The Effect of E-information Services on University Brand Image and SMEs Sustainable Growth through E-learning and Entrepreneurs' satisfaction with the moderating role of Enduring Involvement: A post-effect of covid-19 in Universities of Punjab

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ARTICLE DETAILS	ABSTRACT
History *Revised format:* *Nov 2020* *Available Online:* *Dec 2020* **Keywords** *Information and communication technology, the standard of e-information, entrepreneurial e-learning and satisfaction, university brand Image*	This study investigates the effect of information and communication technology, the quality of e-information, entrepreneurial e-learning education and entrepreneurial satisfaction on the university brand image. The population for the current study would be the entrepreneurial students of public and private universities in Punjab. For the conceptual study, findings would reveal the effect of ICT, e-service and e-information quality on university brand image and SMEs sustainable growth through mediating effect of e-learning education and entrepreneurs satisfaction and the moderating effect of enduring involvement of entrepreneurs. Moreover, this research will have specific consequences for universities to establish an e-learning network to face the COVID-19 situation for their entrepreneur students. It suggests for academic institutions to successfully incorporate the learning management framework to increase university brand image through e-education system.

Introduction

The COVID-19 pandemic is becoming a worldwide health issue with a major effect on education. Also, several institutions have shut down and required e-learning from home. Students and instructors are reacting differently because of these remarkable changes. Specifically, in the educational institutes. Various coping strategies have been used to deal with the crisis of Covid-19, for example, socialization techniques were employed in the classroom that caused the drastic decrease of physical interaction. In the same time, advance techniques have emerged in an online format to replicate certain socializing patterns. Inventive thought has indicated that it is feasible to utilize the same style of instructional methods digitally but in a new medium.

In a technical environment, when the quality of a university depends on society, universities strive to interact more with the community (Bao, 2020). To develop community interaction more effectively, online learning is important because it can be done anytime at any moment. A successful system of higher education has been characterized as generating awareness and providing support to the community through education and training at complementary levels (Cremonini, Westerheijden, Benneworth, & Dauncey, 2014).

Researchers such as Martin & Turner, (2010) proposed that to develop an entrepreneurial university, an effective method is needed. Building an entrepreneurial university is vital as successful entrepreneurial universities have distinguished features that differentiate them from their rivals. The Covid-19 crisis has culminated in a desire for more universities to be deemed creative. This will cause management to confront economic uncertainty caused by the Covid-19 recession, pressuring them to pursue more inspiring goals (Gössling, Scott, & Hall, 2020).

Due to Covid-19, universities have to remain vigilant and adaptive. Not only did the disruption created by Covid-19 pose an imminent danger to universities' financial survival, but it has also offered an impetus for creativity to thrive. Universities have had to think critically to build modern interactive distance learning and training for interactional activities. It indicated that universities have advance technological landscape to respond to the contemporary climate; most of them are unprecedented territories (Ratten, 2017).

In these days, universities have interconnected tools on regional basis that add to the community's social structure (Scott, Hughes, & Kraus, 2019). This means that in academics, employees establish skills of expertise that could be an incredibly valuable source of creativity. Further, there has to be an agreement on the best potential causes of action because of the various interests amongst participants in a university. In addition, there has to be alignment and collaboration between participants of the university to promote progress, especially in the time of crisis, such as Covid-19 (Lackie, Najjar, El-Awaisi, Frost, Green, Langlois, & Khalili, 2020). Such atmosphere fosters the utilization of the main information of a university that requires advanced research. While universities involved in economic growth initiatives such as technology development do so, heavy focus should also be placed on how to address the current economic crisis in Covid-19.

To effectively cope with the challenges of Covid-19, there is a worldwide initiative toward online education (Adnan & Anwar, 2020). The rapid transition to all educational sector is being made by adding an entirely unanticipated virtual classroom climate. It indicated that there was not much opportunity for students and teachers to adapt to a new world that puts more impact compared to the face-to-face communication. That led the teachers to several challenges on how to collaborate in an online environment with students (Weick & Sutcliffe, 2011).

