THE INFLUENCE OF ORGANIZATIONAL LEARNING ON THE JOB SATISFACTION OF EMPLOYEES FROM MANUFACTURING INDUSTRY IN KLANG

By

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ABSTRACT

This research is to identify the influence of organizational learning on the job satisfaction of the employees in the Klang manufacturing. This study is based on samples collected from Operation Staff & Officers of various departments in manufacturing industries, based on samples collected from employees in the Klang, Selangor. There are seven (7) independent variables which are continuous learning, team learning, dialogue and inquiry learning, empowering learning, leadership learning, integrated learning system and learning link system. Several statistical analysis using SPSS were conducted to analyze the Dimensions of Learning Organization (DLOQ) and Job Satisfaction Survey (JSS). Upon the correlation and regression analysis, it is found there is relationship between seven dimensions or variables of organizational learning and employees' satisfaction. This result is very important for an organization, especially manufacturing to determine the effective learning organization that can enhance the employees' satisfaction towards their jobs.

Key words: organizational learning, job satisfaction, Dimensions of Learning Organization, Job Satisfaction Survey

ABSTRAK

Kajian ini adalah untuk mengenal pasti pengaruh pembelajaran organisasi terhadap kepuasan kerja di kalangan pekerja dalam pembuatan Klang. Kajian ini adalah berdasarkan kepada sampel yang diambil dari Staf Operasi & Pegawai-pegawai pelbagai jabatan dalam industri pembuatan, berdasarkan sampel yang diambil daripada pekerja di Klang, Selangor. Kajian ini mengandungi tujuh (7) pembolehubah bebas iaitu pembelajaran berterusan, pembelajaran pasukan, dialog dan pembelajaran inkuiri, memperkasakan pembelajaran, pembelajaran kepimpinan, sistem pembelajaran bersepadu dan sistem pembelajaran link. Beberapa analisis statistik dengan menggunakan SPSS telah dijalankan untuk menganalisis Dimensi Pembelajaran Organisasi (DLOQ) dan Kepuasan Kerja Ukur (JSS). Apabila korelasi dan analisis regresi, didapati terdapat hubungan antara tujuh dimensi atau pembolehubah pembelajaran organisasi dan kepuasan pekerja. Keputusan ini adalah sangat penting bagi sesebuah organisasi, terutama pembuatan untuk menentukan organisasi pembelajaran yang berkesan yang boleh meningkatkan kepuasan pekerja terhadap pekerjaan mereka.

Kata kunci: Pembelajaran organisasi, Kepuasan kerja, Dimensi Pembelajaran Organisasi, Kajian Kepuasan Kerja

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CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Upon the globalization in today world, the economic development is no longer depending solely on the advancement of the technology. As the acceleration of the technology, organization should find a way to develop a competitive survivor in the economic marketing, with different field of expertise. In each company, HRD, human resources development would be another sources of the nurturing the pool of talented employees, via different types of learning channel. Human resource development (HRD) has some opportunity, even when restricted by reporting positions and levels of authority, to proactively influence the direction, pace, and salience of learning in organizations and thus solve performance challenges and influence performance outcomes of organizations(Khalil M. Dirani, 2006).

Learning is a continuous and dynamic process throughout a life and, organizational members should be supported to improve their professional qualifications in accordance with the growth of a learning infrastructure (Hossein Bodaghi, 2011). The learning process and related impact to various type of field of working environment has attracted more and more attention of academicians and practitioners.

In Malaysia, Klang is an area which is full of factories or manufacturing industries. According to Shanti Gunaratnam in 2012, the origin of the name of this area, Klang was believed derived from the Mon-Khmer word klang or from the old version of the Malay word kilang which means warehouses or factory. In 2015, Department of Statistics Malaysia announced that wages in Manufacturing raised from 2886 MYR/month in February to 2994 MYR/month in March 2015. As an average, wages

in Manufacturing Malaysia is 2667.05 MYR/month from 2012 until 2015, reaching an all-time high of 2994 MYR/month in March of 2015 and a record low of 2391 MYR/month in August of 2012. This showed that the manufacturing in Malaysia is getting more and more important sources of Malaysia economic.

In a manufacturing company, organization needs to keep close tie with the needs for economic growth because most companies encountered constraint from increasingly stringent law and regulations for efficient supply chain, environmental issue, consumer safety and satisfying consumers' demands. Meanwhile, the organizations need to maintain highly qualified and committed workforce for all employees. Consequently, most organizations are now competing in unstable political, social-cultural, economic and technological environments. Refer to these reasons, continuous and endemic organizational learning become increasingly important. This is because organizational learning allows the key decision makers to call for learning or change through which managers conveys to all members of an organization a desire to seek for alternatives to further improve overall organizational effectiveness and efficiency(George, Jones, 2002).

From the previous studies on the learning culture in an organization, learning and knowledge can help an organization to achieve cost saving, improving profits, better control of resources and more efficient customer management (Yang, 2004; Davis, 2005; Marsick and Watkins, 2003; Marsick and Watkins, 1994; Song, 2008; Watkins and Gilmore, 2006; Xiaojun and Mingfei, 2008). For employees, the learning should able to increase an individual's creative and manage the organization structure in a cost efficient manner. According to Ford and Angermeier, 2008, these goals could be achieved by decreasing the cost and increasing the product quality. Nevertheless, whether an organizational learning culture in a company is successful or not, mainly

depended by the reaction obtained from internally the employees team. This is because employees are the characters that involved in each and every detailed process of the learning culture.

Based on a survey conducted by online salary explorer in 2015, the job satisfaction of the overall employees in Klang area is 2.49. The result range from 1(strongly dissatisfy) to 5(strongly satisfy). 2.49 indicated that Klang employees have moderate level of satisfaction on their job. This study has chosen to further focus to study whether organization learning culture has affected the job satisfaction of employees in Klang manufacturing companies in 2015.

In this study, manufacturing companies have been selected as the sample. This is because manufacturing companies complies all the different departments from offices related (administrative, finance, marketing, infrastructure technology and human resources) to the deep inside process related departments (production, compounding and research and development. Different departments compose of different employees and expertise. Upon this reason, a very effective and functional organizational learning system is very vital for a manufacturing company. The consequence revert reflected from employees reaction towards the learning process provided by the company will be consider as the test result of the learning system chosen by the organization.

Klang is an area which is pooled of manufacturing companies. In this study, 20 companies have been selected as the samples. Among other concepts that have been addressed in this study is the concept of performance that dimensions of learning organization in this context as an effective factor for enhancing employees' performance has been considered. This study aims to study impact of Seven

Dimensions of Organization Learning on job satisfaction of employees in Klang manufacturing.

1.2 Problem Statement

Cummings and Worley (2005) stated that in the past decade, organizational learning which has been widespread and fastest growing in human resources development leaded organizational effectiveness. So, intensive studies have been conducted to analyse the seven dimensions of organizational learning and its relationship to employee performance, such as job satisfaction, innovation, organizational commitment, turnover intention and organizational performance (Kontoghiorghes, Awbery and Feurig, 2005; Kuchinke, 1995; Lien, Huang, Yang, and Lin, 2002; Yang, Wang and Niu, 2007). However, these studies do not prove the strong relationships between organizational learning culture and job satisfaction.

According to past research, the perception of a learning organization, job satisfaction, organizational commitment, and turnover intention can affect one's motivation and efforts that result in individual and organizational performance. All of these factors are being concerned because employees are the main resources of the organization. Once the organization wants to achieve its goals, the first thing to do is meet the requirements of the staff in order to achieve its obligation level. At this stage, organizations can easily access and can exist in the market with good service and products as well as high-performance. This statement had confirmed by previous study such as Coetzee (2005) stated that no organization in today's competitive world can perform at peak levels unless each employee is committed to the organization's objectives and works as an effective team member.

According to the Federation of Malaysian Manufacturers (FMM), the manufacturing industry in the nation has recorded an average yearly turnover rate of 18.84 per cent for the time period of July 2010 to June 2011. In a parallel fashion, Hewitt Associates' (2007) Total Compensation Management Survey reported that the average employee turnover rate in Malaysia is 18 percent. FMM report also showed the average turnover rate is 1.97 percent for non-executive and 1.35 percent for executive level employees. This scenario has raised the curiosity to identify whether there's organizational learning culture in Klang and whether the organizational learning will affect the job satisfaction among the employees in Klang manufacturing.

1.3 Research Questions

As mentioned earlier in introduction part, human resources play an important role in an organization because they can determine the success or failure direction when the organization is working towards respective objectives, vision and mission. Therefore, many studies have been done to understand more on organizational behavior, but there is still a lack of comprehensive study that determines the significant impact of organizational learning culture on employees' satisfaction. Due to that, this study comes out with the following questions in order to provide a clear insight:

a) Is dimension of continuous learning has relationship with the job satisfaction among employees from Klang manufacturing?

b) Is dimension of dialogue and inquiry learning has relationship with the job satisfaction among employees from Klang manufacturing?

c) Is dimension of team learning has relationship with the job satisfaction among employees from Klang manufacturing?

d) Is dimension of integrated learning has relationship with the job satisfaction among employees from Klang manufacturing?

e) Is dimension of empowering learning systems has relationship with the job satisfaction among employees from Klang manufacturing?

f) Is dimension of learning link system has relationship with the job satisfaction among employees from Klang manufacturing?

g) Is dimension of leadership learning has relationship with the job satisfaction among employees from manufacturing industries in Klang?

h) Is organizational learning has impact on job satisfaction among employees from Klang manufacturing?

