

The Influence of Organizational Culture on the Implementation of Learning Organization among Non-academic Staff in UiTM, Kedah

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ABSTRACT

This research is purposed to identify the currently dominating organizational culture, to measure the implementation of learning organization as well as to analyze the correlation between the organizational culture and the learning organization among Non-academic Staff in UiTM, Kedah via questionnaires. This paper consists of two parts. First, the organizational culture that applied in Majlis Perbandaran Sungai Petani Kedah (MPSPK) has been examined through the Organizational Culture Assessment Instrument (OCAI) by Cameron & Quinn (1999). Second, the implementation of learning organization among Non-academic Staff in UiTM, Kedah has been investigated with the Dimension of the Learning Organization Questionnaire (DLOQ) by Watkins & Marsick (1996). The recommendations will be emerge by evaluated the results that were obtained from both instruments.

Keywords: Learning organization, Organizational culture

INTRODUCTION

In the Malaysia context, employees must aware about the learning organization, in particularly the Malaysian public sector in order to cultivate the nation to achieve 2020 objectives which is to see Malaysia as a fully developed nation by the 2020. Nowadays, most of the businesses have a greater emphasize to focus on the knowledge based economy which is entail the mobility of knowledge. It is one of the mechanisms that Malaysia can apply to strengthen their economic growth and to meet their objectives in the future. Learning organization can lead to the positive transformation and progress in evolution.

Learning organization is not fully practices by the individuals in the organization. The fact is, today's Malaysia public sectors, the complaint about their management still exist even though there are many actions have been planned and implement by the government. The complaint that can be lodged such as delays, unfair action or biased, abuses of power, misconduct of civil servant, failure to follow the rules and regulations as well as unsatisfactory quality and service provided.

As Malek Shah states (2005), the common obstacles that affect the construction of learning organization and also the reason why the complaint still continue in Malaysia encompasses the reluctance to train the employees or in a simple word, the organization not interested or lack of enthusiasm to invest more in training programs, too much top-down management and lack of real empowerment which means that the organization unwillingness to give the opportunity to their employee in the decision contribution, and as well as a deeply ingrained mindset and attitude whereby it is difficult to change worker's attitude and behavior. All of the above obstacles can be summarizes under the organizational culture typology perspectives because this study will look deeper to the connection between organizational culture and learning organization.

Senge's study (as cited in Weldy, 2009) defines learning organization as organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are

continually learning to learn together. Watkins and Marsick (1993) defines learning organization as characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values and principles. Besides that, Garvin's study (as cited in Weldy, 2009) describes a learning organization as an organization that acquires and transfer knowledge, and then modifies its behavior based on knowledge. From these definitions, it can be described that learning organization encompasses of learning, changing and improving. The learning aspect includes gaining of new knowledge, continuous learning, learning from mistakes, and learning by all members of the organization. The change aspect includes changes in behavior and changes in the processes used based on the knowledge gained. The improvement aspect includes improvements in individual performance and organizational performance from actions taken as a result of the learned information.

Each organization has its own culture. Schein (2004) defines organizational culture as a pattern of basic assumptions that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel. According to Schein (2004), these basic assumptions, guide decision makers in dealing with the problems of external adaptation and integrating the behaviours of organizational members. Hofstede's study (as cited in Cheng and Liu, 2007) organizational culture is the collective programming of the mind that distinguishes the members of one organization from another. Hence, organizational culture can be a tool in enhancing the organization itself. Moreover, Gordon (1991) observes that an organization's culture is a product of successfully adapting to the environment and can create changes. He further said that these changes, which include new learning, can also involve the need for new people. However, according to Jreisat's study (as cited in Schreder, Tears and Jordon, 2005), the culture of an organization is often a difficult characteristic to define since many aspects of culture are intangible and cannot be seen. In examining about organizational culture, there are four types of culture that are proposed by Cameron and Quinn (1999) through their competing values framework.

First is clan culture that focuses on internal and flexibility. Clan culture is viewed as family-like and a friendly place to work where people

share a lot of themselves (Duygulu and Ozeran, 2009; Oney-Yazici, Arditi and Uwakweh, 2006). That means, in this type of culture, everybody in the organization work as a team and they feel comfortable to share their opinions and ideas.

