LEARNING ORGANISATION
AND JOB PERFORMANCE
AMONG UiTM PERLIS STAFF

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LEARNING ORGANISATION AND JOB PERFORMANCE AMONG UiTM PERLIS STAFF

By

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Master of Science (Management)

DECLARATION

I declare that the thesis work described in this research paper is my own work (unless otherwise acknowledged in the text) and that there is no previous work which has been previously submitted for any academic Master's program. All sources quoted have been acknowledged by reference.

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ABSTRACT

The purpose of this study is to investigate the existence of Learning Organisation dimensions in UiTM, specifically in UiTM Perlis and its relationship with Job Performance of the staff, both academic and non-academic. By investigating the effect of the dimension on staff job performance, this study should also determine which dimensions have the most effect on job performance of staff in that campus. 260 respondents were involved in this study. Ultimately, the descriptive analysis result shows that all of the learning organisation dimensions do exist in UiTM Perlis at moderate levels. By using multiple regression analysis, collectively, all seven dimensions are proven to have a positive relationship with job performance of the staff in the campus but individually, it indicates that only three dimensions have a significantly positive relationship with job performance and one with a significantly negative relationship with job performance. The three positively significant dimensions are promote inquiry and dialogue, create systems to capture and share learning, and connect the organisation to its environment. The negatively significant dimension is encourage collaboration and team learning, The three insignificant dimensions are create continuous learning opportunities, empower people toward a collective vision and provide strategic leadership for learning. Using the analysed results, the study discusses the implication of the results and proposes a few recommendations to be considered by the organisation and future researchers.

ABSTRAK

Kajian ini bertujuan untuk menyiasat kewujudan dimensi organisasi pembelajaran di UiTM, khususnya di UiTM Perlis dan hubungannya dengan prestasi kerja kakitangan, akademik dan bukan akademik dari semua peringkat, jabatan-jabatan dan gred jawatan. Dengan menyiasat kesan dimensi terhadap prestasi kerja kakitangan, kajian ini juga akan menentukan dimensi yang mana satu yang akan memberikan paling banyak kesan terhadap prestasi kerja kakitangan di kampus tersebut. 260 orang responden telah terlibat dalam kajian ini. Akhirnya, hasil analisis deskriptif menunjukkan bahawa kesemua dimensi organisasi pembelajaran memang wujud di UiTM Perlis pada tahap yang sederhana sahaja. Dengan menggunakan analisis regresi berganda , secara menyeluruh kesemua tujuh dimensi terbukti mempunyai hubungan yang positif dengan prestasi kerja kakitangan di dalam kampus. Walaubagaimanapun secara individu, ia menunjukkan bahawa hanya tiga dimensi mempunyai hubungan yang signifikan secara positif dengan prestasi kerja dan satu dimensi mempunyai hubungan yang signifikan secara negatif dengan prestasi kerja. Tiga dimensi yang signifikan secara positif tersebut adalah mempromosi pertanyaan dan dialog, mencipta sistem untuk menangkap dan berkongsi pembelajaran, dan menghubungkan organisasi dengan persekitarannya. Satu dimensi yang siginifikan secara negatif adalah menggalakkan kerjasama dan pasukan pembelajaran. Tiga dimensi yang tidak signifikan adalah mewujudkan peluang-peluang pembelajaran berterusan, memperkasakan rakyat ke arah visi kolektif dan menyediakan kepimpinan strategik untuk pembelajaran. Daripada keputusan yang telah dianalisa itu, kajian ini akan membincangkan implikasi keputusan tersebut serta memberikan beberapa cadangan untuk dipertimbangkan oleh organisasi dan pengkaji-pengkaji pada masa hadapan.

ACKNOWLEDMENT

In the Name of Allah, the Most Forgiving, Most Merciful

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May Allah bless all of you for your kindness. Amin.

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LIST OF ABBREVIATIONS

Abbreviation		Meaning
JPA	=	Jabatan Perkhidmatan Awam
KPI	=	Key Performance Indicator
KRA	=	Key Result Area
MARA	=	Majlis Amanah Rakyat
MOE	=	Ministry of Education
MOHE	=	Ministry of Higher Education
RIDA	=	Rural and Industrial Development Authority
UiTM	=	Universiti Teknologi Mara

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This study investigates the existence of Learning Organisation dimensions in UiTM, specifically in UiTM Perlis and its relationship with Job Performance of the staff, both academic and non-academic, from all levels, departments and job grades. This chapter outlines the background of the study, the problem statement of the study, the research questions, the objectives of the study, the significance of the study, scope of the study, limitations faced in doing the study and the organisation of the thesis is also presented in this chapter.

1.2 BACKGROUND OF THE STUDY

In the public sector, including public universities, staff are the most valuable assets that can determine the performance and delivery of service to the public. The staff would also be the one who will also help to improve and enhance the sector. Not surprising why the performance of the staff in the sector, especially in concerned with the issues of good governance, is always being highlighted by the media and the public. Public sector staff performance would include activities that will ensure that the goals or key performance indicators set by the government or management, are consistently being met in an effective and efficient manner.

Performance of staff also has become an issue of growing importance to the higher learning institutions, especially the public universities, in their mission to become world class universities. High-performance staff, together with a competent workforce and good governance practice have become of great importance for a public university to be able to compete with the best quality and to meet all of the required changes needed to become world class.

The importance of public sector staff performance is also the main point for the implementation of the KPI/Key Result Area (KRA) and performance monitoring for ministers and public service agencies since April 2009 by the Prime Minister, YAB Dato' Sri Mohd Najib bin Tun Razak. It is part of the government transformation strategy that put the performance of public sector staff, including those in the public universities, on the spotlight. The objectives are to transform Malaysian public sector and its staff competencies in addition to measure the performance and efficiency of the government staff for the importance of the citizen (Mohd Najib Razak, 2010). This indicates that the 'first man' of the nation is also concerned about Malaysian government organisations and their staff performance, which of course would include the staff of public universities.

In studying job performance, it would be crucial to note that job performance of the public sector staff, such as the staff of public universities, may be attributed to factors related to their jobs as well as the departments and agencies they are attached to. Importantly, Borman (2004), Deadrick and Gardner (2008) as well as Motowidlo, Borman, and Schmit (1997) declared that job performance is affected by many peripheral factors that are not under the job incumbent's control. This is where Learning Organisation comes into the picture, as it is one of the factors influencing staff job performance but is not under their control.

The concept of the learning organisation was not new as according Love, Li, Irani and Faniran (2000), it was first described in 1957. As per its name, it is often assumed that educational organisations, like public universities, whose core business is teaching and learning are or should necessarily become learning organisations (Örtenblad & Koris, 2014). However, not many learning organisation studies were done for educational organisations (White & Weathersby, 2005) to prove that assumption.

Hitt (1995) highlighted that there are at least two interrelated reasons for becoming learning organisations and why learning organisations are needed in the first place. The first reason is for the survival of the organisation itself. This is because there is a need for change in order to survive and learning organisation was supposed to help the organisation to welcome and adapt itself for change. The second reason for becoming learning organisation is to achieve excellence by striving for superior performance. This is proven by Calantone, Cavusgil and Zhao (2002) who highlighted that learning organisations can be linked to positive outcomes such as increased staff performance and innovativeness which would also resulted in increased organisations' performance and innovativeness.

The issue of learning organisation and job performance of staff is also pertinent to UiTM. It is one of renowned public higher education institution in the country and is bounded by the policies and directives set by the government in general and the Ministry of Education specifically. UiTM also is aspiring to become a world class university (UiTM, 2014) just like all the other public higher education institution in the nation, thus must also be aware of how to improve its staff performance to meet not only the KPI's set by the government and the Ministry but also to meet the international standards. UiTM would also need to identify if the

university is already practising learning organisation principles before it is made mandatory by the Ministry, in view of the Ministry's current interest in that area.

It is quite difficult in UiTM's case since it has campuses in all states in the country and each one has its own unique environment and staffs composition. The same can be said to UiTM Perlis, as the second oldest branch campus in the Peninsular of Malaysia. In view of this uniqueness also that prompted the Vice Chancellor to grant autonomy status for the eligible state campuses (UiTM, 2011). Thus, UiTM may need to be aware of how its staff are performing in each of the campuses, like UiTM Perlis, in consideration of its uniqueness. Not only that, with that situation, it would be of interest to UiTM also to find out if learning organisation is being practised in its state campuses and how does it affect the staff performance in those campuses.

1.3 PROBLEM STATEMENT

While many studies were done on the topic of learning organisation and organisational performance, like by Marsick and Watkins (1993, 1999, 2003), Ellinger, Ellinger, Yang and Howton (2002) and Yang (2003), not many were done specifically on job performance of the organisation's staff themselves. There is also little research available on studies concerning the relationship between learning organisation and job performance conducted in Malaysia, much less in the Malaysian public universities.

Job performance is a major concern for every organisation, even public universities because like any other sector, public universities also are under increasing pressure to improve its competitiveness (Bui & Baruch, 2011). Poor job performance among the staff of public

universities may create the potential for errors, legal liability and loss of credibility of the organisation (Fisher & Fisher, 2001) which will lead to public complaints and dissatisfaction. This is very critical for organisation like public universities because it is involved in serving the public and educating the next generation of the population. Obviously the organisation status and performance hinged on the staff performance to do their best since individual performance of the staff mirrors the overall performance of the departments or agencies they are attached to (Kim, 2006; Lee, Nam, Park & Lee, 2006; Solomon, 1986).

This is supported by the fact that the complaints reported by the Public Complaints Bureau were based on public servants' performance related to delays in providing service to the public, unsatisfactory quality of service given to the public, unfair actions towards the public, and failure of adhering to the stipulated rules and procedures (Public Complaints Bureau, 2010 – 2013). In 2010, the Ministry of Higher Education had received 259 complaints from the public facing problems in their dealings with higher education institutions (Public Complaints Bureau, 2010) and the number had risen to 268 in 2011 (Public Complaints Bureau, 2011). The number of complaints had however decreased to 249 in 2012 (Public Complaints Bureau, 2012) and continued to decrease to 178 complaints in 2013 (Public Complaints Bureau, 2013). Although it is decreasing, the numbers of complaints is still quite high. This indicates that there is still room for improvement for the public universities' staff performance, particularly in terms of service delivery to the public.

The issue of job performance and learning organisation had also become more important to the public higher education institutions in Malaysia with the implementation of the National Higher Education Action Plan 2007 – 2010 (MOHE, 2007) and National Higher Education Action Plan Phase 2 2011 – 2015 (MOHE, 2011). With both action plans, the

government have put in black and white the focus on the government's intention of turning the public higher education institutions into learning organisations and giving autonomy status to all public universities by 2015. This is because the government believes that the only way for the higher education institutions to adapt to the current as well as the future needs of the society and ensure that they are imparting relevant knowledge is for the higher education institutions to become a learning organisation and autonomous from the government to chart their own path for the future.

UiTM also started to give autonomy to its branch campuses since February 12, 2011, as per the Vice-Chancellor Circular No. 7/2011 (UiTM, 2011). While the entitlement of the autonomous status of UiTM's branch campuses is more focussed on giving branch campuses autonomy from the Shah Alam main campus, the requirement is quite the same with the Ministry's requirement especially on the expected performance of the branch campuses and its staff. The fact that the autonomous status could also be revoked puts more importance on the branch campuses with the autonomy status to ensure that their staff perform their best to ensure that the branch campuses meet the needed criteria for autonomy and the KPIs set by the government.

Being an autonomous state campus, the campus' top management was given the flexibility to set its own policies in governing the campus based on the guidelines as well as rules and regulations given by the Ministry and the main campus in Shah Alam. The flexibility is to ensure that the autonomous campuses can continue to perform effectively and efficiently without the hand-holding from the main campus in Shah Alam. The policies that autonomous state campuses can formulate would also include the policies on learning and training of the staff in the campus, which is under learning organisation principles.

It is often assumed that educational and learning organisations, like public universities, whose core business is teaching and learning are or should necessarily become learning organisations (Örtenblad & Koris, 2014). In reality however, not many educational and learning organisation studies were done for educational organisations (White & Weathersby, 2005) to provide validity for that assumption, neither internationally nor in Malaysia.

UiTM Perlis is among the first four state campuses that were given the autonomous branch campus title and status by the Vice Chancellor in 2011 (UiTM, 2011) and have maintained that title and status up till now. Thus, there is a need to determine whether the public universities in this country, specifically UiTM Perlis, are truly learning organisations. With regards to this, it would be vital for this study to examine the existence of learning organization as well as the relationship between learning organization and job performance of the country's public universities staff specifically in the case of UiTM Perlis.

1.4 RESEARCH QUESTIONS

This study had attempted to answer the following questions:

I. Do learning organisation dimensions exist in UiTM Perlis and at what levels do it exists?

II. Is there a relationship between Learning Organisation and Job Performance of staff in UiTM Perlis?

1.5 RESEARCH OBJECTIVES

Specifically, this study mainly seeks to achieve the following objectives:

I. To determine whether learning organisation dimensions do exist in UiTM Perlis and the levels of its existence.

II. To examine the relationship between Learning Organisation and Job Performance of staff in UiTM Perlis.

1.6 SIGNIFICANCE OF STUDY

The study is significant because of a few reasons. Firstly, the result of the study could contribute to the practical level and the policy makers' level in the University. At the practical level, it would be important to be able to ascertain the existence of learning organisation dimensions in the universities and its level of existence in consideration of its benefits. It would also be beneficial to ascertain the actual relationship, if any, between the dimensions of learning organisation and staff job performance in the University. It would serve as a guide for the management in their effort to increase staff job performance. The findings from the study would also increase awareness of top management, who are the policy makers, on issues pertaining to learning organisation and job performance plus learning organisation importance on job performance. This would help in the formulation of effective and efficient policies and strategies as well as increase the effectiveness of workplace policy on learning.

