



UNIVERSITI PUTRA MALAYSIA

***MEDIATING ROLES OF ORGANIZATIONAL LEARNING AND KNOWLEDGE
CREATION PROCESS IN THE RELATIONSHIP BETWEEN HUMAN
RESOURCE MANAGEMENT PRACTICES AND ORGANIZATION
PERFORMANCE IMPROVEMENT***

ELANGKOVAN A/L NARAYANAN ALAGAS

GSM 2014 4



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PERFORMANCE IMPROVEMENT**

**By
ELANGKOVAN A/L NARAYANAN ALAGAS**

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

March 2014

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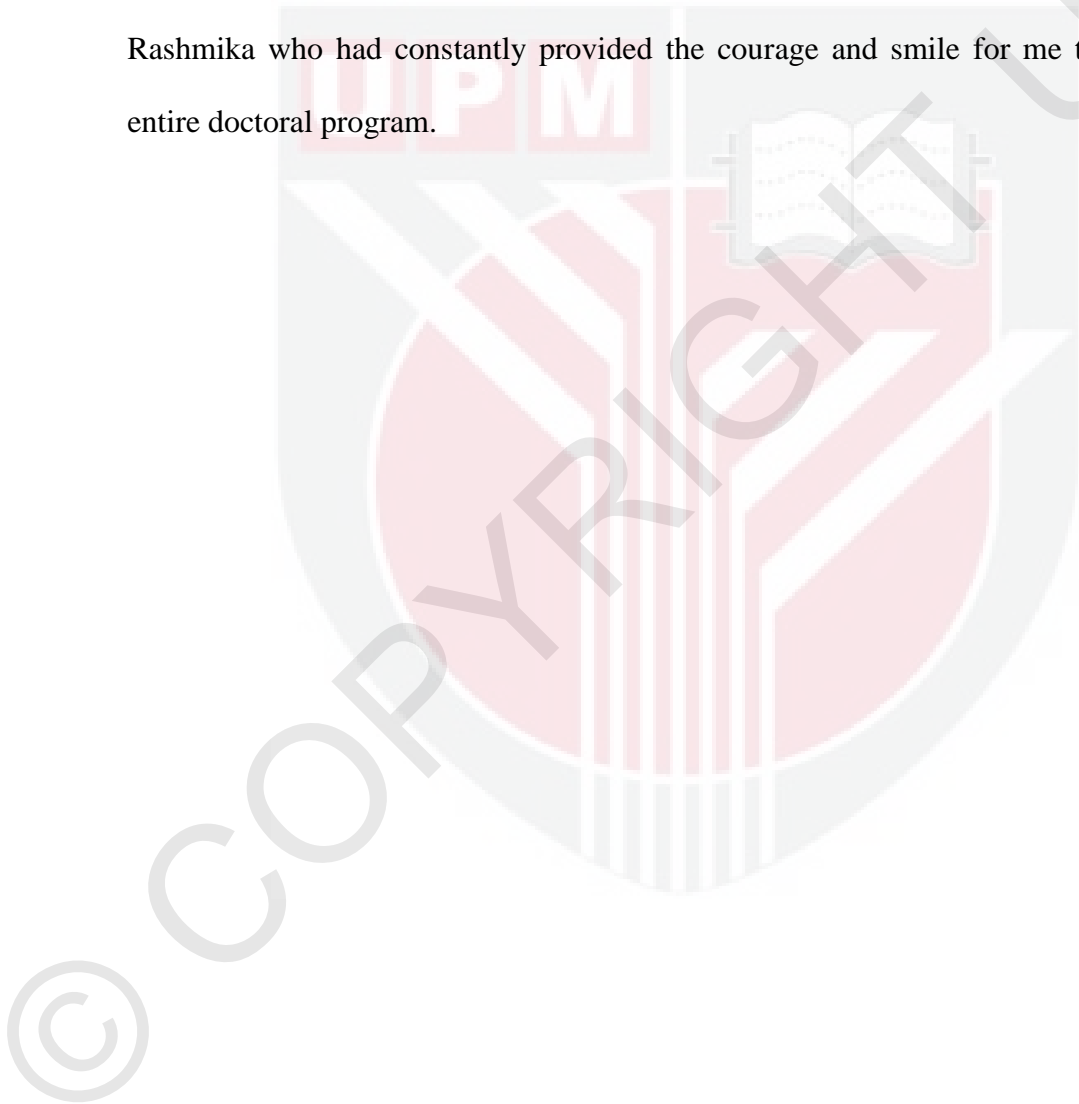
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DEDICATION

