Pagliacci, F., Sotte, F. (2017). Are rural regions prioritizing knowledge transfer and innovation? Evidence from Rural Development Policy expenditure across the EU space: J. Rural Stud. 2017, 53, 78–87. [CrossRef]

Braganza, A., Brooks, L., Nepelski, D., Ali, M., & Moro, R. (2017). Resource management in big data initiatives: Processes and dynamic capabilities. Journal of Business Research, 70, 328-337.

Bueno E, Aragón, J. A., Salmador, M. P., García, V. J. (2010). Tangible slack versus intangible resources: the influence of technology slack and tacit knowledge on the capability of organizational learning to generate innovation and performance. International Journal of Technology Management 2010;49(4):314–3

Biçkes, D. M., & Özdevecioğlu, M. (2012). The Relationship of Organizational Learning and Innovation: A Study on Large-Scale Enterprises: University Faculty of Economics and Administrative Sciences Journal.

Brychta, K., & Jancikova, A. (2009). TQM and organizational culture as significant factors in ensuring competitive advantage: A theoretical perspective. Economics & Sociology 2: 80–95.

Bunea, A., Dinu, G., & Popescu, D. M. (2016). Organizational Learning versus The Learning Organization – Emerging Concepts Enhancing the Leadership Role: Valahian Journal of Economic Studies, 7(4), 57-65.

Büschgens, A. B., D. Balkin (2013). Organizational culture and innovation: A meta-analytic review: Journal of Product Innovation Management.

Calciolari, S., Prenestini, A. & Lega, F. (2018). "An organizational culture for all seasons? How cultural type dominance and strength influence different performance goals": Public Management Review, Vol. 20 No. 9, pp. 1400-1422.

Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework (3rd ed.). San Francisco: Jossey-Bass.

Camison, C. & Villar-Lopez, A. (2014). "Organizational innovation as an enabler of technological innovation capabilities and firm performance": Journal of Business Research, Vol.67 No. 1, pp. 2891-2902.

Canh, N. T., Liem, N. T., Thu, P. A., & Khuong, N. V. (2019). The impact of innovation on the firm performance and corporate social responsibility of Vietnamese manufacturing firms. Sustainability (Switzerland), 11(13). https://doi.org/10.3390/su11133666

Chang, W. J., Liao, S. H., & Wu, T. T. (2017). Relationships among organizational culture, knowledge sharing, and innovation capability: a case of the automobile industry in Taiwan: Knowledge Management Research & Practice, 15(3), 471–490. doi:10.1057/s41275-016-0042-6

Chandani, A., Mita, M., Akanksha, M., & Vashwee, K. (2016). Employee engagement: A review paper on factors affecting employee engagement: Indian Journal of Science and Technology.

Chatman, J. A., O'Reilly, C. A., (2016). Paradigm lost: reinvigorating the study of organizational culture: Res. Organ. Behav. 36, 199–224. https://doi.org/10.1016/j. riob.2016.11.004.

Cheema, S., Javed, F., Akram, A., Samad, A., & Pasha, A. T. (2016). Organizational Learning and Its Impact on Performance : The Mediating Role of Innovation. 91, 38264–38269. https://iiste.org/Journals/index.php/IEL/article/view/27559.

Cheng, H., Niu, M. S., & Niu, K. H. (2014). Industrial cluster involvement, organizational learning, and organizational adaptation: An exploratory study in high technology industrial districts: Journal of Knowledge Management, 18, 971-990.

Chang S, Lee M (2008). The linkage between knowledge accumulation capability and organizational innovation: Journal Knowledge Management.

Chang, W. J., Liao, S. H., & Wu, T. T. (2017). Relationships among organizational culture, knowledge sharing, and innovation capability: a case of the automobile industry in Taiwan: Knowledge Management Research & Practice, 15(3), 471–490. doi:10.1057/s41275-016-0042-6

Cherrafi, A., Garza-Reyes, J. A., Kumar, V., Mishra, N., Ghobadian, A., & Elfezazi, S. (2018). Lean, green practices and process innovation: A model for green supply chain performance. International Journal of Production Economics, 206, 79-92.

Chin, T., and R. H. Liu. 2017. "Critical Management Issues in China's Socio-Economictransformation: Multiple Scientific Perspectives to Strategy and Innovation." Chinese Management Studies 11 (1): 12–18. doi:10.1108/CMS-01-2017-0007

Chiva, R., Ghauri, P., & Alegre, J. (2014). Organizational learning, innovation and internationalization: A complex system model. British Journal of Management, 25(4), 687-705.

Camisón, C., & A. Villar-López. (2014). "Organizational Innovation as an Enabler of Technological Innovation Capabilities and firm Performance." :Journal of Business Research 67 (1): 2891–2902. doi:10.1016/j.jbusres.2012.06.004

Cooper, D. R., & Schindler, P. S. (2014). Business Research Methods, 12th edition, New York: McGraw-Hil.

Costello, T., & Prohaska, B. (2013). Trends and Strategies. IT Professional, 15 (1), 62–64

Crossan, M. & Apaydin, M. (2010), "A multi-dimensional framework of organizational innovation: a systematic review of the literature", Journal of Management Studies, Vol. 47 No. 6, pp. 1154-1191, available at: http://dx.doi.org/10.1111/j.1467-6486.2009.00880.x.

