
THE INFLUENCE OF LEARNING ORGANIZATION ON MALAYSIAN TVET TEACHERS' INNOVATIVE WORK BEHAVIOUR

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Abstract

Purpose – This study aims to identify the influence of the Learning Organization on Malaysian TVET teachers' Innovative Work Behavior using the regression analysis.

Methodology – This quantitative research used the survey as a tool for data gathering and SPSS 23 for data analysis. This research focused on TVET teachers in TVET institution which involved three selected vocational colleges in Sarawak, Malaysia. The primary data for this study was collected through questionnaire given to the institution management to be completed by the teachers of the selected vocational colleges. A total of 213 teachers were sampled. Questionnaire covering background of the respondents, dimensions of innovative work behavior and learning organization. The regression tests were used to determine the influence of learning organization on the formation of innovative work behavior.

Findings – This research showed that learning organization has developed innovative work behaviour unnoticed by teachers. This is because at this level of communication and interaction with one another, teachers indirectly create discussion in exploring ideas and solving problems.

Significance – This finding is consistent with previous theory by Nonaka and Takeuchi (1995). In addition, Chang (2008) stated the firm is a significant innovation in learning organization and positively influenced by the interaction between types of learning in organizations.

Keywords: Learning Organization, Innovative Work Behaviour, TVET, Industrial Revolution 4.0

Introduction

A nation's economic progress depends on the Technical and Vocational Educational and Training (TVET) sector as this sector is seen as being capable of sustaining and developing the nation's workforce supply (Minghat & Yasin, 2010). Through the Malaysia Education Blueprint 2015 – 2025 (Ministry of Education, 2015), the community colleges, vocational colleges and polytechnics will be a premier higher education TVET provider that developed skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development. The Fourth Industrial Revolution (IR 4.0) has changed the landscape of educational innovation where quick revolution in innovation has delivered another model of education for the future, namely Education 4.0 (Shahroom, A.A., & Hussin, N., 2018). Through Education 4.0, educational

development and skills has made future learning more customized, intelligent, portable, worldwide and virtual. Wahid Omar (2017) emphasis that in responding to the IR 4.0, the TVET institution need to adapt and capable to manage the convergence, fluidity, power shifts, contingency and ethical issues that came along with the IR 4.0.

In Malaysia, TVET teachers in the Polytechnics, Community colleges, Vocational colleges and public skills training institutions with competency and skills affects the students' progress as it is an important component of the TVET institution (Ismail, K., & Rasul, M. M., 2017). In responding to the IR 4.0 and striving for efficient economy are heavily in cultivation of knowledge, skills and competencies of their people mainly educators including teachers in TVET institution. The competent, qualified, skilled and experienced TVET teachers are primarily the knowledge and innovation drivers of any society (Blaskova, Balsko, Matsuka & Rosak-Szyrocka, 2015). This revolution gives an inevitable impact to education field which caused a new term of Education 4.0. Goldie, J.G.S., (2016) described the Education 4.0 as the way of catering the need of the society in innovative era which is in accordance to the changing behaviour with the special characteristics of parallelism, connectivism and visualization. This education is believed to empower students to produce innovation, the follow-on-substantiations of knowledge production (Puncreobutr, D., 2018).

Malaysia is in the stage of preparing the current higher education system to welcome the Education 4.0 by creating the Malaysia Education Blueprint 2015-2025 includes the 10 shifts program. There are various technology used in education to assist learning process. In Malaysian technical institutions, TVET teachers are still unaware of the importance of developing innovative work behaviour at workplace that involves crucial elements such as idea exploration, idea generation, idea championing, and idea implementation (Jong & Hartog, 2010). TVET teachers with innovative work behaviour will not only benefit the institution but also helping the development of innovative thinking among students during teaching and learning process since innovative behaviour involves an element of idea implementation instead of creativity that only focuses on the idea-seeking process. TVET teachers in Malaysia are expected to create interactive teaching and learning and applying the transition of media application in their teaching and this demand requires TVET teachers to develop innovative work behaviour (Mohd Ariff et al., 2016).

In dealing with the challenges of delivering quality TVET education, TVET teachers are required to develop innovative work behaviour (Runhaar, 2014). Janssen (2000) describe innovative work behaviour as intentional creation, introduction, and application of new idea within work roles, groups, or organizations, in order to benefit role performance, the group or the organization. However, innovative work behaviour is not fully practiced by the teachers because some of them believe that their ideas do not matter or could not be implemented (Baer, 2012) thus limiting the creation of interactive and creative teaching and learning in classroom.

