

Motivational Driven and Learning Culture for Organization Performance

Mohd Fairuz Mohamad Asroh and Che Zainab Abdullah

Faculty of Information Management, Universiti Teknologi MARA (UiTM)
UiTM Selangor, Malaysia

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Abstract

Every organization should strive to create a learning environment in their organizations. The atmosphere will promote learning behavior among the people in the organization collectively so that they are encourage to enrich the knowledge and enhance the skills as well as the capabilities they are possessed. This paper reviews the literature that leads to develop a conceptual framework of a study on the motivational driven towards stimulation of learning culture in the organization. Based on the literature review, four main independent variables was identified i.e. recognition, reward, participation and empowerment, while the learning culture is the dependent variable. This study is significance to organization to identify the most valuable driver that contributes to stimulate learning culture among their people.

Keywords: Learning Culture, Motivation, Recognition, Reward, Participation, And Empowerment.

1.0 INTRODUCTION

Learning organization concept has been identified for the organization to remain survive in current world competitive environment where the competition become increase, the knowledge become expand and the technology rapidly change that the organization need to adapt and act quickly (Beausaert, 2016). Through his book of *The Fifth Discipline: The Art & Practice of The Learning Organization*, Senge (1990) has introduced the concept and term of Learning Organization. In his book, he emphasized the important of system thinking in such learning organization. Since then, the concept of learning organization has been evolved and has been characterized as a team building (Watkins & Marsick, 1993), action learning (Garrat, 1995), renewal (Braham, 1996), cultural (Schein, 1996), growth and survival (Pedler *et al.*, 1997), organizational change (Denton, 1998) and technological (Marquadt & Kearsly, 1999).

The basic ideas of all these theories purposely tend to promote learning in organization which resulting in improving organizational development and performance. Even though individual learning does not guarantee organizational learning (Khaled & Norliya, 2010), individual seem being the critical factor to realize this effort. Therefore, it is essential for organization to determine the motivational driven that stimulate the cultivation of learning culture in the organization.

Motivation can be defined as a driver for the individual to achieve in regard of what he or she desire. There are different theories that constitute and create motivation in employees. According to Maslow (1956), motivation is the willingness of employees to exert high levels of effort toward organizational goals, which result to satisfy the individual needs. The theory of need pyramid developed by Maslow (1956) has been improvised by McClelland's (1961) achievement and acquired need theory and Alderfer's (1969) ERG Theory. McClelland (1961) identify that achievement, authority or power and affiliation are the motivational factor, where as Alderfer (1969) ERG theory indicates the existence, relatedness and growth. In contrast, Adams (1960) suggests that the equity fairness received in reciprocal of the input given causes them to be motivated. The needs and equity theory have provided arguments and evidence that motivation was derived from internal or external state of the individual

2.0 LITERATURE REVIEW

According Togia, Korobili, & Malliari (2012), motivation to learn refers to how individual think about them regarding learning activities and process. And to determine on how they are thinking, the values and attitudes (Osteracker, 1999) of the employees should be examined first. However, values and attitudes would change accordingly based on the experience and information possessed from time to time.

Based on the previous theory on motivation, there are four (4) motivational driven that have been identified which are related towards learning namely recognition, reward, participation and empowerment. All of these driven will be discuss further of each in the following literature review.

2.1 Recognition

Recognition is part of Total Quality Management (TQM) activity. According to the survey done by US Council of Communication, recognition has been identified as among the top motivator of employee performance (Sweatman, 1996). It is the acknowledgement for the individual's excellence in term of job performance. According Sayer (2007) and Honneth (1995b), acknowledge means going beyond satisfaction and work-life balance. It offers dignity and individuality in light of reification (Islam, 2013). As a human being, people seek to get acknowledge for their contribution so that they would feel appreciated for being a part of the organization successfulness.