The findings from the study are also expected to provide theoretical contribution particularly in creating better understanding of the relationship between the dimensions of learning organisation and job performance of staff in a Malaysian public university setting. It

will also provide support and expand the existing literatures on learning organisation and job performance, especially considering the dearth of such literatures in Malaysian public university setting. This is why this study also intends to develop interests in and provide avenues for future scholars to conduct researches in similar or related fields using various theories on both learning organisation and job performance.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

The study attempted to investigate learning organisation and job performance relationship in the higher education setting, specifically Universiti Teknologi MARA (UiTM). This study was conducted in the Arau, Perlis campus. Respondents are all of the 804 staff in the campus, both academic and non-academic staff of various grades and scheme of work.

One of the limitations of this study would be that the findings of the study would be limited to the sample of the campus' staff and may not be applicable to other UiTM campuses or other public universities. This is because no two campuses are the same and the respondents gave their judgement based only on the situations that are unique at that specific campus. Thus, the findings may not be generalised and may not represent the judgement and opinion of the whole population of UiTM staff. The results might also be different with staff from other public universities that will have different demographics of staff and policies governing the staff.

Although learning organisation and job performance has been the subject of study for other researchers from all over the world, most are focussing only to the business sector and

not many had explored the subject in the higher education or university setting, especially in the Malaysian context.

The data to be gathered for this study is only using two types of instruments which are questionnaire and unscripted interviews. The participants might not being truthful in answering the questionnaire for fearing of reprimand from the management. A series of unscripted interviews with the staff themselves may help to assure them further of the confidentiality of the information provided and also may give other useful information not covered by this study.

The study also was conducted within the limited time of one semester of about four months. Thus, this study may not be extensive as a study done with a longer period of time and the findings might be different when similar studies are conducted with more ample time in the future.

1.8 DEFINITION OF KEY TERMS

i. Non-academic staff – can be both Administrative and Support staff in the university

   a. Support Staff

      Staff with job grade 1 to 40 (JPA, 2013)

   b. Administrative Staff

      Staff with job grade 41 to 54 (JPA, 2013)

ii. Academic staff – Lecturers with job grade 41 and above (JPA, 2013)

iii. Job performance

Behaviours that transform the inputs into outputs that are produced by the organisation which assure the efficient functioning of the organisation (Kamdar & Dyne, 2007) and meet the organisational objectives (Cambell, 1990). Job performance is also considered to be the sum of:

a. Task Performance

The effectiveness in which the staff performs his or her job activities by either directly transforming raw materials into goods or services or indirectly by providing the organisation with services such as planning, coordinating, or supervising functions (Motowidlo, 2003).

b. Contextual Performance

It include activities such as teamwork, industriousness, volunteering for additional work and complying with organisational policies that contribute to organisational effectiveness through its effects on the psychological, social and organisational context of work (Motowidlo, 2003).

iv. Learning Organisation

A learning organisation is an organisation whose members and structure orientation support the organisational learning process. It is a system that promotes continuously learning in more complex levels through social interactions, toward clear goals (Reese, 2014) and is created to improve the

organisation's abilities of learning, intelligence, action and innovation and to promote a healthy and sustainable development of the organisation and its members (Wen, 2014). There are seven dimensions of learning dimensions which are creation of continuous learning, promote inquiry and dialogue, encourage collaboration and team learning, establish systems to capture and share learning, empower people toward a collective vision, connect the organisation to its environment and provide strategic leadership for learning (Yang, 2003).

1.9 ORGANISATION OF THE STUDY

This thesis is comprises of five chapters, CHAPTER 1 to CHAPTER 5. CHAPTER 1 provides the background of the study, the problem statement, the research questions, the research objectives, the significance of the study, as well as the scope and limitation of the study. Basically, this chapter provides the background, reason and purpose for the study in addition to its importance.

CHAPTER 2 will focuses on the review of existing literatures related to the topic of this study. It will highlight previous literatures and underpinning theories on job performance, learning organisation and its dimensions as well the relation between learning organisation and job performance.

CHAPTER 3 will discuss the research methodology. It will explain how the research is approached, what is included in this study, the method that was used to collect the data for the

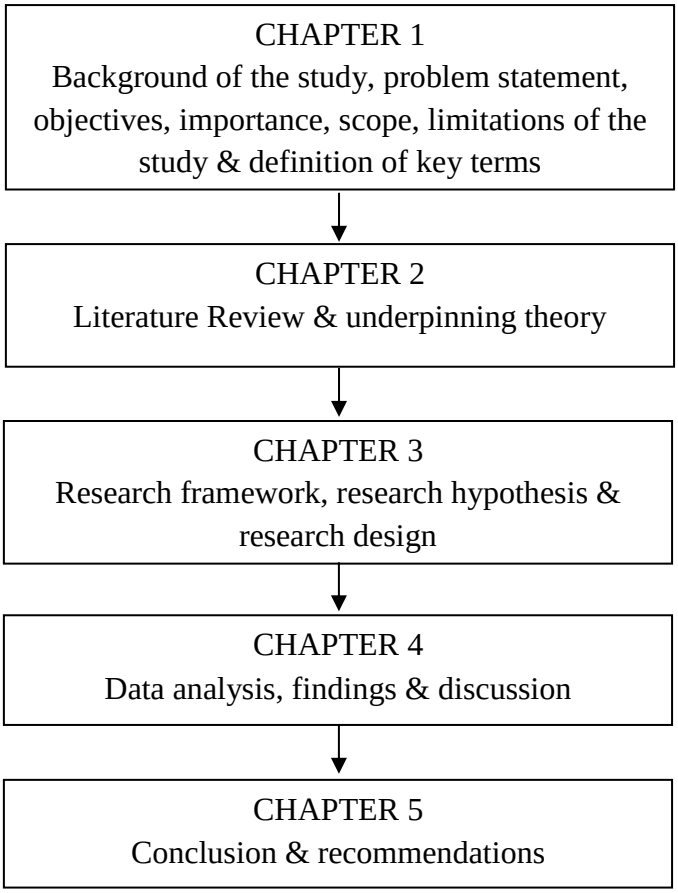
research and how the data for the study was analysed. The chapter will include the research framework, research hypotheses, research design, operational definition, unit of analysis, population frame, sample design, measurement and instrumentation, pilot testing, data correlation method and data analysis techniques.

CHAPTER 4 is devoted to the findings of the study from the analysis done on the collected data. The demographic profiles of the respondents will be presented first before presenting the reliability of the research instruments, the descriptive analysis of the data, the correlation analysis of the data and the multiple regression analysis along with ANOVA analysis of the data will be presented in this chapter. Finally, the summary of the findings is presented to end the chapter.

The final chapter, CHAPTER 5, will discuss the results presented in the previous chapter, its implications and conclusion of the study. The chapter will be concluded with the recommendations to organisation being studied as well to future researchers. Sample questionnaires and the statistical analysis result will be included in the appendix section. The organisation of the thesis has been summarised as Figure 1.1.

Figure 1.1

Organisation of the Study



CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter are presenting matters that are relevant to the research such as the background of organisation, UiTM and UiTM Perlis, in which the research is carried out as well as the review of previous research and selected literatures that are relevant to learning organisation and job performance. Related models and theoretical framework from previous research and selected literatures that explain how learning organisation and job performance are interrelated with each other are also presented in this chapter. According to Sekaran and Bougie (2013), literature is the written body of knowledge that is relevant to the research. Literature review will help to create better understanding of the problem for the researcher (Sekaran & Bougie, 2013).

2.2 BACKGROUND OF THE ORGANISATION

UiTM is the largest public university in the nation, with campuses in all the states in the country and at least one city campus in twelve out of fourteen states along with three satellite campuses in Selangor. Its main purpose is to help Malay and Bumiputera students to achieve the highest scholarly levels they can acquire and to prepare them for careers in various fields. Began operation as Dewan Latehan RIDA (Rural and Industrial Development Authority) in November 1956, it became MARA College in June 1965. Then, MARA College was officially upgraded to become Institut Teknologi MARA on 14th October 1967 in response to the crucial

need of the country at that time for trained manpower in the professional and semi-professional levels. In August 1999, the former Prime Minister of Malaysia, Dato' Seri Dr. Mahathir Mohamad had announced the change of ITM name into Universiti Teknologi MARA (UiTM), which then upgraded the institution to a higher level (UiTM, 2014).

2.2.1 BACKGROUND OF UiTM PERLIS

UiTM Perlis was officially established on 5 July 1974, with a pioneer intake of 258 students undergoing one preparatory course and 5 diploma programmes. It was the premier institution of higher learning in Perlis and the third oldest branch campus of UiTM in the country. It started operation at a temporary site of the Scouts House at Padang Katong Road, Kangar before moving to its permanent site in Arau.

Its current total full-time student enrolment is around 10,000 students in 6 faculties, with 804 staff of whom 371 are academic staff and 384 are non-academic staff (UiTM Perlis, 2014). It is among the first four state campuses that were given the autonomous branch campus title and status by the Vice Chancellor in 2011 (UiTM, 2011) and have maintained that title and status since then.

2.3 JOB PERFORMANCE

Koopmans, Bernaards, Hildebrandt, Schaufeli, de Vet Henrica, and van der Beek (2011) described job performance as something abstract that is hidden and cannot be pointed to or measured directly. It is consist of multiple components or dimensions. These dimensions are

made up of indicators which can be measured directly. Job performance can only be conceptualised and operationalised by defining what it is and by identifying its dimensions and indicators. Lockett (1992) agreed when he explained job performance as a multidimensional concept and some of the common factors that are frequently associated with job performance are efficiency, quality, responsiveness, cost and overall effectiveness of the job.

Job performance is commonly defined as behaviours that staff are engaged in while at work that contributes to organisational goals (Campbell, 1990) and is considered as a significant indicator of organisational performance (Organ, 1997). That is why job performance is commonly assessed in terms of financial figures along with the combination of achievement of expected behaviours and task-related aspects (Jex & Britt, 2008; Motowidlo, 2003).

On the other hand, Kamdar and Dyne (2007) had defined job performance as staff behaviours that transform the inputs into outputs that are produced by the organisation. They also defined job performance as staff behaviours that serve and act as maintenance in assuring efficient functioning of the organisation. The behaviours, however, must be those that are relevant to the objectives of the organisation (Cambell, 1990).

Job performance also refers to the quality of output by the organisation's staff for both internal and external customers (Sundstrom, De Meuse & Futrell, 1990). It is also the value an organisation can expect from distinct behaviours that are performed by the staff over time (Motowidlo, 2003; Motowidlo, Borman & Schmit, 1997). Which is why job performance can be considered as a measure of an staffs worth to the organisation (Motowidlo & Van Scotter, 1994).

Cardy and Dobbins in Williams (2002) indicated that job performance can be described as work outcomes and job relevant behaviours. Work outcomes, according to them, are related to task performance, such as quality or quality of work or task done, while job relevant behaviours refer to the behavioural aspects useful in achieving task performance and provide support for performing task-related matters (Williams, 2002).

Campbell (1990), on the other hand, had divided job performance into eight factors. The eight factors model of job performance, as it was known, defined job performance as job-specific task proficiency, non-job-specific task proficiency, written and oral communication, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision and leadership, and management or administration.

Job-specific task proficiency would be the degree the staff can perform tasks that are central to their job and distinguishes the job from another. Non-job-specific task proficiency conversely refers to task that are not specific to a certain job but must be performed by all staff, for example typing reports using a computer and so on. Written and oral communication obviously refers to the proficiency of staff to communicate, either in writing or orally, in order to perform their tasks. Demonstrating effort would refer to the staff consistency, perseverance and intensity in doing and completing their tasks.

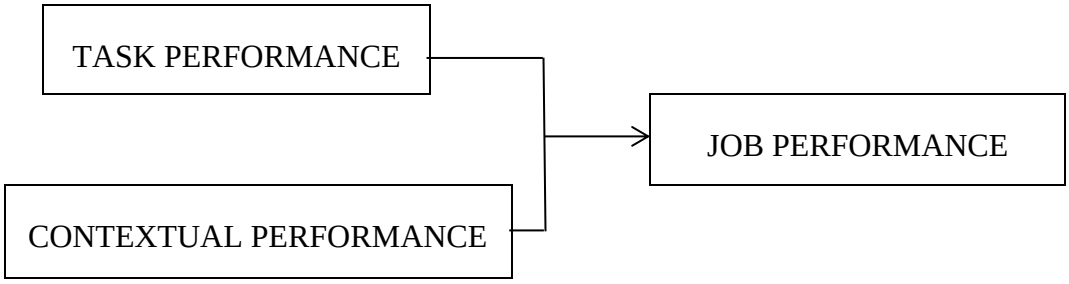
Maintaining personal discipline would the effort of the staff in avoiding negative behaviours, like coming to work late, while at work. Meanwhile, facilitating peer and team performance would the avoidance of selfishness behaviours at work. Supervision and leadership would be the supervisory and the leadership skill staff exhibit when doing their

work while management or administration includes the former skills as well as the ability to manage the organisation.

