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Leveraging Knowledge Management Practices to Enhance Organizational Learning Capability

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Abstract: As the nature of the new knowledge-driven economy shifts to a greater reliance on knowledge management practices to enhance learning opportunities and maintain competitive advantage, organizations are increasingly turning to effective knowledge management practices as the means to achieve their learning capacities and continue to gain competitive advantage. This paper explores how Knowledge Management Practices (KMP) affect Organizational Learning Capability (OLC) and how Knowledge Sharing (KS) and Absorptive Capacity (AC) serve as mediating variables in this context, in the context of Bangladeshi firms. Based on the re-source-based perspective and absorptive capacity theory, a conceptual model was formulated and empirically tested using data gathered on 385 respondents in manufacturing, service and knowledge-based sectors. In the study, the relationships between the constructs are analyzed by implementing Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS. The results suggest that structured knowledge processes positively and significantly impact organizational learning. Moreover, KMP plays a significant role in advancing internal knowledge sharing and external knowledge acquisition as it has a significant impact on both KS and AC. It is also revealed that both KS and AC have significant positive influence on OLC thus are important drivers of learning ability. It means that the effectiveness of the knowledge management practices is mostly carried over through these means. It is worth noting that the mediating effect of absorptive capacity is stronger, and the need to integrate external knowledge in facilitating organizational learning is therefore important. This research adds value to the existing body of literature in that it presents a concise framework that explains the effects of knowledge management practices on organizational learning via various knowledge processes. It also builds upon current research as it provides empirical data in a developing country setting. In a practical sense, the implications of the findings are that organizations need to invest in knowledge infrastructure, promote the culture of knowledge-sharing, and enhance the absorptive capacity, to enhance learning outcomes and the overall organizational performance.

Keywords: Knowledge Management Practices; Organizational Learning Capability; Knowledge Sharing; Absorptive Capacity; PLS-SEM; Bangladesh; Knowledge-Based View; Organizational Performance

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1. Introduction

Organizations in the modern knowledge-based economy are progressively depending on non-tangible resources like knowledge, expertise and learning abilities as a means of generating sustainable competitive advantage. Knowledge Management Practices (KMP) have become a strategic process by which companies can systematically create, store, share and apply knowledge in an effort to promote organizational performance and adaptability. These are especially important in those environments where rapid technological change and intense competition are characteristic, the capacity to effectively leverage the knowledge base is a critical determinant of long-term success. Previous research notes that the knowledge management capabilities play a significant role in organizational processes

through the enhancement of knowledge flow and easing decision-making (Liao and Wu, 2010; Tseng and Lee, 2014). Additionally, the process of bringing knowledge resources to organizational practices leads to increased efficiency and continuous improvement, which contributes to higher competitiveness in general (Bharadwaj et al., 2015; Wu and Chen, 2014).

As far as Bangladesh is concerned, knowledge management has increasingly become significant with the rapid economic change of the country. Knowledge-based operations are also becoming increasingly the preferred mode of operation by sectors such as manufacturing, services, and information technology, which necessitates firms to establish robust learning capabilities. Nevertheless, there are structural and cultural barriers that impede effective knowledge utilization, including limited technological infra-structure, weak knowledge sharing practices, and hierarchical organizational structures, persist in many organizations in Bangladesh. Such obstacles limit the creation of Organizational Learning Capabilities (OLC) critical to the creation of innovation and the ability to adapt. Current studies hint at the fact that companies successful in managing knowledge resources are more likely to improve the learning process and achieve high performance results (Dahou et al., 2019; Ngah et al., 2016). Moreover, the evolution of learning capabilities enables firms to be responsive to changes in the environment and maintain a competitive edge (Migdabi et al., 2021).

The connection between knowledge management and organizational learning has been a topic that has received a lot of coverage in the literature, and has focused on the role of knowledge process-es in promoting learning-oriented organizations. Knowledge management practices facilitate the process of acquiring, disseminating, and applying knowledge, thus, enhancing organizational learning processes (Pérez Lopez et al., 2004; Wahda, 2017). Specifically, it has been observed that knowledge sharing is a major driving factor of organizational learning as it allows the transfer of tacit and explicit knowledge between and among individuals and departments, creating a shared understanding and innovation (Yang, 2007; Swift and Hwang, 2013). Moreover, the role of absorptive capacity in this relationship is paramount in enhancing the ability of an organization to recognize, assimilate and exploit external knowledge, which is central to learning and adaptation (Sun and Anderson, 2010; Vera et al., 2012). All of these mechanisms contribute to the development of building dynamic capabilities that can help organizations be competitive within the dynamic markets (Tseng and Lee, 2014; Jia et al., 2024).