1.4 Research Objectives

The main objective of the study is to identify the impact of seven dimensions of organization learning on job satisfaction among Klang manufacturing's employees.

O_1: To determine the relationship of dimension of continuous learning on job satisfaction among employees in Klang manufacturing.

O_2: To determine the relationship of dimension of dialogue and inquiry learning on job satisfaction among employees in Klang manufacturing.

O_3: To determine the relationship of dimension of team learning on job satisfaction among employees in Klang manufacturing.

O_4: To determine the relationship of dimension of integrated learning system on job satisfaction among employees in Klang manufacturing.

O_5: To determine the relationship of dimension of empowering learning systems on job satisfaction among employees in Klang manufacturing.

O_6: To determine the relationship of dimension of learning link system on job satisfaction among employees in Klang manufacturing.

O_7: To determine the relationship of dimension of leadership learning on job satisfaction among employees in Klang manufacturing.

O_8: To determine the impact of the seven dimensions of learning organization on job satisfaction among employees in Klang manufacturing.

1.5 Significance of Study

From a practical point of view, it is important that an organization to clearly understand the organizational culture and group structures that can use to facilitate learning. The study of organizational learning will significantly influence on group members' response to organizational change and their capacity to learn. The response of group members typically reflected via the members' satisfaction; indirectly determine the overall employee's commitment to their organizations and relative turnover rate.

Even though there is a lot of study had been done by academician on organization commitment, yet these studies still requires mass attention to apply and test whether an organizational learning culture can affect the manufacturers and subsequently the employee's commitment to their organization.

Besides, this study enables an organizational top management team to identify and design a new model or framework for overall learning and development and create the organizational environment and culture that favour most employees to work in the organization.

1.6 Scope and Limitations of Study

The scope of the study is on 20 selected manufacturing companies in Klang area only. Each of the company consists of female and male employees, covering from office team to operation team. The scope of the study focused on the relationship among organizational learning culture with satisfaction of staffs in the organization.

There are several limitations in this study. Time is one of limitation to this study. The researcher has to complete the questionnaires distribution to all twenty factories employees. This is then followed by the collection of questionnaires and analysis of the result. This is part of the study which is most time consuming. Besides, since this study involved huge amount of factories, the probability to get the feedback from respondents is estimated very difficult to be achieved. Upon this, the research can only focus on manufacturing industry located in Klang.

Other than above, another limitation is this study only cover the sampling area at Klang, Malaysia. The result might not be suit to represent the employee's view towards their companies in other geographical area.

Moreover, this study has been conducted at the manufacturing industries in Klang, covering wide range of product type companies. This studies has included the response from the glove, medical, paint and bike industries. Hence the result cannot accurately to reflect the sound from one specific product type of manufacturing's employees.

Besides, this study focus on the samples from manufacturing area. The environment of the manufacturing area is different from the business of other nature, for instance: trading company, job recruitment, intellectual properties and IT based company.

1.7 Organization of the Thesis

This study is divided into five chapters. Chapter One has explain the importance of learning organization in a company, especially a manufacturing company. Learning organization involves extensive participation of employees and customers in decision making, conversation, and sharing information. It is not just group or individuals who learn; however, learning occurs continuously in various levels of business units and even in the entire company (Josep M., 2012). Accordingly, this chapter has identified how the present study will be significant to both theory and practice. In addition, it also briefly sets a framework on how the study will be conducted.

In Chapter Two, previous studies conducted by other researchers on the relatively field of study are reviewed. This chapter also analyzes empirical evidence on previous studies which conducted on learning organization in general.

The next chapter, Chapter Three will provide in detail the parameters and methods used in conducting the study and hence testing the hypotheses. In this chapter, the overall framework of this study is displayed. It will elucidate sample selection, data collection procedures and techniques, and statistical tests to be used to analyze the data collected. These detailed descriptions of the research design will follow closely the hypotheses formulated for the study, which will be presented earlier in the chapter.

Chapter Four will present the results of the study. In this chapter, all the testing and analysis conducted are explained and the results are presented. The results are then described accordingly.

The last chapter, Chapter Five, will discuss the findings of the study in depth by comparing the study‘s findings with previous works, and by relating them to the relevant theory cited in the second chapter. In addition, the final chapter will describe

the limitations of the present study and recommendations for practice and future research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter will discuss the literature review on the overall organizational learning culture, job satisfaction each dimensional elements of learning organization: continuous learning, dialogue and inquiry learning, team learning, empowerment learning, integrated learning, leadership learning and learning link system, with their respective relationship with job satisfaction. This gather the necessary previous study findings from different researchers and thus create a basic understanding on the topic for this study.

2.2 Job Satisfaction

Job satisfaction is one of the important elements for all employees in an organization. This is because it is oriented to one's feelings or state of mind on the work nature. As compared to previous centuries, job satisfaction may not so influential for an organization because a job available to a particular person was often predetermined by the person's parent.

Generally, job satisfaction can be affected by the quality of relationship with their supervisor, physical working environment and degree of fulfillment in their work, and some other factors. Upon the examining and understanding of the employees' satisfaction is benefit to both employees and employers. Besides, overall organizational productivity is increased and staff turnover rate can be reduced. Hence, job satisfaction is more to an individual's contentedness with their job.

2.2.1. Theories of job satisfaction: Hawthorne studies

Historically, Hawthorne studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to seek the impacts of various conditions on employees' productivity. These studies ultimately showed and supported that the point where a new revision in work environment can increases productivity for short term. This effect was known with a term of "Hawthorne Effect" as a correlation with Hawthorn studies. The further studies found that this productivity improvement not only induced by new working changes, but also caused by the observed knowledge and values. This finding proves that most people work for objectives other than salary. This has provides a path and opportunity for more researchers and raise their curiosity to investigate other factors in job satisfaction.

2.2.2. Theories of job satisfaction: Taylorism

Besides Hawthorne effect, Taylorism also been identified as an element that decide one's satisfaction on particular job. According to this scientific management, Taylorism, there was a single best solution to do any given assignment and task (Frederick Winslow Taylor's, 1911). Taylorism highlighted that an industrial production change will transform the manpower from skilled labor to a modern method of assembly lines and hourly wages. The industries greatly improve the productivity because workers were forced to work at a faster pace upon the first trial of scientific management application. In contrast, the workers became tired and exhausted. They tend to dissatisfied and reduce the commitment if the condition

persist. It should also be noted that the work of Walter Dill Scott, Hugo Munsterberg and W.L. Bryan set the tone for Taylor's work.

2.2.3 Theories of job satisfaction: Herzberg's Two-Factor Theory

Herzberg's two factor theories forms the determined that job satisfaction is indicated by both working internal and external factors. In 1950, Frederick Herzberg conducted a study by interviewed the employees to understand their satisfaction, and attempted to determine the possible contributors that affect the employees satisfaction or dissatisfaction with their work.

Herzberg developed his theory which argues that there are two factors that determine one's job satisfaction: motivator and hygiene factors according to these interviews. For these two factors, motivator and hygiene were further elaborated where the motivator was found to meet the personal requirement of staff and personal growth. The second factor, hygiene related to work aspects such as working conditions, salary, supervision, and interpersonal relations. The organization have to enhance the hygiene elements to prevent the feeling of dissatisfaction. But, satisfaction is not influenced by the improvement of their level at which dissatisfaction. In other word, the satisfaction and dissatisfaction has no interrelationship between each other. Hence, it was found that satisfaction improvement can only be done by providing the motivator. Similarly, the opposite theory where more of the motivator given may not eliminate dissatisfaction (Beard, I., Holden, and Claydon, T, .2004).

He also strongly believed that there is significant relationship between the definition of motivation and hygiene. This means that motivators will improve satisfaction and raise up performance level when the acceptable hygiene facet has been established.

In academic research area, some argue that Maslow's hierarchy of motivation theory, form the foundation for job satisfaction theory. According to this theory, people are looking to satisfy five specific needs in life – social, physiology, safety needs, self-esteem, and self-actualization.

Below are the list of definitions provided by several key researchers and writers.

- "Job satisfaction is the degree to which an individual feels positively or negatively about his or her job" (Goodman et al, 2007).
- "Job satisfaction can be conceived of as a multi-dimensional concept that includes a set of favorable or unfavorable feelings by which employees perceive their job" (Davis and Newstrom, 1999).

Job satisfaction was measured using a composite of nine subscales from the Job Satisfaction Survey (JSS) developed by Spector (1985). These subscales assess satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. Each subscale has four questions for a total of 36 items using a 5-point Likert-type response scale ranging from "Disagree very much "to "Agree very much "to indicate participants 'level of satisfaction. Spector (1997) showed that the internal consistency of the JSS was an overall Cronbach's alpha coefficient of 0.91, and the sub-scales ranged from 0.60 to 0.82, with two subscales below 0.70: operating procedures, 0.62, and co-workers, 0.60.