The second is adhocracy culture which focuses on flexibility and internal. It also states that leadership is visionary, innovative and risk oriented and held together through commitment and experimentation (Vogds, 2001; Duygulu and Ozeran, 2009). According to Kurniawan and Istianto (2006), individuals in this culture will also be considered as successful persons if they can create and develop new ideas and innovation.

The third is market culture which focuses on external and control. This type of culture stresses on the effectiveness on goal achieving. Competition is a common condition among individuals, which cause less flexibility in personal relationship (Kurniawan and Istianto, 2006; Oney-Yazici, Giritli, Topcu-Oraz and Acar, 2007).

The last is hierarchy culture which is focus on internal and control. In this culture, procedures govern what people do and maintaining a smooth-running organization is also important (Vogds, 2001). Besides that criteria of success are based on how far the individuals can do their tasks correctly based on the procedure and in the same time able to maintain stability in the system (Kurniawan and Istianto, 2006).

METHODOLOGY

The target population for this research is from non-academic staffs in UiTM Kedah. The number of population is 190 staffs, hence the sample size is 127 of the staffs.

The primary objectives for this study including the identifying the currently dominating organizational culture, measuring the implementation

of learning organization and analyzing the correlation between the organizational culture and the learning organization. By achieving these objectives will help to prove or disprove the hypothesis in this study.

Data collection

Questionnaire method will be used to collect the data and this instrument is adapted from Dimension of Learning Organization Questionnaire (DLOQ) by Marsick and Watkins and Organizational Culture Assessment Instrument (OCAI) by Cameron and Quinn. DLOQ is widely used in measuring learning organization based on the seven dimensions of learning organization. In the other hand, OCAI is usually used when assessing organizational culture. The questions will be divided into three sections. Section A will be investigated on background information of the respondents. Section B will explore on organizational culture typology. Then, the Section C will examine the dimensions of learning organization.

Data analysis

Objectives	Variables	Measurement	Scale	Statistic
1.0 To identify the currently dominating organizational culture	- Clan culture - Adhocracy culture - Market culture - Hierarchy culture	Interval scale	Likert scale	Descriptive statistics
2.0 To measure the implementation of learning organization	Learning organization	Interval scale	Likert scale	Descriptive statistics

3.0 To analyze the correlation between the organizational culture and the learning organization	Learning organization	Interval scale	Likert scale	Spearman Correlation
	- Clan culture - Adhocracy culture - Market culture - Hierarchy culture	Interval scale	Likert scale	

RESULT

Individual's performances

This study illustrated that the organizational culture has an important role to the formation of individual's behavior. Learning organization is a crucial to improve the quality of work performance and to reach business excellence. For example, the employer should motivate their employee such as through the change or revamp the climate of work environment, it will persuade their employee to learn and become diligent. Due to the culture of learning, it can lead to them to become more creative and innovative as well as to upgrade their quality of work. So, the organization should encourage the personal development among their members.

Encourage strong relationship among organization's members

From this study, it can assist the organization to identify and determine the types of culture that suit for learning organization objectives. Denison's study (as cited in Vogds, 2001) have emphasizes the positive impact that a "strong culture" can have on effectiveness and argues that a shared system of beliefs, values, and symbols, widely understood by an organization's members, has a positive impact on their ability to reach consensus and carry out coordinated actions. When the organization

emphasize to the learning culture, it will help them to improve their quality in term of relationship and also, in making a decision.

Continuous improvement

By carried out this study, it will give them a clear picture that through the implementation of culture of learning, it will encourage the continuous improvement process within organization. At the same time, it can assist the company to strive for synergy and accomplish their goals as soon as possible without a problem. Moreover, the organization also can generate more income by implementing this concept systematically.

CONCLUSION

In conclusion, the results of this study is critical for organizational leaders because the business environment rapidly change every day, thus, a learning organization has the responsibility to guarantee faster acquisition and application of knowledge rather than their competitors in order to maintain a leading edge.

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