Crossan, M. M., Maurer, C. C. and White, R. E. (2011). "Reflections on the 2009 AMR decade award: do we have a theory of organizational learning?": Academy of Management Review, Vol. 36 No. 3, pp. 446-46

Cummings, T. G., & Whorley, C. G. (2009). Organizational Development and change. Cengage learning. Daft, R. L., & Huber, G. P. (1987). How Organizations Learn: A Communication Framework: Research in the Sociology of Organizations, 5, 1–36.

Dadfar H., Dahlgaard J. J., Brege S., Alamirhoor A. (2013). Linkage between organizational innovation capability, product platform development and performance: The case of pharmaceutical small and medium enterprises in Iran. *Total Quality Management and Business Excellence*, 24(7/8), 819–834.

Dawson, J. F., & Richter, A. W. (2006). Probing three-way interactions in moderated multiple regression: Development and application of a slope difference test. Journal of Applied Psychology, 91, 917-926

Demircan, N., & Erturk, A. (2010). Comparing innovation capability of small and medium-sized enterprises: Examining the effects of organizational culture: Journal of Small Business Management, 48(3), 325–359.

Denison, D., Nieminen, L. & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys:

European Journal of Work & Organizational Psychology, 23 (1) (2014), pp. 145-161

Do, H., Budhwar, P. S., & Patel, C. (2018). Relationship between innovation led HR policy, strategy and firm performance: A serial mediation investigation: Human Resource Management, 57(5), 1271-1284

Dogbe, S. C. K., Wisdom, W. K. P., & Charles, O. A. O. (2021). Organizational learning ambidexterity and openness, as determinants of SMEs' innovation performance: European journal of innovation management.

Droge, C., Rodney, R. & Jane, S. (2008). Entrepreneurial orientation versus Small Business Operation: What are their relationships to firm's performance: Journal of Small Business Management.

El-Kassar, A. N., & Singh, S. K. (2019). Green innovation and organizational performance: The influence of big data and the moderating role of management commitment and HR practices: Technological Forecasting and Social Change, 144, 483–498.

Faiña, M. J. A., Losada-Lopez, C., & Montes-Solla, P. (2016). Innovation and entrepreneurship: Sorting the puzzle of the New Business Management of Innovation (MPRA Paper 75479): University Library of Munich.

Fang, J. J. (2020). Research on the Mechanism of Entrepreneur Social Capital to Technological Innovation Performance of Technological SMEs. Ph.D. Dissertation, Jilin University, Changchun, China, 2020

Fein, E., Tziner, A. Vasiliu, C. (2010). Age cohort effects, gender, and Romanian leadership preferences: Journal of Management Development.

Fra˛czkiewicz-Wronka, A. & Szymaniec, K. (2012), "Resource based view and resource dependence theory in decision making process of public organization-research findings", Management, Vol. 16 No. 2, pp. 16-29.

Frumina, D. & Mented, E. (2017). Construction Delay: A Quantitative Analysis. International Journal of Project Management, 20, pp. 51-59.

Gachanja, S., I. Nga'nga', & L. M. Kiganane, (2020). "Influence of organization learning on innovation output in manufacturing firms in Kenya.": *International Journal of Innovation Studies*, vol. 4, no. 1, pp. 16–26.

Garcia-Morales, V. J., Jimenez-Barrionuevo, M. M., & Gutierrez-Gutierrez, L. (2012). Transformational leadership influence on organizational performance through organizational learning and innovation: Journal of Business Research, 65(7), 1040-1050.

Gavrea, C., Ilies, L. & Roxana, S. (2011). Determinants of organizational performance: The case of Romania: Management and Marketing Journal.

Gerschewski, S., Rose, E. L., & Lindsay, V. J. (2015). Understanding the drivers of international performance for born global firms: An integrated perspective: Journal of World Business, 50(3), 558-575. doi:10.1016/j.jwb.2014.09.001

Cheema, S., Javed, F., Akram, A., Samad, A., & Pasha, A. T. (2016). Organizational Learning and Its Impact on Performance : The Mediating Role of Innovation. 91, 38264–38269. https://iiste.org/Journals/index.php/IEL/article/view/27559

Gomes, G., & Wojahn, R. M. (2017). Organizational learning capability, innovation and performance: study in small and medium-sized enterprises (SMES): Revista de Administração (São Paulo), 52(2), 163-175.

Grant, R. M. (1991). The resource-based theory of competitive advantage: implications for strategy formulation: California Management Review.

Gregory, B. T., Harris, S. G., Armenakis, A. A., & Shook, C. L. (2009). Organizational culture and effectiveness: A study of values, attitudes, and organizational outcomes: Journal of Business Research.

Gumusluoglu, L., Lisev, A. (2009). Transformational leadership and organizational innovation: the roles of internal and external support for innovation: Journal Production Innovation Management.

Gunday, G., Ulusoy, G., Kilic, K., & Alpkan, L. (2011). Effect of innovation type on firm performance: International Journal of Marketing, 62, 30–45.

Gavurova, B., Kocisova, K., Behun, M., & Tarhanicova, M. (2018). Environmental performance in OECD countries: A non-radial DEA approach. Acta Montanistica Slovaca, 23(2), 206–215.

