

## **Learning University: Relationship among UNISEL Vision Intent and Learning Processes with Job Satisfaction**

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### **ABSTRACT**

The purpose of this study was to determine the relationship among UNISEL (Universiti Industri Selangor) vision intent, learning processes with academic staff job satisfaction. This research used a case study based on a single site and multiple cases which attempted to examine the academic staff perception on UNISEL change agenda. This study involved 191 participants from ten faculties who were selected based on a stratified random sampling. For the interview, nine participants were selected purposively. The conceptual framework for this study was based on social-cognitive, organizational and motivational learning theories. The vision intent and learning processes were treated as independent variables and job satisfaction as the dependent variable. The empirical data showed that vision intent was a pertinent strategic tool to drive individual learning to support continuous learning opportunities and to encourage inquiry and dialogue. However, the results indicated mixed responses for the team learning in terms as of assisting collaboration and group learning. In the context of organizational learning, there were varied responses to enhance and share learning and to empower the academic staff toward collective vision. Furthermore, empirical findings indicated that respondents were generally satisfied with their jobs as the data showed that there was a strong positive correlation between vision intent and job satisfaction. Nonetheless, the empirical data identified several critical weaknesses such as political disputes, frequent change of vice chancellors, the change of the name of the university, and the diminishing determination among creative academic staff and students to venture into new innovations. In conclusion, based on the empirical data, several new elements were found to be pertinent for UNISEL to achieve learning university status. The new elements include focused leadership roles, workplace mentoring, psychological safety and university-industry collaborations programs should therefore be included in a new framework for learning university model.

**Keywords:** Vision intent, learning processes, job satisfaction, learning university agenda, private university

### **INTRODUCTION**

Universities as learning organization are designed to create new knowledge (Rudawska, 2013) and to generate growth amid the competitive environment (Hejase, 2014). Literature reveals long-standing debates on the issue of knowledge as a basic resource in the new economy (Bratianu, 2015; Nonaka & Takeuchi, 1995). Subsequently, globalization and the turbulent business environment are forcing various organizations including universities to reassess their strategies to renew and reinforce their positioning in the complex and unpredictable environment (Djonlagic, 2013). Hence, several scholars believe that higher education institutions need to examine their *modus operandi* and redesign their direction to improve the operational functioning of universities up to the status of learning universities (Bratianu, 2007; Bui & Baruch, 2010; Patterson, 1999). Bui and Baruch (2012) stated that a number of universities and higher institutions are in the process of becoming or aspiring to become learning organizations. Such institutions have apparently moved away from the segmented, traditionally elite

universities and vocationally oriented institutions toward market-driven practices as strategic responses toward environmental pressures. For these reasons, Weathersby and White (2004) asserted that some organizations including universities seek to become learning organizations as means to adapt and enhance knowledge in line with the environmental changes.

Due to fierce competition, universities in Malaysia have charted transformation plan in order to survive. As such, public and private higher learning institutions and universities need to gain competitive advantage to attract and retain students and the academic staff by creative ways to foster relationship with scholars, the community, industries and local and overseas universities by becoming learning universities. However, some institutions of higher learning have obviously been dominated by poor leaders who are absorbed in micromanaging the university instead of focusing on the achieving the vision and mission of the university. UNISEL in particular, that had apparently been subjected to frequent leadership changes, has faced difficulty to become a learning university (LU). However, little is known about the critical factors that influence UNISEL to become a learning university (Hejase, 2014). Therefore, the effort to transform UNISEL into a learning organization could raise doubts whether the university academic staff would acquire knowledge and innovate fast enough to survive and thrive in a rapidly changing environment. Kassim (2011) highlighted the concern that despite several noticeable urgencies of the higher education to transform, several higher education institutions failed to adequately utilize their strategic knowledge and resources for innovations and social benefits. Furthermore, academic leaders, in general, are told to change or risk being perished (Amis et al., 2004). Henceforth, even with leadership changes, the academic staff would become more interconnected by inspiring them to commit themselves to learn to achieve the LU agenda.