Although the body of research is substantive, there are a number of gaps that are evident in the available literature. To begin with, the majority of the empirical research on knowledge management and organizational learning has been undertaken in developed economies with little emphasis on the developing economies like Bangladesh. This restricts the generalizability of results because institutional, cultural and technological variations can affect the efficacy of knowledge management practices. Second, whereas past researchers have attributed a direct relationship between knowledge management and organizational learning, there has been little research done on the underlying mechanisms that explain this relationship. Despite some studies looking at mediating roles of innovation and organizational culture (Obeso et al., 2020; Lam et al., 2021), the combined mediating effects of knowledge sharing and absorptive capacity have not been well studied. Third, there is a deficit of integrated frameworks that, at the same time, consider several knowledge-related constructs in explaining the capability of organizational learning, in particular, in the context of emerging markets (Attia and Essam Eldin, 2018; Noruzy et al., 2013).

In an attempt to fill these gaps, the current study will seek to examine the effects of Knowledge Management Practices on Organizational Learning Capabilities in the context of Bangladeshi firms with a special focus on the mediating roles played by Knowledge Sharing and Absorptive Capacity. The study aims to accomplish several key objectives: (i) to examine the direct impact of KMP on OLC, (ii) to analyze the impact of KMP on knowledge sharing and absorptive capacity and (iii) to evaluate the mediating effect of these variables. With an extensive framework, the present study will contribute to a better understanding

of the translation of knowledge management practices into improved learning abilities within organizations (Rashid and Rasheed, 2026; Soltani et al., 2019).

The research has a number of significant contributions both to theory and practice. In theory, it builds on the knowledge management and organizational learning literature by integrating several perspectives, such as the resource-based view and the absorptive capacity theory, in explaining the mechanisms connecting KMP and OLC. It further adds to the growing literature on dynamic capabilities by illustrating how the processes of knowledge help organizations to adapt and innovate in changing environments. The study has empirical evidence based on Bangladesh; therefore, addresses the geographical gap in the current literature and enhances the external validity of theoretical models. Practically, the findings are very insightful to the managers and the policymakers by highlighting the need to promote knowledge-sharing cultures and enhancing absorptive capacity to improve organizational learning and performance.

2. Literature Review

Knowledge Management Practices (KMP) have long been established as a fundamental force behind organizational effectiveness, especially in settings where knowledge is intensively needed. KMP entails activities that touch on knowledge acquisition, storage, sharing, and application, which ultimately improve the processes and decision-making in an organization. The earlier research indicates that organizations that possess high capabilities of knowledge management are in a better position to access intellectual resources and lead to better performance outcomes (Bharadwaj et al., 2015; Tseng and Lee, 2014). Additionally, KMP helps to convert personal knowledge into organizational resources, which helps to enhance the learning processes and innovation capabilities (Liao and Wu, 2010; Wu and Chen, 2014). In emerging economies, when companies are still developing both in terms of technology and managerial skills, the role of KMP becomes more critical than ever in promoting sustainable growth and competitiveness (Dahou et al., 2019; Ngah et al., 2016).

Organizational Learning Capability (OLC) is defined as an organizational capability to acquire, interpret, and respond to information in a manner that facilitates development of knowledge base and flexibility. The correlation between KMP and OLC has been widely studied with indications suggesting that good knowledge management practices directly lead to the establishment of learning capabilities. KMP promotes lifelong learning as it facilitates the transmission of knowledge across organizational units and encourages a culture of knowledge exchange (Pérez López et al., 2004; Wahda, 2017). Furthermore, the better companies manage knowledge, the more they are able to adjust to environmental factors and enhance their innovation results (Migdadi, 2019; Ferreira et al., 2021).

Empirical research has shown that knowledge management capabilities are essential in enhancing organizational learning as the capabilities provide the necessary infrastructure and processes that facilitate the utilization of knowledge (Attia and Essam Eldin, 2018; Obeso et al., 2020). This is especially applicable in the emerging economies where the firms must build learning capacities to enable them to compete in the global markets. As such, hypothesis is that:

H1: Knowledge Management Practices positively and significantly impact the Organizational Learning Capability.

Knowledge sharing is an important aspect of knowledge management and it is at the core of knowledge management and facilitating learning in organizations. It is the sharing of information, skills and expertise between individuals and teams within an organization. Effective KMP brings about an environment that promotes knowledge sharing by establishing formal systems and informal networks to exchange knowledge (Yang, 2007; Swift and Hwang, 2013). Moreover, the support of organizational culture, trust, and leadership are critical elements that can affect the level of effectiveness of knowledge-sharing practices (Kim and Park, 2020; Yang and Chen, 2007).

It has been shown that knowledge management practices can greatly improve the knowledge-sharing behavior by providing the required technological infrastructure and organizational support (Lam et al., 2021; Soltani et al., 2019). KMP, in the context of de-developing countries, where knowledge silos and barriers to communication are rampant, can become an essential tool in breaking these barriers and facilitating collaborative learning. Thus, the hypothesis below is suggested:

H 2: The positive and significant impact of Knowledge Management Practices on Knowledge Sharing is positive.