I dedicate my thesis to my family and friends. A special thanks to my late father, who has been instrumental to me. I wish to dedicate this work and thank my wife Kavidha, who was supportive throughout my journey in completing this thesis, my son Sargunan for his special moments of encouragement and last not least my lovely daughter Rashmika who had constantly provided the courage and smile for me throughout the entire doctoral program.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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By
ELANGKOVAN NARAYANAN ALAGAS
March 2014

Chair : Professor Haslinda Abdullah, PhD
Faculty : Graduate School of Management

The general recognition from literatures is that human resource management practices improve organizational performance. One possible explanation is that a human resource management practice does not have direct effect on organizational performance improvement, but an indirect effect by improving organizational outcomes. This study suggest that organizational learning and knowledge creation process mediates the relationship between human resource management practices and organizational performance improvement and that adoption of human resource management practices enhance performance through its positive effect on organizational learning and knowledge creation process.

Organizational learning and knowledge creation process has become to be considered as valuable assets that can provide proprietary for performance improvement. The foundation of organizational learning and the knowledge creation process is needed as an important link to establish organizational performance improvement.

Past studies have been elusive on the strength of the relationship between these variables. The study of organizational learning and the knowledge creation process not only serve as an important link but have created a gap in the body of knowledge in terms of theoretical and practical aspect for organizational performance improvement. Using the theory of action perspective, social learning theory, organizational knowledge creation process and resource based view; a quantitative research was carried to achieve the research objectives by examining the relationship between human resource management practices and the mediation effect of organizational learning and knowledge creation process on organizational performance improvement in the private higher educational institutions. Thus in general the study examined the current perceived level of human resource management practices, organizational learning, knowledge creation process and organizational performance improvement in the private higher educational institutions.

This study was conducted among private higher educational institutions in Klang Valley, Negeri Sembilan, Melaka and Perak. A total of 362 responded with complete questionnaires (31.1% response rate). Based on the Structural Equation Modeling (SEM) approach this research revealed that there is a significant positive and a linear relationship between human resource management practices, organizational learning, knowledge creation process and organizational performance improvement. In addition, there is a significant positive relationship between organizational learning and knowledge creation process on organizational performance improvement.

SEM was conducted based on the bootstrap method on organizational learning and knowledge creation process to test the mediation effect. The result illustrates that organizational learning and knowledge creation process partially mediates human resource management practices and organizational performance improvement.

Generally the study managed to provide empirical evidence and support on the perception of private higher educational institutions on the issue of organizational learning and the knowledge creation process. This study will add to the existing literature and provide useful foundation in the field of organizational learning and knowledge creation process

in the field of theory of action perspective for organizational learning and dynamic theory of organizational knowledge creation for knowledge creation process. For practitioners this study could help private higher educational institutions to create new knowledge and implement effective learning process to enhance performance improvement. For policy makers the study will enhance to create a new pathway of achieving educational excellence in the country.

For future recommendations, this study could focus on longitudinal study and also should consider triangulation to employ both qualitative and quantitative approach, which may provide more quality data to enrich the understanding of organizational learning and knowledge creation process to enhance performance improvement.

In conclusion, the results implied that, organizational learning and knowledge creation process serve as an important driver for academics, administrators and practitioners to encourage and establish organizational learning process and knowledge creation process to create and develop intellectual capital that will enhance private higher educational institutions to achieve greater performance improvement.



Abstrak tesis yang dikemukakan kepada Senat University Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PERANAN PENGANTARAAN PEMBELAJARAN ORGANISASI DAN
PROSES PENCIPTAAN PENGETAHUAN DENGAN HUBUNGAN ANTARA
AMALAN PENGURUSAN SUMBER MANUSIA DAN PENAMBAHBAIKAN
PRESTASI ORGANISASI**

Oleh

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Secara umumnya, kajian ± kajian lepas menunjukkan amalan pengurusan sumber manusia meningkatkan prestasi organisasi. Satu penjelasan yang mungkin adalah, amalan pengurusan sumber manusia tidak mempunyai kesan langsung ke atas penambahbaikan prestasi organisasi, tetapi kesan tidak langsung dengan meningkatkan hasil organisasi. Kajian ini mencadangkan bahawa proses pembelajaran organisasi dan proses penciptaan pengetahuan mempunyai hubungan pengantara dengan amalan pengurusan sumber manusia dan penambahbaikan prestasi organisasi dan amalan pengurusan sumber manusia meningkatkan prestasi melalui kesan positifnya terhadap pembelajaran organisasi dan proses penciptaan pengetahuan.

