

**UNIVERSITI TEKNOLOGI MARA**

**LEARNING ORGANIZATION: A STUDY ON THE  
PERCEPTIONS OF ORGANIZATIONAL  
LEARNING PRACTICES AMONG YEMENI  
UNIVERSITY LIBRARIANS**

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

**Faculty of Information Management**

**December 2007**

## Candidate'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.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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## ABSTRACT

This study seeks to explore librarians' perceptions of organizational learning practices in Yemeni university libraries, and its relationship with knowledge performance. Particularly, the study explores whether dimensions of learning organization based on the seven imperatives proposed by Watkins and Marsick are present independently and at the individual, team, and organizational levels in Yemeni university libraries, and to explore if there is a relationship between the learning organization dimensions and knowledge performance. The researcher translated into Arabic the *Dimensions of the Learning Organization Questionnaire* (DLOQ) for data collection. Data of the study were gathered from all 18 Yemeni university libraries (7 public and 11 private). A total of 198 respondents from both senior and middle-level librarians participated in this study with a response rate of 72%. For descriptive and inferential statistics, the researcher used the Statistical Package for Social Sciences (SPSS) version 13, while for Confirmatory Factor Analysis; Analysis of Moment Structures Statistical Program (AMOS) version 4.01 was used. The results of the study showed that the presence of learning practices were not enough to indicate that the Yemeni university libraries do have learning organization dimensions characteristics. The dimension with the highest average score was *inquiry and dialogue* (mean=4.14) while the lowest dimension score was for *empowerment* (mean=3.23). The level of learning with the highest average score was *team or group level* (mean=3.91) followed by *individual level* (mean=3.81), and the lowest was *organizational level* (mean=3.44). Correlation analysis showed that all seven dimensions (except *enquiry and dialogue* has weak relationship) have a moderately positive and significant relationship with knowledge performance at  $p$ -value  $< 0.01$ . Furthermore, the three levels of learning have moderate positive and significant relationship with knowledge performance at  $p$ -value  $< 0.01$ . The outcomes of this study will help Human Research Development practitioners, staff and leaders of Yemeni university libraries and their stakeholders in fostering their understanding of the importance of the learning organization and its correlation to knowledge performance.

## ACKNOWLEDGEMENTS

All praise to Allah, the lord and cherisher of the universe. May the highest of his blessings be showered upon his Prophet Muhammad (p.b.u.h).

First and foremost, I would like to express my sincere gratitude to Allah, for enabling me to accomplish the writing of this modest study, and then I would like to dedicate my special thanks to my respected supervisor, **Dr. Norliya Ahmad Kassim**, for her support, guidance, tolerance and valuable advices which contribute in enriching my knowledge with new ideas.

I would like to express my deepest appreciation to all faculty members of Faculty of Information Management, UiTM for their help and support. My gratitude is also extended to all respondents in Yemeni university libraries who provided me with the necessary information and data required in completing this work.

My gratitude is also extended to Br. Abdullah Abdul-Rahman (Faculty Coordinator, UiTM), and Dr. M. Al-Sanabani at Sana'a University for their friendly and helpful attitudes. My special thanks are also extended to brothers M. Al-Baity, M. Al-Kobati, M. Mai and sister Fawzya Al-Ammar for their generous advices in handling statistical procedures. Gratitude is also extended to my colleagues and friends Dr. Adnan Al-Sanoy, Ahmad Kemo, Mohd Idris, Mohd Abdul-Qawi, Zkrya Al-Miklafi. Mohd Abbas, academic staff of the Department of LIS, Sana'a University, and all others who have helped me directly or indirectly and whose names are not mentioned here are also appreciated and thanked for their help.

Special gratitude to Sana'a University for the financial support in awarding the scholarship, and full-pay study leave throughout the duration of my study.

Finally, I owe a profound debt of gratitude to my parents, my brothers and sisters for the good values they instilled in me, my wife for her patience and support, and my beloved children who endured their father's absence. With their prayers and moral support they contributed more than they may realize.

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