The concept of knowledge sharing is largely seen as one of the major processes by which organizational learning takes place. Organizations can promote group knowledge, and increase problem solving skills by enabling employees to share what they have learned. The knowledge sharing allows the sharing of tacit and explicit knowledge, which is necessary in the development of organizational learning capabilities (Yang, 2007; Swift and Hwang, 2013). In addition, companies that encourage knowledge sharing have increased chances of developing a culture of lifelong learning and innovation.

Empirical evidence indicates that knowledge sharing plays an important role in organizational learning by increasing the level of knowledge integration and utilization (Pérez Lopez et al., 2004; Wahda, 2017). It also enhances organizational effectiveness by empowering firms to capitalize on the diverse sources of knowledge and respond more efficiently to changes in the environment (Ngah et al., 2016; Obeso et al., 2020). Thus, it is hypothesized that:

H3: Knowledge Sharing positively and significantly influences Organizational Learning Capability.

Absorptive capacity is the capacity of an organization to realize the worth of external knowledge, absorb it and use it in commercial activities. It is an essential ability that allows organizations to handle the transformation of the environment and use external knowledge as an innovative and developmental factor. KMP is important in increasing the absorptive capacity by providing the required processes and systems of knowledge acquisition and utilization (Sun and Anderson, 2010; Vera et al., 2012).

Research has indicated that organizations that have good knowledge management practices are better placed to develop absorptive capacity as they can effectively interconnect internal and external knowledge (Jia et al., 2024; Tseng and Lee, 2014). In the emerging economies where access to external knowledge is critical in technological development, the importance of absorptive capacity becomes even greater. Hence, the hypothesis below is put forward:

H4: Knowledge Management Practices positively and significantly influence Absorptive Capacity.

Organizational learning capability is directly associated with absorptive capacity because it helps firms to gain and apply new knowledge to achieve its goals. High absorptive capacity enables organizations to learn more about outside sources and use the new knowledge to their operations. This improves their innovation and capacity to adjust to the changing market conditions (Sun and Anderson, 2010; Vera et al., 2012).

Empirical studies suggest that organizational learning heavily depends on absorptive capacity to enhance the knowledge assimilation and application process (Jia et al., 2024; Migdadi, 2019). It also enhances dynamic capabilities, which enable organ organizations to react effectively to environmental changes and thus gain competitive advantage (Ferreira et al., 2021; Rashid and Rasheed, 2026). Thus, it is conjectured that:

H5: There is a positive and significant impact of the Absorptive Capacity on the Organizational Learning Capability.

Although KMP does have a direct effect on organizational learning capability, this effect is-so frequently mediated through underlying processes such as knowledge sharing and absorptive capacity. Knowledge sharing serves as an interface through which knowledge is shared across the organization and thus improve the learning processes (Yang, 2007; Swift and Hwang, 2013). On the same note, the absorptive capacity helps

organizations to effectively utilize internal and external knowledge, which enhances learning out-comes (Sun and Anderson, 2010; Vera et al., 2012).

Past research has indicated the mediating impact of knowledge-related processes in the connection between knowledge management and organizational out-comes (Obeso et al., 2020; Wahda, 2017). A combination of the mediating effects of knowledge sharing and absorptive capacity is however not well explored especially in the contexts of developing countries. Thus, the hypotheses below are put forward:

H6: Knowledge Sharing is a mediator between Knowledge Manage-ment Practices and Organizational Learning Capability.

H7: Absorptive Capacity mediates the relationship between Knowledge Management Practices and Organizational Learning Capability.

3. Methodology

The paper follows a quantitative research design to address the research questions as to whether Knowledge Management Practices (KMP) influence Organizational Learning Capability (OLC) and the mediating role of Knowledge Sharing (KS) and Absorptive Capacity (AC) in Bangladeshi firms. The methodological approach is based on the idea of positivism which is focused on objective measures and statistical analysis to test the relationships proposed by the hypothesis. The type of data gathered through a cross-sectional survey strategy was used to collect data on the attitudes of employees and managers working in different industries towards the knowledge management and learning process in organizations. The survey-based research is also consistent with previous studies which explored the relationships between knowledge management and organizational learning (Bharadwaj et al., 2015; Obeso et al., 2020).

Data to be used in this study were gathered among the employees working in manufacturing, service and knowledge intensive sectors within Bangladesh. Structured questionnaire was designed and administered through online and offline means to cover and reach a larger number of people. The target respondents were middle level managers, executives and professionals who are directly engaged in knowledge related activities within their organizations. These respondents were deemed to be suitable since they have some pertinent evidence regarding knowledge management practices and organizational learning processes.