Weathersby and White (2004), however, argued that the implementation of change processes is elusive and at times run counter to the intent and purpose of their organizational vision and mission. For instance, scarce resources, lack of capital funds, gaps in innovation and low university ratings might affect the university's enthusiasm to transform itself to become a learning university (Weathersby & White, 2004). Furthermore, confusions and incongruities in organizational management could happen such as the lack of procedural guidelines and ineffective leadership roles among faculty leaders might create conflicts, tensions and disorder (White & Weathersby, 2005). Therefore, in the context of UNISEL, the top leadership must not ignore the suppressive factors or else they might miss the opportunity to transform the university and consequently it may jeopardize UNISEL reputation as the first state own private university in Malaysia.

In general, there are at least 43 private universities in Malaysia. In terms of the concept and the implementation of learning universities some of the issues about knowledge and skills gaps faced by private universities should be explored. Moreover, as in the learning university concept, the emphasis is on learning at individual, team and organizational levels to serve as necessary transferable processes of knowledge and behavioral skills and to expand employee capabilities for innovation and problem-solving (Hoy & Miskel, 2013; Prelipcean, 2016).

Nonetheless, there have been some related studies in the last decade regarding the application of the learning organization theory in higher education institutions to guide the implementation of the learning university agenda. For example, Avdjieva and Wilson (2002) who studied higher education systems in Australia, New Zealand, England and North America found that there has been an increase in the connection between learning university movements and the quality of education in the countries. In addition, the studies by Hitt (1995), Hodgkinson (2002) and Bratianu (2015) found that universities that apply the learning university concept have shown positive organizational performance. By adopting the learning organization model, universities could create paths for individuals to assist and lead them toward organizational success in times of change. For these reasons, the discussion on the implementation of the learning university agenda requires the organizational commitment to improve the academicians' abilities and performance (Mohd Nor, 2007). Furthermore, senior executives or deans are supposed to serve as effective role model of change to support the implementation of the learning university agenda. Willcoxson (2001) asserted universities have to build on the concept of inter-faculty and teamwork to promote ongoing learning across conventional internal and external organizational boundaries to foster their identity amid the rapidly changing environment.

## **PROBLEM STATEMENT**

The central thesis of the research was to determine the relationship among the three elements – UNISEL’s vision intent, learning processes, and the academic staff job satisfaction. The proposition, however, was much dependent on how the preceding five vice chancellors / deputy vice chancellors – Rustam Abbas, (2007), Razali Agus (2007-2008), Khalifah Othman (2008-2008), Anuar Ahmad (2008-2009), Rosti Saruwono (2011) and Anuar Ahmad (2011-2012) had recognized the need for UNISEL’s intentions to be a learning university. Henceforth, the lack of support by the university leadership has hampered the adoption and achievement of change agenda. Subsequently, the circumstance could affect the risk the university’s reputation, thus, it could of lower student intake and university revenue (Syed Chear, 2012).

In addition, Bratianu (2015) and Watkins and Marsick (1996) asserted that “everyone is talking about it – to be a learning university, but few are living it” (p.3). Moreover, Calvert (1994) claimed that leaders know more about learning organization theory, but far less about how to apply it. Nevertheless, despite such limitations, higher education institutions should exhibit renewed determination to transform their institutions into learning organizations due to the impacts of global competitiveness and social struggles in the education (Manzoor, 2014). Therefore, in facing of these challenges, in this study, it is critical to determine the academic staff perceptions related to leadership roles of UNISEL leaders in supporting the implementation UNISEL’s learning university agenda strategy to prepare the university to better respond to the competitive environment.

## **THE CONCEPTUAL FRAMEWORK OF THE STUDY**

Figure 1 depicted the conceptual framework for this study. It consisted of three main variables: (a) vision intent, (b) learning processes at the individual, team and organizational levels, and (c) job satisfaction. The main elements of the conceptual framework were based on the input/stimulus, process/response, and output/consequent model derived from behavioral learning theory. The first variable was organizational input which represented learning ‘stimuli’ related to respondents’ drive to support UNISEL in assisting the second variable – the learning processes. The learning processes consisted of learning methods at the individual, team, and organizational levels that may influence the third variable – the academicians’ job satisfaction.