Hailekiros, S., & Renyong, H., (2016). The effect of organizational learning capability on firm performance: mediated by technology innovation capability: International Knowledge Sharing Platform.

Hamel, G. (2006), "*The why, what, and how of management innovation*", Harvard Business Review, Vol. 84 No. 2, pp. 72-84, 163.

Hartnell, C. A., Kinicki, A. J., Lambert, L. S., Fugate, M., & Doyle Corner, P. (2016). Do similarities or differences between CEO leadership and organizational culture have a more positive effect on firm performance? A test of competing predictions: Journal of Applied Psychology, 101(6), 846–861

Haviernikovah, K., Lemanska-Majdzik, A., & Mura, L. (2017). Advantages and Disadvantages of the Participation of SMEs in Tourism Clusters: Journal of Environmental Management and Tourism, 6, 1205-1215.

Hayes, A. F. (2017). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. New York, NY, Guilford Publications. [Online] Available at: http://dm.darden.virginia.edu/ResearchMethods/Templates.pdf (Accessed 12/01/19).

Herman, H., Hady, H., & Arafah, W. (2018). The influence of market orientation and product innovation on the competitive advantage and its implication toward Small and Medium

Enterprises (UKM) performance: International Journal of Science and Engineering Invention, 4(08), 08.

Hofstede G., Hofstede G. J. (2005). *Cultures and organizations; software of the mind*. United States of America: McGraw-Hill.

Howard-Grenville, J. A., (2006). Inside the "black box": how organizational culture and subcultures inform interpretations and actions on environmental issues: Organ. Environ. 19 (1), 46–73. https://doi.org/10.1177/1086026605285739

Howard-Grenville, J. (2020). 'How to sustain your organization's culture when everyone is remote': MIT Sloan Management Review, June, 1–4.

Hsu, S. H. (2014). Effects of organization culture, organizational learning and IT strategy on knowledge management and performance: The Journal of International Management Studies.

Hussain, J., Shah, F. A., Rehman, W., & Khan, Y. (2018). Learning orientation and performance: the interaction effect of entrepreneurial orientation: Pakistan Business Review, 19(4), 960-977.

Ilori, A. B., Lawal, A., & Simeon-Oke, O. O. (2017). Innovations and innovation capability in palm kernel processing industry in southwestern Nigeria: International Journal of Innovation Science, 9(1), 102-114.

Jagdale, D., & Bhola, S. S. (2014). Entrepreneurial leadership and organizational performance with reference to rural small scale engineering industry in Pune district: Golden Research Thoughts, 4.

Jasinskas, D., Streimikiene, B., Svagzdiene, & A. Simanavicius, (2015). “Influence of employees evaluation on organizational at leisure & sports clubs” E a M Ekon. aManag., vol. 18, no. 3, pp. 41-49, 2015, doi: 10.15240/tul/001/2015-3-004.

Jiménez-Jiménez, D., & Sanz-Valle, R. (2011). Innovation, organizational learning, and performance: Journal of Business Research, 64(4), 408–417. https://doi.org/10.1016/j.jbusres.2010.09.010

Kahn, K. B. (2018). Understanding innovation: Business Horizons, 61(3), 453–460

Khazanchi, S. Lewis, M. & Boyer, K. (2007). “Innovation-supportive culture: the impact of organizational values on process innovation”: Journal of Operations Management, Vol. 25 No. 4, pp. 871-884.

Kim, K., Watkins, K. E., & Lu, Z. (2017). The impact of a learning organization on performance: Focusing on knowledge performance and financial performance: *European Journal of Training and Development, 41*(2), 177–193.

Kim, M., Sudhir, K., Uetake, K., & Canales, R. (2019). When sales people manage customer relationships: Multidimensional incentives and private information: Journal of Marketing Research, 56(5), 749-766

Laforet, S. & Tann, J. (2006). “Innovative characteristics of small manufacturing firms.” : Journal of Small and Enterprise Development, Vol. 13 No. 3, pp. 363-390.

Lee J., Abu, Ali M. (2010). Innovative product advanced service systems (I-PASS): methodology, tools, and applications for dominant service design: Int J Adv Manuf Technol.

Lestari, E. R., Ardianti, F. L., & Rachmawati, L. (2018, March). Firm performance model in small and medium enterprises (SMEs) based on learning orientation and innovation. In

IOP Conference Series: Earth and Environmental Science (Vol. 131, No. 1, p. 012027). IOP Publishing.

Liao, S. H., Chang, W. J., Hu, D. C., Yueh, Y. L. (2012). Relationships among organizational culture, knowledge acquisition, organizational learning, and organizational innovation in Taiwan's banking and insurance industries: The International Journal of Human Resource Management.

Liao, S., Fei, W., Liu, C. (2008). "Relationships between knowledge inertia, organizational learning and organization innovation. Technovation pp. 28, 183–195.

Liao, S. H., Wu, C. C. System perspective of knowledge management, organizational learning, and organizational innovation: Expert Syst. Appl. 2010, 37, 1096–1103. [CrossRef]

Lichtenthaler, U. (2020). Agile innovation: The complementarity of design thinking and lean startup: International Journal of Service Science, Management, Engineering, and Technology, 11(1), 157–167.