Four hundred and twenty questionnaires were sent, of which three hundred and ninety-eight were returned. Subsequently, after filtering out unfinished and inconsistent responses, 385 valid responses were retained to be analyzed finally which gave a response rate of about 91.7 percent. The sample size is adequate with the recommended level of statistical power and reliability of findings in Structural Equation Modeling (SEM) analysis. According to prior research, SEM requires a sample size of more than 200, especially in cases of Partial Least Squares (PLS) techniques (Hair et al., 2019; Tseng and Lee, 2014). The respondents were sampled using a purposive sampling method where those respondents with the relevant experience and knowledge of organizational processes were used as the respondents. The approach is suitable to those studies that have specific organizational phenomena as the subject of their study, including knowledge management and learning capabilities (Ngah et al., 2016; Dahou et al., 2019). The variation of respondents in industries increases the generalizability of the findings in the Bangladeshi setting.

Multi-item scales based on the literature that have been modified to make them multi-item scales were used to measure all constructs of the current study to ensure validity and reliability. The questionnaire was divided into two major parts, namely, demographic details and construct measurement questions. The perceptions of respondents were captured using a five-point Likert scale where 1 (strongly disagree) was used as the base. Items measuring Knowledge Management Practices (KMP) included items pertaining to knowledge acquisition, storage, sharing and application. These measures were based on the previous studies that note the importance of knowledge processes in the performance of an organization (Liao and Wu, 2010; Tseng and Lee, 2014). The knowledge

Sharing (KS) was assessed by using the items that capture the level of information sharing, collaboration and communication between employees based on existing scales in the literature (Yang, 2007; Swift and Hwang, 2013).

The Absorptive Capacity (AC) was determined by the items that demonstrate the capacity of an organization to acquire, assimilate, and apply external knowledge. These measures were based on the studies that focused on the absorptive capacity and the organizational learning (Sun and Anderson, 2010; Vera et al., 2012). The measure of the Organizational Learning Capability (OLC) was based on the items that were related to continuous learning, knowledge integration, and adaptability, which were based on previous studies on learning organizations (Migdabi, 2019; Ferreira et al., 2021). Content validity is ensured through the use of pre-existing measurement scales, and it is also possible to compare with past investigations. Also, a pilot test was organized with a limited number of respondents to fine-tune the questionnaire and ensure that the items are relevant and clear.

The analysis of the data and testing the hypotheses proposed are conducted with the help of SmartPLS software which applies the Partial Least Squares Structural Equation Modeling (PLS-SEM) to the data. PLS-SEM is mostly applicable in exploratory and predictive studies, and in complex models with many constructs and mediation effects. It is also appropriate studies with much smaller sample sizes and data distributions that are not normal (Hair et al., 2019; Henseler et al., 2015). Two phases of analysis were carried out: measurement model analysis and structural model analysis. The measurement model measures the reliability and validity of the constructs and the structural model measures the hypothesized relationships among the variables. This is a two-step procedure that is commonly suggested in research on SEM to guarantee the soundness of the outcomes (Hair et al., 2019; Tseng and Lee, 2014).

Some of the criteria that were used to evaluate the measurement model include reliability, convergent validity, and discriminant validity. The reliability was measured in terms of Cronbach alpha and Composite Reliability (CR) with values above 0.70 being acceptable internal consistency. Factor loadings and Average Variance Extracted (AVE) were used to analyse convergent validity where factor loadings greater than 0.70 and a value of Average Variance Extracted (AVE) greater than 0.50 are used to determine that the constructs are sufficiently explaining the variance of its indicators. To evaluate discriminant validity the Fornell-Larker criterion and the Heterotrait-Monotrait (HTMT) ratio were used. The square root of AVE of every construct as per the Fornell-Larker criterion is supposed to be larger than the correlations of the construct with the other constructs. Also, the values of HTMT that are smaller than 0.85 suggest satisfactory discriminant validity. These criteria will make sure that the constructs are different and measure various theoretical concepts (Henseler et al., 2015; Hair et al., 2019).

The structural model was analyzed in terms of the path coefficients, the level of significance, the coefficient of determination (R^2) and the level of predictive relevance (Q^2). Path coefficients show how strong and in what direction relationships among con-structs are. The significance of path coefficients was tested in terms of a bootstrapping procedure with 5,000 resamples. The p-value of less than 0.05 was taken to be statistically significant. The R 2 values were taken to determine the explanatory power of the model and the higher the values, the greater the variance that it explains in the dependent variables. The effect size (f^2) was computed to understand the contribution of each independent variable towards the model with values of 0.02, 0.15 and 0.35 representing small, medium and large effects respectively. The blindfolding procedure was used to assess predictive relevance (Q^2) and a value above zero would indicate that the model has predictive power (Hair et al., 2019; Henseler et al., 2015). SmartPLS-specific indices (such as Standardized Root Mean Square Residual (SRMR)) and Normed Fit Index (NFI) were used to evaluate the model fit. When the values of SRMR are below 0.08 and NFI values are above 0.90, it can be considered that the model fits well. Other measures like d ULS, d G measures were also studied to ensure that the model is adequate.

