ASSESSING THE READINESS OF THE ROYAL MILITARY POLICE
CORPS TOWARDS A LEARNING ORGANIZATION:
A CASE STUDY ON ROYAL MILITARY POLICE
CORPS TRAINING CENTER

Mej Azizul Hisham bin Aziz Zaman

University Utara Malaysia 2004
PERAKUAN KERJA KERTAS PROJEK
(Certification of Project Paper)

Saya, yang bertandatangan, memperakuan bahawa
(I, the undersigned, certify that)

AZIZUL HISHAM BIN AZIZ ZAMAN

calon untuk ijazah   SARJANA SAINS ( PENGURUSAN )
(candidate for the degree of)
telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

ASSESSING THE READINESS OF THE ROYAL MILITARY POLICE CORPS TOWARDS A
LEARNING ORGANIZATION : A CASE STUDY ON THE ROYAL MILITARY POLICE CORPS

TRAINING CENTER

seperti yang tercatat di muka surat tajuk dan kulit kertas projek
(as it appears on the title page and front cover of project paper)

bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang
(that the project paper acceptable in form and content and that a satisfactory knowledge of the field is
covered by the project paper).

Nama (Name) : PROF. MADYA DR. ABDUL JUMAAT MAHAJAR   Tandatangan : 
(Penyelidik Utama/Principal Supervisor)

Nama (Name) : PROF. MADYA DR. MOHD SOBRI MINAI   Tandatangan : 

Tanggal (Date) : 23/03/04
ASSESSING THE READINESS OF THE ROYAL MILITARY POLICE CORPS TOWARDS A LEARNING ORGANIZATION:

A CASE STUDY ON ROYAL MILITARY POLICE CORPS TRAINING CENTER

Mej Azizul Hisham bin Aziz Zaman

University Utara Malaysia 2004
ASSESSING THE READINESS OF THE ROYAL MILITARY POLICE CORPS TOWARDS A LEARNING ORGANIZATION:

A CASE STUDY ON ROYAL MILITARY POLICE CORPS TRAINING CENTER

A thesis submitted to the Graduate School in partial fulfillment of the requirement for the degree of Master of Science (Management),
University Utara Malaysia

By

Mej Azizul Hisham bin Aziz Zaman

Copyright © 2004 Mej Azizul. All rights reserved
PERMISSION TO USE

In presenting this thesis in partial fulfillment for a post graduate degree from University Utara Malaysia, I agree that the University Library may make it fully available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisors or in absence, by the Dean of the Management Faculty, University Utara Malaysia. It is understood that copying or publication or use of this thesis or part thereof for financial gain shall be not allowed without my written permission. It is also understood that due recognition shall be given to me and University Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Request for permission or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Dean of the Management Faculty  
University Utara Malaysia  
06010 Sintok  
Kedah Darulaman
ABSTRACT

As part of the Ministry of Defense's as well as the Malaysian Armed Forces in general and the Malaysian Army HQ's drive for responsive, high quality military services, the 2001 Booklet on Learning Organization suggested that the services must become a learning organization. The environmental forces that stem from the technological advancement, social changes, economic and demographic changes and consumerism have placed a great challenge to the military and army leaders in ensuring their organizations achieved a world class status. Yet, the readiness and the application as well as the implementation of the learning organization ideal in the military organizations is viewed as significantly constrained by a number of factors, including the hierarchy, structures, culture, tradition, the leadership and so forth. To achieve such world class standards, organizations therefore must continually operate in a state of transformation. Appropriate management styles thus are seen to be important in promoting and fostering a creative and learning culture within an organization. It is believed that appropriate management styles that have the abilities to develop a shared vision, special competencies, unity, a constructive thinking among employees, and to encourage open and honest communication throughout the organization. It would be the leaders who inspire a learning organization. Therefore, this study aims to assess the readiness of the military organizations, in this case, the Royal Military Police Corps turning to be a Learning Organization by measuring 12 dimensions of the Learning Organization Practices Profile and 5 dimensions of Learning Organization Profile as well as identifying the management styles that are pertinent to learning organization practices by using Likert’s (1976) four-management styles questionnaire and determines how these styles influence the learning organization practices and readiness drawn from the learning organization literature. This research offered an opportunity to assess the extent to which striving for this contributes to progress towards the learning organization ideal.
ABSTRAK

DEDICATION

To my beloved wife, Suzana binti Haji Mohamed Husain, and my daughter, Jazreena Airin, my son, Jazrin Iqmal and to my new born son, Jazrin Izzat Harith as well as my lecturers, colleagues and finally, to all my comrades in arms.

For my late father....Haji Aziz Zaman bin Abd Aziz.....my mother...Hajjah Siti Hanizan @ Saharah binti Ibrahim and the rest of my family.