In Pakistan, the government's spokesperson on health established the correctness of first two suspected cases of COVID-19 on the 26th February 2020. The first case of COVID-19 diagnosed in a student from The University of Karachi, Sindh and second case was found in an individual from the capital territory of Pakistan. The country witnessed a surge in number of cases from initial three more cases on 4th March 2020 to 457,288 confirmed cases of COVID-19 as on 11th December 2020.
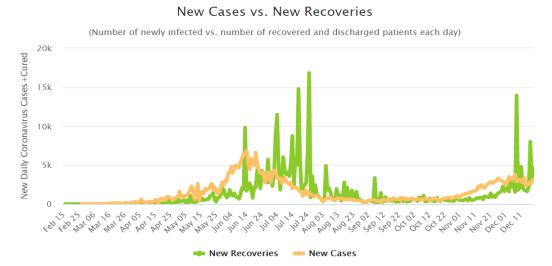
Figure 1: National Institute of Health

The closure of academic institutions to decrease public health disaster or any unfortunate situation is consequential to prevailing pandemic situation. United Nations Educational, Scientific and Cultural Organization (UNESCO) has suggested the educational facilities to get prepared with information technology tool and expand online learning ways for the students to minimize the effect of closure of institutions (Crawford et al., 2020).   In this regard, Higher Education Commission of Pakistan (HEC) rapidly responded to the closure of universities by recommending their administrators to establish and manage a well-integrated e-learning framework. However, the system of higher education in Pakistan is still based on the traditional techniques to impart knowledge and skills and all universities generally are recognized by the HEC. So, for the reason of the pandemic situation, the aim of the study is to boost the image of brands of university while providing better education facilities to entrepreneur student through online in the perspective of Pakistan.

The greatest and abrupt effect of impositions of lockdowns proved to be the suspension of economic activities throughout the country. The lockdown was initially imposed in Sindh province only, with effect from March, 23rd 2020. The provincial capital, Karachi, holding the 30 percent share of country's total exports, suffered heavily. As on the first working day in Karachi, fewer than 50 industrial units were functional out of 2700 industrial units in the zone (Hussain, 2020). Moreover, (Hussain, 2020) also described that approximately Five (05) Million people in Pakistan are surviving below the poverty line. Whereas, there are multitude of semi-skilled or unskilled laborer who are struggling as subsistence farmers, waste-collectors, transporters, and domestic servants on daily wages basis. The author has further elaborated that, almost four (04) Million daily wagers are working only in Karachi, besides of four (04) Million such workers in the province of Punjab. This group of the society is suffering badly and barely manage to live in such harsh circumstances due to lockdowns.

As per latest recorded figures, the micro-enterprises and self-employed people make the 35.7 percent of total national employment of Pakistan (2017-2018) (Sohail, 2019, p. 7). Moreover, 55.6 percent of these small business entities or self-employed persons are exposed to risk. Agriculture consists 87.8% of vulnerably employed micro-enterprises. Similarly, whole-sale and retail consists 69.60%, transport and communication has 49.40% employed at risk, 48.60% of Hotel and Restaurants sector are vulnerable employed group, in communication and transportation 49.40% of self-employed people are vulnerable as compare to 63.40% of Real Estate and Business , (Sohail, 2019, pp. 10–12). Figure 2 below depicts the clearer picture of sector-wise distribution of vulnerable employment and its implications on small enterprises can be better deduced in prism of COVID-19.

Theoretical Framework
In this paper following terms are very important. They are defined and elaborated for the convenience of the readers.

Learning
Learning can be defined as an interaction with environment that can bring about a relatively permanent change in a person's behaviour, cognition or affect. The change brought about by learning is effected either by acquiring something new or modifying something that already exists and this change must be durable. It is generally acknowledged that learning outcomes can be skill based or affective but it does not include behaviour changes that are caused by physical maturation or a temporary condition.