The research follows very high ethical principles in the research process. The participation was voluntary and the respondents were made aware of the purpose and objectives of the study before filling in the questionnaire. Anonymity and Confidentiality of responses were guaranteed and no personal or organizational identities were revealed. Data obtained were not to be misused but the researcher guaranteed the respondents that the information they provided would not be used against them.

4. Results

The demographic features of the respondents of the Bangla-deshi organizations are given in Table 1. The sample size is represented with 385 valid responses that offer a wide sample across gender, age, education, sector, and work experience. The gender distribution shows that 58.7% of the respondents are male, 41.3% are female, which means that there is a relatively equal participation of respondents, but male respondents somewhat dominate. This is also in line with the workforce trends in most developing economies where male participation is still relatively higher in managerial and technical positions.

Regarding age, most respondents (43.6) belong to the age group of 2635, then 22.9 below 25 years and 22.6 between 36-45 years. Only 10.9% are above 45 years. This implies that the sample is largely constituted by young and mid-career professionals who are usually more exposed to knowledge-intensive work and digital systems. In terms of educational qualification, a large proportion of respondents are graduate degree holders (46.8%), then undergraduate (30.6%), and postgraduate (22.6%) degree holders, indicating that the respondents are well educated and can understand and implement knowledge management practices. The distribution by sector indicates that 44.7% of the respondents belong to the manufacturing sector, 31.4% are in the services sector and 23.9% are in the IT and knowledge-driven industry. Such diversity increases the generalizability of the results on other industries. Lastly based on the work experience, most of the respondents (44.4) have 3-7 years of experience, and 28.6 respondents have over 7 years of experience and 27.0 respondents have less than 3 years of experience. In general, the demographic picture implies that the data is gathered in a corresponding and experienced group of professionals, which is appropriate in investigating the dynamics of knowledge management and organizational learning.

Table 1. Demographic Profile of Respondents (N = 385)

Variable	Category	Frequency	Percentage (%)
Gender	Male	226	58.7
	Female	159	41.3
Age	Below 25	88	22.9
	26–35	168	43.6
	36–45	87	22.6
	Above 45	42	10.9
Education	Undergraduate	118	30.6
	Graduate	180	46.8
	Postgraduate	87	22.6
Sector	Manufacturing	172	44.7
	Service	121	31.4
	IT/Knowledge-based	92	23.9
Experience	< 3 years	104	27.0
	3–7 years	171	44.4
	> 7 years	110	28.6

Table 2 presents the factor loadings of all measurement items. The results indicate that all item loadings exceed the recommended threshold of 0.70, ranging from 0.84 to 0.91. Specifically, Knowledge Management Practices (KMP) items range from 0.84 to 0.89,

Knowledge Sharing (KS) from 0.85 to 0.88, Absorptive Capacity (AC) from 0.86 to 0.90, and Organizational Learning Capability (OLC) from 0.87 to 0.91. These high factor loadings confirm that each indicator strongly represents its respective construct, thereby establishing indicator reliability. The absence of low-loading items indicates that all measurement items are well aligned with their theoretical constructs, and no item removal was necessary. This supports the robustness of the measurement model and ensures that the constructs are measured accurately.

Table 2. Factor Loadings

Construct	Item Code	Loading
KMP	KMP1	0.84
	KMP2	0.87
	KMP3	0.89
	KMP4	0.86
KS	KS1	0.85
	KS2	0.88
	KS3	0.86
AC	AC1	0.86
	AC2	0.90
	AC3	0.88
OLC	OLC1	0.89
	OLC2	0.91
	OLC3	0.88
	OLC4	0.87

The outcome of the analysis of reliability and convergent validity is reported in Table 3. The alpha values of all constructs are between 0.871 and 0.903, which exceeds the minimum value of alpha (0.70), which shows high internal consistency. Likewise, Compo-site Reliability (CR) values are between 0.911 and 0.932, which once again attests to the reliability of the constructs. The measure of convergent validity is determined by the use of Average Velocity Extracted (AVE), and the values are ranging between 0.755 and 0.803. Because all AVE values are greater than the rec-recommended value of 0.50, it means that each construct accounts more than half of the variance of its indicators. These findings confirm that the measurement model has acceptable reliability and convergent validity, and that the con-structs are reliable and conceptually valid.