To the Royal Military Police Corps......For the Corps, to the Corps and to the Corps.........

To the Malaysian Armed Forces and the Malaysian Army.....Gagah Setia....Gallant and Loyal, Always at the Forefront.....
ACKNOWLEDGEMENTS

The completion of this thesis was due in large part to the guidance, and encouragement of Associate Professor Dr. Abdul Jumaat bin Mahajar, the Dean of Universiti Utara Malaysia Management Faculty, my thesis Supervisor who has been invaluable throughout this project. I would also like to thank Associates Professor Dr. Mohd Sobri bin Haji Minai, my second supervisor, the Deputy Dean (Development) of Universiti Utara Malaysia Information Technology Faculty for his constructive comments and participation in this process. I am truly appreciated to Associate Professor Dr. Zulkifli bin Husain, Associate Professor Dr Khulida Kirana binti Yahya, Encik Ahmad bin Yacob and Puan Hanissah A. Razak for their inputs and feedback. I would also like to express my sincere appreciation and gratitude to Lt Kolonel Murad bin Nasrdin @ Mohamad Nasaruddin, the Commandant of the Royal Military Police Training Center, Kem Genting Klang, Setapak, Kuala Lumpur which was the focus of my research. Lt Kolonel Salim bin Haji Abdullah, the Commanding Officer of the 2nd Royal Military Police Regiment, Kem Batu Uban, Pulau Pinang, and Kapt Wan Norman bin Wan Kassim, the Officer in Command of the 6th Royal Military Police Company, Kem Lapangan Terbang, Sungai Petani for providing me with input for testing the instrument and collecting data.

There are a number of others whose assistance I wish to recognize. I would like to express my gratitude to Professor Dato’ Dr. Mohd Salleh bin Hj Din for his support and advice during my Research Methodology Class. I would also like to thank Kolonel Hj Abdul Rani bin Ismail, the Director of the Royal Military Police Corps, Army HQ as well as the GOC of the 4th Infantry Division, Mej Jeneral Dato’ Masood bin Haji Zainal Abidin, Mej Wahab Geoh, Mej Ramly Rashid, Mej Mohd Hanim Saip, Mej Mohamed Rafi Kadir, Mej Sharif Jamal and Mej Sharif Johan for their advice and support during the completion of my study. I also would like to thank my friends in UUM especially Mr. Kho Ngee Liang for his support on my thesis. I thank my comrades in arms, and my beloved family, and who aided me in my endeavors for their continued encouragement and support throughout my study.

Mej Azizul Hisham bin Aziz Zaman  
The Graduate School  University Utara Malaysia  
Session 2003/2004  
Mac 2004
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>ix</td>
</tr>
</tbody>
</table>

CHAPTER

I. INTRODUCTION

1.1 General 1
1.2 The Background Of the Study 3
1.3 Research Questions 4
1.4 Research Objective 5
1.5 The Significance of the Study 6
1.6 Problem Statement 7
1.7 The Scope of the Study 9
1.8 Limitations 9
1.9 Organization of the Study 10

II. LITERATURE REVIEW

2.1 Introduction 11
2.2 Defining Learning Organization 11
2.3 Learning Organization-The Definition 18
2.4 Summaries of Definitions 24
2.5 The Importance of Learning Organization 26
2.6 K-Army and Learning Organization 27
2.7 Fundamental Research on Learning Organization 29
2.8 Research in the West and Malaysia 56
2.9 Issues on Learning Organization 32
2.10 Theories on Learning Organization 47
2.11 Measurement of Learning Organization 51
2.12 Summaries of Key Characteristics of Learning Organization 56

III. METHODOLOGY

3.1 Introduction 66
3.2 Instrumentation
3.3 Participants
3.4 Sampling Technique
3.5 Research and Data Collection Procedures
3.6 Pilot Test
3.7 Data Analysis Procedures
3.8 Standard Measurement for the Study
3.9 Theoretical and Conceptual Framework of the Study
3.10 Independent and Dependent Variables
3.11 Hypothesis
3.12 Operational Definition

IV. FINDINGS

4.1 Introduction
4.2 Survey Responses
4.3 Data Analysis
4.4 Testing the Goodness of Data
4.5 Testing the Hypothesis Developed for this Research
4.6 Dispersion of Learning Organization Practices, Learning Organization Profile, Management Styles and Selected Demographics Variables
4.7 Differences Between Learning Organization Practices and Selected Demographic Characteristics as Well as Learning Organization Profile.
4.8 Differences Between Management Styles and Learning Organization Practices and Readiness.
4.9 Relationship Between Learning Organization Profile and Learning Organization Practices and Readiness
4.10 Relationship Between Gender and Learning Organization Practices and Readiness
4.11 The Overall Results
4.12 How Royal Military Police Corps Might Become a Learning Organization
4.13 Discussion and Conclusion

V. SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction
5.2 Research Summary
5.3 Research Implication
5.4 Discussion
5.5 Recommendations
5.6 Recommendations For Future Research
5.6 Conclusions

REFERENCES AND BIBLIOGRAPHY
APPENDIX A: Cover Letter
APPENDIX B: The Questionnaire

LIST OF TABLES

Table 2.1 Learning Organization- origins and the elements of the whole. 50
Table 2.2 Comparison of existing instruments with the Learning Organization Practices Profile. 55
Table 3.1 Reliability Analysis of the Pilot Test. 71
Table 3.2 The development Learning Organization Practices Based on Mean 73
Table 4.1 Survey Responses. 108
Table 4.2 Result of Descriptive Statistics

| a. | Table 4.2a Gender Respondent          | 109 |
| b. | Table 4.2b Age Respondent            | 109 |
| c. | Table 4.2c Marital Status Respondent | 110 |
| d. | Table 4.2d Term of Service Respondent| 110 |
| e. | Table 4.2e Rank Respondent           | 111 |
| f. | Table 4.2f Service Experience Respondent | 111 |
| g. | Table 4.2g Organizational Experience Respondent | 112 |
| h. | Table 4.2h Thread/Area of Specialization Respondent | 112 |
| i. | Table 4.2i Highest Academic Qualification Respondent | 113 |
| j. | Table 4.2j Appointment Respondent    | 113 |

Table 4.3 Overall Statistics 114
Table 4.4 Reliability Analysis Scale (Alpha) 115
Table 4.5 Validity Analysis

| a. | Table 4.5a KMO and Bartlett's Test | 116 |
| b. | Table 4.5b Extraction Method: Principal Component Analysis. | 118 |

Table 4.6 Index Measurement on Learning Organization Practices Profile. 117
Table 4.7 Index Measurement on Learning Organization Profile. 119
Table 4.8 Index Measurement on Dispersion and Interpretation on Learning Organization Practices Profile 123
Table 4.9 Index Measurement on Learning Organization Profile 124
Table 4.10 Index Measurement on Management Styles 127

| a. | Table 4.10a Index Measurement on Leadership Facet of the Management Styles | 124 |
| b. | Table 4.10b Index Measurement on Motivation Facet of the Management Styles | 125 |
| c. | Table 4.10c Index Measurement on Communication Facet of the Management Styles | 126 |
| d. | Table 4.10d Index Measurement on Decision-Making Facet of the Management Styles | 126 |
Table 4.11 Index Measurement on Selected Demographics Components on Learning Organization Practices and Readiness 127
Table 4.12 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Selected Demographic Characteristics 128
Table 4.13 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Rank 129
Table 4.14 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Learning Organization Profile (LOP) 130
Table 4.15 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Appointment 131
Table 4.16 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Academic Qualification 132
Table 4.17 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Management Styles 133
Table 4.18 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Leadership 134
Table 4.19 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Motivation 134
Table 4.20 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Communication 135
Table 4.21 The Result of One-Way ANOVA Analysis on Learning Organization Practices and Decision-Making 136
Table 4.22 The Result on Correlation Pearson r Test between Learning Organization Profile and Learning Organization Practices and Readiness 137
Table 4.23 The Result on Correlation Pearson r Test between Organizational Transformation and Learning Organization Practices and Readiness 138
Table 4.24 The Result on Correlation Pearson r Test between Empowerment and Learning Organization Practices and Readiness 140
Table 4.25 The Result on Correlation Pearson r Test between Knowledge Management and Learning Organization Practices and Readiness 142
Table 4.26 The Result on Correlation Pearson r Test between Technology Application and Learning Organization Practices and Readiness 144
Table 4.27 T-Test Results on Difference between Gender and Learning Organization Practices and Readiness 147
Table 4.28 Hypothesis Testing based on One-Way Anova Analysis 148
Table 4.29 Hypothesis Testing based on Pearson Correlation r Test 149