Campbell's job performance model was widely accepted to satisfactorily describe the 'latent structure' of job performance at a general level (Campbell, 1990; Campbell, McCloy, Oppler & Sager, 1993). This means that the model is believed to be applicable for describing job performance of various types of jobs or occupations. However, Motowidlo and Van Scotter's (1994) study concluded that some of the factors are only relevant for certain jobs or occupations which mean that the model cannot describe the performance for all type of jobs or occupations. In view of this, it was concluded that job performance is appropriately composed of two components, which are task performance and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Van Scotter, 1994).

Task performance can be described as the effectiveness in which the staff perform their job activities that are given by the organisation by either directly transforming raw materials into goods or services or indirectly by providing the organisation with services such as planning, coordinating, or supervising functions.

Figure 2.1
Motowidlo and Van Scotter Job Performance Model



Contextual performance, on the other hand, would be behaviours such as teamwork, industriousness, volunteering for additional work and complying with organisational policies that contribute to organisational effectiveness through its effects on the psychological, social, and organisational context of work (Motowidlo, 2003). The term contextual performance was the idea of Borman and Motowidlo (1993) who argued that performance measures used in selection research and practice ignored activities such as persisting, helping, and endorsing organizational objectives.

Contextual performance also include volunteering to carry out task activities that are not formally part of the job, persisting with extra enthusiasm when necessary, helping and cooperating with others, following organizational rules and procedures, and endorsing, supporting, and defending organizational objectives (Borman & Motowidlo, 1993).

The major difference between task performance and contextual performance is that task performance is role specific and varies according to the type of jobs as well as the job requirements. Whereas contextual performance are productive and helping activities or behaviours that are relatively the same in all work environments because it can occur through its effect on other people, an individual's development of knowledge and skills, or affecting the organisation's resources.

2.4 LEARNING ORGANISATION

The concept of the learning organisation was not a new concept. According to Love et al. (2000), it was first highlighted in Herbert A. Simon's book Administrative Behavior that was

published in 1957. In 1990, Peter Senge, wrote a book on the five disciplines of a learning organisation, which made the learning organisation concept popular and accepted as well as practised by many organisations (Kline and Saunders, 1998; Srikanthan & Dalrymple, 2002). Senge (1990a) defined a learning organisation as "a place where people are continually discovering how they create their reality" and "is the one that has the ability to continuously develop to create a future". In other words, a learning organisation is an organisation where its members never stopped to discover or learn the ways together to create the results needed.

Senge (1990a) also introduced the five disciplines of a learning organisation. The five disciplines are approaches that combined theories and methods for developing, what Senge (1990a) described as, the three core learning capabilities of fostering aspirations, developing reflective conversation and understanding complexity. Specifically, the five disciplines of a learning organisation, as highlighted in Figure 2.2, are the disciplines for personal mastery of skills, mental models, shared vision, team learning, and systems thinking.

Personal mastery of skills is the first discipline. It is a discipline that will help members of organisation to continuously clarify and deepen personal vision, focus inner energies, develop patience and see reality objectively. Personal mastery means that every members of the organisation must be constantly striving to learn, to improve and to get better. Mental models, the next discipline, are the deeply ingrained assumptions, generalisations and even pictures of images that influence one's understanding of the world and how one take action. It defined and described how the members do their work.

The third discipline is shared vision. It is the common future vision that that will foster genuine commitment and togetherness rather than compliance. It helps the members to

understand and support where the organisation is trying to get to, how it is trying to grow and develop itself. Team learning is fourth discipline. It is the capacity of organisation members to suspend assumptions after the initial dialogue and learn together. This means that the members will learn, grow, and develop together as a whole group.

Systems thinking is the fifth discipline that integrates the previous four disciplines together. It is a complex part of organisational psychology that indicates the interconnectedness of every members of the organisation to each other. It is also the discipline that shows how togetherness along with the learning systems guided by the philosophies and visions will ensure the organisation success.

Figure 2.2

Peter Senge's Five Disciplines of Learning Organisation

These five disciplines could also be divided into three categories according to its focus whether on the individuals (personal mastery of skills and mental models), groups (shared vision and team learning) or the organisational level (systems thinking).

A learning organisation will also encourage staff to work as teams toward the attainment of shared goals as well as making sure that knowledge is available and shared, communication is open, systems thinking is the norm, learning is encouraged and rewarded, the quest for constant acquisition of new skills is supported, and new ideas and solutions are welcomed (Marquardt 1996; Senge 1990a; Marsick and Watkins 1993).

As such, the learning organisation will become skilled at creating, acquiring and transferring knowledge as well as modifying its members' behaviour to reflect new knowledge and insights (Garvin, 1993). It enables its members to learn from and with each other, continuously and effectively from all form of experiences as well empowering them to use what is learned for the improvement of the organisation (Poon & Kamarul Zaman, 1998).

Thus, a learning organisation is an organisation whose members and structure orientation support the organisational learning process. It is a system that promotes continuously learning in more complex levels through social interactions, toward clear goals (Reese, 2014) and is created to improve the organisation's abilities of learning, intelligence, action and innovation and to promote a healthy and sustainable development of the organisation and its members (Wen, 2014).

Wen (2014) believed that learning organisation nurture and rely on the best aspects of human nature that include the ability to dream, the undeterring commitment, the interpersonal

skills, the collective intelligence and the ability to create a greater range of caring and trust beyond the immediate welfare of individuals as well as a single organisation.

It is often assumed that educational organisations, like public universities, whose core business is teaching and learning are or should necessarily become learning organisations (Örtenblad & Koris, 2014). Razali, Amira and Shobri (2013) reinforces this idea by stating that university is a learning organization because it is an organization where all its staff learn continuously to gain new knowledge as well as new skills and use the new knowledge or skills to advance both individuals and organisational interest, while teaching students to learn how to learn. Some research, for example by Bui and Baruch (2011), did indicated that certain higher education institutions do apply the learning organisation model, however not many learning organisation studies were done for educational organisations (White & Weathersby, 2005) to prove the validity of that assumption.

O'Neil (1995) had once asked Senge if learning and teaching institution, like school and universities, could become a learning organisation. Senge had stated that learning institutions are learning systems and it will be easier for them to succeed if they could get the support from all staff and stakeholders, such as educational administrators, parents and communities.

2.4.1 DIMENSIONS OF LEARNING ORGANISATION

There are seven dimensions of learning organisation and it is in line with Senge's (1990a) Five Disciplines of Learning Organisation. The first six dimensions of learning organisation were proposed by Marsick and Watkins in 1993 in their book titled "*Sculpting the learning*

organization: Lessons in the art and science of systemic change". The first six dimension introduced were Create continuous learning opportunities, Promote inquiry and dialogue, Encourage collaboration and team learning, Establish systems to capture and share learning, Empower people toward a collective vision and Connect the organization to its environment.

After doing further research on learning organisation, Marsick and Watkins (1999) added the seventh dimension, Provide strategic leadership for learning, in their book titled *Facilitating learning organizations: Making learning count*. They added the seventh dimension in order to operationalise their definition of learning organisation into "one that is characterised by continuous learning for continuous improvement and by the capacity to transform itself".

Marsick and Watkins (1993, 1999) indicated that the learning organisation dimensions are the building blocks or seven action imperatives on which an organisation can be transformed into a learning organization. These dimensions complement each other and will occur at the successively complex learning levels of, not only the organisation, but also individual members of the organisation, teams in the organisation, and the society that interacts and are affected by the organisation's actions.

The first dimension, create continuous learning opportunities, pointed out the need for learning to be designed into work so that members of the organisation can learn on the job. Opportunities also must always be provided for ongoing education and growth of the members and the organisation itself. The second dimension, promote inquiry and dialogue, specifies the necessity for members of the organisation to gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others. The organisation must

create conditions that supported questioning, feedback, and experimentation among its members.

The next dimension, encourage collaboration and team learning, highlighted that it is essential for the organisation to design work to use groups to access different modes of thinking. In a learning organisation, groups are expected to learn and work together. Collaboration in a learning organisation is valued by the organisation and is rewarded. Establish systems to capture and share learning is the fourth dimension of learning organisation. It signifies the need for creation of both high- and low-technology systems to share learning. Those systems must be integrated with work and access is provided to all members of the organisation. The systems should also be properly maintained as to ensure its efficiency and effectiveness.

The fifth dimension is empower people toward a collective vision. It implies the crucial need for members of the organisation to be involved in setting, owning and implementing a joint vision. Responsibility also should be distributed close to decision making so that people are motivated to learn toward what they are held accountable to do. The sixth dimension, connect the organization to its environment, indicates how crucial for members of the organisation to be able to see the effects of their work on the entire enterprise. Members of the organisation should be able to scan the environment and use information to adjust their work practices. They also need to understand that the organisation is ultimately linked to its communities and cannot stand on its own.

The final dimension is provide strategic leadership for learning. It denotes that leaders or management of the organisation should model, champion, and support learning of all

member in the organisation. They should understand the effect learning will have to their organisation and uses learning strategically for improvement in performance and business results.

2.5 JOB PERFORMANCE AND LEARNING ORGANISATION

Learning organisation has been proven to have statistically significant effect on job performance and organisational performance measured either in perceptual or objective ways (Ellinger et al., 2002). It was also pointed out by Joo (2011) that previous studies have found that learning organisation is a key contextual component for positive performance of individual members in the organisation which will lead to the performance of the organisation itself. He went on to say that the more the staff perceive an organisation as providing the dimensions of learning organisation, such as continuous learning opportunities, empowerment, system connection, and strategic leadership, the more likely they will be exhibiting higher job performance (Joo, 2011).

It was Senge (1990b) who firstly pointed out the relationship between learning organisation and performance of both staff and the organisation. According to him, superior performance of staff and ultimately the organisation depends on superior learning, rather than problem solving or troubleshooting.

Although different researchers have defined learning organisation differently depending on their focus of research, they had common tried to find out the better way to learn and improve performance. Hitt (1995) highlighted that there are at least two interrelated reasons for becoming learning organisations and why learning organisations are needed. The first reason is

for survival, because there is a need for change in order to survive and the second reason is to achieve excellence by striving for superior performance of the staff and the organisation itself. This is proven by Calantone et al (2002) who highlighted that learning organisations can be linked to positive outcomes such as increased staff performance and innovativeness which would also resulted in increased organisational performance and innovativeness.

The learning organisation also helps job performance because it helps the process to create, analyse, store and disseminate increased amounts of knowledge within the organisation and provide timely access to staff who are now dealing with more urgent and complex problems (Ellstrom 2001; Marquardt 2002; Short and Jarvis 2000). It also provides the opportunities and resources to balance staff personal and professional growth needs and encourage them to use new skills in innovative ways (Barrie and Pace 1998; Hernandez 2001).

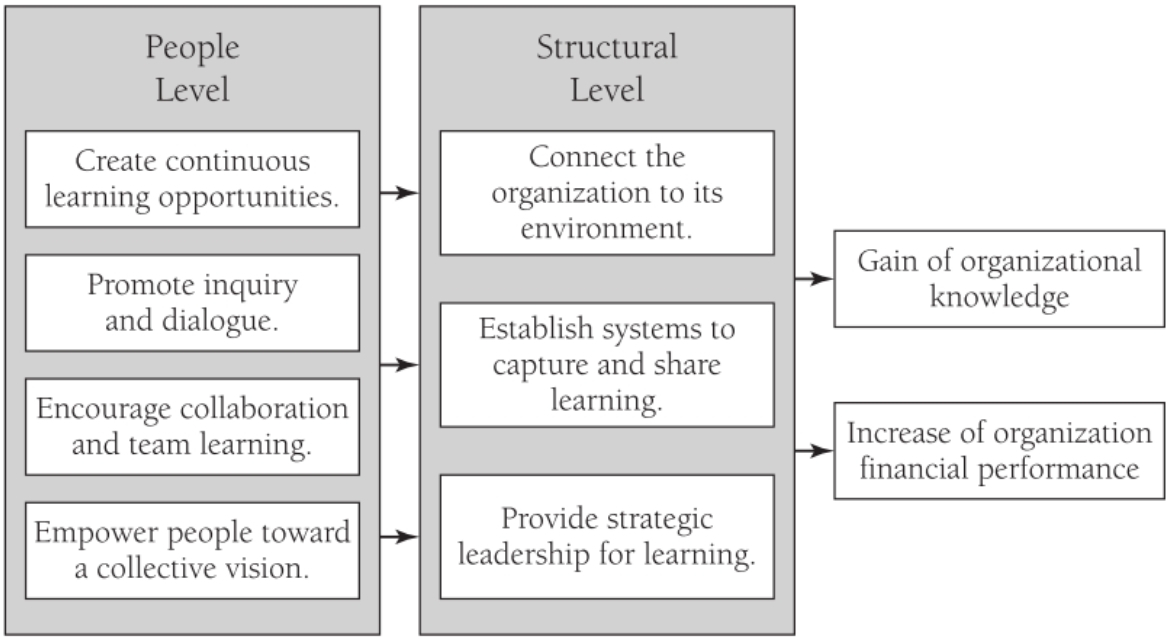
Tseng (2011) and Atak (2011), on the other hand, found that learning organisation made a positive impact on staff commitment to the organisation. Highly committed staff were found to display more proactive behaviours (Sonnentag, 2003) and discretionary efforts (Nimon, Zigarmi, Houson, Witt, & Diehl, 2011), which will lead to an improvement in job performance.