Pembelajaran organisasi dan proses penciptaan dianggap sebagai aset penting untuk memperoleh hak milik bagi penambahbaikan prestasi organisasi. Asas pembelajaran organisasi dan proses penciptaan pengetahuan diperlukan sebagai satu hubungan yang penting untuk mewujudkan penambahbaikan prestasi organisasi. Kajian lepas tidak mengkaji kekuatan hubungan antara pemboleh ubah ini. Kajian pembelajaran organisasi dan proses penciptaan ilmu bukan sahaja bertindak sebagai pautan penting tetapi telah mencipta jurang dari aspek teori dan praktikal bagi peningkatan prestasi organisasi.

Menggunakan teori perspektif tindakan, proses penciptaan pengetahuan organisasi dan sumber pandangan berasaskan; penyelidikan kuantitatif telah dijalankan untuk mencapai objektif kajian dengan meneliti hubungan antara amalan pengurusan sumber manusia dan kesan pembelajaran organisasi dan proses penciptaan pengetahuan kepada penambahbaikan prestasi organisasi di institusi pendidikan tinggi swasta.

Kajian ini dijalankan dalam kalangan Institusi Pendidikan Tinggi Swasta di Lembah Klang, Negeri Sembilan, Melaka dan Perak. Sebanyak 362 soal selidik yang lengkap telah dikumpulkan (31.1% kadar maklum balas). Berdasarkan Persamaan Permodelan Struktur (SEM) pendekatan kajian ini mendedahkan bahawa terdapat satu hubungan linear yang ketara antara amalan pengurusan sumber manusia, pembelajaran organisasi, proses penciptaan pengetahuan dan penambahbaikan prestasi organisasi. Di samping itu, terdapat hubungan yang signifikan antara pembelajaran organisasi dan proses penciptaan pengetahuan dengan penambahbaikan prestasi organisasi.

Kaedah 'Bootstrap' WHODK GL JXQ dan HODK dan proses penciptaan pengetahuan untuk menguji kesan pengantaraan itu. Hasilnya menunjukkan bahawa pembelajaran organisasi dan pengetahuan proses penciptaan adalah pengantara sebahagian terhadap amalan pengurusan sumber manusia dan penambahbaikan prestasi organisasi.

Secara amnya, kajian ini berjaya menunjukkan bukti empirikal dan menyokong persepsi institusi pendidikan tinggi swasta dalam isu organisasi pembelajaran dan proses penciptaan pengetahuan. Kajian ini akan menyumbang kepada literatur sedia ada dan menyediakan asas yang berguna dalam bidang organisasi pembelajaran dan pengetahuan proses penciptaan dari segi teori tindakan perspektif organisasi pembelajaran dan teori dinamik penjana pengetahuan organisasi bagi proses penciptaan pengetahuan. Kajian ini dapat membantu institusi pengajian tinggi swasta untuk mencipta ilmu baru dan melaksanakan proses pembelajaran yang berkesan untuk meningkatkan peningkatan prestasi. Malahan pembuat dasar boleh menggunakan data kajian untuk mencipta laluan baru untuk mencapai kecemerlangan pendidikan di negara ini

Bagi saranan masa hadapan, kajian seterusnya dapat menumpukan kepada kajian longitudinal dan juga harus mempertimbangkan triangulasi untuk menggunakan pendekatan kuantitatif dan kualitatif. Ini boleh memberikan lebih banyak data yang berkualiti untuk memperkayakan pemahaman tentang organisasi pembelajaran dan pengetahuan proses penciptaan untuk meningkatkan peningkatan prestasi.

Kesimpulannya, organisasi pembelajaran dan proses penciptaan pengetahuan berkhidmat sebagai pemandu yang penting untuk ahli akademik, pentadbir dan pengamal untuk menggalakkan dan mewujudkan proses pembelajaran organisasi dan proses penciptaan pengetahuan untuk mencipta dan membangunkan modal intelektual yang akan meningkatkan institusi pengajian tinggi swasta untuk mencapai peningkatan prestasi yang lebih besar.



