



UNIVERSITI PUTRA MALAYSIA

***MODERATING EFFECT OF ORGANIZATIONAL CULTURE ON THE
RELATIONSHIP BETWEEN WORKPLACE LEARNING AND JOB
PERFORMANCE IN SELECTED PUBLIC ORGANIZATIONS IN
MALAYSIA***

YOUNES DARYOUSH

FPP 2014 45



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MALAYSIA**

By

YOUNES DARYOUSH

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of Requirements for the Degree of Doctor of Philosophy**

March 2014

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DEDICATION

To My Wife and My Family



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Doctor of Philosophy

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March 2014

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Faculty : Educational Studies

The purpose of this study was to investigate the moderating effect of organizational culture on the relationship between workplace learning and job performance in the Malaysian public sector. The conceptual model proposed that workplace learning was assumed to associate with job performance, and this association is influenced by organizational culture. In this respect, relationships were examined among three types of workplace learning (formal, informal, and incidental), five types of organizational culture (result orientation, innovation orientation, teamwork orientation, communication orientation, employee orientation), and two types of job performance (task performance, contextual performance).

The subjects of this study were Malaysian officers who had worked in the public sector more than one year, and agreed to complete the survey. A questionnaire with 64 questions (excluding demographic items) was designed. About 369 hundred questionnaires were distributed to two organizations, and 338 responses were collected. The final response rate, after 16 unusable responses were identified, was 95% (322). Cronbach's alpha verified the reliability of the overall instrument, as well as the sections of the survey. Construct validity was determined using confirmatory factor analysis (CFA). Correlation analysis and structural equation modelling (SEM) techniques by Amos 18 were conducted to test the hypotheses of the study.

The results showed a significant positive relationship between workplace learning (formal, informal and incidental) and job performance (task and contextual). The current research also found a significant positive relationship between result orientation culture with two types of job performance but there was a significant relationship between employee orientation culture and task performance.

In addition, the moderating effect of innovation, teamwork, communication, and employee orientation culture on the relationship between informal workplace learning and job performance (task and contextual) were significant. Moreover, the moderating effect of innovation, and employee orientation culture on the relationship between incidental workplace learning and contextual performance were significant.

The results of this study provide an insight and add new knowledge to a public sector environment which can help increase formal and informal workplace learning among employees, as this can facilitate positive workplace behaviours and strengthen organizational performance. Strategies such as workplace interventions, in-service training techniques may increase levels of contextual performance and task performance from moderate to high.

Based on the results of the study, several issues are discussed. Additionally, research directions for future research are recommended, and both theoretical and practical implications for Human Resource Development are provided.

Abstrak tesis yang dikemukakan kepada senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

PENGARUH BUDAYA ORGANISASI KE ATAS HUBUNGAN DI ANTARA PEMBELAJARAN DI TEMPAT KERJA DALAM ORGANISASI AWAM TERPILIH DI MALAYSIA

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Tujuan kajian ini adalah untuk mengkaji kesan yang sederhana budaya organisasi ke atas hubungan antara pembelajaran di tempat kerja dan prestasi kerja di sektor awam Malaysia. Konsep model yang diketengahkan mencadangkan bahawa pembelajaran di tempat kerja mempunyai kaitan rapat dengan prestasi kerja dan ia dipengaruhi oleh budaya organisasi. Dalam hal ini, perkaitan telah diteliti dalam tiga (3) jenis bentuk pembelajaran di tempat kerja (secara formal, tidak formal dan secara tidak sengaja), lima (5) jenis budaya organisasi (berorientasikan hasil, berorientasikan inovasi, berorientasikan kerja secara berkumpulan, berorientasikan komunikasi dan berorientasikan majikan) dan dua (2) jenis prestasi pekerjaan (prestasi tugas dan prestasi konteks tugas).

Subjek kajian ini adalah penjawat awam Malaysia bertaraf pegawai yang telah berkhidmat di dalam sektor awam melebihi tempoh setahun. Pegawai terbabit telah bersetuju untuk memberi kerjasama dalam kajian ini. Satu borang soal selidik yang mempunyai 64 soalan (tidak termasuk perkara-perkara demografi) telah dibentuk. Sebanyak 369 borang soal selidik telah diedarkan kepada dua organisasi dan sebanyak 338 maklum balas borang soal selidik telah diterima. Maklum balas borang soal selidik yang telah diambil kira sepenuhnya adalah sebanyak 95%(322) setelah menolak enam belas (16) maklum balas borang soal selidik yang tidak boleh digunakan. Cronbach's alpha telah mengesahkan kebolehpercayaan instrumen secara keseluruhannya termasuk seksyen-seksyen kajian. Binaan kesahihan telah ditentukan menggunakan Confirmatory Factor Analysis (CFA). Analisis hubungkait dan Teknik Structural Equation Modelling (SEM) oleh Amos 18 telah dijalankan bagi menguji hipotesis kajian ini.