Figure 2.3. Factors Influencing Learning Organization Readiness in the RMPC 73

LIST OF FIGURES
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFTA</td>
<td>ASEAN Free Trade Agreement</td>
</tr>
<tr>
<td>ASTD</td>
<td>American Society for Training and Development</td>
</tr>
<tr>
<td>CO</td>
<td>Commanding Officer</td>
</tr>
<tr>
<td>CSM</td>
<td>Company Sergeant Major</td>
</tr>
<tr>
<td>DV</td>
<td>Dependent Variable</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>ICT</td>
<td>Information, Communication and Technology</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>IV</td>
<td>Independent Variable</td>
</tr>
<tr>
<td>KEMENTAH-KM</td>
<td>Kementerian Pertahanan</td>
</tr>
<tr>
<td>KPTD</td>
<td>Kor Polis Tentera DiRaja</td>
</tr>
<tr>
<td>KSM</td>
<td>Kompeni Sarjan Mejar</td>
</tr>
<tr>
<td>LC</td>
<td>Learning Company</td>
</tr>
<tr>
<td>LO</td>
<td>Learning Organization</td>
</tr>
<tr>
<td>LOP</td>
<td>Learning Organization Profile</td>
</tr>
<tr>
<td>LOPP</td>
<td>Learning Organization Practices Profile</td>
</tr>
<tr>
<td>MAF</td>
<td>Malaysian Armed Forces</td>
</tr>
<tr>
<td>MINDEF</td>
<td>Ministry of Defense</td>
</tr>
<tr>
<td>MP</td>
<td>Military Police</td>
</tr>
<tr>
<td>NAFTA</td>
<td>North American Free Trade Agreement</td>
</tr>
<tr>
<td>NCO</td>
<td>Non-commissioned Officer</td>
</tr>
<tr>
<td>OC</td>
<td>Officer in Command</td>
</tr>
<tr>
<td>OL</td>
<td>Organizational Learning</td>
</tr>
<tr>
<td>PMR</td>
<td>Penilaian Menengah Rendah</td>
</tr>
<tr>
<td>RMA</td>
<td>Revolution in Military Affairs</td>
</tr>
<tr>
<td>RMPC</td>
<td>Royal Military Police Corps</td>
</tr>
<tr>
<td>RSM</td>
<td>Regimental Sergeant Major</td>
</tr>
<tr>
<td>SMR</td>
<td>Sarjan Mejar Rejimen</td>
</tr>
<tr>
<td>SNCO</td>
<td>Senior Non-commissioned Officer</td>
</tr>
<tr>
<td>SOL</td>
<td>Society for Organizational Learning</td>
</tr>
<tr>
<td>SPM</td>
<td>Sijil Pelajaran Malaysia</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>SRP</td>
<td>Sijil Pelajaran Malaysia</td>
</tr>
<tr>
<td>STPM</td>
<td>Sijil Tinggi Pelajaran Malaysia</td>
</tr>
<tr>
<td>USM</td>
<td>Universiti Sains Malaysia</td>
</tr>
<tr>
<td>UTM</td>
<td>Universiti Teknologi Malaysia</td>
</tr>
<tr>
<td>UUM</td>
<td>Universiti Utara Malaysia</td>
</tr>
</tbody>
</table>
CHAPTER I

"A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights."

- David Garvin (in Building a Learning Organization)

INTRODUCTION

1.1 GENERAL

A learning organization is referred to as an organization designed to enable learning or to have the capabilities to learn and an organization within which learning is already occurring (Karash, 2002). According to Ortenblad (2001), at individual level, learning is more concerned with gaining knowledge, understanding, and acquiring skills. Whereas at the organization level, it is more concerned with developing perceptions, visions, strategies, and transferring of knowledge. However, at both levels, it involves discovery and invention, that is: recognizing, creating, or exploring new knowledge; and with manipulation of knowledge and understanding to generate new ideas or concepts (Ortenblad, 2001). Learning, in the sense of learning organization takes place when: data is collected and analyzed to generate new facts which are then accepted and conclusions are reached or existing opinions are modified (Karash, 2002). The changing conditions are recognized and new paradigms developed or accepted. The knowledge and understanding are then embodied in new technologies or products. Further, the acquisition of new facts or the accumulation of experience or concepts will result in change of belief or attitudes, and the knowledge is transferred through communications, teaching, dialogue or cross-fertilization (Senge, 1990).
The contents of the thesis is for internal user only
REFERENCES


173


175


http://www.ee.ed.ac.uk/~gerard/MENG/MEAB/learning_organisation/building_blocks.html
http://www.ee.ed.ac.uk/~gerard/MENG/MEAB/learning_organisation/people_behaviour
http://www.skyrme.com/insights/31rnorg.htm


Kapp, Kk.m,(1999). *Transforming your manufacturing organization into a learning organization*. Hospital Material Management Quarterly. Vol. 20, Iss 4, pp. 46-54.


Senge, P.M., Kleiner, A., Roberts, C., Ross, R., Roth, G., Smith, B., (1999),The dance of change, the challenge to sustaining momentum in learning organizations. New York: Doubleday,


Tobin, D.R., (1997), The knowledge-enabled organization: moving from “training” to “learning” to meet business goals, AMACOM, pp.158.


SPSS (Statistical Package for Social Science): Student Version 10.0 (1999)

An interview with Kolonel Haji Abd Rani bin Ismail, the Director of Royal Military Police Corps on 161030H June 2003 at Jabatanarah Polis Tentera, Wisma Pertahanan, Kuala Lumpur.

Military Police Planning Seminar on 23 April 2003, Allson Klana Resort, Nilai, Negeri Sembilan