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First and foremost I wish to thank God for giving the strength and endurance to complete this thesis. I wish to thank my supervisory committee, who were generous with their expertise in parting their valuable knowledge and advice to me. A special thanks to Professor Dr Haslinda Abdullah, my committee chairman for her commitment, countless hours spent in supervising my work, encouraging and most importantly the patience shown to me throughout the entire process of completing my thesis. I would also like to thank Professor Dr Jegak Uli, for providing valuable advice on statistical analysis and SEM as well as spending several months with me discussing the right method of statistical application for this thesis. I wish to acknowledge Datuk Professor Dr Raduan Che Rose, for his support and frankness in advising me and at the same time motivating me in completing this thesis. I would like to acknowledge Associate Professor Dr Karuthan Chinna for his immaculate advice on SPSS and SEM.

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APPROVAL

I certify that a Thesis Examination Committee has met on **6th March 2014** to conduct the final examination of Elangkovan A/L Narayanan Alagas on his thesis entitled **“Mediating Roles of Organizational learning and Knowledge Creation Process in the Relationship Between Human Resource Management Practices and Organization Performance Improvement”** in accordance with 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 degree of Doctor of Philosophy.

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DECLARATION

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LIST OF ABBREVEVATIONS

AGFI	: Adjusted Goodness of Fit Index
AMOS	: Analysis of Moment Structures
CFA	: Confirmatory Factor Analysis
CFI	: Comparative Fit Index
CEO	: Chief Executive Officer
CMIN/DF	: Minimum Discrepancy and Degree of Freedom
CR	: Critical Ratio
GFI	: Goodness of Fit Index
HRMP	: Human Resource Management Practices
IFI	: Incremental Fit Index
ICT	: Information Computer Technology
KNOWCP	: Knowledge Creation Process
MLR	: Multiple Linear Regressions
NFI	: Normed Fit Index
ORGL	: Organizational Learning
ORGPI	: Organizational Performance Improvement
PDCA	: Plan Do Check Act
RMSEA	: Root Mean Square Error Approximation
SECI	: Socialization Externalization Combination Internalization
SEM	: Structural Equation Modeling
SPSS	: Statistical Package for Social Science
SE	: Standard Error

CHAPTER ONE

INTRODUCTION

This chapter provides an overview of introduction of the study that comprises seven main sections. This chapter sets out the key concepts of the background study, problem statement, research questions, objectives of the study, significant of the study, definitions and terms, scope of the study, organization of thesis.

1.1 Background of the study

With global economy surging for competitiveness, organizations have to consistently depend on accurate reading and responding towards complexity and turbulent environment to accomplish their goals (Dogson, 1993; Fiol & Lyles, 1985; Taylor and Osland, 2003; Jiminez & Valle, 2011). Every organization going through adaptability is forced to re-evaluate their management principles and models that underline the operational level to strengthen the internal factors (Drucker, 1999). In order to improve organizational performance, consistent knowledge acquisition and sharing have become the most important element for organization to learn through individuals changing behavior (Fiol & Lyles, 1985; Senge, 1990; Huber, 1991).

Knowledge is the most important resource in the organization .Organizations that stresses on learning culture through knowledge creation process is able to modify the behavior of individuals to reflect on new knowledge and most importantly converting it into action in

order to improve performance in organization (Huber, 1991; Skerlavaj, Stemberger and Dimovski, 2007; Comlek, Kitapci, Celik & Ozsahin, 2012). Learning has become the primary source for competitiveness for most of the organizations, thus it is essential for organizational performance improvement (Nonaka & Takeuchi, 1995).

Learning and creativity within organization become necessary in order to maintain sustainability towards competitive advantage (Argyris, 1999: Ulrich, Jick & Glihow, 1993), thus organizational learning appears to be the prerequisite for global economical survival and as such organizations must continuously learn, in order to adapt and improve

HIILFLHQF\ ,Q WRGD\¶V JOREDOL]DWLRQ DQG FRPSHWL contributor for most countries. Continuous work on improving capabilities and processes through acquiring of knowledge to gain and maintain competitive advantage is the mainstream of managing organization in the new millennium (Nezafati, Alfrazeh & Jalali 2009). Resource based view through the approach of knowledge management and new knowledge created results in developing individual abilities and capabilities towards improving organizational effectiveness (Lopez, Peon & Ordas, 2006), with this, learning has become key fundamental strategic aspect to continuously improve organizational performance. Institutions in Malaysia managed to blend and share knowledge among different faculties and senior administrative employees. Sohail and Daud (2009) posit that organizational learning and knowledge creation process is illustrative and important in higher educational institutions.