Lil, P., & Kuo, F. I. (2016). Innovation-oriented supply chain integration for combined competitiveness and firm performance: International Journal of Production Economics, 174, 142–155.

Lin, H. C., & Lee, Y. D. (2017). A study of the influence of organizational learning on employees' innovative behavior and work engagement by a cross-level examination: Eurasia Journal of Mathematics, Science and Technology Education, 13(7), 3463–3478. https://doi.org/10.12973/eurasia.2017.00738a

Lin A., Lin, E. McDonough, S. J. Lin, C. (2013). Lin Managing the exploitation/exploration paradox: The role of a learning capability and innovation ambidexterity: Journal of Product Innovation Management, pp. 262-278.

Lin, H. F. 2008. Empirically testing innovation characteristics and organizational learning capabilitiesin e-business implementation success, Internet Research received from https://doi.org/10.1108/10662240810849595.

Liu, H., Mu, L. D., Wang, Y. (2012). Transactional Leadership Behavior on the Effect of Organizational Innovation of SMEs—Based Organizational Learning as Mediating Variables: Res. Econ. Manag. 2012, 12, 117–123.

Liu, X., Zhiwei, Z., Zheng, L., Chunyan, F. (2020). The influence of leader empowerment behaviour on employee creativity: Management Decision, 58(12), 2681-2703. https://doi.org/10.1108/MD-02-2019-0281.

Lutsenko, A. (2018). Organizational Learning Mechanisms and Corporate Entrepreneurial orientation, part of Sustainable Futures for Higher Education, pp. 31-37

Madrid-Guijarro, A., Garcia, D. & Van, Auken, H. (2009). "Barriers to innovation among Spanish manufacturing SMEs.": Journal of Small Business Management, Vol. 47 No. 4, pp. 465-488.

Maelah, R., Mohammed F. F. A. & Gheyath G. (2021). Usefulness of Management Accounting Information in Decision Making Among SMEs: The Moderating Role of Cloud Computing: Asia-Pacific Management Accounting Journal. Vol. 16. No. 1. 59- 92.

Malafaia, G., Denise, B., Jersone, T., Hugo, F., Maria, E. 2014. Towards a Social Construction of Competitive Advantages in the Brazilian Beef Cattle: An approach of Local Agro-alimentary Systems: Aust. J. Basic & Appl. Sci. Vol. 8. 7: 423-433

March, J. G. (1991). Exploration and exploitation in organizational learning: *Organization Science* 2: 71–87.

Martins, A. T. (2015). How Personal Mastery can increase Organizational Performance. Retrieved on 19th march 2017, from http://www.strategicbusinessteam.com/self-improvement-advice/how-personalmastery-can-increase-organizational-performance.

Martin, D., Romero, I., & Wegner, D. (2019). Individual, organizational, and institutional determinants of formal and informal inter-firm cooperation in SMEs: *Journal of Small Business Management, 57*(4), 1698–1711.

Megheirkouni, M. (2017). Leadership styles and organizational learning in UK for-profit and non-profit sports organizations: *International Journal of Organizational Analysis, 25*(4), 596–612.

Mikuła B., Krakowiak-Bal A., Woźniak A., Ziemiańczyk U. (2012). The concept of knowledge management in the process of forming competitiveness and innovativeness of rural areas – theoretical.

Milia, L.D. & Birdi, K. (2010), "The relationship between multiple levels of learning practices and objective and subjective organisational financial performance: Journal of Organizational Behavior, Vol. 31 No. 4, pp. 481-498.

Mol, M. J. & Birkinshaw, J. (2009). "The sources of management innovation: when firms introduce new management practices": Journal of Business Research, Vol. 62 No. 12, pp. 1269-1280.

Mubarak, A. S. S., & Haslinda, M. (2016). The impact of business continuity management on the performance of public organizations in UAE: Journal of Legal Ethical and Regulatory Issues.

Muhammad, I. Songling, Y., & Muhammad, A., (2018). "Enterprise Risk Management Practices and Firm Performance, the Mediating Role of Competitive Advantage and the Moderating Role of Financial Literacy": JRFM, MDPI, vol. 11(3), pages 1-17, June.

Nafei, W. A. (2015). Organizational Learning and Organizational Performance: A Correlation Study in the Kingdom of Saudi Arabia. American International Journal of Social Science, 4(2), 191–208. http://www.aijssnet.com/journals/Vol_4_No_2_April_2015/18.pdf

Nango, E. S., & Ikyanyon, D. (2012). The Influence of Corporate Culture on Employee Commitment to the Organization: International Journal of Busniness and Management, 1833-8119.

Naranjo-Valencia, J. C., Jiménez-Jiménez, D. & Sanz-Valle, R. (2011). "Innovation or imitation? The role of organizational culture": Management Decision, Vol. 49 No. 1, pp. 55-72.

Naranjo-Valencia, J. C., Jiménez-Jiménez, D.&Sanz-Valle, R. (2016). "Studying the links between organizational culture, innovation, and performance in Spanish companies": RevistaLatinoamericana de Psicología, Vol. 48 No. 1, pp. 30-41.

Nasir, W. M. N. B. W. M., Al Mamun, A., & Breen, J. (2017). Strategic orientation and performance of SMEs in Malaysia: *SAGE Open, 7*(2), 2158244017712768.