Learning organization concept is also crucial element that can meet the human capital development since it is still not clearly and widely practiced in the educational institution in Malaysia (Muhammad Faizal, 2014). As learning organization is described as an organization that involves a continuous process of transformation through learning of all members within and outside the organization (Pedler et al., 1991), the concept of learning organization must be also applied to education institutions in Malaysia including TVET institution. Without learning organization, teachers will less encouraged to create the opportunities for continuous learning, encourage dialogue and inquiry, encourage group collaboration and learning, build systems for acquiring and sharing knowledge. Learning organization is crucial since it empowering teachers to share vision, create organizational relationship with community and environment, and provide

strategic leadership for learning (Marsick & Watkins, 2003). These elements need to be addressed by the TVET institution as this will help the institution to compete and face challenges (Ab. Aziz, 2010). This article studied the influence of learning organization in forming innovative work behavior among TVET teachers in Malaysia.

Literature Review

Learning Organization

A Learning Organization (LO) is any form of organization that enables its members to learn and as a result, it facilitates achievement of valuable innovations such as product innovations and organizational innovations which lead to better competitive position of an organization. Senge (1990) was the first to define learning organization as organizations that proactively create, gain and share knowledge throughout the organization, and that changes organizational behaviour through new knowledge and insights. In LO, all members in organization must always look for new possibilities of obtaining desirable effects, create new models of unconventional thinking, develop in teamwork and learn constantly (Senge, 2008). In TVET institutions, LO creates possibilities of development for all its employees especially TVET teachers to be able to learn itself and transform as a community. This research uses seven dimensions of Learning Organization based on LO model developed by Watkins and Marsick (2004). According to this model, the LO dimensions consists of Continuous Learning, Inquiry and Dialogue, Team Learning, Embedded System, Empowerment, System Connection, and Strategic Leadership. Park, Song, Yoon & Kim (2014) also quoted a survey from the American Society for Training and Development found that learning organizations play an important role in improving employee work behaviour. Based on these results, the following hypothesis can be drawn:

H1: Learning organization positively influences innovative work behavior.

Innovative Work Behaviour

The Innovative Work Behaviour (IWB) model used in this research is based on the four dimensions developed by De Jong and Den Hartog (2010). The dimensions of this model are Idea Exploration, Idea Generation, Idea Championing, and Idea Implementation. Idea exploration or opportunity exploration includes looking for ways to improve current services or delivery process or trying to think about work processes in alternative ways. Idea generation refers to generating concepts for the purpose of improvement whereas idea championing is mainly supporting the sharing of ideas on formal platforms. Championing is a relevant aspect of IWB once an idea is generated. Idea implementation means application of ideas and converting them into reality (Janssen, 2000). The supported idea needs to be implemented and put into practice. Implementation mean improving existing services, practices or procedures or also may refers to developing new ones. Therefore, IWB is the process of exploring new ideas until it reaches the process of implementing the idea. According to Blaskova, Blasko, Figurska and Sokol (2015), creation of new knowledge and development of competitive culture at TVET institution resides on teachers innovative work behaviour. The IWB dimensions are illustrated in Figure 1.0.

Methodology

Sampling and Data Collection

Based on the hypothesis, the research model is drawn as seen below:

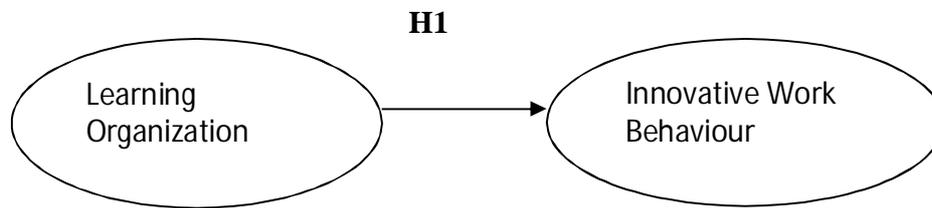


Figure 1. Research model

This quantitative research used the survey as a tool for data gathering and SPSS 23 for data analysis. This research focused on TVET teachers in TVET institution which involved three selected vocational colleges in Sarawak, Malaysia. The primary data for this study was collected through questionnaire given to the institution management to be completed by the teachers of the selected vocational colleges. A total of 213 teachers were sampled. Only 92.9 percent (198 teachers) returned and provide a complete response. Questionnaire covering background of the respondents dimensions of innovative work behavior and learning organization. The regression tests were used to determine the influence of learning organization on the formation of innovative work behavior.