It is further added that HRD focuses on intentional instead of incidental learning. In the recent times various learning theories have been advocated. These theories include humanism, social learning, constructivism, holistic learning, behaviourism and cognitivism. These theories supply ground to facilitate development and behavioural change. Thus the nature of learning demands active involvement of the employees of an organization. Anonymous (n.d.) observes that HRD practices lead to causing a long-term, work related learning capacity at the individual, group and organizational level. Scholars began to recognize the importance of learning during the last quarter of the 20th century and termed learning an important developable and tradable commodity of an organization. The literature, in respect of learning, usually focuses on changes in cognitive maps or changes in behaviour. Elaborating the concept of these changes, Wang & Huang (2013) say that "The cognitive approach operationalizes learning in terms of the cognitive patterns associated with processing information and interpreting events. The behavioral approach operationalizes learning in terms of a routine-based mechanism in repeating or changing behaviors to respond but cognitive elements are not involved in the process (Pp.56-57)."

Performance
Usually the concept of performance is associated with the assigned tasks. And this term is defined in the perspective of task. Thus performance is the result of an effort to complete some task with special reference to time, cost and quality. Peters (2007) elaborates this term or concept in broader terms when he says "performance means the amount of overall achievement of an individual or an organization throughout a specific amount of time. When performance is considered in the perspective of an individual or employee, attitudes and behaviour of that employee are also taken into account." Peter means to say that the concept of performance is not restricted to specific results of an effort that is made for the realization of organizational objectives. The performance of an employee also includes his/her certain behaviour that appear in the effort. Another related concept is performance development which in the view of Hu (2007) "is a systematic process of improving employees' performance, involvement, motivation, and commitment in order to enable organization to achieve its strategic objectives."

Sustainable Performance
The dilemma with performance is that it is mostly inconsistent and unreliable phenomenon whereas individuals and organizations need a consistent and sustainable performance to keep their competitiveness intact. Its consistency may be insured through certain measures. In this context Peters (2007) maintains an appropriate rather useful approach. According to him there are four basic elements that are common to all human performance: (1) Knowledge is the foremost necessity for being able to do things or being "proficient" in doing things. If, for example, an employee or manager has knowledge of the steps in good decision making process, he will give better performance in decision making. (2) Skill is an individual's level of proficiency in

performing tasks. Simply having knowledge of doing things does not suffice for performing each task well. Mostly, knowing how to do things does not translate into a good performer. Here one needs some proficiency in completing steps of doing things. (3) For giving high performance, individuals need to be enabled to perform i.e., they should not suffer from environmental roadblocks or restrainers (hostile culture and negative attitudes). (4) For the achievement of high performance mark, employees must be willing to use their knowledge and skills and also be willing to overcome the environmental roadblocks which inhibit their performance. The willingness of employees can be called as attitude. What one needs to do with these elements to enhance the performance is to gather them and put them together after understanding the relationship between the four elements of performance. One needs to combine knowledge and skills for acquiring ability to perform.

Research Methodology
Aim of the Paper
In the light of considerations of the value of human resource and controversy of HRD paradigms, our main objective in this paper is to identify the element that can help process and promote learning to realize the objective of sustainable and optimal performance of the employees with the help of which organizations can outperform their competitors, dominate their respective markets and win the position of sustainable competitive advantage. We begin our thesis by examining the concepts of learning and performance. This lays the foundation for determining the elements that can cause and sustain the process and promotion of learning.

Research question
The following question will lead us through this paper: what are the elements that make it possible that learning is processed and promoted to achieve the end of effective performance and how these elements are utilized for the intended purpose?

Learning Paradigm versus Performance Paradigm
In the recent times two approaches i.e., learning paradigm and performance paradigm have become famous in respect of achieving the level of optimal performance. In the opinion of Song, Kim & Kim (2007) in the earlier times (mid-1900s) HRD practioners considered "Training and Development" more important. Their main emphasis was on improvement of individuals' knowledge, skills, and attitude through short-term and at-the-spot training programmes. On this basis it was expected that the results of training came out immediately. Later, the focus shifted to the learning process of individuals and organizational improvement with the help of integrated learning process. Both the paradigms have their claims regarding the realization of performance of workers and organizations. In the following lines both these paradigms are compared:

Scope of Learning
It is generally considered that the scope of performance paradigm in respect of imparting knowledge and skills to the workers is limited. In this connection, Harrison & Kessels (2003) observe that in performance paradigm, the HRD functions are concerned solely with learning inputs, improvement of individual performance and training-dominated activity. In the consequence of this approach individuals' learning process or organizational performance improvement remains unattended to. Hu (2007) also criticizes performance paradigm for its limited scope, as in this paradigm of HRD, policies and activities focus performance improvement or efficiency and negate everything else. Contrary to the position of performance paradigm, HRD as an organizational process encompasses skillful planning, facilitation of a variety of formal and informal learning and knowledge processes and experiences for the purpose of enhancing organizational progress and individuals' potential with the help of competence, adaptability,

collaboration and knowledge-creating activity of employees and managers of the organization. Seeing the position of performance paradigm, it can be said that the rationale of HRD at individual level seems to be focusing on self-actualization and self-development through using a variety of learning concepts whereas at societal level also it is required to generate higher-order knowledge, skills, innovation, and sustainable development of a workforce to enhance the nation's competitive advantage. Therefore, need is felt that the scope of performance paradigm should be broadened to include the purposes for both individual HRD and National HRD.

Status of Workers
In the view of the advocates of performance paradigm human beings are merely capital investment in a system and their function is to produce value-added performance in the form of goods and services. Contradicting the position of performance paradigm, Duke & Udono (2012) highlight the value of human resource saying that in all the establishments, whether private or government, people are the most influential and responsible resources for the success of an organization because it is they who set the agenda, objectives and strategies; design, produce and deliver the goods and services and control their quality for the organization. Further, human beings in the workplaces do not put themselves as capital and insensate parts of systems for yielding returns on investment of corporate shareholders. Hu (2007) advocates the concept of learning paradigm saying that HRD actually aims at enhancing the learning capacity of individuals, groups and organizations through developing and using learning based interventions so that organizational growth and effectiveness is optimized.

Structure of Organization
Both the paradigms have different stands in respect of structure of organization. In this regard, Harrison & Kessels (2003) say that till the end of the 20th century the structure of the organization was considered a static concept as the formal strategic decisions of the management conceived them to be. But when the age of knowledge economy started, it was acknowledged that regular structural reconfiguration of the organization must correspond to continuing changes in strategy when new stocks and resources within the organization are acquired or existing ones transferred to other sites and when the firm creates value through an interaction with its customers. In other words, strategy and structure need to become interactive processes that cause the continuous creation, acquisition and exploitation of knowledge and expertise in the domain of a firm.

Instructional Interventions
As regards the interventions used for the improvement of performance, both the paradigms are at cross purposes. Peters (2007) criticizes performance paradigm in connection with short-term interventions which are employed to improve performance and they address only a single aspect of performance. Peters elaborates his point thus: "For example, a training program designed to increase the ability of people to work on high performance teams is often rendered useless by an unsupportive or even hostile culture and the negative attitudes of participants who realize this is 'just not the way we do things around here' (p.4)." Through this example, Peters wants to say that the training gives knowledge and skills to perform on the respective task and not to address the cultural and attitudinal issues (hostile culture and poor attitudes) that create un-surmountable hurdles for the trainees. In short, narrow trainings given under performance paradigm do not enable functionaries of an organization to transfer their limited and local learning to their jobs and little improvement takes place in overall performance. Harrison & Kessels (2003.) But these researchers suggest that for adding critical value in a knowledge economy by HRD process, lifelong learning and work-based strategies should be given priority as compared to giving focus on immediate performance improvement. This preference is necessary because in knowledge economy, HRD experts should go for learning processes that can generate and spread knowledge for enhancing

the organization's capability to improve and innovate continuously. These researchers continue to say that "In a knowledge-based economy the source of competitive advantage cannot be knowledge as organizational commodity alone, since the value of all commodities is eroded by obsolescence, imitation and poaching. What is needed is a new paradigm of the organization - one that presents it as a system of learning and knowing processes and activity that are situated in workplace communities of practice (p.8)." the stand of learning paradigms seems more valid when the current world is seen in respect of rapid changes and novel and uncertain developments.