National Board for Small Scale Industries – NBSSI (1990). Supporting Micro & Small Scale Enterprises. A handbook on Enterprise Development Part 1: NBSSI", Print Solutions, Accra.

Nawab, S., Nazir, T., Zahid, M. M., & Fawad, S. M. (2015). Knowledge management, innovation and organizational performance: International Journal of Knowledge Engineering, 1(1), 43–48.

Nazarian, A., Atkinson, P. & Foroudi, P. (2017), "Influence of national culture and balanced organizational culture on the hotel industry's performance": International Journal of Hospitality Management, Vol. 63, pp. 22-32.

Newbert, S. L. (2008). Value, rareness, competitive advantage, and performance: A conceptual-level empirical investigation of the resource-based view of the firm.

Nicolletti, N., Lutti, R. Souza & L. Pagotta (2019). "Social and enterprise learning in the adaptation to the process of climate change: The case of a Brazillian thermoplastic resins and petrochemical company: J. Clean Prod., Vol. 226 pp. 748-758, 2019 doi: 10.1016/j-jclepro.2019.04.058.

Nouri, B. A., & Ghorbani, R. (2017). The Effect of Knowledge Management on Organizational Innovation with the Mediating Role of Organizational Learning (Case Study: Agricultural Bank in Iran): Journal of Applied Economics and Business Research JAEBR, 7(3): 194-211. https://www.semanticscholar.org/paper/The-Effect-of-Knowledge-Management-on-Innovation-of-NouriGhorbani/fb9eb1df37e4a47c9b3ac2bbf0bbc4f4907b80a2

Obeidat, B. Y., Tarhini, A., Masa'deh, R. E., & Aqqad, N. O. (2017). The impact of intellectual capital on innovation via the mediating role of knowledge management: a structural equation modeling approach: International Journal of Knowledge Management Studies, 8(3-4), 273-298.

aspects: Knowledge, Economy, Society.

Ober, J. (2020). Innovation adoption: Empirical analysis on the example of selected factors of organizational culture in the IT industry in Poland: Sustainability 2020, 12, 8630.

Ober, J.; Kochma ´nska, A. (2022). Adaptation of Innovations in the IT Industry in Poland: The Impact of Selected Internal Communication Factors: Sustainability 2022, 14, 140.

OECD, (2017). Enhancing the Contributions of SMES in a Global and Digitalised Economy: In Meeting of the OECD Council at Ministerial Level (pp. 1-24). Paris:OECD Publishing.

Oh, S. & Kuchinke, K.P. (2017), "Exploring the role of organizational learning activities in the quality management context": Leadership & Organization Development Journal, Vol. 38 No. 3, pp. 380-397.

Omalaja, M. A., Eruola, O. A. (2011). Economic analysis,2011:44(1-2):59-77

Omar, F. B., & James, K. (2018). Corporate Stratagy, Governance Structure and Organization Performance: A research Agenda: Business Management Research.

Ordanini, A., Parasuraman, A., & Rubera, G. (2014). When the recipe is more important than the ingredients: A qualitative comparative analysis (QCA) of service innovation configurations: Journal of Service Research, 17(2), 134–149. doi:10.1177/1094670513513337

Osei, B., A. Baah-Nuakoh, Tutu, K. A. & Sowa, N. K. (1993). Impact Of Structural Adjustment on Small-Scale Enterprises in Ghana, in Helmsing, A. H. J. & Kolstee, T. H., International Research Journal of Finance and Economics - Issue 39

Osman, S., Shariff, S. H., & Lajin, M. N. A. (2016). Does Innovation Contribute to Employee Performance?: Procedia - Social and Behavioral Sciences, 219, 571–579.

Osuala, E.O. and Oluwatosin, A.O. (2014) Lifestyle Modification: Current Approach to Hypertension Prevention and Control: International Journal of Medicine and Health Profession Research, 1, 39-46.

Pantouvakids and N. Bouranta (2017). ‘’Agility, enterprise learning culture and relationship quality in the port sector, ‘’Total Qua: Manag. Bus. Excell., Vol. 28. No. 3-4, pp. 366-378, 2017, doi:10.1080/14783363.2015.1084871

Park, S. & Kim, E. (2015), “Revisiting knowledge sharing from the organizational change perspective”: European Journal of Training and Development, Vol. 39 No. 9, pp. 769-797

Piening, E. P., & Salge, T. O. (2015). Understanding the antecedents, contingencies and performance implications of process innovation: A dynamic capabilities perspective: Journal of Product Innovation Manangement, 32(1), 80-97.

Prasad, B & Junni, P. (2016). CEO transformational and transactional leadership and organizational innovation: The moderating role of environmental dynamism: Management Decision 54(7), 1542-1568. DOI:10.1108/MD-11-2014-0651.

Pullen, A., Weerd-Nederhof, P., Groen, A., Song, M. & Fisscher, O. (2009). “Successful patterns of internal SME characteristics leading to high overallinnovation performance”. Creativity and Innovation Management, Vol. 18 No. 3, pp. 209-223.

Qi, C. & Chau, P. Y. K. (2018). Will enterprise social networking systems promote knowledge management and organizational learning? Journal of Organizational Computing and Electronic Commerce.