For the ODVW WZR GHFDGHV UHVHDUFKHUV KDYH IRXQG WKI
towards individual, group and organisational learning to improve proficiency, efficiency,
that foster organisational performance improvement through continuous learning
capabilities (Boud, Keogh, Walker, 1985; Marsick, 1997; Tippins & Sohi, 2003; Jimenez
& Valle, 2011 & Johidi & Jabar, 2012).

Higher educational institutions in general is going through diversification in student body
and staffs as well as changes towards technology application specifically mapping
administrative and managing performance. Higher educational institutions need to adapt
the learning process and culture sooner in order to meet daily challenges that require
change (Kezar, 2005; Silins, Zarins & Mulford, 2002) Higher educational institutions are
best suited for adoption of organizational learning by strengthening its resource base
view; learning culture and knowledge creating process due to complex structure of
formation, and many functioning units that work independently and support the
institutions collectively (Anderson, 2005).

Due to sustainability of competitiveness among private higher educational institutions in
Malaysia, organizational learning and knowledge creation process is expected to create
path way to compete globally in terms of excellence in management and recognition.

According to the Ministry of Higher Education which was created in 2004 to take charge
on higher education portfolio in Malaysia, education in Malaysia involves more than
900,000 students pursuing undergraduate and post graduate studies in 20 public

universities, 33 private universities and university colleges, 4 university branch campuses, 22 polytechnics, 37 community colleges and more than 350 private colleges. The mission by Ministry of Higher Education to set Malaysia towards excellence in education environment, academicians and administrators should continuously work on improving the way educational institutions are being run and managed, set the standard globally that will pave the way for international recognition for Malaysia as the hub for educational excellence in the Asian region (Ministry of Higher Education, 2012).

Report published in the official portal of Ministry of Higher Education (2012), is to establish Malaysia a centre of higher educational excellence. To realize the vision, educational institution in Malaysia must continue to learn and continue to create learning environment in order to be competitive. An important solution is to establish organizational learning, through learning culture and learning process that continues to be innovative, creative and flexible towards the changing environment locally and globally. The setting up of Ministry of Higher education has its mission in creating Malaysia, a conducive place for development of superior centre for knowledge creation and to generate competent and innovative work force.

The Private Higher Education act in 1996 is an acknowledgement by the Government of Malaysia on the importance of Private E G X F D W L R Q D O , Q V W L W X W L R Q ¶ V F quality educational excellence, as well as contributing factor, towards growth of economy and acknowledges Malaysia as world class education provider (Mei, 2002). Private Higher Education in Malaysia is considered competitive, as these institutions are working

hard in obtaining best possible competitive edge to outdo each other, as such learning must be cultured and benchmarked as a tool to sustain competitiveness in education.

According to Milam (2001) there are various processes that Higher Educationalist involves to sustain competitive through learning and knowledge creation process in order to strengthen its resource based view, and institutional performance. In the context to improve organizational performance, many educational institutions are tirelessly working on culture where mistake is considered as part and parcel of the organization to learn. Continuous improvement is considered as a tool for organizations especially higher educational institutions to improve and remain competitive, in order to establish this; individual within the institutions must learn and evolve (Kezar, 2005). Past literatures posted by many authors (Huber, 1991; Kezar, 2005; Skerlavaj, Stemberger, Skrinjar & Vlado, 2007) had demonstrated the importance of human resource management practices are related to organizational learning and knowledge creation process that lead to performance improvement, however to context of the study on organizational learning and knowledge creation process is not wide discussed or known in the higher educational institutions. Therefore, identifying and examining the variables affecting performance improvement in private higher education calls for this study.

1.2 Problem Statement

The role of organizational learning, knowledge creation process and human resource management practices has been strongly discussed as a source of organizational performance improvement by scholars in the past (Lopez et al., 2006, Saru, 2007; Senge, 1990; Nonaka, 1994). Organizational learning and knowledge creation process is currently so fashionable that many scholars and business owners have realize the importance of learning and creating knowledge for improvement that contribute to organizational performance in the long run (Dogson, 1993; Spector and Davidson 2005).