Yang (2003) in his effort to identify a valid and reasonable measure for dimensions of a learning culture proposed the framework that shows the relationship between the dimensions of learning organisation and organisational performance. Specifically, he was at first focusing on how Dimensions of Learning Organisation affected the organisation financial performance, which is what most researchers believed as the most valid indicator of an organisation's performance (Jex & Britt, 2008; Motowidlo, 2003).

Yang (2003) believed that organisational performance can be achieved by applying the dimensions of learning organisation since it covers both the people level and the structural level of the organisation. It the people level dimensions that will specifically affect staff performance although the structural level also will assist the staff to do their job better which will in turn improve the organisational financial performance.

Figure 2.3

Yang's Theoretical Framework of Learning Culture and Organizational Performance



Yang's research provides growing evidence of a relationship between performance and the dimensions of the learning organization (Yang, 2003). His research also indicated the interesting effect of the people variables in influencing the system variables. This, according to Yang (2003), is most likely to influence the changes in job performance but only when moderated by strategic leadership for learning. Indirectly, Yang's research is proving that job

performance of the members of the organisation in a learning organisation may likely influence the performance of the organisation.

Marsick and Watkins (1993) also have proven that all of the learning organisation dimensions were significantly related with the performance variables ($p < .001$). McHargue (2003) found that the strongest relationship with performance of staff and organisational was the fourth dimension, systems to capture and share learning, which in other words is referring to organizational-level learning. This is because, according to her, organisation that are able to leverage learning throughout the entire organisation by capturing it and then developing systems to keep and use it will have better staff performance and thus itself will have better performance. This is a form of structured learning that can be built on and becomes a readily available resource for everyone in the organisation. In turn, staff can respond better to their clients, easily implement suggestions, and increase their skills.

McHargue (2003) also went on to explain that the strongest relationship with job performance was the first dimension, which is continuous learning. This is important because, according to her, it represents grassroots learning where staff are given the opportunities and resources to learn, can discuss their mistakes, and see them as an opportunity to learn. The staff then translate that learning skills into viable and effective service skills to achieve their job.

2.6 CONCLUSION

This chapter presented a review of literature which focused on the background of the organisation where the study is being conducted, which is UiTM Perlis, and the definition of the variables being studied which are job performance and learning organisation. This chapter

also had presented related models and theoretical framework from previous research and selected literatures that explain how learning organisation and job performance are interrelated with each other. The next chapter will explain in details the research methodology used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

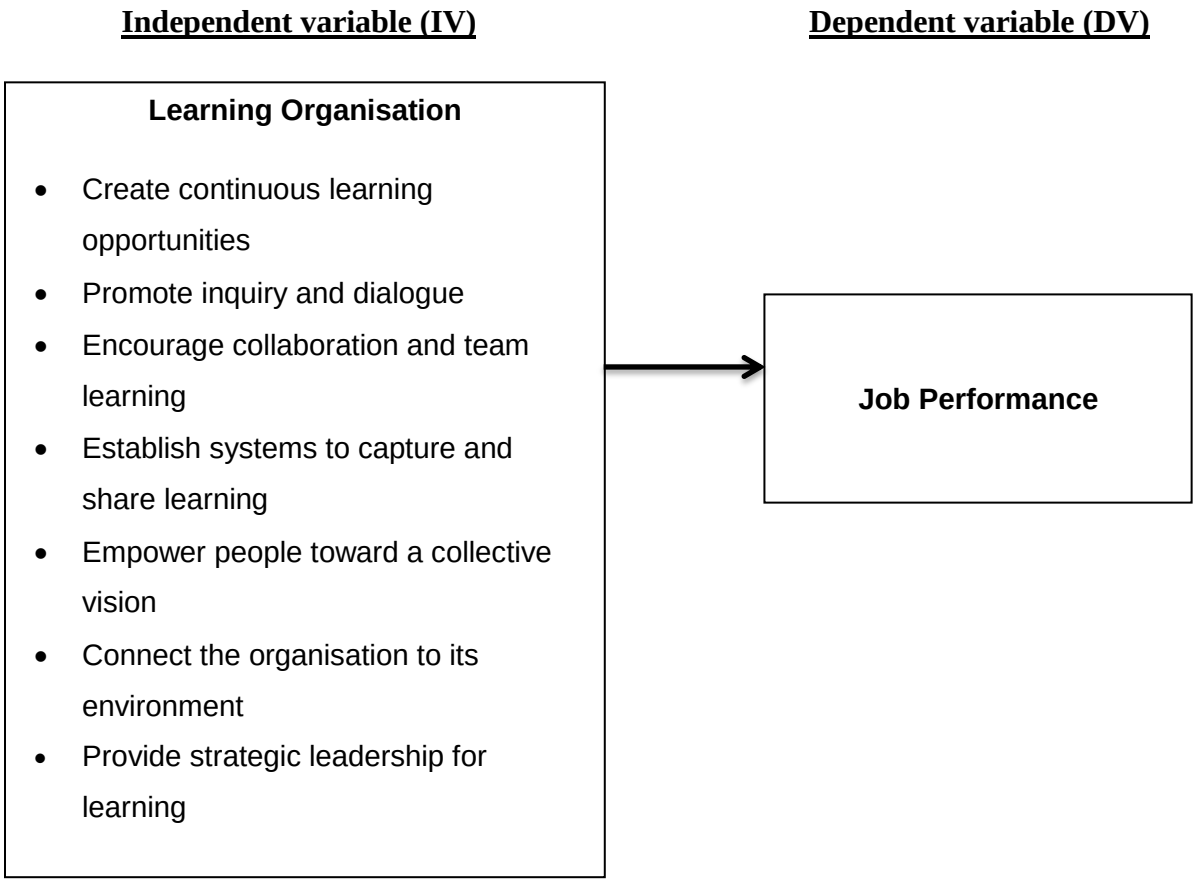
This chapter describes the research design and method that was used in this study. The chapter also details out the design of the research, the population and sample design, operational definition, as well as a detailed discussion on the measurements and instruments used which includes the operational definition of the variables. This chapter also explains the procedures used in data collection and data analysis, the reliability analysis of the instruments and the results of pilot testing conducted for the research instruments.

3.2 RESEARCH FRAMEWORK

The following research framework is developed based on the literature review with the intention of answering the research questions and meeting the research objectives. Learning Organisation is the independent variable with seven dimensions, which are Create continuous learning opportunities, Promote inquiry and dialogue, Encourage collaboration and team learning, Create systems to capture and share learning, Empower people toward a collective vision, Connect the organisation to its environment, and Provide strategic leadership for learning.

The main objective of this study is to determine the existence Learning Organisation dimensions and its levels in UiTM as well as its relationship with job performance. The research framework also meant to determine the effects of Learning Organisation dimensions on job performance of UiTM staff as well as the degree of the effect. The research framework can be further explained in Figure 3.1.

Figure 3.1 : Research Framework



3.3 HYPOTHESES

This section relates the reviewed literature to the research framework. Based on the previous studies on job performance and learning organisation, the researcher found that the relationship

between job performance and learning organisation of UiTM Perlis staff can be can be investigated using a hypothesis that is then formulated into seven sub-hypotheses for each dimensions of learning organisation. The hypothesis and its sub-hypotheses are proposed below:

H1 : Specifically, there are seven (7) dimensions of Learning Organisation. Therefore, it is hypothesised that:-

H1a : There is a positive relationship between Create continuous learning opportunities and Job Performance

H1b : There is a positive relationship between Promote inquiry and dialogue and Job Performance

H1c : There is a positive relationship between Encourage collaboration and team learning and Job Performance

H1d : There is a positive relationship between Create systems to capture and share learning and Job Performance

H1e : There is a positive relationship between Empower people toward a collective vision and Job Performance

H1f : There is a positive relationship between Connect the organisation to its environment and Job Performance

H1g : There is a positive relationship between Provide strategic leadership for learning and Job Performance

3.4 RESEARCH DESIGN

A research design is a master plan specifying the methods and procedures for collecting and analysing the data for the study based on the research questions (Sekaran & Bougie, 2013). This is to ensure that the data collected can be used to answer the research questions and that the answers are valid and reliable. Sekaran and Bougie (2013) explained that research design also refers to decisions regarding the purpose of the study, location or setting of the study, the strategies used, the extent to which it is manipulated and controlled by the researcher and the level at which data is analysed.

This research study is designed to identify the existence of learning organisation dimensions in UiTM and the levels of existence as well as its relationship with job performance. This is quantitative descriptive study because quantitative descriptive study involves collecting quantitative data that describes the characteristics of persons, events or situation (Sekaran & Bougie, 2013) and in this study, data was collected to prove the existence of learning organisation dimension in UiTM and to describe the relationship between learning organisation and job performance of UiTM staff.

The information pertaining to the research questions were gathered using questionnaires and unscripted interviews. Questionnaire is the main instrument in this study for data collection from the respondents. The advantage of using questionnaire is that it is relatively low in cost

and easier to be distributed. The questionnaires will either be sent personally by hand to the respondents in hard copy form or in the digital form created using Google Form through the UiTM Perlis email network.

Unscripted interviews were also used to supplement the data collected using questionnaires. Some participants' level of education might make it difficult to fully understand some of the questions in the questionnaire. The participants might also not being truthful in answering the questionnaire for fearing of reprimand from the management (Sekaran & Bougie, 2013). A series of unscripted interviews with the staff themselves while they are answering the questionnaire may help to assure them further of the confidentiality of the information provided and also may give other useful information not covered by the questionnaire.

3.6 UNIT OF ANALYSIS

Unit of analysis refers to the level of aggregation of the data collected for the data analysis stage (Sekaran & Bougie, 2013). The unit of analysis of this research is the individual, specifically the staff of UiTM Perlis. This means that the data gathered from each individual was analysed and each staffs responses are treated as an individual data source.

3.7 POPULATION FRAME

Population is entire group of people, events or things that researcher desires to investigate (Sekaran & Bougie, 2013). UiTM Perlis campus was chosen for this study because it is the oldest branch campus in the peninsular in addition to it being among the first four branch

campuses to be given the autonomy status in 2011. Another reason why it was chosen was because is the researcher place of work and is of main interest to the researcher himself. The population for this study is all of the staff in the campus, inclusive of both academic and non-administrative staff of all grade and job scheme. Specifically, the population of the study is all 804 staff that is highlighted in APPENDIX C.

3.8 SAMPLE DESIGN

Sampling is the process of selecting a sufficient number of the right elements from the population, so it will be possible to generalize the characteristics to the population elements (Zikmund, Babin, Carr, and Griffin, 2010). Respondents to be chosen for this study are chosen using stratified random sampling. Stratified random sampling is a probability sampling that stratifies or segregates the population into mutually exclusive groups before respondents are randomly selected from each stratum (Sekaran & Bougie, 2013). In this study, the respondents were UiTM Perlis staff who were grouped into academic and non-academic staff before being stratified further according to their job grades.

Using the Krejcie and Morgan (1970) table, the appropriate sample size for this study is 260. This number meets Roscoe's (1975) rule of thumb for the appropriate sample size. According to him, most research should have a sample size larger than 30 and less than 500. Within this limits (30 to 500), the use of sample of about 10% size of parent population is recommended.

3.9 MEASUREMENT, INSTRUMENTATION AND OPERATIONAL DEFINITION

As mentioned previously, the main instrument of this study is questionnaire. A questionnaire, as defined by Sekaran and Bougie (2013), is a set of questions developed to record the respondents' answers, usually within rather closely defined alternatives, and designed to collect large numbers of quantitative data.

All the questions in the questionnaire are close-ended questions, with the respondents are required to write and circle suitable answers from the scale for the respective questions. The questionnaire is written in English and also has a Malay version, in consideration of the respondents that may not have good command of English.

The questionnaire also was divided into three sections. The first section, Section A, focussed on Job Performance while the next section, Section B, contained the questions on Learning Organisation dimensions. The last section, Section C, contained the questions for determining demographic details of the respondents. This section gave information regarding gender, age, race, level of education, job grade, length of service, type of staff and current department of the respondents.

3.9.1 JOB PERFORMANCE

Both aspects of Job Performance, which are task and contextual performances, were measured in Part A of the questionnaire. A 12-item scale measuring task ($\alpha = .95$), contextual ($\alpha = .95$), and overall performance ($\alpha = .96$) by Motowidlo and Van Scotter (1994) was adapted and utilised.

Items 1 through 5 measured task performance, items 6 through 11 measured contextual performance and a single item, number 12, determined overall performance that summarised the previous 11 questions. Items 1 through 11 utilised a five-point Likert scale (1 – Strong disagree to 5 –Strongly agree). The final question, item 12, was measured using a 5-point Likert scale ranging from "Do not meet standards for job performance" to "Exceed standards for job performance." An example item from this scale is item 12, "Overall, rate your job performance." The operational definition and measures for Job Performance is illustrated in Table 3.1.