Radas, S. & Bozic, L. (2009). “The antecedents of SME innovativeness in an emerging transition economy”, Technovation, Vol. 29 Nos 6/7, pp. 438-450.

Rajapathirana, R. P. J., & Hui, Y. (2018). Relationship between innovation capability, innovation type, and firm performance: Journal of Innovation & Knowledge, 3(1), 44–45

Rechberg, I., & Syed, J. (2013), "Ethical issues in knowledge management: conflict of knowledge ownership", Journal of Knowledge Management, Vol. 17 No. 6, pp. 828-847.

Rehman, U. S., Bhatti, A., & Chaudhry, N. I. (2019). Mediating effect of innovative culture and organizational learning between leadership styles at third-order and organizational performance in Malaysian SMEs. Journal of Global Entrepreneurship Research, 9(1), 36. https://doi.org/10.1186/s40497-019-0159-1

Reinders, M. J., Frambach, R. T., & Schoormans, J. P. L. (2010). Using product bundling to facilitate the adoption process of radical innovation: J. Prod. Innov. Manag 27, 1127-1140.

Riaz, T., Ramzan, M., Ishaq, H. M., Akram, M. U., & Karim, Y. (2012). Transformational leadership and employees career salience; an empirical study conducted on banks of Pakistan. *International Journal of Business and Social Science*, *3*(8), 152–160.

Rose, C. R., Kumar, N. & Pak, O. G. (2009). "The effect of organizational learning on organizational commitment, job satisfaction and work performance": The Journal of Applied Business Research, Vol. 25 No. 6, pp. 55-62.

Ruiz-Jiménez, J. M., & Del Mar Fuentes-Fuentes, M. (2013). Knowledge combination, innovation, organizational performance in technology firms: Industrial Management & Data Systems, 113(4), 523–540.

Salunke, S., & McColl-Kennedy, J. (2013). Competing through service innovation: Journal of Business Research, 66, 1085-1097.

Samwel, M. C., Daoping, W. & Shaldon, L. S. (2019). Impact of information technology innovation on firm: Information Technology for Development.

Santoro, G., Alberto, F. & Daniel, J. W. (2017). Open innovation practices and related internal dynamics: case studies of Italian ICT SMEs: EuroMed Journal of Business.

Santos, V. M. L., López, Sánchez, J. Á. & Trespalacios, J. A. (2012). How organizational learning affects a firm's flexibility, competitive strategy, and performance: Journal of Business Research.

Schein, E. H., 1985. Organizational Culture and Leadership. Jossey-Bass.

Schein, E. H. (2010). Organizational Culture and Leadership (4 ed.). San Francisco: John Wiley & Sons. Oz, M., Kaya, F., Ciftci, I: Journal of Yasar University, 2015, 10/40, 6684-6691

Schmitt, N. W., & Klimoski, R. J. (1991). Research methods in human resources management. Cincinnati, OH: South-Western.

Schumpeter, J. A. (1934). The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest, and the Business Cycle, Harvard University Press, OECD, Cambridge, Paris.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. john wiley & sons.

Serna, M. D. C. M., Martínez, J. E. V., & Martínez, J. V. (2016). The impact of learning orientation on innovation and performance in smes in México: International Review of Management and Business Research, 5(1), 48.

Shafique, I., Bashir, A., & Masood, N. K. (2020). How ethical leadership influences creativity and organizational innovation. Examining the underlying mechanism: European Journal of Innovation Management, 23(1), 114-133. 1460-1060DOI 10.1108/EJIM12-2018-0269.

Shpak, N., Satalkina, L., Sroka, W., & Hittmar, S. (2017). The social direction of enterprises' innovation activity: Polish Journal of Management Studies, 16 (1), 187–201. https://doi.org/10.17512/pjms.2017.16.1.16

Shujahat, M., Sousa, M. J., Hussain, S., Nawaz, F., Wang, M. & Umer, M. (2019). Translating the impact of knowledge management processes into knowledge-based innovation: The neglected and mediating role of knowledge-worker productivity: J. Bus. Res. 2019, 94, 442–450. [CrossRef]

Siam, M., & Hilman, H. (2014). Relationship of strategy execution plan dimensions on organization performance of higher educational institution in Palestine: Asian Social Science, 10(13), 131–141.

Şimşit, Z. T., Vayvay, Ö., & Öztürk, Ö. (2014). An outline of innovation management process: building a framework for managers to implement innovation: Procedia-Social and Behavioral Sciences, 150, 690-699.

Škerlavaj, M., Song, J. H., & Lee, Y. (2010). Organizational learning culture, innovative culture and innovations in South Korean firms: Expert Systems with Applications, 37(9), 6390–6403

Song, Zhi-H. (2015). Organizational learning, absorptive capacity, imitation and innovation Empirical analyses of 115 firms across China. Chinese Management Studies, 9(1), 97-113.

Spicer, D. P. & Sadler-Smith, E. (2006). “Organizational learning in smaller manufacturing firms”: International Small Business Journal, Vol. 24 No. 2, pp. 133-158.

Stelmaszczyk, M. (2016). Relationship between Individual and Organizational Learning : Mediating Role of Team Learning: Journal of Economics and Management, 26(4), 107-127.

Subramanya, M. H. & Sudkir, K. R. (2010). Influence of subcontracting on innovation and economic performance of SMEs in India automobile industry: Journal Science Direct.