Table 3: Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	AVE
KMP	0.892	0.925	0.755
KS	0.871	0.911	0.773
AC	0.884	0.919	0.791
OLC	0.903	0.932	0.803

Discriminant validity is evaluated using the Fornell–Larcker criterion (Table 4) and the HTMT ratio (Table 5). In Table 4, the square root of AVE for each construct (diagonal values) is greater than its correlations with other constructs. For instance, the square root of AVE for OLC is 0.896, which is higher than its correlations with KMP (0.735), KS (0.768), and AC (0.782). This confirms that each construct is distinct from others.

Table 4: Fornell–Larcker Criterion

Construct	KMP	KS	AC	OLC
KMP	0.869			

KS	0.652	0.879		
AC	0.671	0.712	0.889	
OLC	0.735	0.768	0.782	0.896

Additionally, Table 5 shows that all HTMT values are below the threshold of 0.85, ranging from 0.752 to 0.862. Although the HTMT value between AC and OLC (0.862) is slightly close to the threshold, it still remains within acceptable limits. These findings collectively confirm that discriminant validity is established, indicating that the constructs measure different theoretical concepts without significant overlap.

Table 5: HTMT Ratio

Construct	KMP	KS	AC	OLC
KMP	—			
KS	0.752	—		
AC	0.774	0.811	—	
OLC	0.826	0.847	0.862	—

Table 6 presents the model fit indices based on SmartPLS results. The Standardized Root Mean Square Residual (SRMR) value is 0.054, which is well below the recommended threshold of 0.08, indicating an excellent model fit. The Normed Fit Index (NFI) value of 0.921 exceeds the threshold of 0.90, suggesting a strong fit between the proposed model and the observed data. Furthermore, the discrepancy measures d_ULS (0.801) and d_G (0.617) fall within acceptable ranges, indicating that the model does not exhibit significant discrepancies between empirical and theoretical covariance matrices. Overall, these results confirm that the model demonstrates a good fit and is suitable for further structural analysis.

Table 6: Model Fit

Fit Indicator	Value	Threshold	Interpretation
SRMR	0.054	< 0.08	Excellent Fit
NFI	0.921	≥ 0.90	Good Fit
d_ULS	0.801	Acceptable	Good
d_G	0.617	Acceptable	Good

Table 7 presents the R^2 and Q^2 values for endogenous constructs. The R^2 value for Knowledge Sharing (KS) is 0.425, indicating that 42.5% of its variance is explained by Knowledge Management Practices. Similarly, Absorptive Capacity (AC) has an R^2 value of 0.468, suggesting moderate explanatory power. Organizational Learning Capability (OLC) has an R^2 value of 0.624, indicating that 62.4% of its variance is explained by KMP, KS, and AC, which reflects strong explanatory power. The Q^2 values for KS (0.298), AC (0.327), and OLC (0.441) are all greater than zero, confirming that the model has strong predictive relevance. These findings indicate that the model not only explains the relationships among variables but also possesses predictive capability, enhancing its robustness.

Table 7: R^2 and Q^2

Variable	R^2	Q^2	Interpretation
KS	0.425	0.298	Moderate
AC	0.468	0.327	Moderate
OLC	0.624	0.441	Strong

Table 8 presents the results of hypothesis testing through path analysis. The direct effect of Knowledge Management Practices on Organizational Learning Capability (H1) is positive and significant ($\beta = 0.241$, $p < 0.001$), supporting the hypothesis that KMP enhances organizational learning. Similarly, KMP has a strong positive effect on Knowledge Sharing (H2: $\beta = 0.652$, $p < 0.001$) and Absorptive Capacity (H4: $\beta = 0.684$, $p < 0.001$), indicating that effective knowledge management significantly promotes both knowledge exchange and knowledge absorption. Furthermore, Knowledge Sharing has a significant positive effect on OLC (H3: $\beta = 0.318$, $p < 0.001$), suggesting that the exchange of knowledge among employees enhances organizational learning processes. Absorptive Capacity also significantly influences OLC (H5: $\beta = 0.436$, $p < 0.001$), indicating that the ability to assimilate and apply knowledge contributes to learning capability.

Table 8: Path Analysis

Hypothesis	Path	β	t-value	p-value	Result
H1	KMP → OLC	0.241	4.338	0.000	Supported
H2	KMP → KS	0.652	12.884	0.000	Supported
H3	KS → OLC	0.318	5.762	0.000	Supported
H4	KMP → AC	0.684	13.542	0.000	Supported
H5	AC → OLC	0.436	8.105	0.000	Supported

Table 9 presents the mediation analysis results. The indirect effect of KMP on OLC through Knowledge Sharing ($\beta = 0.207$, $p < 0.001$) is significant, indicating that knowledge sharing partially mediates this relationship. Similarly, Absorptive Capacity also mediates the relationship between KMP and OLC ($\beta = 0.298$, $p < 0.001$), with a stronger mediation effect compared to knowledge sharing. Since both direct and indirect effects are significant, the results confirm partial mediation in both cases. This implies that while KMP directly influences organizational learning capability, a substantial portion of its impact is transmitted through knowledge sharing and absorptive capacity. These findings highlight the importance of intermediate mechanisms in explaining how knowledge management practices translate into enhanced learning capabilities.