Table 3.1

Operational definition and measures of Job Performance

Variable	Operational definition	Items/measures
Task performance ($\alpha = .95$)	The effectiveness in which the staff performs his or her job activities by either directly transforming raw materials into goods or services or indirectly by providing the organisation with services.	In comparison to other individuals in your organisation, how likely is it that you: 1. Use problem solving skills. 2. Perform administrative tasks. 3. Have a good overall technical performance. 4. Plan your work. 5. Organize your work.
Contextual performance ($\alpha = .95$)	Staff activities such as teamwork, industriousness, volunteering for additional work and complying with organisational policies that contributes to organisational effectiveness Staff perception of their own job performance	6. Cooperate with others in a team. 7. Persist in overcoming obstacles to complete a task. 8. Look for a challenging assignment/task. 9. Pay attention to important details. 10. Support and encourage a co-worker with a problem. 11. Work well with others.
Overall performance ($\alpha = .956$)		12. Overall, rate your job performance.

Source: Motowidlo & Van Scotter (1994)

3.9.2 LEARNING ORGANISATION

Learning Organisation was measured using the Dimensions of the Learning Organisation Questionnaire (DLOQ) that was originally introduced by Marsick and Watkins (1999). The DLOQ was considered to be applicable to many different types of organisations including higher education institutions like UiTM. It is also developed by Marsick and Watkins to provide a comprehensible definition of Learning Organisation dimensions and offered a clear explanation of the items in the instrument. Not only that, the DLOQ is a proven and validated instrument (Yang, 2003) that has been used by over 200 organisations and many researchers since it was introduced.

The original DLOQ instrument is consist of seven dimensions, with 43 items on a 6-point Likert scale (1 = almost never; 6 = almost always). In this study, the shortened version of the DLOQ that contained 21 items representing the 43 items from Marsick and Watkins study was selected. Yang (2003) recommended the abbreviated 21-items version when the DLOQ was used to determine the theoretical relationship between learning organisation and other variables such as job performance, learning transfer and so on. The overall internal reliability estimate for the 21-item scale was $\alpha = .93$. Previous studies (e.g., Marsick & Watkins, 2003; Yang, 2003) have found that the 21- item structure fits the empirical data reasonably well and even have "better psychometric properties in terms of the formation of an adequate measurement model".

The instrument is composed of seven dimensions, which are the Create continuous learning opportunities (3 items), Promote inquiry and dialogue (3 items), Encourage collaboration and team learning (3 items), Create systems to capture and share learning (3

items), Empower people toward a collective vision (3 items), Connect the organisation to its environment (3 items), and Provide strategic leadership for learning (3 items).

All items utilise a five-point Likert scale (1 – Strongly Disagree to 5 – Strongly Agree). An example item from this scale is "In my organisation, people help each other learn." The operational definition and measures of Learning Organisation is illustrated in Table 3.2.

Table 3.2

Operational definition and measures of Learning Organisation

Variable	Operational definition	Items/measures
Learning Organisation ($\alpha = .93$)	Continuous learning opportunities	1. In my organisation, people help each other learn 2. In my organisation, people are given time for learning 3. In my organisation, people are rewarded for learning
	Promotion of inquiry and dialogue	4. In my organisation, people give open and honest feedback to each other 5. In my organisation, whenever people state their opinions, they also ask what others think 6. In my organisation, people spend time building trust with each other
	Encouragement of collaboration and team learning	7. In my organisation, teams/groups have the freedom to adapt their goals as needed 8. In my organisation, teams/groups revise their thinking as a result of group discussions or information collected 9. In my organisation, teams/groups are confident that the organisation will act on their recommendations
	Creation of systems to capture and share learning	10. My organisation creates systems to measure gaps between current and expected performance 11. My organisation makes the information it has learned available to all staff 12. My organisation measures the results of the time and resources spent on training

Variable	Operational definition	Items/measures
	Empowering people toward a collective vision	13. My organisation recognizes people for taking initiative 14. My organisation gives people control over the resources they need to accomplish their work 15. My organisation supports staff who take calculated risks
	Connecting the organisation to its environment	16. My organisation encourages people to think from a global perspective 17. My organisation works together with the outside community to meet mutual needs 18. My organisation encourages people to get answers from across the organisation when solving problems
	Providing strategic leadership for learning	19. In my organisation, leaders mentor and coach those they lead 20. In my organisation, leaders continually look for opportunities to learn 21. In my organisation, leaders ensure that the organisation's actions are consistent with its values

Source: Yang (2003)

3.9.3 RELIABILITY OF INSTRUMENTS

Questionnaire needs to be tested to determine its consistency and accuracy. This is to ensure that it measures what it is supposed to measure. The reliability of the questionnaire was tested by using Cronbach's Alpha or called Coefficient Alpha to show the internal consistency of the questionnaire. According to Zikmund, Babin, Carr and Griffin (2010), Coefficient Alpha is usually used by the researchers as the main indicator of a scale's quality.

Coefficient Alpha with value of 0 to 1.0 means that there is no consistency and the value of 1.0 means complete consistency (all items yield corresponding value). According to Sekaran and Bougie (2013), reliability number that is less than 0.60 is considered as poor and not acceptable, in the range of 0.60 to 0.70 is fair and acceptable, 0.70 to 0.80 is good and more than 0.80 are considered very good. Some studies though have used 0.60 as acceptable (Hair, Anderson, Tatham & Black, 1992). The brief scales are in Table 3.3.

Table 3.3

Coefficient Alpha (α) Scales

No.	Range in scales	Consistency/ Reliability
1.	0.80 - 0.99	Very good
2.	0.70 - 0.79	Good
3.	0.60 - 0.69	Fair
4.	0.60 and below	Poor

Source: Sekaran & Bougie (2013)

3.10 PILOT TESTING

It is advisable for researcher to do pilot testing before doing the actual data collection, in order to help the researcher to refine the questionnaires and ensure the validity and reliability of the data to be collected later on (Saunders, Lewis & Thornhill, 2007). Pilot testing will also help the researcher is to rectify and correct any discrepancies and errors in the questionnaires before the actual survey and data collection is conducted. It will also ensure that the respondents could understand the instrument given, that there are no discrepancies or errors in the questionnaire.

In this research, the pilot testing was conducted with thirty (30) of UiTM Perlis staff chosen randomly. The pilot testing indicated that all the items used in the questionnaire are valid and reliable. The reliability estimates for Job Performance items is $\alpha = .87$ and Learning Organisation items is $\alpha = .938$. The result of the Pilot Test reliability analysis is in Table 3.4.

The findings of the pilot study have assisted the researcher to improve the questions by changing certain words to ensure better understanding of the instrument by the respondents. The pilot testing also had shown the need to reformat the way the questions were presented, especially Question 12 in Section A: Job Performance. From the pilot testing, it seemed that that question was often overlooked by the respondents and thus, not answered.

Based on the results of the pilot test, the questionnaire was then finalized and the hard copy of the final version of the questionnaire was distributed by hand immediately after the conclusion of the pilot study. An online version was also made using Google Form and was sent through email at the same time. The pilot testing also made the researcher realised how the

unscripted interviews would also help the researcher to gain information that is pertinent for the study that prompted the researcher to use it as part of the data collection for this study.

Table 3.4

Reliability Values

No.	Variables	No. of Items	Items Dropped	Cronbach Alpha
1	**Dependent Variable**			
	Job Performance	12	-	.870
2	**Independent Variables**	21	-	.938
	Learning Organisation Dimensions			

3.11 DATA COLLECTION METHOD

The data for this study was collected using a structured questionnaire, which consists of 48 items. The advantage of using questionnaire is it is relatively low cost. Furthermore, it encouraged the respondents to be more open and truthful in their answer based on their beliefs, opinions, characteristics and past or present behaviour (Neuman, 2000).

The pilot test revealed that some staff especially those of the lower grades have difficulties in understanding the questionnaire. Thus, the researcher found the need for explaining the questions that they have problem with. In the process the researcher also found that the staff are also giving more information that is not fully covered in the questionnaire that

is very pertinent to the study. Thus, unstructured interviews were also done for this study in order to supplement the data collected through the questionnaire. According to Sekaran and Bougie (2013), unstructured interview are interviews that are done without an interview setting and without a planned sequence of questions. Unstructured interviews are usually done casually with the aim of bringing preliminary issues to the surface that will help the researcher to factors that need further in-depth investigation (Sekaran & Bougie, 2013). This type of interviews seemed more suitable in this study because it could be done without taking too much time and since the researcher is familiar to the staff, unstructured interviews will make the staff more willing to share more information pertinent to the study.

A table containing information of the grade, position and number of the campus' staff, which is the population of the study, was obtained from the Administrative Department. As the researcher is a staff of UiTM Perlis, the questionnaires were sent to each department personally, in order to encourage the staff there to answer the questionnaire. A total of 300 questionnaires were sent and only 150 were completed and collected by the researcher. The questionnaire was also be sent through the email and the respondents were given 7 (seven) days to complete the questionnaire. A total of 180 staff had answered the online questionnaire. From the total 330 set of answers, the researcher had chosen the needed 260 randomly to be used for the study.

The unstructured interviews were also done while the staff are answering or after they had finished answering the hand-delivered questionnaires. The number of sample for unscripted interviews was only 189 out of 260. This is because the researcher was not able to interview all of the respondents due to time restraint and not all respondents were available or agreed to be interview. As unscripted interviews were not the main method of data collection, it

was not the main focus of the researcher to interview all respondents. The staff that was interviewed by the researcher are highlighted in APPENDIX C.

3.12 DATA ANALYSIS TECHNIQUES

Data analysis was used to summarise the conclusion of the study and to determine the relationship among the variables (Neuman, 2000). Statistical analysis of the data was conducted using Statistical Package for the Social Sciences (SPSS) tool AMOS (Analysis of Moment Structures) Statistics 21. In this study, all items were coded before entering it in the computer to ensure that there are no errors in the data analysis.

The following analysis was conducted in this research to provide answer for the research questions:

a. Descriptive statistics:
    - Frequency distributions
    - Means and Standard Deviation
    - Normality Test
b. Cronbach's Alpha Coefficients of internal consistency
c. Pearson Correlation, Normality and Multiple Regression Analysis

3.12.1 DESCRIPTIVE STATISTICS

Descriptive statistics such as frequency distributions were used to describe the characteristics of respondent. The researcher had carried out the frequency analysis such as gender, age, race,

highest level of education, current grade of service, lengths of service and type of staff. Then the demographical profile of the respondents was presented in graphs to make it easier to be understood (Zikmund, Babin, Carr & Griffin, 2010).

The first research objective, which is 'to determine whether learning organisation dimensions do exist in UiTM and the levels of its existence', can also be answered by measuring the frequency mean and standard deviation of the items in Learning Organisation elements, which are the creation of continuous learning opportunities, promotion of inquiry and dialogue, encouragement of collaboration and team learning, creation of systems to capture and share learning, empowering people toward a collective vision, connecting the organisation to its environment, and providing strategic leadership for learning. The result of the analysis was tabulated as follows:

Table 3.5

Frequency Mean Analysis

No.	Level	Mean Score
1.	Low	1.00 – 2.33
2.	Moderate	2.34 – 3.67
3.	High	3.68 – 5.00

Source: Zikmund, Babin, Carr & Griffin (2010)

Normality test will determine if the population of the study is normally distributed (Sekaran & Bougie, 2013) in a symmetrical, bell-shaped with most scores in the middle and only a few scores in towards the extremes curve (Pallant, 2013). This, explained Sekaran &

Bougie (2013), meant that none of the population are overrepresented or underrepresented. The normality was examined for each items based on skewness and kurtosis (Pallant, 2013).

Pallant (2013) explained that skewness indicates the symmetry of the distribution while kurtosis indicates the 'peakedness' of the distribution. A perfectly normal distribution of population, according to Pallant (2013), would have a skewness and kurtosis value of 0. A positive skew values would mean that the distribution would be more on the left (low values side) and a negative skew values would mean that the distribution would be more on the right (high values side). A positive kurtosis values would mean that that the distribution is peaked (high in the middle) with long thin tails while a negative kurtosis values would indicate a relatively flat distribution (too many cases in the extremes).

3.12.2 REALIBILITY ANALYSIS

The reliability test for the instruments of all variables was tested and the Cronbach's Alpha was used to measure the consistency and reliability of the instruments. As explained by Zikmund, Babin, Carr, and Griffin (2010), the closer the alpha value to 1.0, the higher the reliability will be. The minimum acceptable standard Cronbach's Alpha coefficient is 0.70 for internal consistency (Nunnally, 1978). Reliability number less than 0.60 is considered poor, range of 0.60 to 0.70 is fair/ acceptable, 0.70 to 0.80 is good and more than 0.8 are considered very good.

3.12.3 PEARSON CORRELATION AND MULTIPLE REGRESSION ANALYSIS

Pearson Correlation Analysis was used to examine the relationship between the independent variable and the dependent variable. This is suitable for answering the second research objectives. Pallant (2013) indicated that the symbol of a correlation is *r* and the value of the correlation coefficient can range from -1.00 to 1.00. This value indicates the strength of the relationship between the two variables. A correlation of 0 indicates that no relationship exist at all, while a correlation of 1.0 indicates the relationship that exist is a perfect positive correlation, and a value of -1.0 indicates the relationship that exist is a perfect negative correlation.