Sudhir K. R., & Bala S. M. H. (2010). Influence of subcontracting on innovation and economic performance of SMEs in Indian automobile industry: Technovation, 30(11-12), 558–569. http://doi.org/10.1016/j.technovation.2010.06.005

Suellen J., & Leonard V. C. (2014). Organizational culture, innovation, and performance: a test of Schein's model: J. Bus. Res. 67 (8) (2014) 1609–1621, https://doi.org/10.1016/j.jbusres.2013.09.007.

Sujarwo, A., & Wahjono. (2017). Pengaruh Motivasi Kerja dan Perilaku Inovatif Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Mediasi (Studi Kasus pada LKP ALFABANK Semarang): Infokam, 1, 63–71. https://doi.org/10.53845/infokam.v13i1.121

Sunday, A. A. & Oluwaleke, E. A. (2022). The effect of risk control techniques on organizational performance of selected SMEs in Lagos State: ACTA UNIVERSITATIS DANUBIUS

Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations: *Journal of Organizational Behavior, 35*(3), 393–412. https://doi.org/10.1002/job.1897

Tajeddini, K. (2016). Analyzing the influence of learning orientation and innovativeness on performance of public organizations: The case of Iran. Journal of Management Development, 35(2), 134-153.

Thakur, R., & Hale, D. (2013). Service innovation: A comparative study of US and Indian service firms: Journal of Business Research, 66(8), 1108-1123.

Thrikawala, S. S. (2011). Impact of strategic networks for the success of SMEs in Sri Lanka. World, 1(2), 108-119.

Thu, P. A., & Khuong, N. V. (2019). The impact of innovation on the firm performance and corporate social responsibility of Vietnamese manufacturing firms Sustainability (Switzerland), 11(13). https://doi.org/10.3390/su11133666

Tuan, N., Nhan, N., Giang, P., & Ngoc, N. (2016). The effects of innovation on firm performance of supporting industries in Hanoi, Vietnam: Journal of Industrial Engineering and Management, 9(2), 413–431. doi:10.3926/jiem.1564

Tohidi, H. & M. M., Jabbari, (2012). "Evaluation organizational learning capability and product innovation performance,": *Procedia Technology*. vol. 1, pp. 528–531.

Ussahawanitchakit, P. (2017). Management Control Systems and Firm Sustainability: Evidence from textile and apparel businesses in Thailand: Asian Academy of Management Journal, 22(2), 185–208. https://doi.org/10.21315/ aamj2017.22.2.7

Uzkurt, C., Kumar, R., Kimzan, H. S., & Eminoglu, G. (2013). Role of innova- tion in the relationship between organizational culture and firm performance: European Journal of Innovation Management, 16(1), 92–117.

Van A. M., Retief, F. P. (2020). The role of innovation and knowledge networks as a policy mechanism towards more resilient peripheral regions. Land Use Policy 2020, 90, 104259. [CrossRef]

Vijande-Santos, M., L. & Sanchez, J., A., L. (2017). Organizational learning, innovation and performance in KIB: Journal of Management & Organization.

Volberda, H.W., Van den Bosch, F. A. and Mihalache, O. R. (2014), "Advancing management innovation: synthesizing processes, levels of analysis, and change agents", Organization Studies. Vol. 35 No. 9, pp. 1245-1264.

Walker, R. M. (2005). Excellence, performance and innovation in managing to improve public service: AIM Research.

Walley, K., Paul, C., & Faye, S. (2011). Farm Diversification: A Resource Based Approach": Journal of Farm Management. Vol. 14. 4: 275- 290.

Warrick, D. D. (2017). What Leaders Need to Know about Organization Culture: Business Horizons, 60, 395-404. https://doi.org/10.1016/j.bushor.2017.01.011

Wan, Z., & Wu, B. (2017). When suppliers climb the value chain: A theory of value distribution in vertical relationships. Management Science, 63(2), 477–496.

Wang, Y. L., Ellinger, A. D. (2011). Organizational learning: Perception of external environment and innovation performance: Int. J. Manpow. 2011, 32, 512–536.

WeiFu, H. (2017). Organizational Learning and Organization Innovation in the Tourist Hotels - An Empirical Study. EURASIA Journal Mathematics, Science and Techology Education, 13(9), 6347-6356.

Wenjing L., Tahseen A. Bhutto, A., Reza N., Hamid A. S., & Fayaz A. S. (2018). Organizational innovation: the role of leadership and organizational culture: Int. J. Publ. Leadership, https://doi.org/10.1108/IJPL-06-2017- 0026.

Wheelen, T. L., Hunger, J. D. (2010). Strategic management and business policy, achieving sustainability. 12th ed., New Jersey: Pearson Publication, Inc, 2010.

Wheeler, C. (2002). A dynamic capabilities theory for assessing net-enablement. Information Systems Research.

Wu, I. L., & Chen, J. L. (2014). Knowledge management driven firm performance: The roles of business process capabilities and organizational learning: Journal of Knowledge Management, 18, 1141-1164

Xian, K. J., Sambasivan, M., & Abdullah, A. R. (2018). Impact of market orientation, learning orientation, and supply chain integration on product innovation. International Journal of Integrated Supply Management, 12(1-2), 69-89.