Among the three theories discussed as above, the Herzberg's Two-Factor Theory has been found to have the mostly related to this study as the Herzberg's Two-Factor Theory emphasized on the both intrinsic and extrinsic element that can affect the job satisfaction among employees in a workplace. This study focused organizational

learning is one of the example of intrinsic element that is going to learn on its impact on job satisfaction.

2.3 Organizational Learning Culture

Learning culture has been defined as a self-sustaining culture that produces more energy than it consumes (Marcia Conner, 2005). The recognition of the learning culture was initiated by Cullen in 1999 from a Peter Senge famous book, The Fifth Discipline. Most investigators in the academic area agree that Senge was the first person to establish the principle of a "learning organization".

Since after a period of time, Watkins and Marsick (1993, 1997) introduced another interesting concept, a seven-factor learning organization concept and its instrument, Dimensions of the Learning Organization Questionnaire (DLOQ) to support the whole organizational learning process.

Both the 5-disciplines model suggested by Senge (1990) and Watkins and Marsick (1993, 1996) described and categorized the learning of organization into three different levels of learning: the individual level, the group level and the organizational level. According to Watkins and Marsick (1993, 1996), they drafted two dimensions of organizational learning: continuous learning and dialogue and inquiry in individual level; team learning and collaboration in group level and they included four dimensions of organizational learning: embedded systems, system connections, empowerment, and provide leadership for learning in organizational level.

DLOQ was aimed to measure the correlation of seven dimensions of learning organization with knowledge and financial performance (Marsick and Watkins, 2003, p. 136). The seven dimensions are continuous learning, inquiry and dialogue, team

learning, empowerment, embedded system, system connection, and strategic leadership (Marsick and Watkins, 2003). The DLOQ consisted of five sections of questions: individual level, team or group level, organization level, measuring performance at the organizational level, and demographic information. Recently, reliability and content and predictive validity of the DLOQ were established from few empirical studies (Davis and Daley, 2008; Ellinger, Ellinger, Yang, and Howton, 2002; Marsick and Watkins, 2003; Yang et al., 2004). These studies indicated that if each of the seven dimensions of a learning organization with alphas exceeding 0.70, the DLOQ can be considered as a reliable instrument. According to Mia Leufvén in 2015, the variations across employee's perceptions of the organizational context were capable to be detected by DLOQ.

The implementation of learning culture originated in company like Shell. Arie de Geus, the head of Shell Oil Company's Strategic Planning Group and public speaker determines that learning culture can be a sustainable competitive advantage in all kinds of business industries. Besides, this culture is seen to be increasingly common and an essential feature in currently unpredictable and dynamic business environment.

As today competing world, learning process is encouraged for the improvement of one thinking, action and appearance. It is also vital for the development of an organizations. As stated earlier, the recognition and academic studies on learning culture has been years ago. Below are listed some previous research studies on definitions of organizational learning culture as well as respective elaborations of Senge's five disciplines and Marsick and Watkins's seven learning dimensions.

- Based on Huber in 1991, if throughout its dispensation of information, the vary of its (the organization's latent behaviours is amended or revised, learning

happens in an organization. The definition further expanded to include four elements: information distribution, information interpretation, knowledge acquisition, and organizational memory.

- "A learning Company is an organization that facilitates the learning of all its members and continually transforms itself" (M. Pedler, J. Burgoyne and Tom Boydell, 1991).
- “Learning is one that learns continuously and transforms itself” (Watkins and Marsick, 1993).
- "The essence of organisational learning is the ability of an organization to implement the amazing mental capacity of all its members to create the kind of processes that will enhance its own" (Nancy Dixon, 1994).

2.4 Relationship between Continuous Learning and Job Satisfaction

One of the learning organization dimension is continuous learning. Based on the research study from Eetu Laatikainen in 2014, there is a close relationship between continuous learning and job satisfaction among the employees. His study concluded that direct face to face interaction is encouraged for learning among the employees as the knowledge of the process is tacit and ineffective to share in other ways. Offering these sharing possibilities can also affect job satisfaction in positive way due to the sense of community among employees can be increased. Besides, those employees who newly join a company are demanding for more feedback from superiors and colleagues to improve their confidence level and subsequently the performance.

There are some multinational companies are very emphasize on the continuous learning in the path of the company grow process. For instance, Valea is a Eurpean intelligent properties consulting firm. This firm place the great emphasize on the

continuous upgrade of the employees by encouraging the continuous learning to nurture the competitive strong team.

2.5 Relationship between Dialogue and Inquiry Learning and Job Satisfaction

Since the early stage of learning organization theory development, dialogue and inquiry learning has been included as one of the important dimension. This skill is believed enable to improve one ability to verify other hold the view they assume is correct. Educators can help individuals to examine the waters around safety in the group and in the organization before plunging into actions that might adversely harm them (Victoria J. Marsick, 2010). The members involved in this kind of interaction has high satisfaction on their job and enjoy with the interaction as there is seldom conflict is happening.

2.6 Relationship between Team Learning and Job Satisfaction

According to Rodley in 2006, students who engaged in transition and action processes perceived that their goals were accomplished through teamwork. Subsequently, those who engaged in transition and interpersonal tasks developed a more positive attitude toward teamwork and felt that they learned significantly from their teamwork experience. This reflect the importance of team spirit and the strong effect that boost all the member become positively push to accomplish a task. This in turn becomes a motivation for effective and strong team. This same scenario reflect the same to the workplace, especially in manufacturing as a product manufacturing process acquired team of different expertise.

2.7 Relationship between Integrated Learning and Job Satisfaction

Debra M. in 2013 conducted a study on the linking on the learning to work satisfaction and he concluded that a linkage is established between learning and work satisfaction under the umbrella of accessibility to applicable learning during the moment the framework or recommendations are implemented as an integrated approach. Besides, complexity of allocating learning criteria in a group construct acquire the intentional development of an integrated framework of recommendations for virtual workplace teams to be successful. Bratton and Chiaramonte, (2007) commented that three performance areas related to learning and group outcomes requiring "people to engage in work-based learning, that is, learning new technical skills, new social "soft" skills (communicating, leading, problem solving), and learning to work within a group". Hence, the integrative system of learning is definitely will affect the effectiveness of overall learning process in a company with different employees and decide the successful of the learning organization.

There is number of benefits for the employees from the work- integrated learning. This included establishment of connection with higher education institutions and merge into teaching practices and methodologies and the boost of more new and creative ideas. Other than that, the chance to give a potential recruit a trial without obligation is possible.

2.8 Relationship between Empowering Learning and Job Satisfaction

Empowerment refers to enlargement of an employee's job duties by assigning them the authority for decision making about their own job without approval of his immediate supervisor (Elnaga, 2014). This is indirectly boosting the independency of the employees. Using the benchmark of Toyota Motor Company which has been

recognized with the good example of the employee empowerment, it is found that Toyota organized their workers by developing teams and authorize leader for each team for different responsibility and training, housekeeping as well as minor equipment repair. The consequently employee satisfaction survey conducted in FY2010 for Toyota on administrative and engineering employees revealed an affirmative response rate of over 70% regarding "satisfaction with company life" and "feeling that one's job is rewarding."

2.9 Relationship between Learning Link System and Job Satisfaction

Learning link system means the ability to connect the organization to its surrounding environment. In other words, learning urge the learners to adapt the environmental elements into the learning process. According to Marsick and Watkins (2003), working environment culture affects the performance of the employees and determine the result of the job. Hence, employees are encouraged to think of the possible effect of their work on the entire enterprise, and thus before decide to apply the information to adapt work change, have to access the working environment. In all, the organization is closely connected to communities.

2.10 Relationship between Leadership Learning and Job Satisfaction

Every organization has group of leaders in different level of organization chart. Each leader play an important role in ensuring the development of the company towards a common direction. Hence, the entire leader must have the same and common purpose and convey the correct message to the downwards followers. Leadership learning involve the strategic leadership model, support learning, and grow for business results (Khalil M. Dirani, 2006).

With the proper and effective leadership learning, leaders are cultivated to be one that understand the need of the company and the followers and try to work for a balance between both parties. This enables one team is under a positive environment.

2.11 Relationship between Organizational Learning Cultures and Job Satisfaction

As from above mentioned literature reviews in organizational learning culture and job satisfaction, the relationship between these two variables are interesting to identify. In an organization constitutes of employees and employers, the characteristics of learning organization include several facets, such as knowledge sharing, organizational learning capacity, workplace learning, innovation, empowerment, team work, and so forth are found has play certain level of importance. The aspects of organizational learning culture also will rise up relatively response from employees who experience and react towards the culture. This response refers to job satisfaction among employees. The happier the employees, the more they satisfy with the job. Chiva and Alegre (2008) stated that work and organizational conditions are majorly affected by the situational approach of job satisfaction.

A working culture and environment is greatly influence employees' job satisfaction and relatively overall productivity, especially commitment, participation, cooperation, and work importance (Keller et al., 1996). Mikkelsen, Ogaard, and Lovrich (2000) identified that learning culture is positively connected to job satisfaction. Rowden and Ahmad (2000) and Tsai, Yen, Huang, and Huang (2007) mentioned that learning culture in workplace can promote job satisfaction among employees. Moreover, job satisfaction is positively driven by empowerment (Eylon and Bamberger, 2000).