Keputusan analisis dari kajian yang dijalankan telah menunjukkan hubungkait positif yang signifikan di antara pembelajaran di tempat kerja (secara formal, tidak formal dan secara tidak sengaja) dan prestasi pekerjaan (prestasi tugas dan prestasi konteks tugas). Kajian ini juga mendapati kaitan positif di antara budaya kerja berorientasikan

keputusan dengan dua jenis prestasi pekerjaan dan terdapat hubungkait signifikan di antara budaya kerja majikan dengan prestasi pekerjaan.

Sebagai tambahan, pengaruh kesan inovasi, kerjasama secara berkumpulan, komunikasi dan budaya kerja majikan di dalam hubungan di antara pembelajaran tempat kerja tidak formal dan prestasi kerja (tugas dan kontekstual) adalah sangat signifikan, begitu juga dengan pengaruh inovasi dan budaya berorientasi majikan dengan pembelajaran di tempat kerja secara tidak langsung dan prestasi kontekstual adalah berkait.

Keputusan kajian ini memberi gambaran tentang dan menambah pengetahuan baru kepada persekitaran sektor awam yang boleh membantu meningkatkan pembelajaran di tempat kerja formal dan tidak formal di kalangan pekerja, kerana ini boleh memudahkan tingkah laku tempat kerja yang positif dan mengukuhkan prestasi organisasi. Strategi-strategi seperti campur tangan di tempat kerja, dalam perkhidmatan teknik latihan boleh meningkatkan tahap prestasi konteks dan prestasi tugas daripada sederhana kepada tinggi.

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I certify that a Thesis Examination Committee has met on 3 March 2014 to conduct the final examination of Younes Daryoush on his thesis entitled "Moderating Effect of Organizational Culture on the Relationship between Workplace Learning and Job Performance in Selected Public Organizations in Malaysia" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
COC	Communication Orientation Culture
CP	Contextual Performance
EOC	Employee Orientation Culture
FWL	Formal Workplace Learning
GFA	Goodness of Fit Index
IFI	Incremental Fit Index
INCWL	Incidental Workplace Learning
INFWL	Informal Workplace Learning
IOC	Innovation Orientation Culture
OC	Organizational Culture
RMSEA	Root Mean Square Error of Approximation
ROC	Result Orientation Culture
SEM	Structural Equation Modeling
TOC	Teamwork Orientation Culture
TP	Task Performance
SCCT	Social Cognitive Career Theory

CHAPTER ONE

INTRODUCTION

This chapter discusses the background of the study, problem statement, and the purposes, definition of terms, the significant and the limitation of the study.

1.1 Background of Study

The Public Service Malaysia is the largest employer employing about 1.2 million of Malaysia's total workforce (Malaysian Public Service Department, 2011). This population requires to be activated and governed efficiently and effectively to free their full capacity for the advantages of the people. Human resource professional should be focused on changing human capital in the public service by strengthening their knowledge, skills, abilities, and capabilities needed to manage and lead in the future of public management (National Economic Advisory Council, 2010, Malek, 2006).

Increasing intensity of competition among organizations in the current century, it is always followed Ways to gain competitive advantage and resultant success in the field of competition. "Workplace learning" is one of the tools Managers gain a competitive advantage for organizations are now considered (Heilmann, 2007, Rothwell, 2002, Cromwell and Kolb, 2004, Jacobs and Park, 2009). Nowadays, organizations have changed more "knowledge-based", employees have to constantly improve their "knowledge and skills", and organizations have accepted their employees as essential to sustainable development (Rowden, 2007, Engeström and Kerosuo, 2007).

According to Jacobs and Washington (2003), identifying employee capability is as an important basis in all organizations. As knowledge and dynamic environment have seriously affected the workplace, developing employees' "knowledge and skills" to give the dynamic work environment has become a critical key in today's organizations (Jacobs and Park, 2009, Rowden, 2007, Smith and Hayton, 1999).

The Malaysian Public Service has taken diverse measures to reduce performance-related problems. New Economic Model (NEM) was established in the 2010 to strength public sector of Malaysia in decision making and performance appraisal as well (National Economic Advisory Council, 2010). It caused more accelerate in public sector performance and efficiency in service delivery and service quality.