Empirical research conducted by Dimovski, Skerlavaj, Kimman, and Hernaus (2008) on several countries in Europe and Malaysia proved that organizational learning & knowledge creation process induces on higher organizational performance improvement. Performance improvement however depends on organisational capability to manage knowledge effectively and learn how to utilize individual behavior through knowledge resources (Choi and Lee, 2002; Liao, Fei and Chen, 2007). Studies conducted in US and Eastern Europe concluded that strong learning culture is needed to enhance performance improvement (Wu and Cavusgil, 2006; Skerlavaj, Stemberger, Skrinjar and Vlado, 2007; Skerlavaj, Song and Lee, 2010).

The relationship between organizational learning, knowledge creation process and human resource practices have become strategically significant with the emerging forces in Asia such as China, Korea, Japan and Vietnam whom developed management

knowledge and practices to facilitate global learning (Berrell, Marianne, and Phil, 2002; Lopez, 2007).

Morales, Martin, and Sanchez, (2006), focused on educational organizational learning and improvement in organizational performance reflected on lack of empirical evidence to link with knowledge acquisition, sharing and dissemination. Garvin (1993) contented that educational institutions have been effective in creating new knowledge but notably less successful in application of the knowledge at their own capacity.

Majority of private higher education is benchmarking each other for performance improvement through training, development of new curriculum and aggressive marketing, however such moves does not constitute proper learning and create competitiveness, the missing links is the learning culture and how new knowledge created can be powerful tool for competitive advantage (Wright, Dunford & Snell, 2001).

The Ministry of Higher Education Malaysia through its national key economic area has focused private higher education in leading innovation and driving industrial growth, however discovered that inconsistencies remain a standard for private educational institutions with limitation towards quality comparisons (Nordin, 2010; Ministry of Higher Education, 2012).

Numerous studies (Sohail & Daud, 2009; Morales et al., 2006; Skerlavaj et al., 2007), have examined the study on human resource management practices, organizational learning and knowledge creation process on organizational performance improvement.

However it was noted that detail research in the area of organizational learning and knowledge creation is considered scarce. This study intends to complement the existing body of knowledge by investigating the factors affecting organizational performance improvement in detail. In light of this, important question to be address is ± what is the relationship between human resource management practices on organizational learning and knowledge creation process with organizational performance improvement in the private higher educational institutions.

1.3 Research Questions

Based on the problem statement above the following research questions are addressed for the study:

1. What is the relationship between human resource management practices and organizational learning?
2. What is the relationship between organisational learning and organisational performance improvement?
3. What is the relationship between human resource management practices and organisational performance improvement?
4. What is the relationship between human resource management practices and knowledge creation process?
5. What is the relationship between knowledge creation process and organisational performance improvement?

6. Does organisational learning and knowledge creation process mediate the relationship between human resource management practices and organisational performance improvement?

1.4 Objective of the Study

This study intends to examine the degree in which the relationship between human resource management practices and organizational performance improvement are mediated by organizational learning and knowledge creation process. given the general statement of objective stated above the specific objectives of the study are enumerated below:

1. To examine the current perceive level of human resource management practices, organizational learning, knowledge creation process and organizational performance improvement.
2. To examine the relationship between human resource management practices and organizational learning.
3. To examine the relationship between organizational learning and organizational performance improvement.
4. To examine the relationship between human resource management practices and organisational performance improvement.
5. To examine the relationship between human resource management practices and knowledge creation process.
6. To empirically examine the relationship between knowledge creatioin process and organizational performance improvement.

7. To examine the mediating effect of organizational learning and knowledge creation process on, human resource management practices and organizational performance improvement.

1.5 Scope and the Limitation of the Research

The scope of this study surrounds the evaluation of factors within the organisational learning culture and knowledge creation process. Organizational learning and knowledge creation process are the main focal point in deciding organisational learning through the implementation of human resource management practices thus providing the required organisational performance improvement.

This study emphasise the examination of organizational learning and knowledge creation process as the mediating effect between the antecedent (human resource management practices) and organisational performance improvement. The organisational performance improvement is the targeted study due to the effect of learning that is taking place in the organization especially in the private higher educational institutions. In this study organisational performance improvement was studied as the main dependent (endogeneous) variable, eventhough many scholarly articles focused on organisational learning.

The central point of this study is narrowed towards private higher educational institutions. The CEO, Deans, Program directors, senior human resource managers and senior administrators placed as the main individual for the study because these personnels

hold key information to reduce the biasness and at the same time provide a holistic and generalisability of opinion which is essential for the findings.