Similar studies on the relationship between organizational learning culture and job satisfaction were continued by Griffin, Patterson, and West in 2001. Griffin, Patterson, and West concluded that teamwork impacts job satisfaction via the job autonomy. Job satisfaction also can be improved through an effective communication channel in any participation management (Kim, 2002). Lastly, Chiva and Alegre (2008) supported the positive linkage between organizational learning and satisfaction on job with the point that the learning capacity can develop employees' competencies.

In addition, this relationship is further investigated in details in certain particular field in different countries, for instance, the study of organizational learning culture's influence on job satisfaction in Taiwan research and development (Hsiu-Yen Hsu, 2009). Similar studies also can be seen in studies of the relationship between organizational learning culture and job satisfaction and internal service quality in sport organizations in Iran (Fatemeh Pasebani *et al*, 2012).

2.12 Chapter Summary

This chapter has examined the past studies conducted by other researchers on the job satisfaction and discussed the related theories. This was followed by organizational learning related literatures. Finally the past studies and research papers on relationship between each of the organizational learning dimensions and job satisfaction are discussed. Therefore, this style is studied in-depth in the current research to determine the relationship between the organizational learning and job satisfaction.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter will be elaborating the methodological part of this research. It explains the methods used and how the data was collected to answer problem or questions of the research. It also describes the instrumentation used, sources of data, units of analysis, research population frame, the sample of respondents and development of questionnaire design as well as data collection procedures in order to ensure that the information gathered would able to answer the objectives of the study and determine whether the hypothesis is accepted.

3.2 Research Framework

For this study, the relationship between independent variables and dependent variable was displayed as below diagram.

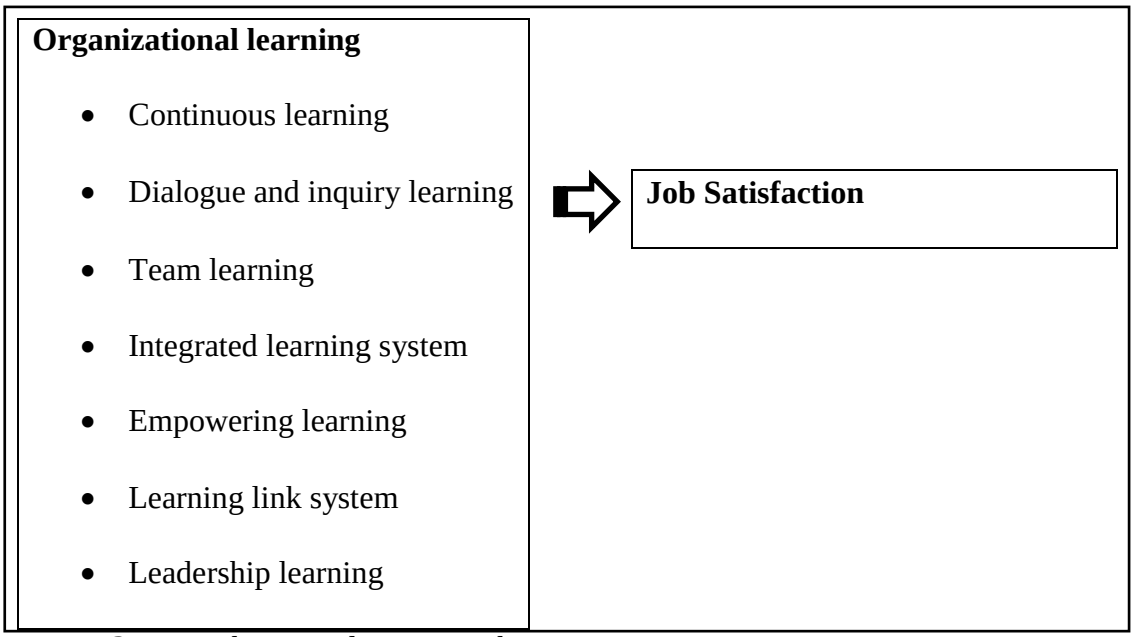

Figure 3.1: Theoretical Framework

3.3 Hypothesis

According to Uma Sekaran (2006), a hypothesis refers to a logically conjectured relationship between two or more variables expressed in the form of a testable statement. Relationships are conjectured on the basis of the network of associations established in the theoretical framework formulated for the research study. Sekaran (2006) also commented that, it is expected that solutions can be found to correct the problem encountered by testing the relationship between hypothesis and confirming the conjectured relationships.

H_1: Dimension of continuous learning has a significant relationship with the job satisfaction among employees from Klang manufacturing.

H_2: Dimension of dialogue and inquiry learning has relationship with the job satisfaction among employees from Klang manufacturing.

H_3: Dimension of team learning has relationship with the job satisfaction among employees from Klang manufacturing.

H_4: Dimension of integrated learning systems has relationship with the job satisfaction among employees from Klang manufacturing.

H_5: Dimension of empowering learning systems has relationship with the job satisfaction among employees from Klang manufacturing.

H_6: Dimension of learning link system has relationship with the job satisfaction among employees from Klang manufacturing.

H_7: Dimension of leadership learning has relationship with the job satisfaction among employees from Klang manufacturing.

H_8: Organizational learning has impact on the job satisfaction among employees from Klang manufacturing.

3.4 Operational Definition

Operational definition is the description on the variables and respectively measurements throughout the study. In this study, there are two variables, dependent and independent variables. Independent variables refers to continuous learning, dialogue and inquiry learning, team learning, integrated learning systems, empowering learning, learning link system and leadership learning. Dependent variable is the job satisfaction.

3.4.1: Continuous learning

Learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth (Marsick and Watkins, 2003).

3.4.2: Dialogue and inquiry learning

People gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback, and experimentation (Marsick and Watkins, 2003).

3.4.3: Team learning

Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded (Marsick and Watkins, 2003).

3.4.4: Integrated learning systems

Both high- and low-technology systems to share learning are created and integrated with work; access is provided; systems are maintained (Marsick and Watkins, 2003).

3.4.5: Empowering learning

People are involved in setting, owning, and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do (Marsick and Watkins, 2003).

3.4.6: Learning link system

People are helped to see the effect of their work on the entire enterprise; people scan the environment and use information to adjust work practices; the organization is linked to its communities (Marsick and Watkins, 2003).

3.4.7: Leadership learning

Leader's model, champion, and support learning: leadership uses learning strategically for business results (Marsick and Watkins, 2003).

3.4.8: Job satisfaction

Positive and negative feeling outcomes of the employees after being exposed to a job culture and work environment (Greenberg and Baron, 2008).

3.5 Measurement of Variables/Instrumentation

3.5.1 Instrumentation

In this study questionnaire is selected as a tool to investigate the relationship between organizational learning culture and the job satisfaction among the officer and operation staff of Klang manufacturing companies. The instruments employed were pre tested after adapted from previous studies. Three points were taken into considerations (Hair, Money, Page and Samouel, 2007) to ensuer that the instruments used are able to captures the desired data from respondents.

a. The validation by pre-testing

b. The general design of questionnaire

c. The methodologies by which the questionnaires were administered

The questionnaire consists of three (3) sections meant to capture the variable related to the organizational learning culture dimensions (continuous learning, dialogue and inquiry learning, team learning, integrated learning system, empowering learning, learning link system and leadership learning), job satisfaction and the demographic section related to respondents. The summary of the survey items and related hypotheses are summarized as below.

Table 3.1: *Variables, Section and Survey Item and Related Hypothesis*

No	Variables	Survey Item	Sources
1	Independent Variable: Continuous learning	3	Dimension of Learning Organizational Questionnaire (Marsick and Watkins, 2003
2	Independent Variable: Dialogue and inquiry learning	3	
3	Independent Variable: Team Learning	3	
4	Independent Variable: Integrated learning systems	3	
5	Independent Variable: Empowering learning	3	
6	Independent Variable: Learning link systems	3	
7	Independent Variable: Leadership learning	3	
8	Dependent Variable: Job Satisfaction	15	Job Satisfaction Survey (Paul E. Spector in 2007)

3.5.1.1 Dimension of Learning Organizational Questionnaire (DLOQ)

Evaluation of the first-order confirmatory factor model was performed, purposed of examining the hypothesized organizational learning culture dimensions. These seven dimensions refer to continuous learning, inquiry and dialogue, team learning, empowerment, embedded system, system connection, and strategic leadership (Marsick and Watkins, 2003).

This questionnaire used to test organizational learning culture and planned to absorb the perception from employees about the seven dimensions. This enabled a clearer image on their position and their need can be explored to organization. The seven dimensions motivate dynamic organizational learning processes**.**

3.5.1.2 Job Satisfaction Survey (JSS)

According to Paul E. Spector in 2007, the absolute approach is applied in JSS analysis and this approach applied some logical to represent dissatisfaction versus satisfaction. JSS enables the assumption that agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, provided the JSS uses 6-point agree-disagree response choices. Whereas disagreement with positive-worded items, and agreement with negative-worded items represents dissatisfaction. For the 4-item subscales, as well as the 36-item total score, this means that scores with a mean item response (after reverse scoring the negatively-worded items) of 4 or more represents satisfaction, whereas mean responses of 3 or less represents dissatisfaction. Mean scores between 3 and 4 are ambivalence.