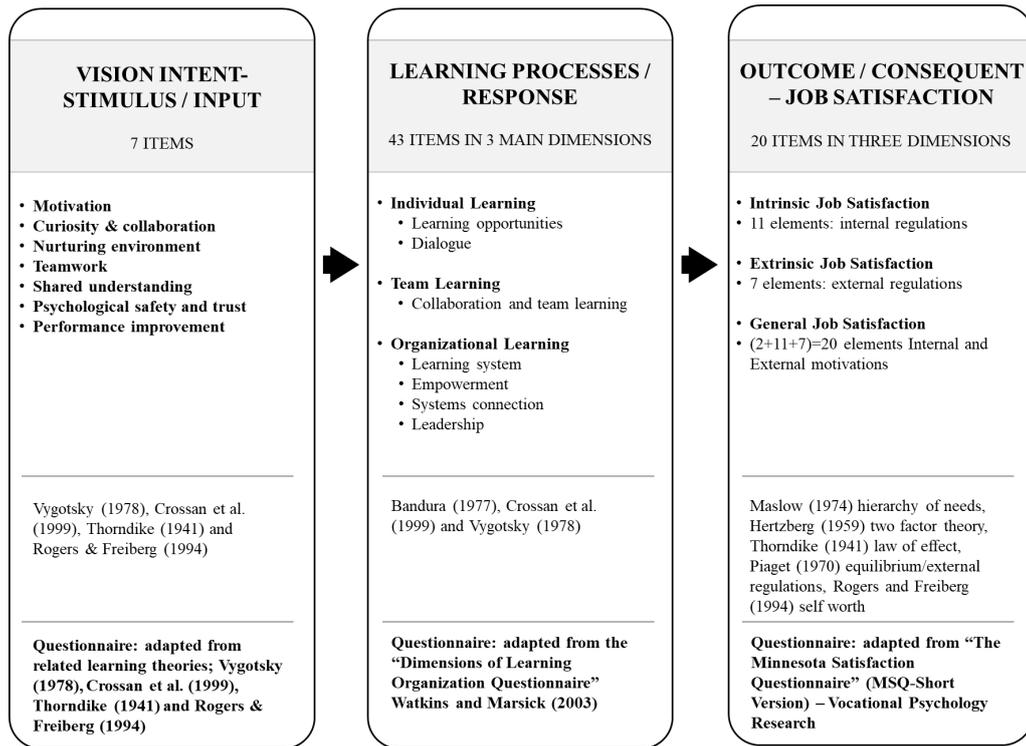


Figure 1: The Conceptual Framework of the Study

## PURPOSE AND RESEARCH QUESTIONS OF THE STUDY

The purpose of this research was to determine the relationships among UNISEL vision intent, learning processes and job satisfaction in terms of the implementation of the learning university agenda as perceived by the academic staff. Specifically, the six research questions were as follows:

- RQ1: What is UNISEL vision intent as perceived by the academic staff?
- RQ2: What are the learning processes (7 Dimensions) as perceived by the academic staff?
- Individual learning – providing continuous learning opportunities (Dimension 1)
  - Individual learning – enhancing inquiry and dialogue (Dimension 2)
  - Team learning – collaborating and team learning (Dimension 3)
  - Organizational learning – establishing system to capture learning (Dimension 4)
  - Organizational learning – empowering toward a collective vision. (Dimension 5)
  - Organizational learning – connecting faculty to the environment (Dimension 6)
  - Organizational learning – providing leadership to connect organization to the environment (Dimension 7)
- RQ3: What are the respondents' job satisfactions as perceived by the academic staff?
- RQ4: Are there any significant relationships between UNISEL vision intent and the learning processes?
- RQ5: Is there any significant relationship between UNISEL vision intent and the staff job satisfaction?
- RQ6: Are there any significant relationships between the learning processes and the staff job satisfaction?

## **METHODOLOGY**

The research design used in this study was a case study. This study was based on a single site and multiple cases that attempted to probe deeply into the academic staff perceptions related to the implementation of the learning university agenda. The study was conducted in one university but it involved the participation of the 191 academic staff from the ten faculties. The respondents were selected based on a stratified random sampling method and the sample size was determined based on the Krejcie and Morgan (1970) table of sample size. For the interview, nine participants were selected purposely. Further, the sequential procedure was designed to collect and compare the quantitative and qualitative data (Ivankova et al., 2006) in three consecutive phases.