Table 9: Mediation Effects

Path	Effect Type	β	t-value	p-value	Result
KMP → KS → OLC	Indirect	0.207	4.221	0.000	Partial Mediation
KMP → AC → OLC	Indirect	0.298	5.437	0.000	Partial Mediation

5. Discussion

The major aim of the study was to investigate the effects of Knowledge Management Practices (KMP) on Organizational Learning Capability (OLC), and the mediating roles of Knowledge Sharing (KS) and Absorptive Capacity (AC) in the context of Bangladeshi organizations. The results are highly empirical evidence to support the proposed model and make valuable theoretical and practical contributions to the understanding of how knowledge-based processes contribute to organizational learning. Each and every hypothesis of relationships were found to be significant, which means that the conceptual framework is robust.

The findings confirm that there is a positive direct effect on Organizational Learning Capability and this effect is direct and significant (H1). This observation suggests that those organizations that have a systematic approach to managing knowledge resources are in a better position of developing learning capabilities. Effective KMP allows companies to capture, store and utilize knowledge to create an environment that supports continuous learning and adaptation. This finding is consistent with previous research that

stresses that knowledge management is a source of organizational learning through the facilitation of knowledge integration and use (Liao and Wu, 2010; Tseng and Lee, 2014). Moreover, it helps to argue that organizations with well-established knowledge infrastructures are better positioned to react to the dynamic changes in the environment and improve the results of innovation (Migdabi, 2019; Ferreira et al., 2021). The discovery within the Bangla-deshi context underscores the need to formalize the processes of knowledge to enhance the organizational learning systems.

Another important finding of the study is that there is strong and significant relationship between KMP and Knowledge Sharing (H2), which implies that knowledge management practices are very significant in encouraging knowledge sharing in organizations. This implies that employees are likely to disseminate information, cooperate, and add to the group learning when organizations develop formal knowledge management systems. This result is in line with previous studies which prove that knowledge management practices enable communication and lessen the knowledge silo within organizations (Yang, 2007; Swift and Hwang, 2013). Also, a supportive organizational culture and leadership are important in the creation of a knowledge-sharing environment since it helps to encourage trust and openness among employees (Kim and Park, 2020; Lam et al., 2021). The encouragement of the knowledge-sharing behavior in Bangladesh, where hierarchical structures tend to curtail knowledge flow, can play a significant role in improving organizational effectiveness.

The positive and significant impact of Knowledge Sharing on Organizational Learning Capability (H3) further reinforces the importance of knowledge exchange as a key driver of learning. This observation implies that those organizations that promote knowledge sharing are better placed to build robust learning capacities, as the employees can tap into a wide range of views and experience. Knowledge sharing not only enables transferring tacit knowledge but also sharing explicit knowledge which is essential in organizational learning (Yang, 2007; Wahda, 2017). The studies also prove this, as they claim that sharing knowledge helps to increase the capability of solving problems, as well as becoming more innovative (Ngah et al., 2016; Obeso et al., 2020). In Bangladeshi scenario, a culture of cooperation and free flow of information can go a long way in enhancing organizational learning results.

The results also indicate that Knowledge Management Practices positively influence Absorptive Capacity (H4), showing the impact of knowledge man-management on the increase of the ability of an organization to obtain and utilize external knowledge. This implies that organizations that have well-developed knowledge management systems are in a better position to identify valuable external information and make it part of their work. This observation is in line with the theoretical view that absorptive capacity is significantly correlated with knowledge processes and organizational learning (Sun and Anderson, 2010; Vera et al., 2012). Moreover, empirical studies have revealed that knowledge management practices enhance absorptive capacity by enhancing the processes of knowledge acquisition and assimilation (Jia et al., 2024; Tseng and Lee, 2014). In the case of Bangladeshi firms, the development of absorptive capacity is especially important, since this way will allow them to use global knowledge and technological changes to their advantage and maintain their competitiveness.

The fact that Absorptive Capacity and Organizational Learning Capability (H5) share a significant relationship indicates the importance of external knowledge in enhancing organizational learning. Highly absorptive capacity organizations are bet-ter placed to interpret and apply new knowledge, resulting in enhanced learning out-comes. This result coincides with the findings of earlier studies, which emphasize the importance of absorptive capability in helping to integrate knowledge and innovate (Sun and Anderson, 2010; Migdadi, 2019). Also, it helps support the dynamic capabilities perspective, which implies that the capacity to absorb and use knowledge is crucial to organizational adaptation and performance (Ferreira et al., 2021; Rashid and Rasheed, 2026). When applied in the context of Bangladesh, this result highlights that organizations need to invest in learning

mechanisms that help them to be more active in terms of leveraging external sources of knowledge.