3.5.2 Pilot Testing

To further improve the questionnaire structure and determine the enhancement needed that will affect the target population; a pilot test was advisable according to Reynolds, Diammantopoulos, and Schlegelmilch (1993). In this present study, thirty (30) samples were selected to conduct this prior trial in order to test whether the questionnaire applied was suitable enough to reflect the actual survey of this study. The pilot test result from 30 samples or respondents demonstrated significant relationship of all the 21-items DLOQ and 15-items JSS questionnaire used in this study, where the 56% respondents have chosen the revert agree, 44% of respondent selected strong. For the JSS, respondent result is 49% agree and 51% strongly agree.

This pre testing using pilot testing proved the questionnaire design was appropriate to proceed with this study.

Then reliability test was used to evaluate whether the question was in appropriate or not. The level of misperception of the respondent's and it will give support to use the final questionnaire. This was necessary to ensure that the questions were clear and easily understood by respondents.

3.5.3 Reliability Testing

Reliability is a determination of the consistency and stability where the instrument has been applied to test the concept and assist to examine the "goodness" of a measure (Sekaran, 2005). Furthermore, the reliability of measure will indicate the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. To measure the reliability of the instruments used, Cronbach's alpha is employed. According to Sekaran (2005), if the Cronbach's alpha is less than 0.6, this means that the instrument used has a low reliability (and thus opens for some errors). If the alpha value is within 0.7, the instrument has acceptable reliability, and the instrument is said to be reliable when the alpha value exceeds 0.8.

Table 3.2: *Reliability Coefficients for Variables*

No	Variables	Survey Item	Cronbach's Alpha
1	Continuous learning	3	0.73
2	Dialogue and inquiry learning	3	0.79
3	Team Learning	3	0.76
4	Integrated learning systems	3	0.72
5	Empowering learning	3	0.70
6	Learning link systems	3	0.71
7	Leadership learning	3	0.81
8	Job Satisfaction	15	0.77

Table 3.1 highlighted the reliability coefficients of all the measures. As what is shown in the table, the all seven dimensions of the organizational learning were measured by 3 items each, and the reliability coefficient (Cronbach's alpha) of measures was 0.73, 0.79, 0.76, 0.72, 0.70, 0.71 and 0.81. While the job satisfaction was measured by 15 items and the relative reliability coefficient for was reported at 0.77. Since all the Cronbach's alpha were higher than 0.7, it is concluded that the instruments used were considered as reliable.

3.6 Research Design

This research employed a quantitative, non-experimental survey research design in collecting data by using a questionnaire. Questionnaires were distributed among 20 companies, with average 10 employees were selected randomly as sample. This study involved an investigation into impact of dimensions of learning organization at individual level (continuous learning, dialogue and inquiry learning), group level (team learning) and organization level (Integrated Learning Systems, Empowering learning, Learning Link system and leadership learning) on employees' performance is of descriptive-survey type of research. Instruments for survey in this study have been prepared based on Watkins and Marsick questionnaire of dimensions of learning organization, refer to table 3.1 for this.

The survey was designed with a 5-point Likert-type response scale ranging from 1 (strongly disagree) to 5 (strongly agree). There were three sections in the questionnaire. Section A covered the biographical data such as gender, age, race, marital status, level of education, length of service and level of income. Section B, organizational learning culture was assessed via the Dimensions of the Learning

Organization Questionnaire (DLOQ). Section C focused on measuring job satisfaction by utilizing the Job Satisfaction Survey, JSS questionnaire.

According to sample size formula of this investigate, the questionnaires were randomly distributed to 200 employees with 10 employees from different Klang Manufacturing companies, and asked them to answer the questionnaire. Descriptive statistics of all study variables were consisted inside preliminary statistical analyses. Bivariate hypotheses were accessed using Pearson correlation coefficients. Whereas, the remaining hypotheses were tested using multiple regression analyses.

Table 3.3: *Characteristics of Dimensions of the Learning Organization Questionnaire (DLOQ).*

Levels	**Dimensions of learning organization**	**Question**
Individual	Continuous learning	01-03
	Dialogue and inquiry learning	04-06
Group	Team learning	07-09
Organizational	Integrated learning systems	08-12
	Empowering learning	13-15
	Learning link system	16-18
	Leadership learning	19-21

Table 3.4: *List of Manufacturing Factories Located in Klang, Malaysia area.*

No	**Company name**	**No. of respondent**	**Address**
1	Brightway Holdings Sdn Bhd	10	*Lot 1559, Jalan Istimewa, Batu Belah, Klang, 42100, Klang, Selangor*
2	Sime Coatings Sdn Bhd	10	*4 Solok Waja 2, Bukit Raja Industrial Estate, PO Box 159, 41710 Klang, Selangor*
3	Top-Mech Provincial	10	*6 Lorong Abdul Manan 1, Jalan Manan, Off Jalan Meru, 41050 Klang, Selangor*
4	Zamria Malaysia	10	*15 Cempaka Emas Industrial Park, Batu 1, Jalan Pandamar, Pandamaran, 42000 Port Klang, Selangor*
5	Top Glove Sdn. Bhd. @ Factory 12	10	*Lot 4960, Jalan Teratai, 6th Miles, Off Jalan Meru, 41050, Klang, Selangor*
6	Top Glove Sdn. Bhd. @ Factory 13	10	*Lot 4947, Jalan Teratai, 6th Miles, Off Jalan Meru, 41050, Klang, Selangor*
7	GT Max	10	*Lot 4971, Jalan Teratai KU/08 Kaw Perindustrian Meru Timur, 5 1/2 Miles Off, Jalan Meru, 41050, Klang, Selangor, Malaysia*

8	Medicos	10	*Lot 2552 Jalan Seruling 59, Kawasan 3, Taman Klang Jaya, 41200 Klang*
9	TG Medical Sdn. Bhd. @ Factory 3	10	*Lot 5091, Jalan Teratai, 5th Miles, Off Jalan Meru, 41050, Klang, Selangor*
10	Top Glove Sdn Bhd	10	*Lot 4968, Jalan Teratai Batu 6, Off Jalan Meru, Klang, 41050, Klang, Selangor*
11	Top Glove Corporation Bhd	10	*Lot 4969, Jalan Teratai, Batu 6, Off Jalan Meru, Klang, 41050, Klang, Selangor*
12	Cycleworld	10	*Lot 23261, Jalan Sungai Puluh, Off Jalan Kapar, 42100 Klang, Selangor*
13	Flexitech Sdn Bhd	10	*Lot 5071, Batu 5 1/2, Jalan Meru, Klang, 41050, Klang, Selangor*
14	Gx Corparation Sdn. Bhd.	10	*Lot 6478A, Jalan Kapar, Batu 5 Sementa, 42100, Klang, Selangor*
15	Kossan Latex Industries (M) Sdn Bhd	10	*Lot 6129, Jalan Hj Abdul Manan, Batu 5 ¼, Off Jalan Meru, Klang, 41059, Klang, Selangor*
16	Maxter Glove Manufacturing Sdn Bhd	10	*Lot 6070, Jalan Haji Abdul Manan, 6 Miles, Off Jalan Meru, Klang, 41050, Klang, Selangor*
17	Mediechlo Sdn Bhd	10	*1, Jalan Telok Batu 10, Batu 4 1/2 Off Jalan Kebun, Klang, 41000, Klang, Selangor*
18	GMP Medicare Sdn Bhd	10	*Lot /PT64593, Jalan Dahlia/KU8, Kawasan Perindustrian Meru Timur, 41050 Klang Selangor D.E. Malaysia.*
19	Smart Glove Corp Sdn Bhd	10	*Lot 6487, Batu 5 3/4, Sementa, Jalan Kapar, Klang, 42100, Klang, Selangor*
20	Wear Safe Sdn Bhd	10	*Lot PT 13726, Jalan Hj Salleh, Off Jalan Meru, Klang, 41050, Klang, Selangor*

3.7 Data Collection

3.7.1 Population and Sampling

In this study, manufacturing factories located in Klang were chosen. This is because Malaysia main manufacturing products are rubber, where Klang is the area where most of the rubber factories are located. Besides, there are other type of manufacturing, which consist pharmaceutical, machinery, food and beverage. All these products have contributed to numbers of Malaysia growth. Hence, the environment of manufacturing area has been believed have practice a sustainable and

stable culture of working enviroement. In Klang area, there are more than 20 manufacturing factories. The other reason for choosing only Klang manufacturing factories for this study because of homogeneity of sampling units that only require a small sample to estimate the population parameter which have advantage of producing smaller sampling error (Davis and Cosenza, 1998; Babbie, 2006). Lastly, the political and social culture in all these area is similar since all these factories are in Klang, Malaysia. Table 3.4 show the list of manufacturing factories which located in Klang area.

The population of this research is the total of employees in manufacturing area in Klang, Malaysia. In 1970, Krejcie and Morgan have developed table for determining sample size for a given population as Table 3.5 based on the formulas as below.

Table 3.5: *Table for Determining Sample Size for a Finite Population*

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

The formula used for these calculations was:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

From the formula, the calculation is as below.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

$$= \frac{3.841\,(400)(0.5)(1-0.5)}{0.052\,(400-1)+3.841(0.5)(1-0.5)}$$

$$= 196.19461 \approx 200$$

Figure 3.2: *Calculation of sample size*.