The main limitation of the study is related to the measurement of organizational performance improvement. The most suitable measurements of the organizational performance should be based on financial based data, to provide reliable understanding. According to Huselid (1995) and Nonaka and Takeuchi (1995) use of subjective performance data is appropriate when objective data are not available.

1.6 Significance of the Study

This study intends to focus on the relationship between organizational learning and knowledge creation process on organizational performance improvement. This study is expected to provide a cristilization of the importance of organizational learning and knowledge creation process as the key mediator for human resource management practices and organizational performance improvement in the higher educational institutions.

For academics, this study attempts to investigate the relationship between human resource management practices, with organizational learning and knowledge creation process on organizational performance improvement, while previous research has examine the constructs separately. The current study will add to the body of knowledge and also provide useful foundation for further research in the field of organizational learning and knowledge creation process through the theory of action perspective for

organizational learning and dynamic theory of organizational knowledge creation for knowledge creation process. This study also expected to provide a base for individual and group learning as a learning outcome on behalf of the organization for improvement. Thus the role of organizational learning and knowledge creation process is expected to determine the dimensions to add value to the existing relationship with organizational performance improvement.

For practitioners, the findings will establish the importance of learning culture and knowledge creation process as important elements to promote individuals to continue learning in order to continuously improve organisational performance in the private higher educational institutions. The outcome of the study will provide a complete finding on the relationship or organizational learning and human resource management practices to provide positive impact towards intangible organization performance improvement with mediating variables on organizational learning and knowledge creation process. The relationship with various variables will guide the practitioners to continue to learn fast in order to stay competitive in the private higher educational institutions.

For the policy makers, the findings from this study will serve as governing variables to provide path way in creating a new culture for learning in the organization as a way to continuously improve on innovation, dynamic capabilities, competence and quality improvement in the way of managing private higher educational institutions. This study is expected to serve as guiding principle for private education act 1996 to achieve educational excellence and provide avenue for world class education provider.

1.7 Assumptions of the Study

The assumptions of the study is that there would be high probability to assume, all participants will answer the survey question honestly in the strictest confidential and at the same time the participants are volunteers and would provide the most accurate information in the data collection process.

1.8 Definitions of Terms

The following definition describes a brief summary of meaning from the entire variable used for this study. The statement of definition is to substantiate the study and avoid confusion

Human resource management practices are defined as activities within human resource management that emphasise employee selection to fit the culture of organization, behavior, attitude, compensation contingent on performance, employee empowerment to foster team work and necessary skills training to create an impact towards organisational performance (Ahmad & Schroeder, 2003). Delaney and Huselid (1996) posit that HRM practices enhance the employee behavior that creates potentials for organizational growth and performance.

Organizational learning LV GHILQHG DV ³WKH OHDUQLQJ SURFHVV X
ZLWK WKH TXHVWLRQ RI KRZ LQGLYLGXDOV LQ RUJDQLJD

organization may result in the change of behavior and considered potential for the future.

The end result of organizational learning is the change in cognition (Tsang, 1997).

Organisational learning is a combination of merging information, interpretation, strategic and behavioural approaches to learning and is a process of how information is acquired, and interpreted the results into behavioural and cognitive changes, which in turn have an impact towards organisational performance (Dimovski, 2008).

Knowledge creation process is defined as continuous self transcending process through which one transcends the boundary of the old self into a new self by acquiring a new context, new view of the world and new knowledge. According to Choi and Lee (2002), knowledge creation is a continuous process where individuals and groups within an organization share tacit and explicit knowledge through shared mental models, technical skills and shared experience.

Organisational performance improvement according to Carmili and Tishler (2004) describe as a result of workers contribution through the ability that increases human capital and perceived organizational reputation and provide standard improvement method that promotes common understanding of the basis of operational work flow.

1.9 Organisation of Thesis

The study comprises of six chapters organized as follows: chapter one provide an introduction and background of the study, chapter two reviews the relevant literature on organisational learning, human resource management practices, knowledge creation process and organisational performance improvement.

Chapter three describes the critical element of the theoretical framework and hypotheses development. Research methodology is discussed in chapter four. Chapter five presents the data analysis, results and findings for the survey and finally chapter six discusses the conclusion and discussion of the study with emphasis on summary of findings, contribution of the study, limitations and future research directions.



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