Instruments

In accordance with research objectives, innovative work behavior was observed as the dependent variable and learning organization as the independent variable. All the instruments were written in English and passed the proof-reading test for a better face validity. There were six expert panels involved in content validity. Innovative work behavior was measured using four dimensions of Innovative Work Behaviour as developed by De Jong and Den Hartog (2010). The dimensions of this model are Idea Exploration, Idea Generation, Idea Championing, and Idea Implementation. This instrument was chosen as it has the highest validity of other innovative behaviour measurement tool. In addition, this tool has also been used in several studies in the services sector (Agarwal, Datta, Blake-Beard & Bhargava, 2012). Meanwhile, this research also uses seven dimensions of Learning Organization based on LO model developed by Watkins and Marsick (2004). According to this model, the LO dimensions consists of Continuous Learning, Inquiry and Dialogue, Team Learning, Embedded System, Empowerment, System Connection, and Strategic Leadership.

Results and Discussion

Validity and Reliability Test Result

Prior to hypothesis test, pre-test has been conducted to test the validity and reliability of the instruments. The pre-test sample was initially taken from one of the vocational colleges with the number of 30 respondents. The result of validity and reliability test is shown in the table 1. Hair et al. (2010) mentioned that the validity test can be done with the sampling adequacy test through Kaisr-Meyer-Olkin Measure of Sampling Adequacy (KMO-MSA) greater than 0.5, while

reliability is seen from the value of Cronbach's alpha, where the value of $\alpha > 0.6$ is considered as an adequate limit for an item said to be reliable.

Table 1. Validity and Reliability test result

| Variable | Dimensions | Mean | KMO | Cronbach's alpha (α) |
|---------------------------|----------------------|-------|-------|-------------------------------|
| Learning organization | Continuous learning | 4.323 | 0.573 | 0.679 |
| | Inquiry and Dialogue | 4.270 | 0.498 | 0.746 |
| | Team learning | 4.062 | 0.671 | 0.802 |
| | Embedded system | 3.591 | 0.738 | 0.884 |
| | Empowerment | 4.076 | 0.705 | 0.888 |
| | System connection | 4.151 | 0.724 | 0.843 |
| | Strategic leadership | 4.292 | 0.727 | 0.903 |
| Innovative work behaviour | Idea Exploration | 4.095 | 0.565 | 0.742 |
| | Idea Generation | 4.089 | 0.637 | 0.725 |
| | Idea championing | 4.024 | 0.696 | 0.854 |
| | Idea implementation | 4.074 | 0.702 | 0.804 |

The test result indicated that the questionnaire of innovative work behaviour and learning organization are reliable, having the Cronbach's alpha score over 0.6 for all dimensions. Meanwhile, there was one dimension of learning organization (Dialogue & Inquiry) that has KMO score below 0.5 and was considered not valid.

Regression Test Result

A series of linear regression tests were held to test the hypothesis 1, which were to assess the relationship between variables (Hair et al., 2010). The result is shown in the tables below:

Table 2. The influence of learning organization on innovative work behaviour

| Model | Coefficient B | Sig. | t | Adjusted R ² | F |
|-----------------------|---------------|-------|-------|-------------------------|--------|
| (Constant) | 2.144 | 0.000 | 8.173 | | |
| Learning Organization | 0.446 | 0.000 | 7.484 | 0.364 | 56.008 |

Table 2 showed the relationships that are observed are proven to be positive and showed significant influence of learning organization on innovative work behaviour ($\beta = .446$, $p < 0.05$). The coefficient B values were all positive, indicated the positive relationships and the Sig. were below 0.05 indicated the significant relationship between the variable observed. However, the strength of relationship model varies among the regressions. According to this analysis showed the adjusted R-squared = 0.364, which meant the independent variable (learning organization) was able to explain 36.4% of the dependent variable (innovative work behaviour). These findings showed that learning organization has developed innovative work behaviour unnoticed by teachers. This is because at this level of communication and interaction with one another, teachers indirectly create discussion in exploring ideas and solving problems. This finding is consistent with previous theory (Nonaka and Takeuchi, 1995). In addition, Chang (2008) stated the firm is a

significant innovation in learning organization and positively influenced by the interaction between types of learning in organizations.

Conclusion

Although the reaction was given by respondents towards learning in the organization, the levels of innovative work behavior among teachers still at a moderate level. This clearly indicated that the learning factor in this institution plays an important role in the development and enhancement of innovative work behavior among TVET teachers in Malaysia. In order to enhance the innovative capabilities of the TVET teachers, the management should find the best way to expand their knowledge and skills. Future research should examine other factors that affect the creation of innovative work behavior such as personal factors. The research also suggested the need of developing and enhancing Learning Organization in TVET institutions in order to form an innovative culture, encourages the generation of new knowledge, diffuses and transforms the knowledge for the application to the improvement of the organization's activities, thus enhances the innovation capability. In welcoming the fourth industrial revolution and Education 4.0 in Malaysia, learning organization and innovative work behaviour are required to be developed and enhanced seriously in all TVET institutions.

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