The total manufacturers in Klang are 352 companies (Business list, 2011) and 20 companies were selected upon the reason of easy assessment of the respondents. Each of these 20 companies have Malaysian staffs of average 200. With an overall population of 400, based on the table of Krejcie and Morgan, sample size of 196, estimated 200 was chosen.

3.7.2 Data Collection Procedures

This survey applied a quantitative cross sectional survey research. The survey conducted was at individual levels on Klang's manufacturing industries. Questionnaires were distributed to the Malaysian staff, typically those with position of officer and exec level. The data were collected and analyzed accordingly. The instruments were designed for individual level unit of analysis based on one respondent group. The target population was the officer and operation staff from manufacturing companies in Klang. The respondents were able to answer the questionnaires without asking assistance to translate the questions as the selected samples were officer and operation staff, they have the capability to understand the questions without help from the interviewer.

Data collection remains an integral part of research design. There exists many ways in collecting data such as primary and secondary data. For the purpose of this study, primary data was chosen.

Primary data refers to the information obtained first hand by the researcher on the variables of interest for the specific purpose of the study (Sekaran, 2003). Primary data can also be defined as data originated by the researcher for addressing the research problem. For the purpose of this study, questionnaires will be used as the research instrument. Questionnaires are a set of questions developed to gain necessary data to answer the problem of the study. The advantage of using questionnaires is the fact that the researcher can collect all the completed responses within a short period of time. In addition to that, administering the questionnaires to a large number of respondents is time efficient as well as less expensive.

3.7.3 Techniques of Data Analysis

In this study, all data analysis and hypotheses testing using statistical tools of Statistical Package for Social Sciences (SPSS) software. It included factor and reliability analyses to test the goodness of measures, descriptive statistics to describe the characteristic of respondents, correlation analysis to describe the relationship between variables, and to measure the significance of linear bivariate between the variables (Coakes, 2005).

Table 3.6 *Summary of the analysis used to test the respective hypothesis.*

No.	**Hypothesis**	**Statistical Test**
1	H_1: Dimension of continuous learning has relationship with employees' satisfaction.	Correlation
2	H_2: Dimension of dialogue and inquiry learning has relationship with employees' satisfaction.	Correlation
3	H_3: Dimension of team learning has relationship with employees' satisfaction.	Correlation
4	H_4: Dimension of integrated learning systems has relationship with employees' satisfaction.	Correlation

5	H_5: Dimension of empowering learning systems has relationship with employees' satisfaction.	Correlation
6	H_6: Dimension of learning link system has relationship with employees' satisfaction.	Correlation
7	H_7: Dimension of leadership learning has relationship with employees' satisfaction.	Correlation
8	H_8: Organizational learning has impact on employees' satisfaction.	Regression

3.8 Chapter Summary

In this chapter, the development of hypothesis which needs to be verified in the current study is vital as to understand the influence of organizational learning to job satisfaction. The research methodology which includes research sampling, data collections and measurement of variables has been highlighted for the purpose of the hypotheses and to answer the research questions mentioned prior to this chapter. The measurement of the instrument reliability was discussed in this chapter. By using appropriate statistical techniques, the acceptance or rejection of the hypotheses will be determined in next chapter.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction

This chapter describes on the results of the survey that explain the impact of seven dimensions of organizational learning on employees' job satisfaction. This chapter begin with the analysis of respondent biographic of the respondents before presenting the others data analysis results of the study. Data screening will be discussed which will then be followed by reliability test. To address the research question, statistical analyses were applied, including descriptive statistics, correlations and multiple regression analysis.

4.2 Respondents Biographic Analysis

Based on the biographic profiles as table 4.1, the majority of respondents (103 out of 200 respondents, 51.5%) were female while their male counterparts constituted of only 97 out of 200 respondents, 48.5%. From the 200 respondents, 60% is single and remaining 40% is married. In terms of age, one third (45.5%) of the respondents were in the group of 24 to 34 years old while about 39 percent of them were in aged group between 35 to 45 years old. The majority of respondents (15.5%) were more than 45 years old.

From the 200 respondents from 20 different manufacturing, found that 48% are Malays; 36% are Chinese, and the balance 16% are Indian. This might be closely related to the reason of the demographic, where the Malays resident area is more and nearer to manufacturing areas compared to other races.

When analysis on the education level of the respondents, most respondents (58.5%) were SPM or secondary school diploma holders; 38% are Bachelor level and 3.5% are PhD holder. These respondents had worked in their respective companies from minimum of one year to more than 10 years, in which 67% work for 3-5 years; 25% work for 6 -10 years, 0.5% work for their respective companies for more than 10 years and the remaining 7.5% has experience of 1 to 2 years.

For the salary, there's 12% declared having monthly income of more than RM2,000 and less than RM3,000; 81% are holding salary more than RM3,000 and less than RM4,000; 3.5% of them with salary offered range from RM4,000 to RM5,000. 3.5% are being offered with monthly salary of range RM5,000 to RM6,000.

Table 4.1: *Respondents Biographic Analysis*

Respondent's Background (n = 200)

Particulars	**Variable**	**Frequency**	**Percent**
Sex	Male	103.0	51.5
	Female	97.0	48.5
Marital Status	Single	120.0	60.0
	Married	80.0	40.0
Age	24-34	91.0	45.5
	35-45	78.0	39.0
	>45	31.0	15.5
Race	Malay	96.0	48.0
	Chinese	72.0	36.0
	Indian	32.0	16.0
Highest of Education	Secondary School	117.0	58.5
	Bachelor's Degree	76.0	38.0
	Master Degree	7.0	3.5
Length of service	1- 2 years	15.0	7.5
	3-5 years	134.0	67.0
	6-10 years	50.0	25.0
	>10 years	1.0	0.5
Salary	>RM2k	24.0	12.0
	>RM3k	162.0	81.0
	>RM4k	7.0	3.5
	>RM5k	7.0	3.5

4.3 Descriptive Statistics

4.3.1 Dimensions of Learning Organization Questionnaire (DLOQ)

Table 4.2: *Statistic description of Dimension of Learning Organization Questionnaire (DLOQ) statements.*

Descriptive Statistics			
	N	Mean	Std. Deviation
In my organization, people help each other learn.	200	3.75	0.563
In my organization, people are given time to support learning.	200	3.84	0.632
In my organization, people are rewarded for learning.	200	3.79	0.747
In my organization, people give open and honest feedback to each other.	200	3.35	0.606
In my organization, whenever people state their view, they also ask what others think.	200	3.49	0.634
In my organization, people spend time building trust with each other.	200	3.64	0.716
In my organization, teams/ groups have the freedom to adapt their goals as needed.	200	3.49	0.665
In my organization, teams/ groups revise their thinking as a result of group discussions or information collected.	200	3.49	0.680
In my organization, teams/ groups are confident that the organization will act as their recommendations.	200	3.50	0.626
My organization creates systems to measure gaps between current and expected performance.	200	3.37	0.533
My organization makes its lessons learned available to all employees.	200	3.41	0.628
My organization measures the results of the time and resources spent on training.	200	3.45	0.632
My organization recognizes people for taking initiatives.	200	3.41	0.560
My organization gives people control over the resources they need to accomplish their work.	200	3.44	0.655

My organization support employees who take calculated risks.	200	3.49	0.650
My organization encourages people to think from a global perspective.	200	3.36	0.557
My organization works together with the outside community to meet the mutual needs.	200	3.43	0.669
My organization encourages people to get answer from across the organization when solving problems.	200	3.38	0.572
In my organization, leaders mentor and coach those they lead.	200	3.44	0.552
In my organization, leaders continually look for opportunities to learn.	200	3.51	0.626
In my organization, leaders ensure that the organization's actions are consistent with its values.	200	3.44	0.678
Valid N (listwise)	200		

From the table 4.2, showed the descriptive statistics of the seven dimension of the learning organization. From the table, it showed that the statement of “In my organization, people are given time to support learning” with (M=3.84; SD= 0.632). Secondly, followed by “In my organization, people are rewarded for learning” with the mean and standard deviation of M= 3.79, SD=0.747. Thirdly was followed by the statement of “In my organization, people help each other learn”. All these three statements are categorized under continuous learning.

This reflected that employees from Klang Manufacturing viewed that the support from the company assist to accelerate the process of learning process and subsequently encouraging and motivating the employees for better outcome from the learning and improve their respective performance. This support refers to the understanding from top management by giving sufficient time to the employees for learning and proposes certain kinds of rewards to attract the group of employees,

especially those who have leave the academic institutes for some periods. Besides, the employees in manufacturing industries in Klang area will emphasize on the teamwork on the learning process. Those who prefer to be isolated and independent will not be mix well in the group pf learning. In contrast, those who are friendly and help each other and willing to share the knowledge among the group will learn the new organization culture and changes fast and help in their own adaptability for all the changes the company is heading towards.

In contrast, manufacturing employees found that the effort of top management on the globalized view of learning was still low as reflected from the statement of "My organization encourages people to think from a global perspective" with M=3.36, SD=0.557. This statement is categorized under learning link system.