Motivation of the Workers
The advocates of both the paradigms are in different camps with the reference to how the motivation of workers occurs. Focusing on the position of performance paradigm, Peters (2007) says that the organizations that follow performance paradigm, through narrowly focused interventions to address complex performance problems, create more and more management problems and ultimately management credibility is destroyed. Their employees begin to develop negative attitudes and management becomes frustrated despite its continued investment and things do not seem to improve. This situation turns into trust deficit and blaming and ultimately adversarial relationship develops between management and employees. In the same line Franklyn (2009) criticizes the ways of motivation followed in performance paradigm. He says that in performance paradigm personnel management typically tries to motivate employees through compensation, bonuses, rewards, and the simplification of work responsibilities. This approach is followed because, according to the personnel management, employees' satisfaction generates the required motivation necessary for the improvement of job performance. Franklyn is of the view that it is not the satisfaction of the employees that leads to motivation and improvement of job performance but it is improved performance that brings about employees satisfaction. Opposite to the advocates of performance paradigm, human resource management considers work groups, effective strategies for meeting challenges, and job creativity (attributes of learning paradigm) are the primary motivators.

Both the paradigms share a common ground
The scopes and aims of performance paradigm as well as learning paradigm have been examined above. If performance paradigm is utilized, optimal performance that is the objective of HRD process cannot come out until integrated learning does not play its role. Wang & Huang (2013) observe that predominant paradigms in human resource i.e., performance paradigm and learning paradigms, both exist side by side. The scholars have recently acknowledged that both paradigms are not mutually exclusive. It follows from this view that these paradigms should not be presented as contestants but needed to be integrated as complementary ones. Hu (2007) also acknowledges that both the paradigms share the common ground in the area of theoretical foundations of HRD. On account of this sharing various learning theories added new knowledge to the conceptual framework of HRD and have become popular in HRD practice. Particularly, learning theories like reflective learning, experiential learning, transformative learning and social learning have firmly won space in the arena of human resource development research as well as practice.

Discussion
It has been seen in the observation above that the performance paradigm cannot bring in sustainable and effective performance and growth. On the other side the learning paradigm seems promising because it can endow capacity to human beings to interact and solve complex performance problems or attitudes that can prove roadblocks in the path of performance. But at this stage two questions arise:
1.   What is required through learning?

2.　　　　How learning can be processed and promoted to generate the required learning capacity in human resource?

Target of HRD

Focus of the first question given above is the target of HRD. This target may be defined as the optimal performance of an organization. Rationale of this target and so far efforts made and movements launched to achieve it have been mentioned in the beginning of this paper. In simple words, this target is the achievement of a matchless position of an organization on account of a unique learning capability of its workforce. A familiar term, 'sustainable competitive advantage' can introduce the said matchless position well. Wright et al. (1992 cited in Hu, 2007) suggest criteria for a sustainable competitive advantage and then mention conditions in which human resource can meet these criteria: human resource must provide value to the organization and they must be rare, inimitable and must not have substitute.

Strategies for HRD Success

The second question given above pertains to the way the HRD professionals need to process and promote learning to achieve their target of optimal learning or sustainable competitive advantage through enhancing the learning capacity or capability of human resource. In the words of 2007 Strategic Review their challenge is to fill "the gap between current staff competences and the desired staff competency profile (p.51)." Filling this gap has a high demand on the HRD professionals. To meet this demand following strategies can be effective.