In the Malaysian public sector, key performance appraisal (KPA) is used to evaluate every public sector employee's work performance, including officers. This measure focused the crucial role of performance in the public sector. This evaluation is greatly determined by the officer's job performance, efficiency and effectiveness. KPA has an influence on employee's promotions and salary increments, and therefore it are assumed that KPA has a positive relationship on employees' task performance (Rasdi *et al.*, 2009). Since several studies have shown that task performance relates to

contextual performance, KPA is thus expected to affect both the task and contextual job performance of employees.

According to Motowidlo and Van Scotter (1994) job performance is combined of two components, task performance such as fulfil tasks, which refers to level of technical skills and knowledge, and contextual performance such as helping others, which refers to level of interpersonal skills. To successfully perform job; therefore, employee may require to possess some degree of skill in doing both of these job demands (Motowidlo and Van Scotter, 1994).

Contextual job performance, which is a role of interpersonal skill knowledge, aids the broader public environment in which the technical core must function. Particularly contextual job performance is connected to the helping and cooperative that those are basics of suitable organizational behaviour (Motowidlo and Van Scotter, 1994).

Learning is positively associated to successful workplace and levels of job performance (Arnolds et al., 2010, Park, 2009, Chughtai and Buckley, 2011, Cheung, 2011). “Workplace learning” has been identified as an important key for organizations to assist their employees that they obtain the predicted performance (Jacobs and Park, 2009, Clarke, 2005, Elkjaer and Wahlgren, 2006, Moon and Na, 2009a, Poell and Woerkom, 2011).

Rowden (2002) defined workplace learning as learning that takes place during work , including a broad variety of learning actions for example designed training and social interactions. “Workplace learning” seems to be the most suitable expression to explain the diversity of employee learning actions in firms or organizations, which contains informal, incidental and formal learning. Indeed, firms identify the key value of “workplace learning” in career development and enhancing competency, organizational managers emphasizes on “workplace learning” to help employee learning from diverse actions as an activity on improving job performance and organizational performance as well (Aghazadeh, 2007, Doornbos et al., 2008, Rainbird et al., 2004).

Accordingly, public sectors have implemented workplace learning, believing that their spending will increase future performance (Maria, 2003, Tharenou et al., 2007, Siddiquee, 2006). In fact, many organizations, which have implemented “workplace learning” , are attracted in whether “workplace learning” can give the positive results for employees as well as for the organizations. Many changes in organization and in work, as well as innovations in society and work life, have occurred due to advanced workplace learning, and growing technical skills in diverse jobs(Rothwell et al., 1999, Jacobs and Park, 2009).

Social aspects of organization are very important. Some researchers claim that an understanding of social interaction, communication, relationships and organizational culture is needed in order to organization development (Zheng, 2005, Fey and Denison, 2003, Keith and Frese, 2011).

1.2 Statement of the Problem

The public sector environment in Malaysia emphasizes on output and result, performance management has become increasingly crucial for Malaysia's public sector organizations. Performance management can be approached at two levels, the organizational and the individual (Shafie, 1996). Strengthening of the public sector is one of the objectives of a new economic model (National Economic Advisory Council, 2010).

Some researchers believed that workplace learning can improve organizational performance (Park, 2009, Bryson et al., 2006, Gully and Phillips, 2005, Schulte, 2010). This idea is located on the basis that "workplace learning" helps employees to enhance their performance, which may lead to workplace performance (Schulte, 2010, Park, 2009). Workplace learning plays a key role in organizational success that aid employees to improve their tasks as well as achieve job performance (Clarke, 2005, Doornbos et al., 2008, Rothwell et al., 1999, Rothwell, 2002).

Employees' behaviour is affected by the values and norms of the organization (organizational culture), and they behave in a manner to fit the nature of their workplace cultures (Joo and Ready, 2012, Elfenbein and O'reilly, 2007, Keith and Frese, 2011). Organizational culture can significantly affect an individual's ability and motivation to transfer learning to job performance (Joo and Ready, 2012, Marsick and Watkins, 2003, Tziner et al., 1991, Xiao, 1996).

Workplace learning is widely observed as human resource practice in the successful performance program, but there is little knowledge of how "organizational culture" effects on the relationship between "workplace learning" and job performance. As there are few researches on the public sector are related to organizational culture, workplace learning and job performance, furthermore about how "workplace learning" effect on job performance. The purpose of this study is to determine the moderating effect of organizational culture on the relationship between workplace learning and job performance.

1.3 Research Questions

The proposed research questions were investigated in this study:

1. What is the relationship between workplace learning and task performance?
2. What is the relationship between workplace learning and contextual performance?
3. What is the relationship between organizational culture and task performance?
4. What is the relationship between organizational culture and contextual performance?