In phase one, a set of questionnaires was constructed to measure the respondents' perceptions of UNISEL vision intent, learning processes and job satisfaction. There were 70 items comprising four sections of the questionnaire. Section I consisted of 12 items related to the profile or demographics of the respondents such as gender age, employment status, current administrative positions. Section II was related to the input, process and outcome variables related to the conceptual framework. The input variable was related to respondents' stimuli toward vision intent such as participants' interest, motivation and trust. Section III comprised the process variable was related to individual learning, team learning and organizational learning. In individual learning the items were related to continuous learning opportunities, promote inquiry and dialogue. In team learning items were related to collaboration and team learning. In organizational learning, the items were related to providing leadership to connect organization to environment. Section II and III contained 50 seven-point Likert Scale items: always agreed (7), agreed (6), frequently agreed (5), uncertain (4), occasionally agreed (3), almost never agreed (2), and never agreed (1). Section IV: The Minnesota Satisfaction Questionnaire [MSQ short version] (Weiss et al., 1967) was used to measure respondents' job satisfaction associated with respondents feeling, thinking and behavioral elements resulting from the appraisal of their job experiences. The items were categorized into three sub-components, intrinsic job satisfaction, extrinsic job satisfaction and general job satisfaction. Section IV used a five-point Likert Scale items, i.e., Extremely Satisfied (5), Very Satisfied (4) Satisfied (3), Somewhat Satisfied (2), and Not Satisfied (1). The mean score interpretation for Section IV was adapted from Watskin and Marsick (1996) and Mustapha and Salleh (2007).

Three experts evaluated the questionnaire to validate the items. A pilot sample of 30 academic staff was involved in a pilot study. The result indicated that the reliability index for the overall questionnaire using Cronbach Alpha was 0.92. Hence the data indicated that the Cronbach Alpha coefficient exceeds 0.90 which was excellent. The quantitative data were analyzed using descriptive statistics (RQ 1, 2, and 3) while Pearson's correlation coefficient was used to determine the relationships among the variables (RQ 4, 5, and 6). The qualitative data were thematized using qualitative analysis put forward by Miles and Huberman (1994).

## **RESULTS**

The findings of this quantitative study were arranged based on the research questions. For RQ1, which was related to UNISEL vision intent as perceived by the academic staff. Items B1-B7 were formulated to identify the academicians' motivation toward vision intent to implement the learning university agenda. Table 1 shows the means, standard deviations and interpretations for items 1 to 7. Item B1 shows the academic staff were rather uncertain (M=4.37; SD=1.37) whether vision intent could inspire them to participate in the implementation of the learning university agenda. However, item B2 indicates that majority of the respondents believed the staff frequently (M=4.75; SD=1.32) enhanced their readiness to respond toward vision intent and were also repeatedly (M=4.49; SD=1.31) motivated to collaborate in nurturing the learning environment guided by the learning university framework (item B3). Besides, the respondents also believed that the academic staff have continuously (M=4.58; SD=1.31) fostered team work (item B4) in order to have a shared understanding (M=4.68; SD=1.32) of increasing university financial performance (item B5). The respondents also believed that the academic staff habitually (M=4.57; SD=1.32) focused on the vision intent to boost their psychological safety and

trust (item B6) by regularly (M=5.10; SD=1.34.) using information and knowledge to improve their performance (item B7).

Table 1: UNISEL vision intent perceived by the academic staff

No	Items	Mean	SD	Interpretation
B1	In my faculty, UNISEL vision intent motivates us to learn.	4.37	1.37	Uncertain
B2	In my faculty, individuals are curious and actively collaborate to work with others.	4.75	1.32	Frequently
B3	In my faculty, individuals nurture the learning environment by using the learning university framework.	4.49	1.50	Frequently
B4	In my faculty, individuals stress on teamwork to improve performance.	4.58	1.31	Frequently
B5	In my faculty, individuals have a shared understanding to increase university financial performance.	4.68	1.32	Frequently
B6	In my faculty, individuals experience a high level of psychological safety and trust.	4.57	1.32	Frequently
B7	In my faculty, individuals use information and knowledge to improve performance.	5.10	1.34	Frequently
Total Average		4.65	1.35	Frequently

In general, the respondents believed that the academic staff were frequently (M=4.65; SD=1.35) motivated toward supporting the vision intent of university. However, item B1 shows that respondents were uncertain (M=4.37; SD=1.37) whether UNISEL vision intent had inspired them to learn. Further, looking at the standard deviations of the items, B3 shows a relatively high value of standard deviation (SD=1.50). This may indicate a high polarization of the responses for this item. For example, the interview data indicated almost all participants agreed that vision intent has served as strategic tool to provide the direction to participate in the university’s purpose in achieving the goal to be a learning university. However, two interviewees disagreed with the claim as they hardly heard its importance mentioned by the top management although the “learning university” slogan was still depicted at visible places of the university.