Table 3.6

Interpretation of Strength of Correlation

No.	Correlation value, r	Strength of relationship
1.	± 0.70 or higher	Very high
2.	± 0.50 to ± 0.69	High
3.	± 0.30 to ± 0.49	Moderate
4.	± 0.10 to ± 0.29	Low
5.	± 0.01 to ± 0.09	Very low
6.	0.0	No relationship

Source: Pallant (2013)

Multiple Regression analysis is another analysis done for the data. It was used in a situation where more than one independent variable is hypothesised to affect one dependent

variable (Sekaran & Bougie, 2013). Multiple regressions could provide information about the model as a whole and the relative contribution of each of the variables that make up the model. This means that, the multiple regression analysis was used to determine how the dimensions of learning organisation affect job performance of UiTM Perlis staff and which dimension have the most influence.

3.13 CONCLUSION

This chapter has explained several important aspects in the methodology to be carried out for this study. It discussed in details the methodology and data collection to be used in this study. It is also described the research design to be used for this study, which is the quantitative descriptive research method. The measurement of instruments to be used, how sample was selected and how the data was analysed were also presented in this chapter.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the findings of the study as well as the discussion of the findings. The data gathered from the respondents answers were analysed using Statistical Package for the Social Sciences (SPSS) version 21.0 for Windows. A frequency analysis was used to analyse the demographic details of the respondents, particularly details with regards to gender, age, race, highest level of education, current grade of service, length of service and type of staff. The frequency analysis was also used to determine the levels of learning organisation with job performance of UiTM Perlis staff. Consequently the Multiple Regression Analysis was used to examine the significance of learning organisation elements on job performance of UiTM Perlis staff. Unscripted interviews were also used to gain insight on the result of the Multiple Regression Analysis.

4.2 PROFILE OF RESPONDENTS

A frequency analysis was conducted to analyse the demographic details of the respondents. From a total of 260 respondents, 88 (33.8%) were male staff and 172 (66.2%) were female staff. Most of the respondents, 91 staff or 35%, are between 30 to 39 years old, while only 47 respondents or 18.1% are between 20 to 29 years old. 62 respondents or 23.8% are of 40 to 49 years old and the rest 60 respondents or 23.1% are 50 years old or older. A majority of the

respondents are Malay (248 staff or 95.4%), with 6 staff or 2.3% are Chinese, 4 staff or 1.5% are Indians and only 2 staff or 0.8% are of Other races from Sarawak.

There are 17 respondents or 6.5% with only secondary school level of education, 5 respondents or 1.9% with only certificate, 24 or 9.2% of the respondents have a Diploma and 19 or 7.3% of the respondents have a Bachelor's Degree. A majority of the respondents, 159 or 61.2%, have a Master's Degree but only 36 or 13.8% have a Doctorate's Degree.

The respondents grade of service ranges from grade 1 to 14 (6 staff or 2.3%), 17 to 28 (39 staff or 15%), 32 to 40 (6 staff or 2.3%), 41 (12 staff or 4.6%), 44/45 (the most with 93 staff or 35.8%), 48 (only 3 staff or 1.2%), 51/52 (second most with 80 staff or 30.8%) and 54 and above (21 staff or 8.1%).

Most of the respondents, 82 staff or 31.5%, have worked at UiTM Perlis for between 1 to 5 years and only 10 respondents 3.8% have worked for 31 years and above at the university. As for the rest, 15 respondents or 5.8% have worked for less than a year, 51 respondents or 19.6% have worked for 6 to 10 years, 56 respondents or 21.5% have worked for 11 to 20 years and 46 respondents or 17.7% have worked for 21 to 30 years. From the 260 respondents, 192 or 73.8% are academic staff and only 68 or 26.2% are non-academic staff.

Table 4.1

Respondents' Demographic Profile

Demographic Characteristics		Frequency	Percentage (%)
Gender	Male	88	33.8
	Female	172	66.2
Age	20 – 29 years	47	18.1
	30 – 39 years	91	35.0
	40 – 49 years	62	23.8
	50 years and older	60	23.1
Race	Malay	248	95.4
	Chinese	6	2.3
	Indian	4	1.5
	Others	2	8
Highest level of education	Secondary School	17	6.5
	Certificate	5	1.9
	Diploma	24	9.2
	Bachelor's Degree	19	7.3
	Master's Degree	159	61.2
	Doctorate's Degree	36	13.8
Current Grade	1 – 14	6	2.3
	17 – 28	39	15
	32 – 40	6	2.3
	41	12	4.6
	44/45	93	35.8
	48	3	1.2
	51/52	80	30.8
	54 & above	21	8.1
Length of service	Less than a year	15	5.8
	1 – 5 years	82	31.5
	6 – 10 years	51	19.6
	11 – 20 years	56	21.5
	21 – 30 years	46	17.7
	31 years or more	10	3.8
Staff	Academic	192	73.8
	Non-academic	68	26.2

4.3 DESCRIPTIVE ANALYSIS AND NORMALITY TEST

The descriptive analysis was used to examine Research Objective I. Table 4.2 below shows the result of the descriptive analysis of all the variables in this study. The descriptive analyses done are the mean, standard deviation and the minimum as well as the maximum value. In overall, all of the variables have a good spread with a moderate level of mean and standard deviation.

The analysis also helped to answer the first research objective, which is 'to determine whether learning organisation dimensions do exist in UiTM and the levels of its existence'. From the table, it is proven that all dimensions of learning organisation do exist in UiTM, specifically UiTM Perlis as evidenced from the result for mean and standard deviation.

The first dimension, create continuous learning opportunities, have a moderate mean of 3.54 and standard deviation of .436. Its skewness is -.513 and its kurtosis is .185, which means that the distribution is reasonably normally distributed. The second dimension, promote inquiry and dialogue, also have a moderate mean of 3.48 and standard deviation of .735. Its skewness is -.473 and its kurtosis .519, which also means that the distribution is reasonably normally distributed. The next dimension, encourage collaboration and team learning, again have a moderate mean of 3.42 and standard deviation of .684. Its skewness value is -.327 and its kurtosis value is .254, which again means that the distribution is reasonably normally distributed.

Table 4.2

Descriptive Analysis and Normality Test of variables

VARIABLE	N	MEAN	STD DEVIATION	MIN.	MAX.	Skewness	Kurtosis
LEARNING ORGANISATION							
Create continuous learning opportunities	260	3.54	.711	1.67	5.00	-.513	.185
Promote inquiry and dialogue	260	3.48	.735	1.33	5.00	-.473	.519
Encourage collaboration and team learning	260	3.42	.684	1.67	5.00	-.327	.254
Create systems to capture and share learning	260	3.32	.811	1.00	5.00	-.646	.707
Empower people toward a collective vision	260	3.30	.877	1.00	5.00	-.637	.269
Connect the organisation to its environment	260	3.62	.800	1.00	5.00	-.476	.511
Provide strategic leadership for learning	260	3.50	.939	1.00	5.00	-.652	.164

The mean for the fourth dimension, create systems to capture and share learning, like the previous dimensions is also moderate at 3.32 and its standard deviation is .811. Its skewness is -.646 and its kurtosis is .707, which like the previous three dimensions distribution is reasonably normally distributed. The mean for the fifth dimension, empower people toward a collective vision, is also moderate from 3.30 and its standard deviation is .877. Its skewness value is -.637 and its kurtosis value is .269, which also is a reasonably normal distribution.

The mean for the sixth dimension, connect the organisation to its environment, is the highest of all but still moderate at 3.62 and its standard deviation is .800. The skewness for this dimension is -.476 and the kurtosis is .511, again indicating a reasonably normal distribution. The last dimension, provide strategic leadership for learning, also have a moderate mean of 3.50 and a standard deviation of .939. The skewness for the last dimension is -.652 and the kurtosis is .164, which like the previous six dimensions distribution is a reasonably normal distribution.

The minimum value for each item for the learning organisation is 1.67 for the first dimension, 1.33 for the second dimension, 1.67 again for the third dimension and 1.00 for the next four dimensions. This means that some respondents strongly disagreed with the statement given for the dimensions. The maximum value for all dimensions is 5, meaning that some respondents strongly agree with the statement given for the dimensions.

The results indicate that the staff agreed that the dimensions of learning organisation are being practiced in the university although they believed that level in overall is only moderate (2.34 – 3.67).

4.4 RELIABILITY AND CORRELATION ANALYSIS

The reliability of the questionnaire was tested by using Cronbach's Alpha or called Coefficient Alpha to show the internal consistency of the items in the questionnaire. The Cronbach Alpha values of the items in the questionnaire are stated in table 4.3 below:

Sekaran and Bougie (2013) have explained that an instrument with a reliability that is less than 0.60 is poor and not acceptable while that in the range of 0.60 to 0.70 is fair and acceptable, while those above 0.70 is considered good. From the table above, we can see that all of the items in the questionnaire, both the independent variable, seven dimension of learning organisation, and dependent variable, job performance, have a reliability of above 0.70 which is good. This means that all of the items in the questionnaire are measuring what it is supposed to measure.

Pearson Correlation Analysis was used to determine the Research Objective II, which is if there is any relationship between the independent variable, Learning Organisation and the dependent variable, Job Performance. The analysis also determines the strength of the Learning Organisation dimensions on Job Performance of UiTM Perlis staff. The result of the correlation analysis is in Table 4.3 below.

A correlation coefficient can range from -1.00 to 1.00. A correlation of 0 indicates that no relationship exist at all, while a correlation of 1.0 indicates the relationship that exist is a perfect positive correlation, and a value of -1.0 indicates the relationship that exist is a perfect negative correlation. Specifically, ±0.01 to ±0.09 is very low correlation, ±0.10 to ±0.29 is low

correlation, ±0.30 to ±0.49 is moderate correlation, ± 0.50 to ± 0.69 is high correlation and ±0.70 or ±1.00 is very high correlation.

The Pearson Correlation analysis of the research variables revealed that all dimensions of learning organisation have a positive relationship to job performance of UiTM Perlis staff although in overall it is mostly a moderate relationship with only one dimension having a strong relationship.

The sixth dimension of learning organisation, connect the organisation to its environment, is the dimension with the strongest linear relationship to job performance. It is also the only dimension that has a strong relationship with a correlation coefficient r=.519 ($p \leq 0.01$).

The fourth dimension is the next dimension with a high value of correlation coefficient, r=.457 ($p \leq 0.01$). However, that dimension only has a moderate relationship with job performance. The next dimension that has a high of correlation coefficient is the second dimension, promote inquiry and dialogue. Its r is .457 ($p \leq 0.01$), indicating another moderate relationship between that dimension and job performance.

In fact, the rest of the learning organisation dimensions also have a moderate relationship with job performance. The fifth learning organisation dimension, empower people toward a collective vision, is the next dimension in the ranking with r=.441 ($p \leq 0.01$). The first dimension of Learning Organisation, create continuous learning opportunities, comes after that with a correlation coefficient of r = .404 ($p \leq 0.01$).

Table 4.3

Reliability and Correlation Coefficient of Variables

No.	Variables	1	2	3	4	5	6	7	8
1	**Job Performance**	(0.866)							
	Learning Organisation								
2	Create continuous learning opportunities	.404**	(0.750)						
3	Promote inquiry and dialogue	.457**	.702**	(.819)					
4	Encourage collaboration and team learning	.317**	.667**	.723**	(.828)				
5	Create systems to capture and share learning	.460**	.665**	.705**	.732**	(.852)			
6	Empower people toward a collective vision	.441**	.729**	.735**	.751**	.855**	(.885)		
7	Connect the organisation to its environment	.519**	.656**	.692**	.705**	.757**	.796**	(.861)	
8	Provide strategic leadership for learning	.371**	.661**	.675**	.734**	.696**	.766**	.793**	(.930)

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

Item in bracket is the Cronbach Alpha

The second last learning organisation in the ranking of relationship with job performance is the seventh dimension, provide strategic leadership for learning, that has a correlation coefficient of r=.371 ($p \leq 0.01$). Finally, the learning organisation dimension with the least relationship to job performance is the third dimension, encourage collaboration and team learning, that has a correlation coefficient of r=.317 ($p \leq 0.01$)

The result of mostly moderate to high relationship for the dimensions of learning organisation with job performance could indicate that while the learning organisation dimensions do contribute to the staff job performance, most do not have a significant impact on their job performance. This could be related to the fact that staff perceived only moderate levels of learning organisation dimension existing in the university. Thus, a moderate level of learning organisation dimensions could only moderately affect job performance of the staff.

4.5 MULTIPLE REGRESSION ANALYSIS

The multiple regression analysis was also conducted to examine the Research Objective II. It determines whether there is a significant relationship between the independent variable, learning organisation dimensions, and the dependent variable, job performance. The analysis also indicates which independent variable has the most significant relationship with the dependent variable. The results are shown in Table 4.4.

The multiple regression analysis revealed that only four out of seven dimensions have a significant relationship with job performance with $p<0.1$, $p<0.05$ and $p<0.01$. However, only three have a positively significant relationship and one with a negatively significant relationship. The dimensions with a positively significant relationship with job performance are

the second dimension (promote inquiry and dialogue) with a significance level of .006, the fourth dimension (create systems to capture and share learning) with a significance level of .059 and finally the sixth dimension (connect the organisation to its environment), with a significance level of .000. The one dimension with a negatively significant relationship is the third dimension (encourage collaboration and team learning) with a significance level of .005,

In terms of beta value, the sixth dimension (connect the organisation to its environment) also contributed the most to job performance of UiTM Perlis staff based on the beta value of .471. This means that one standard deviation increase in the university connection with its environment will be followed by .471 standard deviation increases in job performance. This answered the second research objective.