Even though the recognition process is remains an issue due to supervisor biases, worker competition and organizational politics (London & Higgot, 1997), it is still seem being a part of motivational driven for developing learning culture in the organization. Since people are an asset, as they possessed an intellectual property of the organization, this recognition would lead the people towards achieving more for the organization. Recognition could be a psychological effort of the organization to instill the voluntarily desired of the people towards cultivation of learning culture.

2.2 Reward

Reward system used often by the organization as a tool to influence individual or group towards organizational effectiveness (Lawler & Cohen, 1992). This idea was support by Wiley & Lake (2014) in their study which founded that employees most want from the top management is to be rewarded in term of fair compensation, career growth and job security. Salary and wages are the traditional reward system that is normally used by organization to reward their employees, based on the job specification. However, other benefit as well is provides a real opportunity for the organization (Pegg, 2009) to establish effective engagement with employees.

Even though monetary benefits looked like the solely way of reward, there are other intangible or intrinsic reward that could derived the individual motivation such as happiness, health and relationships (Van de Vorde *et al.*, 2012) as well as personal growth and anatomy (Rowland & Hall, 2014).

2.3 Participation

Ardichvili, Page & Wentling (2003) indicate that the one of the critical factors determining the successful of knowledge generation and sharing activities is the willingness of members of the society or community to actively participate in such program. The participation will offer a numbers of benefits (Robbin; 1993, Filley, House & Kerr; 1976). However, people's participation was based on with whom they share and interact (Sofia Martins & Patricio, 2013). Therefore, the environment of trust among the people would be developed (Rodrigues, 1994) with the help of participation.

Besides that, participation also could help in decision-making as well as reducing conflict (Wang, 2011). This proposition is in line with the Scheins's theory (1992) when he implies that employees must participate in decision-making within the learning culture environment. In other words, people will easily accept any decision made if they are given a chance to deliver their opinion and offer feedback for continuous improvement.

2.4 Empowerment

Most of the study in regard of empowerment was done at 1990s (Ripley & Ripley; 1992, Kappelman & Richards; 1996, Johnson & Thurston; 1997). According to Rappaport (1981), it is a process of individual gains control over their own resources. Even though there are variation of definition of empowerment (Johnson, 1994), the actual define effective empowerment only be determined by the organization itself (Johnson & Thurston, 1997) because normally the empowered employees are those have specific knowledge and expertise in their respective job specification so that the business would be delivered in a speedy of time.

According to Watkins and Marsick (1993), culture of empowerment is part of a learning organization. This idea was support by Kappelman & Richards (1996) when they found that empowerment will promotes motivation and reduces the resistance to change as the employee

was given opportunity in decision-making, where necessary and accordingly. They found that the empowered employees would be able to adapt to change rather than resistance.

2.5 Learning Culture

Creating a learning culture is a challenge to organizations in developing human capital that is capable of competing in an environment that is constantly changing rapidly and dramatically. According Robelo and Gomes (2009), organizational learning culture is an atmosphere that encourages employees (Tran, 2008) to put effort to enhance the knowledge and develop individual competency through partnership and interaction with each other for the benefit of the development and achievements of the organization. Culture of learning through effective organization, it can give space to employees to be more creative (White, 1994) and innovative (Tran, 2008). It also can shape attitudes (Cheng, Li, Love & Irani, 2004) and promote continuous improvement (Iranian & Sharp, 1997).

In view of Tran (2008), organizational learning culture can occur at any level in an organization, whether at the units, departments or divisions according to the individual needs. The culture applied to shape perceptions about work and life (Siengthai, 2014) to each individual in turn affect the learning process at individual, group and organization as described by Egan *et. al* (2004), Joo & Lim (2009) and Song et al (2011).

3.0 THEORETICAL FRAMEWORK

This section demonstrates the theoretical framework for this study. According to Sekaran (2003), theoretical framework is a conceptual model to discuss the interrelationships among the variables that are deemed to be integral to the dynamics of the situation being investigated. This study is to identify the relationship between the independent variables i.e. motivational driven (recognition, reward, participation and empowerment) towards the stimulation of the dependent variable i.e. learning culture in the organization. All of the independent variables listed probably would lead to cultivate learning culture in the organization as well as for the organization being a learning organization. Figure 1 shows the conceptual framework of this study.