**RQ2 (a): Continuous learning opportunities**

For RQ 2, individual learning consisted of two dimensions – continuous learning opportunities and inquiry and dialogue. Table 2, items C8 to C14 show that respondents indicated mixed responses toward the seven items related to promote continuous learning opportunities. Item C8 indicates respondents believed their academic staff often (M=4.47; SD=1.32) discuss mistakes openly in order to learn from them (item C8), and to help the academic staff to frequently (M=4.73; SD=1.26) identify their skills for future work tasks (item C9). Likewise, the respondents stated that the academic staff often (M=4.91; SD=1.27) assisted individuals to help each other learn (item C10), However, the respondents reported they were uncertain (M=4.14; SD=1.36) whether individuals could get money and other resources to support their learning (item C11). Further, the respondents disclosed that the academic staff were frequently (M=4.53; SD=1.45) given time to learn (item C12). Additionally, the respondents frequently (M=4.56; SD=1.35) assumed that the academic staff viewed problems at their work as opportunities to learn (item C13). However, the participants were also uncertain whether the academic staff were regularly (M= 4.16; SD=1.53) rewarded for learning (item C14).

Table 2: Continuous learning opportunities

No	Items	Mean	SD	Interpretation
C8	In my faculty, individuals openly discuss mistakes in order to learn from them.	4.47	1.32	Frequently
C9	In my faculty, individuals identify skills they need for future work tasks.	4.73	1.26	Frequently
C10	In my faculty, individuals help each other learn.	4.91	1.27	Frequently
C11	In my faculty, individuals can get money and other resources to support their learning.	4.14	1.36	Uncertain
C12	In my faculty, individuals are given time to learn.	4.53	1.45	Frequently
C13	In my faculty, individuals view problems in their work as an opportunity to learn.	4.56	1.35	Frequently
C14	In my faculty, individuals are rewarded for learning	4.16	1.53	Uncertain
Total average		4.50	1.36	Frequently

On the whole, based on Table 2, most respondents agreed that the academic staff were often (M=4.50; SD=1.36) engaged in individual learning process for continuous learning opportunities to happen. However, looking at the standard deviation of items, C14 shows a relatively high value of standard deviation (SD=1.53). This may indicate a high divergence of response for this item. The interview data however show that interviewees agreed the relevance of individual learning to promote continuous learning opportunities by increasing their awareness toward interacting with people during work and how to view their problems as opportunities to learn for their future work tasks and to promote their perseverance and life satisfaction.

**RQ2 (b): Inquiry and dialogue**

Table 3 shows mixed respondents’ responses for items D15-D20 related to “inquiry and dialogue”. Item D15 indicates that respondents believed the academic staff were uncertain whether the academic staff would consistently (M=4.20; SD=1.37) give open and honest feedback to each other (item 15) and they often felt doubtful (M=4.32; SD=1.34) whether or not individuals listened to others’ views before speaking (item D16). In addition, item D17 indicates that respondents believed the academic staff were often (M=4.02; SD=1.47) not sure whether individuals were encouraged to ask “why” regardless of their ranks. Conversely, some respondents revealed that whenever the academic staff stated their views, they often (M=4.47; SD=1.32) were inquired what others think (item D18) of their opinions. Nevertheless, the respondents believed that academic staff regularly (M=4.71; SD=1.37) treated others with respect (item D19) and being consistent (M=4.53; SD=1.22) in spending their time building trust with each other (item D20).