The dimension with the second highest beta value at .243 is coincidentally the second dimension (promote inquiry and dialogue). The dimension with the third highest value of beta =.201 is the fourth dimension (create systems to capture and share learning). The dimension with the fourth highest, and also the last dimension with positive beta of .093, is the first dimension (create continuous learning opportunities).

The rest of the dimensions have a negative beta, with the fifth dimension, empower people toward a collective vision, getting a beta of -.050 and the seventh dimension, provide strategic leadership for learning, getting a beta of -.139. The dimension with the lowest beta is the third dimension, encourage collaboration and team learning, getting a beta of only -.260.

Not surprising that the R Square is only .329. This indicates that only 32.9% of the variance in job performance is explained by the learning organisation dimensions, which is only a small percentage.

Table 4.4

Multiple Regression Analysis of Learning Organisation Dimensions on Job Performance

	Unstandardised Coefficients		**Standardised Coefficients**	**t**	**Sig.**
Model	**B**	**Std. Error**	**Beta**		
(Constant)	2.055	.135		15.202	.000
Create continuous learning opportunities	.057	.050	.093	1.127	.261
Promote inquiry and dialogue	.144	.052	.243	2.776	.006***
Encourage collaboration and team learning	-.166	.058	-.260	-2.857	.005***
Create systems to capture and share learning	.108	.057	.201	1.898	.059*
Empower people toward a collective vision	-.025	.060	-.050	-.414	.679
Connect the organisation to its environment	.257	.054	.471	4.720	.000***
Provide strategic leadership for learning	-.064	.045	-.139	-1.444	.150
R=.574	R^2=.329		F=17.667		

a: Dependent Variable: Job Performance

*p<0.1, **p<0.05, ***p<0.01

4.6 UNSCRIPTED INTERVIEWS

The unscripted interviews done when the staff were answering the questionnaire revealed some common themes that gave further revelation on the result of the multiple regression analysis. The respondents who responded to the interview were 189 out of 260, both academic and non-academic staff from the all over the campus.

The first theme is a majority of the non-academic staff felt that their head of department are not fully supportive on giving them the time for training and learning. The second theme would be that there are issues of collegiality and generation gap faced by both academic and non-academic staff. The third theme would be that the management do not really appreciate staff taking too much risk even though they appreciate the staff taking initiatives. The findings of the interviews are further discussed in the discussion section.

4.7 DISCUSSION

The purpose of the study was to find if the seven dimensions of learning organisation existed in UiTM, specifically UiTM Perlis and do the dimensions have any impact on the job performance of the staff. The study attempted to satisfy the following objectives:

I. To determine whether learning organisation dimensions do exist in UiTM and the levels of its existence.

II. To examine the relationship between learning organisation and job performance.

4.7.1 Objective I: To determine whether learning organisation dimensions do exist in UiTM and the levels of its existence.

The existence of learning organisation dimension and its level was determined using the descriptive analysis. The result of the analysis has answered the first objective by proving that all of the learning organisation dimensions, both People Level and Structural Level (Yang, 2003), do exist in UiTM Perlis from the value of median. However, only a moderate level of all dimensions was perceived by the staff, both academic and non-academic, to be in existence in the university. This is because the mean for all dimensions is in the moderate range (2.34 – 3.67), only from 3.30 to 3.62, as highlighted in Table 4.3.

The moderate mean values of the descriptive analysis were not unexpected since the survey also includes non-academic staff from various job grades including the support staff that have lower job grades and mostly with lower academic qualification. Most do not view constant learning and training while on the job as something essential and the unstructured interviews done while the staff were or when they had done answering the questionnaire had supported this point. In fact, the interviews also highlighted the fact that some staff, mainly the non-academic staff, have issues with the management concerning training and learning. The varied level of education and grades of job also means that the experience, understanding and interpretation of learning organisation are too varied that it may have affected the overall result.

The overall moderate mean value could also be the staff response towards the action of the management. The unstructured interviews with a few management level staff had revealed that they believed training and learning sessions for the staff is focused mostly on fulfilling the requirement of the Circular 6 issued by the Public Service Department of Malaysia in 2005.

The Circular made it necessary for all heads of department to ensure that all the staff have at least seven days of training per year (JPA, 2005). The unstructured interviews with a senior staff in the campus' Administrative Office revealed that the campus management is greatly concerned with the issue of staff not meeting the minimum requirement of seven days for training. This is especially true for staff that are always on the job and out of the campus like the drivers. This led to the campus management resorting to making it mandatory for them to attend training. While learning through formal training is part of learning organisation concept, it is not the main aspect.

The result indicated that the dimension with the highest value of mean is the sixth dimension, connect the organisation to its environment. This reflected the strong relationship that campus has with the surrounding communities and state agencies. The fact that the campus is situated in a small state made it easier for the campus to be in a close relationship with the surrounding communities and the state agencies. The small nature of the state and the fact that the campus is situated very near to the palace also made it easier for the campus to have a cordial and strong relationship with the Sultan of Perlis Palace. The campus was privileged to constantly have the King or the Prince of Perlis officiating or be part of most events organised by the campus.

The dimension with the second highest mean value is the first dimension (create continuous learning opportunities). This is an indication that not all of the staff believed that they are given the opportunities to help each other learn, the time to learn and are rewarded for learning. Unscripted interviews revealed that some staff, especially the non-academic support staff, consensually have the impression that their head of department are not fully supportive on giving staff the time for training and learning, especially when the training and learning

sessions is conducted outside of the campus. The same staff also indicated that they also sometimes received verbal reprimand from their head of department for attending such training and learning sessions. On the other hand, the unstructured interviews revealed that the situations were not experienced by the academic staff. Most staff, both academic and non-academic, nevertheless, also agreed that they did not receive any reward for the training and learning sessions that they had attended.

The dimension with the third highest mean value is the seventh dimension (provide strategic leadership for learning). Like the previous two dimension, the mean level also indicate a moderate level of existence. This dimension received a moderate level because this dimension is concerned with the strategic leadership of the leaders or management team in the campus. The non-academic support staff may not have the insight or exposure and experience with the management team other than their immediate superiors to actually answer this part of the questionnaire. Even the non-academic staff, especially the new staff, will have difficulties in determining the right answers for this dimension because they may not have proper exposure to or have worked with the management team of the campus.

The dimension with the fourth and fifth highest mean value is the second (promote inquiry and dialogue) and third (encourage collaboration and team learning) dimension. The two dimensions are interrelated and revolved around learning between colleagues and in teams. The unscripted interviews revealed that there are issues concerning collegiality and generation gap among the staff, both academic and non-academic, in the campus. The senior staff have the impression that there are a gap between the new and senior staff and as the number of staff continue to increase, the larger the gap between new and senior staff. In a small campus like UiTM Perlis, this gap seemed like a divisive wall separating the different generation of staff,

sometimes making working and learning together quite difficult. It is not a critical issue but may have been experienced by many of the staff to actually affect the result of the mean value.

The fourth dimension (create system to capture and share learning) is the dimension with second least mean value. It is also moderate because UiTM have created a system called eLatihan that is accessible to all for recording the type of training and the time that staff have gone through for training. The eLatihan system is flexible enough to record every type of training and learning sessions that staff had attended and the record can also be revised or amended by the moderators in the campus. Staff also can apply for training and learning courses conducted or organised by Jabatan Pembangunan Sumber Manusia (JPbSM) at UiTM Shah Alam through the system although not the training conducted by the branch campuses. The application function, though works on the first come first served basis, still requires the approval of the campus' training and learning committee. As the committee do not meet that frequently due to other urgent and more important commitments, some applications sometimes did not receive approval in time for the staff to attend the training and learning session.

The eLatihan system however do not have the function to measure the gaps between current and expected performance of staff due to training and learning in addition to the resources spent on the training and learning sessions. The system also cannot be used by the staff for sharing the information learnt through the training and learning sessions that they had gone through.

The academic staff also have the iQ system that they can use to apply for academic centric training conducted by iLQAM (Institute of Leadership and Quality Academic Management) headquarters in UiTM Shah Alam or branch campuses. All training and learning

sessions conducted by iLQAM that were attended by the academic staff will be recorded in the iQ system and synchronised with the eLatihan system. The iQ system also cannot measure the gaps between current and expected performance of staff due to training and learning. The system also cannot be used for sharing of information learnt through the training and learning sessions that the academic staff had gone through. The iQ system however can record the resources spent on the training and learning sessions conducted, but it is only accessible by the management staff of iLQAM in UiTM Shah Alam.

The least mean value was for the fifth dimension (empower people toward a collective vision). Having the least mean value although still in the moderate range indicates that some staff do not perceive this dimension in the campus. Unscripted interviews revealed that, most academic and non-academic staff believed that taking initiatives is always encouraged. However, they also believed that taking risk is quite frowned upon by the management. Not only that, as UiTM Perlis is just a small campus, the campus has severe limitation on funds and facilities that staff may require to perform their job. Thus, staff have to make do with what is available to them. The campus also were given the autonomy status meaning that it has to, among others, generate its own income as funds from UiTM Shah Alam will be reduced. This definitely made the campus put on hold any efforts to acquire non-critical equipment and facilities.

4.7.2 Objective II: To examine the relationship between learning organisation and job performance.

The Pearson Correlation analysis indicated that all seven dimension of learning organisation have a positive linear relationship with job performance. Six dimensions have a moderate

correlation and only one have a high correlation. This means that an increase in the learning organisation dimension would also mean an increase in job performance, either on a moderate or high level.

The multiple regression analysis, on the other hand, revealed that only four dimensions of learning organisation is statistically significant to job performance. This means that out of seven dimensions, only four dimensions can significantly influence job performance. Three dimension will significantly influence job performance in a positive way while one will significantly influence job performance in a negative way. The multiple regression analysis also explains only 32.9% of the changes in job performance. This result is not in accordance with Marsick and Watkins (1993) result who found that all learning organisations dimensions were significantly related to performance variables ($p < .001$).

The result however is not unanticipated since many researchers (Borman, 2004; Deadrick & Gardner, 2008; Motowidlo, Borman, & Schmit, 1997) had declared that job performance is affected by many peripheral factors that are not under the job incumbent's control. Other than the situation and issues to be discussed below, the peripheral factors not analysed in this study might be the reason why the result of the Pearson Correlation analysis is mainly moderate and only four dimensions out of seven have a significant effect in the Multiple Regression analysis.

H1a : There is a positive relationship between Create continuous learning opportunities and Job Performance

The Pearson Correlation revealed that 'create continuous learning opportunities' should have a positive relationship with job performance. With a correlation coefficient of r = .404 ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result however indicated that the dimension is statistically insignificant to job performance of the staff with .261 at $p<0.1$. This means that this dimension of learning organisation do not significantly affect job performance in a linear fashion. This was not consistent with the result of McHargue (2003) research.

The insignificant result of the multiple regression analysis of the dimension might be the result of the issues faced by the non-academic support staff. As explained previously, the non-academic support staff from various departments had revealed through the unscripted interviews that they have the impression that their head of department are not fully supportive on giving staff the time for training and learning, especially when the training and learning sessions is conducted outside of the campus and that they also sometimes received verbal reprimand from their head of department for attending such training and learning sessions. On the other hand, the unstructured interviews revealed that the situations were not experienced by the academic staff.

This is because, unlike the training and learning sessions for the academic staff that are put in a calendar by iLQAM, non-academic staff training and learning requirements in the campus are not properly charted and tend to be on the spur of the moment situation. There are a training calendar created by JPbSM for training conducted in UiTM Shah Alam, but that

calendar are not distributed to all staff in the branch campuses and do not have information for training conducted in branch campuses. Without the calendar, the staff can only see what training will be conducted in UiTM Shah Alam three months prior to it being conducted in the eLatihan system. Hence, staff cannot plan their training properly and this put a strain on the head of department especially when the training and learning time coincides with critical moment that requires the staff to be in the office doing the work that should be assigned to them.

Another reason could be because many staff, both academic and non-academic, revealed that they did not receive any reward for the training and learning sessions that they had attended, which is an element of this dimension. Through the unscripted interviews, the staff indicated that they would really appreciate a monetary reward every time they went for training and learning session. That is impossible considering that the campus do not have a budget or the resources for it. While this dimension is perceived to exist in the campus and have a positive relationship with job performance, it is not significant to affect the staff job performance because of the issues experienced by many of them. Thus, the result of the study does not support this hypothesis.

H1b : There is a positive relationship between Promote inquiry and dialogue and Job Performance

The Pearson Correlation revealed that 'Promote inquiry and dialogue' does have a positive relationship with job performance. With a correlation coefficient of $r = .457$ ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result also indicated that the dimension is statistically significant to job performance of the staff with .006 at $p<0.1$. This

means that this dimension of learning organisation has significant effect on job performance in a linear fashion.

As explained before, both academic and non-academic staff through the unscripted interviews revealed that they believed there are issues in the campus concerning collegiality and generation gap among the staff. The senior staff of both groups have the impression that there are a gap between the new and senior staff and as the number of staff continue to increase, the larger the gap between new and senior staff. In a small campus like UiTM Perlis, this gap seemed like a divisive wall separating the different generation of staff, sometimes making working and learning together quite difficult. It was not critical but has resulted in the relationship being only moderate. It did not however affect the significance of this dimension on the job performance of the staff. Thus, the result of the study supports this hypothesis.