5. Does organizational culture moderate between workplace learning and task performance?
6. Does organizational culture moderate between workplace learning and contextual performance?

1.3.1 General Objective

The main objective is that to determine a relationship between workplace learning, organizational culture and job performance.

1.3.2 Specific Objective

1. To determine relationship between workplace learning and task performance.
2. To determine relationship between workplace learning and contextual performance.
3. To determine relationship between organizational culture and task performance.
4. To determine relationship between organizational culture and contextual performance.
5. To determine moderating effect of organizational culture on the relationship between workplace learning and task performance.
6. To determine moderating effect of organizational culture on the relationship between workplace learning and contextual performance.

1.3.3 Hypotheses

H1: There is a significant relation between workplace learning and job performance.

H2: There is a significant relation between organizational culture and job performance.

H3: There is a significant moderating effect of organizational culture on the relationship between workplace learning and job performance.

1.4 Significance of Study

This research has both practical and theoretical significance for human resource development study. 1) This research examines “workplace learning” , and job

performance. This study includes organizational culture influencing on the relationship between workplace learning and job performance as a process of understanding organizational knowledge and norms (person-organization fit process). In spite of recent advances in the workplace learning study, no available research has determined the relationship between workplace learning and job performance and how organizational culture affect on this relationship.

Based on literature review, this study considers workplace learning, including informal workplace learning, incidental workplace learning, and formal workplace learning, and establishing relationships, through emphasizing the role of organizational culture on the relationship between workplace learning and job performance.

The theoretical importance of this study is that it provides additional empirical evidence for future studies to search the relationship of other factors influencing job performance. While previous studies have focused on finding critical roles of workplace learning and the relationship between giving situations and job performance, the research identifies the degree to which related factors impact workplace learning and clarifies a tested model of workplace learning by using structural equation modelling (SEM).

From a practical view, this research can provide better information for decision making to organizations and HRD managers in order to improve job performance. Identifying the more influential dimensions in an organizational context (organizational culture values) and personal characteristics (task performance), organizations can develop more specific requirements and conditions to improve job performance for employees.

Moreover, HRD managers can consider related factors influencing job performance through organizational culture to design and develop learning programs for employees. Particularly, HRD professionals can focus on how managers support and collaborate on programs for workplace learning, focusing on the impact of communication, result, team, and employee orientation culture. Previous literature has examined the positive relationship between training as formal “workplace learning” and job performance, ignoring the organizational culture.

1.5 Limitation of the Study

This study was limited to public sector organizations in the Malay States Selangor situated on the west coast of Peninsular Malaysia and is bordered by Perak to the north, Pahang to the east, Negeri Sembilan to the south and the Strait of Malacca to the west. The study examined two public sector organizations from six public sector organization those are placed in parcel C in Putra Jaya.

The research further evaluated the organizational culture, job performance and workplace learning of the two public sector organizations postulated. Additionally, the population sampled or the sampling frame was limited only to the Malaysia States Selangor strategically located in the West of Malaysia.

1.6 Definition of terms

Job Performance: Performance has been defined as behaviours or activities that are related to the goals of an organization (Borman and Motowidlo, 1997, Borman et al., 2001).

Task performance, involves behaviours that directly transform or directly support the transformation of raw materials into the organization's products (Borman and Motowidlo, 1997, Borman et al., 2001).

Contextual performance involves behaviours that support the social, organizational and psychological environment in which task behaviours are performed. Examples of these behaviours include interpersonal helping, cooperation, and showing high levels of dedication to the work or organization (Borman and Motowidlo, 1997, Borman and Motowidlo, 1993).

Organizational Culture: The broad use of the Organizational culture is sometimes equated with “a complex set of values and practices” that perception of the way in which an organization operates its mission (Beugelsdijk *et al.*, 2006, p.836). The importance of organizational culture has been described by its link to the psychological process of organizational identity, in which individuals emerge to search a social identity that creates meaning and communication (O'reilly Iii et al., 1991).

In this study, organizational culture measured by five values including result orientation, communication orientation, innovation orientation, teamwork orientation and employee orientation culture (Beugelsdijk *et al.*, 2006).

Workplace learning: Workplace Learning occurs in divers' activities, Rowden (2002) identified three forms – formal, informal, and incidental learning. Formal learning is typically training as highly structured workplace learning. Informal learning is not usually classroom based emphasized on planned learning activities in the workplace. Incidental learning occurs as an unintended side effect of some other activities such as “trial-and-error experimentation” or “interpersonal interaction” (Rowden and Conine Jr, 2005).

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