Yoshino, N., Taghizadeh-Hesary, F., Charoensivakorn, P., & Niraula, B. (2016). Small and medium-sized enterprise (SME) credit risk analysis using bank lending data: An analysis of Thai SMEs: *Journal of Comparative Asian Development*, *15*(3), 383–406.

Yunis, M., Tarhini, A., & Kassar, A. (2018). The role of ICT and innovation in enhancing organizational performance: The catalysing effect of corporate entrepreneurship: Journal of Business Research, 88(June 2017), 344–356. doi:10.1016/j. jbusres.

Zacher, H., Rosing, K. (2105). Ambidextrous leadership and team innovation: Leadersh. Organ. Dev. J. 2015, 36, 54–68.

Zafar, H., Hafeez, M. H., & Shariff, M. N. M. (2016). Relationship between market orientation, organizational learning, organizational culture and organizational performance:

Mediating impact of innovation: South East Asia Journal of Contemporary Business, Economics and Law, 9(2), 40–56.

Zainudin, M., & Sugiono, S. S. (2016). Effect of environment adaptability on business performance with diferentiation strategy, efficiency strategy as an intervening variable. Indonesia: Diponegoro University.

Zhang, X. & Li, B. (2016). “Organizational culture and organizational performance: a brief review”: Journal of Advances in Social Science and Humanities.

Zouaghi, F., Mercedes, S. G. & Marian, G. (2018). Did the global financial crisis impact firms' innovation performance? The role of internal and external knowledge capabilities in high and low tech industries: Technological Forecasting and Social Change.

APPENDIX

A STUDY ON THE IMPACT OF ENTERPRISE LEARNING ON ENTERPRISE PERFORMANCE: THE MEDIATING ROLE OF ENTERPRISE INNOVATION AND THE MODERATING INFLUENCE OF ENTERPRISE CULTURE IN SMALL AND MEDIUM-SCALE ENTERPRISES IN KUMASI.

SURVEY QUESTIONNAIRE

This study is intended to find out the impact of enterprise learning on enterprise performance: the mediating role of enterprise innovation and the moderating influence of enterprise culture in Small and Medium-Scale Enterprises in Kumasi. The study will also contribute to general and applied research in management. I would be grateful if you could kindly participate in this survey.

Demographics

1. Size of the enterprise: 1-5 employees [ ] 6-9 employees [ ] 10-29 employees [ ]
2. Type of the enterprise: Service [ ] Manufacturing [ ] Merchandising [ ]
3. Length of operation: 2 to 6years [ ] 7 to 11years [ ] 12 to 15years [ ] 16 to 20years [ ]
4. Indicate in the following table, the level of importance of enterprise learning on a scale of 1 to 5 as follows: 1= strongly disagree; 2= disagree; 3= neutral 4= agree; 5= strongly agree

Enterprise learning	**1**	**2**	**3**	**4**	**5**
Much new and relevant knowledge over has been acquired by my enterprise over the past years.					
Critical capacities and skills have been acquired by my enterprise over the past years.					
Over the previous years my enterprise's performance has been influenced by new learning.					
Leaders generally support requests for learning opportunities and training in my enterprise,.					
My enterprise encourages people to get answers from across the enterprise when solving problems.					
Product development skills and processes entirely new to the industry are learn by my enterprise.					
My enterprise takes the lead to learn new skills in certain domains.					

5. Indicate in the following table, the level of importance of enterprise innovation on a scale of 1 to 5 as follows: 1= strongly disagree; 2= disagree; 3= neutral 4= agree; 5= strongly agree.

Enterprise innovation	**1**	**2**	**3**	**4**	**5**
In my enterprise there is assistance in developing new ideas.					
My enterprise encourages creativity.					
Flexibility and continually adapting to change is the main feature of my enterprise.					
People are allowed to try to solve the same problems in different ways in my enterprise.					
In my enterprise funding is available to investigate creative ideas.					
This enterprise is open and responsive to change.					

6. Indicate in the following table, the level of importance of enterprise culture on a scale of 1 to 5 as follows: 1= strongly disagree; 2= disagree; 3= neutral 4= agree; 5= strongly agree.

Enterprise culture	**1**	**2**	**3**	**4**	**5**
Loyalty and tradition in our daily activities are valued by my enterprise.					
My enterprise sticks its neck out and takes risks.					
My enterprise is committed to innovation and development.					
My enterprise follows formal rules and policies.					
Permanence and stability are valued by my enterprise.					
My enterprise is output driven.					
My enterprise places high importance on accomplishing goals.					

7. Indicate in the following table, the level of importance of the enterprise performance on a scale of 1 to 5 as follows: 1= strongly disagree; 2= disagree; 3= neutral 4= agree; 5= strongly agree.

Enterprise performance	**1**	**2**	**3**	**4**	**5**
In my enterprise, return on investment has improved.					
In my enterprise, productivity per employee/volunteer has improved.					
The number of skilled workers is greater as compared to the other enterprises in my enterprise.					
Financial resources are used more effectively in my enterprise.					
The cost per business transaction has improved in my enterprise.					
The new services are designed to achieve the mission in my enterprise.					
The percentage of total spending devoted to technology and information processing has improved in my enterprise.					
Response time for customer complaints is better than in previous years in my enterprise.					