Table 3: Inquiry and dialogue

No	Items	Mean	SD	Interpretation
D15	In my faculty, individuals give open and honest feedback to each other.	4.20	1.37	Uncertain
D16	In my faculty, individuals listen to others’ views before speaking.	4.32	1.34	Uncertain
D17	In my faculty, individuals are encouraged to ask “why” regardless of rank.	4.42	1.47	Uncertain

D18	In my faculty, whenever individuals state their view, they also ask what others think.	4.47	1.32	Frequently
D19	In my faculty, individuals treat each other with respect.	4.72	1.37	Frequently
D20	In my faculty, individuals spend time building trust with each other.	4.64	1.22	Frequently
Total average		4.44	1.35	Frequently

In general, the academic staff often ( $M=4.44$ ,  $SD = 1.35$ ) agreed with the holding of inquiry and dialogue sessions in individual learning process. Items D15, D16 and D17 however indicate that respondents were uncertain ( $M=4.20$ ;  $SD=1.37$ ), ( $M=4.32$ ;  $SD=1.34$ ) and ( $M=4.42$ ;  $SD=1.47$ ) whether they would benefit from the process of inquiry and dialogue in individual learning. The interview data too show participants' positive responses toward their opportunities to enquire and to have dialogues with the faculty leaders to promote inquiry and dialogues with his faculty leaders to boost their mental capabilities to expand their creativity and hidden potentials. However, an interviewee indicated a negative response toward having dialogues with his Dean as the latter apparently could not have much time to discuss the progress of his project. Subsequently, the interviewee felt very discouraged and his efforts diminished.

#### **RQ2(c): Collaboration and team learning**

With respect to RQ2(c), to promote collaboration and team learning, items E21 to E26 in Table 4 shows that most respondents believed the academic staff frequently ( $M=4.44$ ;  $SD=1.39$ ) emphasized that group members had the freedom to adapt to their goals they needed (item 21) as they were frequently ( $M=4.52$ ;  $SD=1.45$ ) treated as team members as equals regardless of rank and culture (item E22). Besides, the respondents held that the academic staff should frequently ( $M=4.63$ ;  $SD=1.37$ ) focus on group's task and to monitor how well they worked for their success (item E23). In addition, the respondents believed that the academic staff often ( $M= 4.59$ ;  $SD = 1.40$ ) revised their thinking as a result of group discussion or information they collected (item E24). However, some respondents alleged that academic staff were uncertain ( $M=4.04$ ;  $SD=1.50$ ) whether team members were rewarded for their achievements (item E25). Further they added that some academic staff were often uncertain ( $M=4.40$ ;  $SD=1.49$ ) whether the heads of faculties would act on their recommendations (item E26).

Table 4: Collaboration and team learning

No	Items	Mean	SD	Interpretation
E21	In my faculty, teams/groups have the freedom to adapt their goals as needed.	4.44	1.39	Frequently
E22	In my faculty, teams/groups treat members as equals, regardless of rank, culture or other differences.	4.52	1.45	Frequently
E23	In my faculty, teams/groups focus both on the group's task and how well the group is working (the group's process).	4.63	1.37	Frequently
E24	In my faculty, teams/groups revise their thinking as a result of group discussions or information collected.	4.59	1.40	Frequently
E25	In my faculty, teams/groups are rewarded for their achievements.	4.04	1.51	Undecided
E26	In my faculty, teams/groups are confident that the faculty will act on their recommendations.	4.40	1.49	Undecided
Total average		4.47	1.43	Frequently

In general, the academic staff often (M=4.47, SD =1.43) have diverse perceptions about the promotion of collaboration and team learning in group learning process. Items D25 and 26 indicate that respondents were undecided (M=4.05; SD=1.51) and often (M=4.40; SD=1.49) hesitated to promote collaboration and group learning in team learning processes. Incidentally, the standard deviation of the item E25 shows a relatively high value of standard deviation (SD=1.51). This may suggest diverse responses for this item. Nevertheless, the interview data showed that most interviewees agreed that the learning process benefited them to promote collaboration and team learning, especially to encourage team members to close their skill-gaps in achieving their common goal.