4.3.2 Job Satisfaction Survey (JSS)

From the table 4.3, descriptive statistic for all the statements from the Job Satisfaction Survey (JSS) is summarized. From the table, the statement of "How satisfied are you with your involvement in decisions that affect your work?" has the highest mean value of 4.11 and the respective standard deviation is 0.788. In Klang manufacturing, the appreciation of the employees in decision making is very important to enable more employees' participation in every organization decision. Secondly, the channel of the information sharing and transfer among all the employees also vital as to enable the employees to get the latest and useful information. This point was supported by the second high mean value for the statement of "How satisfied are you with your involvement in decisions that affect your work?"

Table 4.3: *Statistic description of Job Survey (JSS) statements.*

Descriptive Statistics			
	N	**Mean**	**Std. Deviation**
I feel encouraged to come up with new and better ways of doing things.	200	3.58	0.676
My work gives me a feeling of personal accomplishment.	200	3.88	0.720
I have the tools and resources to do my job well.	200	3.49	0.593
On my job, I have clearly define the quality goals.	200	3.61	0.694
The company does an excellent job of keeping employees informed about matters affecting us.	200	3.92	0.753
When a customer is dissatisfied, I can usually correct the problem to their satisfaction.	200	3.78	0.690
I understand why it is important for (Company name) to value diversity (to recognize and respect the values of differences in race, gender, age, etc).	200	4.02	0.694
My job makes good use of my skills and abilities.	200	3.62	0.662
My supervisor's manager visibly demonstrates a commitment to quality.	200	3.75	0.740
Senior manager visibly demonstrate a commitment to quality.	200	3.57	0.630
How satisfied are you with the information receive from management on what is going on in your division?	200	3.64	0.643
How satisfied are you with your involvement in decisions that affect your wok?	200	4.11	0.788
Considering everything, how satisfied are you with your job?	200	4.00	0.818
How satisfied are you with the information you receive from management on what's going on in the company?	200	4.07	0.783
How satisfied are you with the opportunity to get a better job in this company?	200	4.05	0.810
Valid N (listwise)	200		

Thirdly, table 4.3 showed that employees view the chances of upgrading or how top management appreciate the effort from employees can get the employees satisfaction in return. This is because statement of "How satisfied are you with the opportunity to get a better job in this company?" has high value rated from employees. This statement was rated with mean of 4.05 and standard deviation of 0.810. If a company do not promote the employee who has contributed a lot of effort and time to the company development, the employee will not satisfy with the job no matter how interesting the job meant to the employee. While the least high rating statement would be the "I have the tools and resources to do my job well." This is because in manufacturing company, a lot of resources is needed for the whole manufacturing process, including the human resources, knowledge resources and facilities resources. As the result gathered based on the above table, we found that Klang manufacturing employees feedback that the insufficient resources. Yet, it affect the least to an employee's satisfaction to the company.

4.4 The Correlation between Organizational Learning Culture and Job Satisfaction

As it's shown in table 4.4 Pearson's bivariate correlation using a 2-tailed test, shows there a relationship between seven dimensions of organizational learning and job satisfaction. All of the correlations were significant in a range of 0.60 to 0.72. when compare the correlation between the seven dimensions of learning organization to the job satisfaction, it was found that the continuous learning is the most correlated to the job satisfaction with r=0.72, followed by dialogue and inquiry learning, r=0.71. On the other hand, the least correlation among the organization learning dimensions with

the job satisfaction is integrated learning system, with r=0.66 as per indicated in the table 4.4.

Table: 4.4: Pearson's bivariate correlation between independent and dependent variables.

Variables	**Continuous learning**	**Dialogue and inquiry learning**	**Team Learning**	**Integrated learning systems**	**Empowering learning**	**Learning link systems**	**Leadership learning**	**Job Satisfaction**
Continuous learning Sig. (2-tailed) N	1 200							
Dialogue and inquiry learning Sig. (2-tailed) N	.71** .001 200	1 200						
Team Learning Sig. (2-tailed) N	.67* .005 200	.68** .001 200	1 200					
Integrated learning systems Sig. (2-tailed) N	.65* .018 200	.62** .001 200	.60 .000 200	1 200				
Empowering learning Sig. (2-tailed) N	.64* .021 200	.71 0.023 200	.71 0.005 200	.65** 0.001 200	1 200			
Learning link systems Sig. (2-tailed) N	.69** .001 200	.63 .007 200	.65 .018 200	.79 .002 200	.70 .033 200	1 200		
Leadership learning Sig. (2-tailed) N	.65** .000 200	.64 .033 200	.68 .041 200	.67 .022 200	.70 .026 200	.68 .041 200	1 200	
Job Satisfaction Sig. (2-tailed) N	.72* .029 200	.71** .000 200	.70* .011 200	.69* .002 200	.67** .000 200	.66* .004 200	.68* .021 200	1 200

**.Correlation is significant at the 0.01 level (2-tailed).
*.Correlation is significant at the 0.05 level (2-tailed).

Based on Dancey and Reidy's (2004) categorisation, the strength of correlation depends on the value, whereby 0.1 to 0.3 is considered weak, 0.4 to 0.6 is categorised as moderate; 0.7 to 0.9 as strong and 1.0 as the perfect correlation. Hence, the correlation value for the seven dimensions is considered as strong since the figure drop within the range of 0.7 to 0.9.

In terms of significance, it was found that all dimensions of learning organization are significant with significance value are less than 0.05 or 5%. Upon these, it can be said that seven dimensions have relationship with job satisfaction.

4.5 Multiple Regression Analysis

In this study, ordinal regression was chosen because the dependent variable in this study is ordinal, given one or more independent variables. Multiple regression analysis is a test extended from simple linear regression. This analysis can determine the overall fitness of the model used and the relative contribution of each of the independent variables to the total variance explained. When using this analysis, few assumptions as below are involved.

Assumption 1: Dependent variable should be measured at the ordinal level.

Assumption 2: One or more independent variables that are continuous, ordinal or categorical. The ordinal independent variables must be treated as being either continuous or categorical.

Assumption 3: There is zero multicollinearity. In other words, there should not have multiple is independent variables which are closely related with each other. This is because the close relationship between independent variable can mislead to wrong

understanding in which variable caused to the dependent variable's explanation as well as calculation of an ordinal regression technically.

Assumption 4: To have proportional odds. A full likelihood ratio test comparing the fitted location model to a model with varying location parameters was tested in SPSS Statistics program.

4.6 Regression Coefficient of Variables

Organizational Learning Culture and Job Satisfaction

Table 4.5: *Model Summary*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.525[a]	.276	.02496	.16317
a. Predictors: (Constant), Continuous Learning, Dialogue and Inquiry Learning, Team learning, Integrated Learning System, Empowering Learning, Learning Link System, Leadership Learning				

From the table 4.5, it represents that only 27.6% of total variation that can be explained by the regression model.

Table 4.6 revealed and supported that organizational learning culture's influence on job satisfaction reveals a positive relationship. Besides, it showed that continuous learning has highest beta value of 0.9770. This means that continuous learning has mostly influence the job satisfaction of employees, the more the learning program are being included in the company continuously, the more satisfy is the employees towards the company.

Table 4.6: *Regression Analysis Summary on the relationship between the organizational learning and job satisfaction.*

Variable	**R**	**R^2**	**Beta**	**T**	**Sig.**	**Tolerance**
Continuous Learning	0.965	0.930	0.9770	12.686	0.002	1.000
Dialogue and Inquiry Learning	0.882	0.778	0.9238	7.475	0.001	1.000
Team learning	0.840	0.706	0.9702	9.954	0.050	1.000
Integrated Learning System	0.871	0.759	0.7550	10.269	0.002	1.000
Empowering Learning	0.782	0.146	0.7230	6.459	0.003	1.000
Learning Link System	0.740	0.291	0.6860	7.579	0.001	1.000
Leadership Learning	0.540	0.547	0.6020	8.593	0.005	1.000

From the table 4.6, it was also found that all the significant value for all seven dimensions and variables are statically significant ($p<0.05$), besides the team learning with $p = 0.05$. This reflected that this model (the predictors) have performed a good job in predicting the possible outcome variable. Another reveal from this low significant value was that a significant relationship between the set of predictors and the dependent variable are existed.

According to regression analysis, continuous learning was found to be significant at $p < 0.002$, ($r^2 = 0.930$) contributing 93.0 percent of variance in job satisfaction. Therefore, hypothesis one was supported. Hence, continuous learning was positively correlated to employees' job satisfaction ($\beta = 0.9770$; $t = 12.686$; $p < 0.002$).

Dialogue and inquiry learning was found to be significant at $p < 0.001$, ($r^2 = 0.778$) contributing 77.8 percent of variance in job satisfaction. Therefore, hypothesis two was supported. Hence, dialogue and inquiry learning was positively correlated to employees' job satisfaction ($\beta = 0.9238$; $t = 7.475$; $p < 0.001$).

Team learning was found to be significant at p <0.050, (r^2 = 0.706) contributing 70.6 percent of variance in job satisfaction. Therefore, hypothesis three was supported. Hence, team learning was positively correlated to employees' job satisfaction (β = 0.9702; t = 9.954; p < 0.050).

Integrated learning was found to be significant at p <0.002, (r^2 = 0.759) contributing 75.9 percent of variance in job satisfaction. Therefore, hypothesis four was supported. Hence, integrated learning system was positively correlated to employees' job satisfaction (β = 0.7550; t = 10.269; p < 0.002).