Reciprocal Learning

Human societies have made economic and social progress with the help of learning and development of knowledge which were acquired through information sharing process. Although the knowledge increases with sharing, yet it stays in individual and collective subconscious of human beings which is commonly known as tacit knowledge. Human beings retrieve and utilize this knowledge unconsciously in their routine and skill-based tasks. According to Held (2012) employees generate the knowledge on reciprocal basis. But the knowledge produced thus does not aggregate itself to the level of the organization. Within the organizations, groups are founded where employees share their understanding, interpretations, attitudes and knowledge. This process leads to group level learning. The knowledge that thus comes into existence within these groups becomes institutionalized as an organizational product. For the sake of learning and knowledge generation employees should be able to interact and work independently in different compartments of the organization. On the other hand the organization should utilize the learning capacity of its employees. It should rather make goals and structures obvious and enhance the culture of sharing to develop a culture of learning. In line with Held, Harrison & Kessels (2003) say that envisaging the importance of partnership process, now more attention is being directed to ways how workplace communities can be brought together and make them share organizational purpose while keeping intact the unique self-regulating characteristics which are very dear to individuals and so powerful in driving the knowledge process. It follows from this position that in a knowledge-creating organization focus should be more on finding new ways to make people think creatively and feed their thoughts back into the organization as compared to developing systems to control learning or to manage knowledge. Further, focus should be on to provide the skills and support systems that are required to manage the projects that emerge from that creativity.

Continued Learning

The 21st century is an age when things are happening and developments are taking place on fast-track basis on account of exceeded interconnectivity and global economy. It means the current age is a dynamic age and the workers of this age need to update their learning as the life go forward.

Anonymous (n.d.) emphasizes the continued learning for the purpose of updating people about the latest technology, skills, etc. This type of learning can generate high skilled and flexible workers and managers; career development opportunities; employment and retaining opportunities; and promoting creativity and technological development within the workforce. In view of this type of needs, the HRD professionals should try to cause continued learning.

Training and Development
Employees' training and development is generally required when some changes occur in the way of doing things on account of technology or organizational developments. And the purpose of training is to enhance employees' performance and productivity. According to Duke & Udono (2012) training generally pertains to "upgrading, re-tooling and skills-optimization activities... Training and development usually come in the form of orientation, skills training and executive development... This activity has implications, not just for raising employees' skills levels, but also for increasing their motivation – a factor that is critical for job satisfaction, productivity and long term commitment to the organization (p.160)." Seeing the importance of training, the professional develop training programmes and provide for the human resource on continuous basis. However, they should understand that the success of a training activity depends on this condition that the learning occurred in training can be transferred to the job situation or newly gained skills are put into use.

Perceptions, Attitudes and Behaviours of Employees
In respect of the success of an organization which in its turn becomes possible only through positive perceptions, attitudes and behaviours of the employees. According to peters (2007) in connection with the employees' performance, their perceptions are important because they are thought to precede individual behavioural reactions which are the most direct reaction to HR practices. It is also important to note that employee's perception is the result of the learning the employee does. Held (2012) also emphasizes that it is very important to consider employees' perception. Employees' positive perception about HR practices will ultimately cause improved performance. There are three sorts of HR practices: (1) the intended HR practices, (2) implemented HR practices, and (3) perceived practices. It is required to understand how HR practices are implemented in the light of the intentions of the organizations while incorporating the employees' perceptions. Here the point is that that employees perceive about the opportunities for learning in a different manner as compared to the approach of a manager. However, managers can promote the learning of their employees through shaping a work situation and rewards. Now the question is how attitudes, that may prove restraints in the path of performance, can be changed. Hase & Davis (1999) inform us about the way attitudes can be changed. They say that for changing attitudes first changes should be made in behaviour. And this can be done successfully through work activity and pre-start meetings.

Incidental Learning
Anonymous (n.d.) says that learning at work is usual but incidental learning is which occurs during the performance of tasks. Various new facts and theories emerge when the workers are engaged in their work. This emergence provide chance to learn new things and this learning adds to the motivation of workers. However, chances of this type of learning are very few according to Harrison & Kessels (2003) in workplaces where technology is being used increasingly. In the absence such chances, motivation to learn new tasks, develop new work behaviours and master new work practices is a great requirement. The problem of less motivation can arise because technology cannot build the required motivation. In this situation HRD experts should come forward and try to promote productive social interaction in and across teams.