**RQ2(d): System to capture learning**

Next, as shown in Table 5, items in dimension 4, are related to establishing system to capture learning. It shows that most respondents have mixed responses toward the organizational learning processes to capture and share learning. Item F27 indicates that most respondents believed the academic staff frequently (M=4.63; SD=1.54) used learning systems such as suggestion systems, electronic bulletin boards and open hall meeting to capture and share learning (item E27). Additionally, the respondents often assumed that the academic staff frequently (M=4.66; SD=1.34) thought that the learning systems had often (M=4.66; SD=1.34) enabled them to get needed information quickly and easily at any time (item F28). However, some respondents believed that the academic staff were frequently (M=4.21; SD=1.40) uncertain whether their faculties could maintain up-to-date database for their skills (item F29). Further, were also doubtful (M=4.17; SD=1.35) whether their faculties had created systems to measure learning gaps between their current and expected performance (item F30) of the academic. Likewise, the respondents believed that the academic staff were often uncertain (M=4.39; SD=1.51) whether they could make lessons learned to all employees (item F31). In addition, they were doubtful (M=4.34; SD=1.47) whether they could measure the results of the time and resources spent on training (item F32).

Table 5: Systems to capture and share learning

No	Items	Mean	SD	Interpretation
F27	In my faculty, the academic staff use learning system such as suggestions systems, electronic bulletin boards, or town hall/open meetings.	4.63	1.54	Frequently
F28	In my faculty, the academic staff enable people to get needed information at any time quickly and easily.	4.66	1.34	Frequently
F29	My faculty maintains up-to-date database of employee skills.	4.21	1.40	Uncertain
F30	My faculty creates systems to measure gaps between current and expected performance.	4.17	1.35	Uncertain
F31	My faculty makes its lessons learned available to all employees.	4.39	1.51	Uncertain
F32	My faculty measures the results of the time and resources spent on training.	4.34	1.47	Uncertain
Total average		4.40	1.44	Uncertain

In general, for organizational learning process, respondents believed that academic staff were frequently (M=4.40, SD =1.44) uncertain whether UNISEL had established systems to capture and share learning. In addition, items F29, F30, F31, and F32 show that the respondents believed the academic staff were doubtful whether the four elements could help them to establish systems to capture learning. Obviously, looking at the standard deviations of the items F27 and F31, respectively show relatively high values of standard deviations SD=1.54 and SD=1.51. This may suggest a rather high divergence of responses for the items. Similarly, the interview data indicate that most academic staff were uncertain whether their faculties could establish systems to capture and to share up to-date data related to their skills and to measure their achievement gaps between the current and the expected

performance. Hence, they perceived that the policies and procedure to do so were unclear due to the frequent change of vice chancellors.

**RQ2(e): Collective vision**

Table 6 shows mixed responses for items G33-G38 in Dimension 5. Most of the respondents agreed that the academic staff frequently (M=4.50; SD=1.43) recognized people for taking initiatives (item G33). Further, the respondents often (M=4.81; SD=1.37) presumed that the academicians contributed to achieve the organizations vision (item G35). Next, the academic staff would frequently (M=4.51; SD=1.35) given opportunities to control over resources (item G36) they needed. However, items G37 and G38, indicate otherwise as in item G34 showed that the respondents believed the academic staff were uncertain (M=4.22; SD=1.44) whether the latter were given choices to work on their assignments (item 3) as most of them frequently (M=4.34; SD=1.41) were unsure whether their faculties supported them for taking calculated risks (item G37) in facing their jobs. AS a matter of fact, the respondents believed that the academic staff were frequently (M=4.33; SD=1.39) doubtful whether faculties have aligned university vision intent into the work groups (item G38) and across the university levels.

Table 6: Collective vision

No	Items	Mean	SD	Interpretation
G33	My faculty recognizes people for taking initiative.	4.50	1.43	Frequently
G34	My faculty gives people choices in their work assignments/tasks.	4.22	1.44	Uncertain
G35	My faculty invites people to contribute to the organization’s vision.	4.81	1.37	Frequently
G36	My faculty gives people control over the resources they need to accomplish their work.	4.51	1.35	Frequently
G37	My faculty supports employees who take calculated risks.	4.34	1.41	Uncertain
G38	My faculty aligns university vision across different levels and work groups.	4.33	1.39	Uncertain
Total average		4.45	1.40	Frequently