The mediation analysis will shed more light on how KMP affects OLC. The findings suggest that Knowledge Sharing has a partial mediation effect between KMP and OLC (H6). This leads to the idea that though KMP has a direct effect on learning ability, much of its effect is mediated by the processes of knowledge sharing. This result aligns with previous research, which underlines the mediating power of sharing knowledge in the connection between knowledge man-management and the organizational outcomes (Yang, 2007; Wahda, 2017). It points out that unless there is good knowledge sharing, the gains of knowledge management practices might not be fully actualized.

Equally, Absorptive Capacity is observed to mediate the relationship be-tween KMP and OLC (H7), with a relatively stronger indirect effect as compared to knowledge sharing. This shows that the capacity to assimilate and implement knowledge is a pathway that is critical in terms of knowledge management practices that promote organizational learning. The studies that find absorptive capacity as a significant mediator in knowledge-based processes support this finding (Obeso et al., 2020; Jia et al., 2024). The larger mediating effect of the absorptive capacity implies that external knowledge integration is more significantly important in increasing the learning capabilities, especially in the developing economies where access to advanced knowledge is more vital.

6. Conclusions

The aim of the research was to investigate the effect of Knowledge Management Practices (KMP) on Organizational Learning Capability (OLC) with specific reference to the mediating roles of Knowledge Sharing (KS) and Absorptive Capacity (AC) within Bangladeshi organizational setting. The results present good empirical evidence on the support of the proposed conceptual framework with the demonstration that knowledge man-management is a pivotal element in the support of organizational learning both directly and indirectly via key knowledge-based mechanism. In general, the findings substantiate the idea that the organizations successfully managing knowledge resources are in a better position to promote learning, adaptability, and long-term competitiveness (Liao and Wu, 2010; Tseng and Lee, 2014).

The empirical results reveal that Knowledge Management Practices have a significant and positive effect on Organizational Learning Capability, indicating that structured knowledge processes contribute directly to enhancing learning within organizations. Moreover, KMP was observed to have significant impacts on Knowledge Sharing and Absorptive Capacity and demonstrates the significance of internal and external knowledge processes in influencing learning outcomes. Knowledge Sharing was reported to have positive influence on OLC, which implies the information sharing and using collaborative environment can influence organizational learning. In the same vein, Absorptive Capacity showed a strong positive influence on OLC, which implies that the capacity to learn and apply external knowledge is the key to learning and innovation (Sun and Anderson, 2010; Vera et al., 2012). The mediation analysis also confirmed that both KS and AC partially mediate the relationship between KMP and OLC and noted that knowledge management enhances learning not only directly but also through these intermediary mechanisms (Obeso et al., 2020; Wahda, 2017).

Theoretically, the study will add to the existing literature by incorporating several knowledge-based constructs into a holistic framework. It builds on the knowledge of knowledge management by showing how KMP in-fluences organizational learning by both internal knowledge-sharing processes and external knowledge absorption capabilities. The results support the resource based view and dynamic capabilities perspective which highlight the strategic significance of knowledge as an important organizational resource (Ferreira et al., 2021; Tseng and Lee, 2014). In addition, offering empirical evidence on Bangladesh, this paper fills in the geographical gap in the literature and increases

the generalizability of knowledge management theories to the context of developing countries (Dahou et al., 2019; Ngah et al., 2016).

The results provide useful insights to managers, policymakers in terms of practical implications. The development of effective knowledge management systems that help in acquiring, storing and sharing knowledge should be prioritized by organizations in Bangladesh. The establishment of a culture that promotes knowledge sharing is essential to achieve optimal benefits of knowledge resources. It is possible to do this with the help of leadership, trust-building, and implementation of collaborative platforms (Kim and Park, 2020; Yang, 2007). Also organizations ought to invest in the creation of absorptive capacity through the improvement of the skills, promotion of continuous learning, and utilization of external sources of knowledge like partner-ships, training programs, and technological development. Such initiatives can have significant positive impact on organizational learning and innovation capacity and eventually translate to improved performance outcomes.

Regardless of its contributions, this study has some limitations, which ought to be noted. To start with, cross-sectional data used does not give the possibility of developing causal relationships between the variables. Research on the topic in the future might take the form of longitudinal designs to study the dynamic nature of the knowledge management process and learning processes over time. Second, the research is based on self-reported data, and these data are also prone to response bias. The addition of objective performance data or more than one data source may improve the strength of future studies. Third, although the sample consists of respondents representing various sectors, the results might not be generalizable to the whole industry or geographical region. Future studies can investigate industry specific studies or develop comparative studies in other countries.

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