H1c : There is a positive relationship between Encourage collaboration and team learning and Job Performance

The Pearson Correlation revealed that 'Create continuous learning opportunities' does have a positive relationship with job performance. With a correlation coefficient of $r = .317$ ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result however indicated that the dimension is statistically negatively significant to job performance of the staff at with .05 at $p<0.1$. This means that this dimension of learning organisation has a negative significant effect on job performance in a linear fashion.

As with the second dimension, the issues concerning collegiality and generation gap among the staff also affected the level of relationship of this dimension with job performance. However, unlike the second dimension, this dimension has a negative significance. This is

because the existence of the issues of collegiality and generation gap is making any collaboration and team learning between the different age groups of staff and between the academic and non-academic staff difficult. However, to fulfil the needs of the university, most of the time the different groups must work together and sometimes the different age and groups of staff are forced to be in the same team. Thus, job performance is usually negatively affected because the rift between the groups often time result in disagreements and synergy cannot be achieved. Thus, this hypothesis is refuted.

H1d : There is a positive relationship between Create systems to capture and share learning and Job Performance

The Pearson Correlation revealed that 'Create continuous learning opportunities' does have a positive relationship with job performance. With a correlation coefficient of $r = .460$ ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result however indicated that the dimension is statistically significant to job performance of the staff with .059 at $p<0.1$. This means that this dimension of learning organisation has significant effect on job performance in a linear fashion. This is consistent with the result of McHargue (2003) research.

The use of eLatihan system for all staff and the iQ system for academic staff had helped the staff to record the training and learning sessions that they had gone through and the time spent on those training and learning sessions. The eLatihan system also give the staff the ability to apply for training and learning sessions that are conducted by Jabatan Pembangunan Sumber Manusia in UiTM Shah Alam but do not extend to training and learning sessions conducted by branch campuses. The iQ system, on the other hand, give the academic staff the ability to apply for academic centric training conducted by iLQAM at UiTM Shah Alam and also iLQAM at

branch campuses. Both systems however do not have the function for measuring performance gaps that resulted from attending the training and learning sessions as well as the function for sharing the information learnt from attending the training and learning sessions. The iQ system, on the other hand, have the function to record the resources spent on the training and learning sessions conducted by iLQAM in UiTM Shah Alam which is not available in the eLatihan system.

The lack of functions in both systems may have resulted in the relationship to job performance as only moderate. The existence of the iQ system accessible only by the academic system and the discrepancies in the availability of the systems' functions may also have led to the moderate relationship as most non-academic staff are not aware of it. However, the existence of both systems has ensured the significance of this dimension with job performance. Thus, the result of the study supports this hypothesis.

H1e : There is a positive relationship between Empower people toward a collective vision and Job Performance

The Pearson Correlation revealed that 'Create continuous learning opportunities' does have a positive relationship with job performance. With a correlation coefficient of $r = .441$ ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result however indicated that the dimension is statistically insignificant to job performance of the staff with .679 at $p<0.1$. This means that this dimension of learning organisation do not significantly affect job performance in a linear fashion.

Although the dimension has a moderate relationship with job performance, its mean value is the lowest. Not surprising that it is also not significant with job performance. The main reason might be the fact that the non-academic support staff are also included in this study. It is not their nature to take risk, even calculated ones and the unscripted interviews also revealed that the management do not really appreciate staff taking too much risk even though they appreciate the staff taking initiatives. The lack of funds for non-critical facilities resulting in the staff making do with what is available also contributed to the low mean value and this dimension of learning organisation being insignificant to job performance. Thus, the result of the study does not support this hypothesis.

H1f : There is a positive relationship between Connect the organisation to its environment and Job Performance

The Pearson Correlation revealed that 'Create continuous learning opportunities' does have a positive relationship with job performance. With a correlation coefficient of $r = .519$ ($p \leq 0.01$), it is a high relationship. The multiple regression analysis result however indicated that the dimension is statistically perfectly significant to job performance of the staff with .000 at $p<0.01$. This means that this dimension of organisation learning has significant effect on job performance in a linear fashion.

The high relationship was the result of the campus located in the small state of Perlis. It created an opportunity and even a necessity for the campus to be closed to the nearby communities, state agencies and the state Royalty. Such relationships require the participation of all staff, be it academic or non-academic, and this participation created a rewarding experience that can help the staff to learn and think from a global perspective. This made the

dimension having a significant impact on job performance of the staff. Thus, the result of the study supports this hypothesis.

H1g : There is a positive relationship between Provide strategic leadership for learning and Job Performance

The Pearson Correlation revealed that 'Create continuous learning opportunities' does have a positive relationship with job performance. With a correlation coefficient of $r = .371$ ($p \leq 0.01$), it is only a moderate relationship. The multiple regression analysis result however indicated that the dimension is statistically insignificant to job performance of the staff with .150 at $p<0.1$. This means that this dimension of learning organisation do not significantly affect job performance in a linear fashion.

This dimension received a moderate level of relationship and is insignificant to job performance is because this dimension is concerned with the strategic leadership of the leaders or management team in the campus. The non-academic support staff may not have the insight and exposure as well as experience with the management team other than their immediate superiors to actually answer this part of the questionnaire. Even the non-academic staff, especially the new staff, will have difficulties in determining the right answers for this dimension because they may not have proper exposure to or have worked with the management team of the campus.

Thus the lack of insight, exposure and experience of the working with the management team made it difficult for most non-academic staff and some academic staff to properly gauge the management strategic leadership. This led to the moderate relationship of this learning organisation dimension with job performance and ultimately for it to be insignificant with job performance. This hypothesis is not supported by the result of the study.

The 4.5 below is the summary of the status of hypotheses of the study in relation with the result of the study.

Table 4.5

Status of the Study Hypotheses

No.	Hypothesis	Status
H1a	There is a positive relationship between Create continuous learning opportunities and Job Performance	Not Supported
H1b	There is a positive relationship between Promote inquiry and dialogue and Job Performance	Supported
H1c	There is a positive relationship between Encourage collaboration and team learning and Job Performance	Refuted
H1d	There is a positive relationship between Create systems to capture and share learning and Job Performance	Supported
H1e	There is a positive relationship between Empower people toward a collective vision and Job Performance	Not Supported
H1f	There is a positive relationship between Connect the organisation to its environment and Job Performance	Supported
H1g	There is a positive relationship between Provide strategic leadership for learning and Job Performance	Not Supported

4.8 CONCLUSION

This chapter revealed the results of the series of analysis conducted on the data to determine the two objectives of this study. The analyses conducted were descriptive statistics for the respondents' demographics and along with normality test to determine the first research objective, reliability and correlation, as well as multiple regression analysis. The results revealed the existence and moderate levels of existence of learning organisation in UiTM Perlis. It also shed light on the relationship of learning organisation on job performance of the staff as well as the level of significance of the relationship. Four dimensions have a significant relationship although only three is positive while one is negative. Discussions of the findings in relation to the research objectives were then presented. The conclusion of the study along with some recommendations will be presented in the following chapter.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is the last chapter for this study. The conclusion of the study summarising all the previous chapters are presented in this chapter. Some suggestions for UiTM Perlis on improving learning organisation in the campus and future research on the topic of learning organisation relationship with job performance are also discussed in this chapter.

5.2 CONCLUSION OF THE STUDY

This study aims to examine, firstly, the existence of learning organisation dimensions in UiTM, specifically in UiTM Perlis and, secondly, the relationship of those dimensions with job performance of the staff, both academic and non-academic, from all levels, departments and job grades. In conclusion, this study has met the two objectives identified earlier in Chapter 1.

The descriptive analysis had proven the first objective of the study, which is to determine the existence of learning organisation in the campus. The descriptive analysis had also shown the level of existence for all dimensions of learning organisation in the campus. All dimensions were shown to have a good spread with six having a moderate level of existence and only one, dimension six (connect the organisation to its environment), have a high level of existence.

The second objective was to investigate the relationship between learning organisation and job performance using Pearson Correlation and Multiple Regression analyses. The Pearson Correlation analysis revealed that all seven dimensions of learning organisation have a positive relationship with job performance. The Multiple Regression analysis showed that 32.9% of the variance in job performance is explained by the learning organisation dimensions and only four out of seven dimensions have a significant relationship with job performance. Thus, only Hypotheses 1b, 1c, 1d and 1f are accepted.

5.3 RECOMMENDATIONS

The findings of this study led to the formulation of recommendations to the management of UiTM, specifically UiTM Perlis, concerning learning organisation and its impact on job performance of the staff. Some recommendations for future researchers studying job performance and learning organisation in public higher learning institutions or any other were also given.

5.3.1 RECOMMENDATIONS TO UITM

The findings of the study highlighted that the campus have a good working relationship with the local community, state agencies and the state Royalty from the constant involvement and organising of events or activities with the three parties . This had helped the campus and the staff in creating a positive image of the campus and giving the staff an opportunity to learn. This had also contributed to the staff job performance. The campus is recommended to continue nurturing the existing relationship to ensure continuous positive effect on the staff. Other UiTM campuses that are not actively involved with the local community, state agencies

and state Royalty are also recommended to follow UiTM Perlis step in order to gain the same benefit experienced by UiTM Perlis.

While the campus management provide the staff the opportunity for inquiry and dialogue as well as encourage collaboration and team learning, certain staff as explained previously, still have issues concerning collegiality and generation gap that made inquiry and dialogue difficult. Encouragement of collaboration and team learning could even negatively affect job performance because of this issue. While this issue is still not critical, the campus management are recommended to acknowledge that this issue do exist and should be handled appropriately. Events like family day should not be done just for the sake of doing it but must be filled with meaningful activities that not only give all the staff the opportunity to know each other but also build a bond between them. The management should never discredit the values of such events and the learning opportunities that it provides.

There is no denying that the eLatihan and iQ systems are quite effective in recording the training and learning session that staff had attended along with the time spent for those sessions. The study findings nonetheless had indicated that the two systems need to be enhanced with more functionality. One enhancement that is recommended to be created for the two systems is the ability for the staff using the two systems to share the information they gained from the training and learning that they had gone through. The sharing could be in the form of digital notes, commentaries and even in the form of videos. The systems could also create an online forum that staff can use to exclusively discuss the training and learning session that they had gone through. A function for documenting the resources spent on staff training and learning session is also recommended. The two systems are also recommended to

implement a Training Needs Analysis function into the system so that the knowledge gap of the staff can be recorded and analysed. The implementation of the Training Needs Analysis function will help to determine the gaps of current and expected performance after the training and learning session of the staff using the two systems. Eventually, it is recommended to merge the two systems into one system that is robust enough to serve both academic and non-academic training and learning needs.

The Training Need Analysis function recommended for the eLatihan and iQ systems will also help the campus' management to properly the training and learning sessions for the non-academic staff and it is recommended that all the training and learning planned are put on a training and learning calendar that are distributed to the staff or made available online for them to download. This, in the end, will help the non-academic staff to properly plan the time for them to go the needed training and learning sessions and get the head of department's consent in addition to planning their work around it. The Training Need Analysis also will ensure that the staff, both academic and non-academic, will get the training and learning that they should be getting and not what is available in order to meet the seven days required by the Public Service Department (JPA, 2005). Accordingly, opportunities for continuous will be perfectly created.

5.3.2 RECOMMENDATIONS FOR FUTURE RESEARCH

This study included both academic and non-academic staff as the respondents. This has affected the result that, for example, the fifth and seven dimensions of learning organisation is insignificant because of the mixed group of respondents. This is because the non-academic support staff of the lower grades may not be privy of experience and information needed to

answer the questions for that dimension accurately. Thus, future researchers are recommended to do a research on learning organisation and job performance that focusses only on academic staff or academic staff and non-academic staff of job grade 41 and above. While there is no denying that learning organisation principles must be applied to all staff regardless of their job grades and education levels, not all of the staff have the insight and understanding of the principles to answer questions about it.

This study is also focusing only on staff in UiTM Perlis. As described previously, this limited the result of the study to only applicable the staff of UiTM Perlis. If future researchers are still interested to study learning organisation and job performance of UiTM staff, it is advisable for them to include other branch campuses. Maybe they could focus on branch campuses based on zones such as northern branch campuses, east coast branch campuses and so on. It would be recommended also if the research could focus on the main campus, UiTM Shah Alam, as the university's policy makers, the senate and executive management, are based there. The numbers of staff with job grades 41 and above are more in UiTM Shah Alam if compared to the branch campuses and this will ensure that the research will have relevant numbers of respondents.

Future researchers could also include staff from other public higher education institutions as the study subjects. This will help them to make comparison if the situation is the same in other public higher education institutions, especially those who were awarded the autonomy status by the Ministry of Education. The findings of the study could help the Ministry to formulate the national policies on learning organisation application in public higher education institutions and improve the job performance of the staff in public higher education institutions all over the country.

Based on the experience in conducting this research, it is highly recommended that future research should also provide space for the staff to give comments in the questionnaire or use open-ended questionnaire to encourage in-depth feedback. The respondents may provide additional information on the actual situation in the organisation being studied related to learning organisation that is pertinent for the study. It may also provide understanding that helps in giving recommendations to the issues faced by the organisation.

Future research is also recommended to study other theories of learning organisation not covered in this study that may affect job performance of higher education institution staff such as Senge's (1990a) five disciplines of learning organisation. That research may provide results that are not similar to this study. This will help to enhance and add further to the understanding on learning organisation effect on job performance of higher education institution staff. Future research should also look at other factors that could reverse the negatively significant effect of encouraging collaboration and team learning on job performance such as team commitment and so on.

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