Empowering learning was found to be significant at p <0.003, (r^2 = 0.146) contributing 14.6 percent of variance in job satisfaction. Therefore, hypothesis five was supported. Hence, empowering learning was positively correlated to employees' job satisfaction (β = 0.7230; t = 6.459; p < 0.002).

Learning link system was found to be significant at p <0.001, (r^2 = 0.291) contributing 29.1 percent of variance in job satisfaction. Therefore, hypothesis six was supported. Hence, learning link system was positively correlated to employees' job satisfaction (β = 0.6860; t = 7.579; p < 0.001).

Leadership learning was found to be significant at p <0.005, (r^2 = 0.547) contributing 54.7 percent of variance in job satisfaction. Therefore, hypothesis seven was supported. Hence, leadership learning was positively correlated to employees' job satisfaction (β = 0.6020; t = 8.593; p < 0.005).

This result is supported by previous studies (Egan et al., 2004; Lee-Kelley et al., 2007; Mikkelsen et al., 2000; Rowden and Ahmad, 2003; Tsai et al., 2007). From the findings, organizational learning dimensions that included continuous learning,

dialogue and inquiry learning, team learning, integrated learning systems, empowering learning, learning link systems and leadership learning impact in positive way to job satisfaction of manufacturing employees (Watkins and Marsick, 1997).

Further, companies today are more dynamic and diverse than in the past upon the globalization. Top management and decision makers group in many organizations aware the importance of improving learning in their organizations so that the competitive advantage could be increased (Lopez et al., 2005). According to Moynihan in 2005, the existing study recommends that top management can put the learning element in the list of the organizational culture. This can nurture a positive learning culture for employees to adapt and accept this culture positively with high satisfaction on their job (Spector, 1985).

4.7 Hypothesis Testing

H_1: Dimension of continuous learning has relationship with employees' satisfaction.

H_2: Dimension of dialogue and inquiry learning has relationship with employees' satisfaction.

H_3: Dimension of team learning has relationship with employees' satisfaction.

H_4: Dimension of integrated learning systems has relationship with employees' satisfaction.

H_5: Dimension of empowering learning systems has relationship with employees' satisfaction.

H_6: Dimension of learning link system has relationship with employees' satisfaction.

H_7: Dimension of leadership learning has relationship with employees' satisfaction.

H_8: Organizational learning has impact on employees' satisfaction.

To test the hypothesis for this study, simple linear regression was applied. Table 4.6 shown the results of regression analysis and indicates a positive relationship between organization learning (including the seven dimensions of organization learning) and job satisfaction of Klang manufacturing employees.

4.7.1 Hypothesis Testing Summary

In overall, Hypothesis one (1) to seven (7) are supported by positive results via correlation analysis as stated in Chapter 4.4. This also indicates that if the organization considers and improves all the seven dimensions of the learning organization, the better the employee will satisfy to the job and will perform well in the organization. With Hypothesis one to seven are positively supported, the Hypothesis eight (8) was proven using regression analysis as stated in Chapter 4.6, which indicated that there is a strong impact between organizational learning and job satisfaction. The correlation showed that all seven dimensions of the learning organization have significant relationship with the Klang manufacturing employees' satisfaction toward their job.

Table 4.7 S*ummary of the results of hypothesis tests.*

No.	Hypothesis	Statistical Test	Result
1	H_1: Dimension of continuous learning has relationship with employees' satisfaction.	Correlation	Accept H_1
2	H_2: Dimension of dialogue and inquiry learning has relationship with employees' satisfaction.	Correlation	Accept H_2
3	H_3: Dimension of team learning has relationship with employees' satisfaction.	Correlation	Accept H_3
4	H_4: Dimension of integrated learning systems has relationship with employees' satisfaction.	Correlation	Accept H_4
5	H_5: Dimension of empowering learning systems has relationship with employees' satisfaction.	Correlation	Accept H_5
6	H_6: Dimension of learning link system has relationship with employees' satisfaction.	Correlation	Accept H_6
7	H_7: Dimension of leadership learning has relationship with employees' satisfaction.	Correlation	Accept H_7
8	H_8: Organizational learning has impact on employees' satisfaction.	Regression	Accept H_8

4.8 Chapter Summary

In this chapter, the data analysis of data and the results obtained through statistical testing as proposed in the previous chapters had been discussed. Descriptive statistics as well as the hypothesis testing results also presented in this chapter. This chapter end up with the summary of the hypothesis testing and subsequent result.

CHAPTER 5: CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter was designed to elaborate the results from various testing mentioned in Chapter 4. The key findings and the result of hypothesis will be summarised and discussed. This was followed by the possible implications of this study to an organization. Finally, few recommendations for future research and practice are suggested at the end of the chapter.

5.2 Summary of the Study Findings

In this study, the survey was conducted among the chosen 20 organizations in Klang area. Each respondent demographic was collected and analysed. The data collected from their respond on the Dimension Learning Organization Questionnaire and Job Satisfaction Survey were analysed via few testing. Prior the mass analysis, these instruments were tested the reliability via the Cronbach alpha and factor analysis using Statistical Package for Social Sciences (SPSS). The relative result from the Cronbach alpha value indicated highly reliable, with the DLOQ (Cronbach alpha = 0.81) and JSS (Cronbach alpha = 0.77).

After that, the descriptive statistics of each of the statement in the DLOQ and JSS were analysed. The mean and standard deviation of each dimension were compared and concluded the statement which is mostly represent most respondent' view on their jobs. From the analysis in this study, it was found that "In my organization, people are given time to support learning" with M = 3.84; SD=0.632 ranked the first with highest

mean value. The second and third high mean values are refer to statements of "In my organization, people are rewarded for learning" with M= 3.79, SD=0.747 and the statement of "In my organization, people help each other learn", indicated with M=3.75, SD= 0.563. These three statements concluded that continuous learning was the most important dimension of organization learning. In contrast, the "My organization encourages people to think from a global perspective" with M=3.36, SD=0.557, which is under learning link system has the least mean value. While for job satisfaction, the statement of "How satisfied are you with your involvement in decisions that affect your work?" has the highest mean value of 0.411 and standard deviation of 0.788 and the statement of "I have the tools and resources to do my job well" reported the lowest mean value of 3.49 and standard deviation of 0.493.

These were further continued with the correlation testing among the seven dimensions of organization learning with each other and job satisfaction. From the result shown tested with Pearson's bivariate correlation analysis, all the variables, seven dimensions of organization learning are highly correlated to each other and job satisfaction among the employees.

Next, multiple regression and regression coefficient analysis were conducted to test the overall fitness. The most significant path coefficient is continuous learning, reported with path coefficient of 0.965, $t=12.686$, $p<0.05$. Finally Friedman test was chosen to rank the dimensions of organization learning accordingly to the mean value. The sequence of the test was led by continuous learning, team learning, dialogue and inquiry learning, empowering learning, leadership learning, integrated learning system and the last was the learning link system. The result was again prove that the dimension of continuous learning is ranked the first, which reflect that this element

has the most represent the effective organization learning culture for employees in Klang manufacturing industries.

5.3 Implications of the Study to an Organization

The results of this study reveal several implications to the organization, especially manufacturing. From this study, the strong relationship of the seven dimensions of organizational learning to employees' satisfaction provides a strong support to the fact that organizational learning play important role in determining the positive working culture and affect the employees' acceptance towards the company. Manager and top managements who are involved in decision making process should always include the elements of learning program and culture in the development and establishment of new culture and policy. This is because continuous learning process enable the employees to understand and adapt the change, which boost the ease implementation of new strategy successful and effectiveness.

Besides, the organization should understand the need of employees while requesting the good return from employees. These include the encouragement of the employees' participation in all organization activities. This not only can close up the relationship among the employees and employers, another great advantage would be attract more creative idea and logical thinking from current generation that can lead the organization to markets with modern and updated trend and idea.

Other than that, this study emphasizes the important of the learning and proprietary rights towards manufacturing performance. Management team should recognize the importance of internal learning and proprietary technology as the manufacturing capabilities. Via the learning, employees will be well trained to be equipped with

necessary skills, abilities and knowledge. Consequently, excellent performance result can lead the company to be the leader among the competitive markets.

5.4 Recommendations

Upon this study, it was recommended that the following research should be done on manufacturing firms in other states in Malaysia.

Besides, it would be recommended to include the mediating variable in this study. Mediating variables include conducive climate that supports research and development, creative thinking and goal clarity emphasis or element of trust. The mediator was considered as "helping to conceptualize the relationship between the independent and dependent variable" (Sekaran, 2005). It would provide better insight and richer insight in examining the relationship between the organizational learning dimensions and employees' job satisfaction.

Next, it was recommended that further research need to include or revise to other variables and samples in orders to get more significant results and to further confirm the hypothesis.

5.5 Chapter Summary

In this chapter, the major findings of the present study are concluded that dimension of continuous learning, dialogue and inquiry learning, team learning, empowering learning systems, learning link system and leadership learning have relationship with employees' satisfaction. As a nutshell, organizational learning has impact on employees' satisfaction.

As a conclusion, the study prove that all the seven dimensions of organization learning introduced by Peter Senge and Watkins and Marsick have relationship and are very important in influencing the employee's job satisfaction in Klang manufacturing area.

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