Conducive Work Environment

Conducive work environment is an atmosphere that is quite essential for realizing effective performance in business organizations. Building and sustaining knowledge-productive enviroment demands expertise and credibility from HRD professionals. According to Harrison & Kessels (2003) for the purpose of producing positive environment, professionals require to master strategizing, organizing and HRD processes supportive for innovative organizational forms. Through these skills they can create among employees the interacting type of competencies, i.e., strategic capability, flexibility and learning orientation.

Learning Capacity/Capability

Co-occurring of knowledge economy and globalization has led HRD scholars to the conclusion that innovation and flexibility instead of efficiency are the main drivers of value and competitive advantage can be achieved through capability to adapt to and meet unfamiliar challenges by producing and applying new knowledge to continuous improvement. Harrison & Kessels (2003) make it clear that "In an economic environment where knowledge is becoming the main organizational currency, firms must be able to learn fast, respond to recurrent unfamiliar challenges, and ensure that their workers can construct and share strategically valuable knowledge as well as acquire technical and interactive skill (P.1)." In short, in the current turbulent times the thing which is required is learning capacity or capability. According to Held (2012) the learning capacity is the form of superior or enhanced learning that should be installed at the individual, group and organizational level. This capacity enhances the employee's knowledge/awareness regarding how to learn. Hase & Davis (1999) call this learning capacity 'Capability' and says that capable people know how to learn; they are creative; have a high degree of self-efficacy; can apply competencies in new as well as familiar situations; and work well with others. Further, these researchers differentiate between competency and capability saying competency pertains to the acquisition of knowledge and skills and is an essential ingredient of being capable, whereas capability is a holistic attribute. As capable people possess 'all round' capacity, they are more likely to be able to effectively handle the critical circumstances when they face them in workplaces. In the light of the views given above it is recommended that the HRD professionals orient and enable their human resource to produce and apply knowledge.

Transference

Acquiring knowledge is one thing and its application is another thing. A general drawback of training programs in performance paradigm is that information is given to the participants; they remember it but cannot use it in new environments. The thing they actually require is the ability of transfer. Explaining the concept of transference, Westover (2008) says "Transference refers to one's ability to use the information and skills attained through training in a new environment, ideally the work environment (p. 6)." Certain factors can increase the likelihood of transference. Particularly, association and similarity are more prominent. For example, trainees can associate newly received information with something already in their minds or if they receive information that is similar to their previous information, more transference will occur.

Knowledge Competencies

In business organizations, workers need to perform many activities. For the performance of such activities they require some procedural or regulative knowledge which can be called as knowledge competencies. This type of knowledge is generally acquired through formal education, training and experience. Lindner (2001) elaborates this concept saying, "Some human resource management knowledge, such as constructing a Markov Matrix, would almost always be acquired through formal education. Other knowledge, such as conducting an interview may be acquired through training and life experiences (P.342)." It is necessary that employees acquired knowledge

of human resource policies and practices e.g., laws and regulations to perform HRM activities. For the effective performance of HRM activities, HRD professionals should supply this kind of knowledge to their employees.

Conclusion

This study is conceptual and non-empirical. This is its main limitation. There is a need for further empirical study so that approach suggested in the paper can gain an established effect. Further, since the things stated in the paper are essentially recommendary in nature and in no way prescriptive, other complementary information gleaned conceptually or empirically will be useful. It is recommended that strategies, to realize optimal performance, suggested in this paper be empirically tested for their effect in a context of an organization.

In the present day world where things are changing rapidly and new developments are taking place in an uncertain manner; where people require decent employment and societies require peace and development, the human resource needs be developed and utilized in a very efficient manner. For this purposes various approaches have been employed so far. Particularly, performance paradigm and learning paradigm are worthy of note. However, both these paradigms have not succeeded in providing the complete answer to the question how optimal performance can be ensured. The researcher has the view that these paradigms are complementary to each other and the problem of optimal performance would not be solved by sticking to one of the two. Rather, learning paradigm need be restructured to incorporate a number of strategies following which it may become possible to process and promote learning to realize the optimal learning which in its turn generate possibilities for firms to attain the position of sustainable competitive advantage.

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