

**UNIVERSITI TEKNOLOGI MARA**

**LEARNING ORGANIZATION PRACTICES  
AND THEIR RELATIONSHIP WITH  
ORGANIZATIONAL PERFORMANCE  
MODERATED BY BACKGROUND VARIABLES  
IN YEMENI TELECOMMUNICATION  
ORGANIZATIONS**

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Thesis submitted in fulfillment  
of the requirements for the degree of  
**Doctor of Philosophy**

**Faculty of Business Administration**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## ABSTRACT

This study aims to explore learning organization practices and their relationship with organizational performance in Yemeni Telecommunication Organizations (YTOs). A survey approach using a version of Arabic translated *Dimensions of the Learning Organization Questionnaire* (DLOQ) developed by Watkins and Marsick (1993) that implies seven characteristics to the development of a learning organization, namely, continuous learning, inquiry and dialogue, teamwork, embedded systems, empowerment, systems connections, and provision of leadership are used. Five communication organizations were participated in this study (3 local: Public Yemeni Telecommunication, TeleYemen, and Yemen Mobile; and 2 Foreign: SabaFon and MTN). A total of 577 questionnaires were distributed, to employees at both senior and middle levels, and 447 questionnaires were returned with a response rate of 77.5%. Results of the study revealed that the practices of the seven dimensions showed low especially *empowerment*, while the highest dimension was *continuous learning*. Correlation analysis showed that all of the correlation coefficients were significant at the .01 level, and with an overall medium positive relationship with financial performance while large with knowledge performance. On the other hand, the results of the perceived measures of organizational performance that be explained by the seven dimensions indicate that learning organization dimensions had statistically positive and significant contributions to both organizational financial performance and organizational knowledge performance, and also point out to the adequacy of the measurement model with the collected data. In addition, The results of the influence of gender, management role and type as moderating background variables indicated that these three variables moderate the relationship between learning organization dimensions and organizational performance, and the models of male, middle role and local organizations indicate more appropriate fit than the other three models (female, senior role and foreign organizations). This study represents the first empirical attempt to introduce the concept of the learning organization in YTOs. Thus, it contributes to better understanding of the concept and issues related to apply it. In addition, revalidation of DLOQ in the Arabic context is undoubtedly provide stakeholders and practitioners in YTOs and other sectors in Yemen with reliable tool to assess and monitor learning culture by which they will be able to initiate the concept of the learning organization.

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