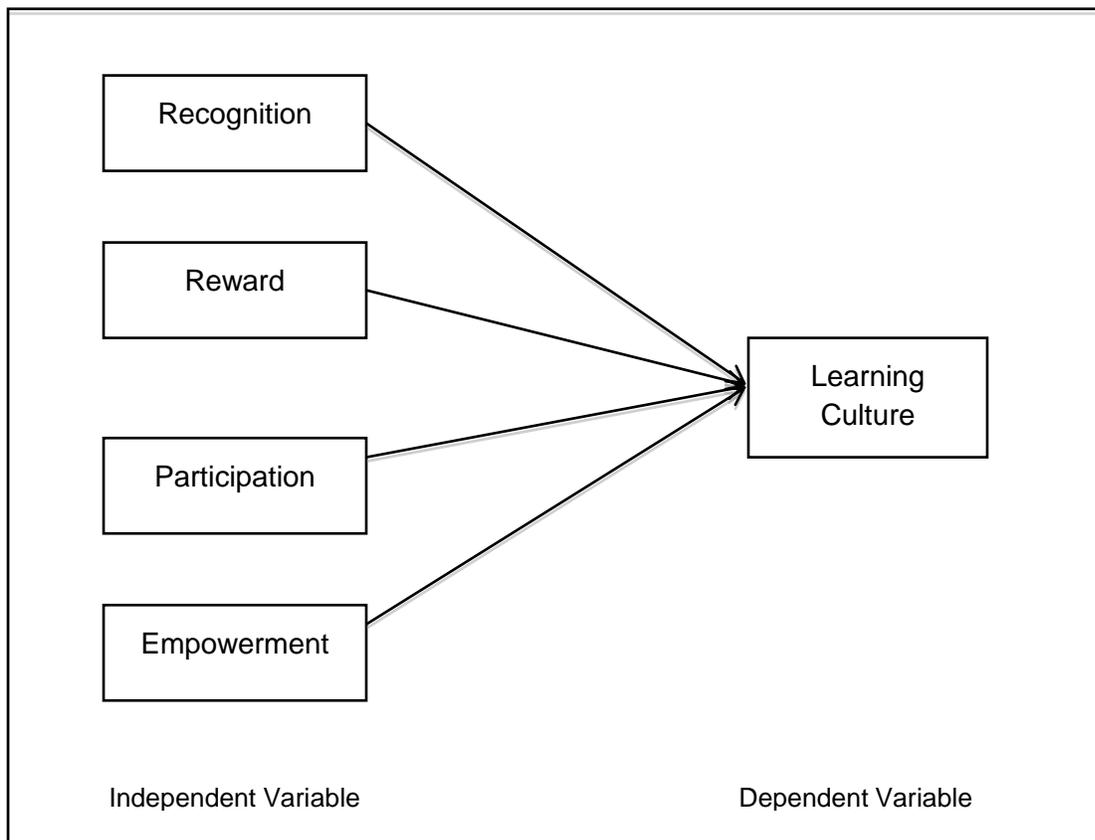


Figure 1:

Conceptual Framework on Motivational Driven and Learning Culture

4.0 CONCLUSION

In conclusion, this paper has provided a framework for further empirical study regarding the motivational driven and learning culture in the organization. Based on the literature review, four area of motivation driven have been identified to be the independent variables of this paper i.e. recognition, reward, participation and empowerment, where as the learning culture being the dependent variable. Since this conceptual framework is developed from literature searched in journals, digitized sources, books and other references that relate with the subject matter, it is hoped that this valuable knowledge could be extended to empirical study. This paper also very useful for managers to have a preliminary understanding regarding this subject as it will help them to identify the best way to cultivate learning culture in the organization so that the organization would be benefit in term of excellence, which it is the result of individual effort to enhance their knowledge, capabilities and competency for their career development.

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