Overall, most respondents believed that academic staff often (M=4.45; SD=1.40) have different perceptions on the empowerment of respondents toward collective vision. Items G34, G37 and G38 indicate that the academic staff were uncertain M=4.22; SD=1.44; M=4.34; SD=1.41 and M=4.33; SD=1.39 respectively to inspire people toward a collective vision. Similarly, looking at the standard deviations of the items, G36 shows a relatively low value of standard deviation, which is less than SD=1.50, this may indicate a high convergent of responses for the items. The interview data showed interviewees agreed that the faculty has empowered them for taking initiatives to contribute toward UNISEL vision intent and to have control over the resources they needed to accomplish their work. But an interviewee claimed that he was uncertain whether his Dean would empower the academic staff to align with UNISEL vision with the objectives and the content for student learning processes as his Dean apparently rarely mentioned about the significance of the vision and mission statements in faculty meetings. Subsequently, the academic staff appeared to have low control of the resources that they need and they have to take risk to do their jobs job efficiently.

**RQ2(f): Connecting faculty to the environment**

With regards to RQ2 (f), Table 7 shows organizational learning to connect the faculty to its environment, in which respondents believed that the academic staff frequently connect their faculties to the environment. In item H39, respondents reported that the faculty always helped the academic staff to habitually (M=4.55; SD=1.39) balance their work and family (item H39) and to regularly (M=4.69; SD=1.54) think from the global perspective (item H40). Furthermore, the respondents believed that the

academic staff were frequently (M=4.65; SD=1.50) persistent to bring customers' views into the decision-making process and to repeatedly (M=4.55; SD=1.54) consider the impact of the leaders' decisions on employees morale (item H42). Furthermore, the respondents believed that the academic staff frequently (M=4.65; SD =1.50) disclosed that faculties should work together with outside community (item H43) to meet mutual needs. Furthermore, the respondents believed that academic staff often (M=4.55; SD=1.54) encouraged people to get answers from across faculties when solving their problems (item H44).

Table 7: Connecting faculty to the environment

No	Items	Mean	SD	Interpretation
H39	My faculty recognizes people for taking initiative.	4.55	1.39	Frequently
H40	My faculty gives people choices in their work assignments/tasks.	4.69	1.54	Frequently
H41	My faculty invites people to contribute to the organization's vision.	4.65	1.50	Frequently
H42	My faculty gives people control over the resources they need to accomplish their work.	4.55	1.54	Frequently
H43	My faculty supports employees who take calculated risks.	4.69	1.44	Frequently
H44	My faculty aligns university vision across different levels and work groups.	4.77	1.26	Frequently
Total average		4.65	1.45	Frequently

In general, Table 7 shows that respondents believed that most academic staff were often (M=4.65, SD=1.45) eager to connect the faculties to the environment. However, in examining the standard deviations of items H40, H41 and H42, the data indicate relatively high values of standard deviations, SD=1.54, SD=1.50 and SD=1.54 respectively, suggesting a high polarization of the participants' opinions for the items. From the interview process it was revealed the responses were diverse in their feedback related to the connection of the faculty to the environment, such as to bring in customers' views when they want to make decisions and to have the ability to think from the global perspective. Two interviewees asserted that their deans supported the academic staff to balance work and family, and to connect the faculty to the environments in the manner that could impact on their morale by working together to meet mutual needs. They were to share ideas to understand the university identity, values and culture to shape the learning university culture

**RQ2(g): Leadership to connect faculty to the environment**

In terms of providing leadership to connect organization to environment (RQ2 (g), Table 8 shows that all items (I45 to I50), indicated that most respondents believed the academic staff frequently stressed the importance of providing leadership opportunities to connect organization to the environment. Item I45 shows the respondents believed the academic staff were certain that leaders often (M=4.89; SD=1.62) supported their request for learning opportunities and training (item I45) and that leaders regularly (M=4.75; SD=1.64) update information about competitors, industry trends and faculty directions with employees (item I46). Subsequently, the respondents perceived that faculty leaders often (M=4.85; SD=1.32) empowered the academic staff to carry out their faculty vision (item I47) and often (M=4.60; SD=1.52) acted as mentors and coaches for them (item I48). Therefore, the respondents held that faculty leaders frequently (M=4.73, SD=1.45) looked for opportunities to learn (item I49) and regularly (M=4.78; SD=1.52) ensure that their actions were consistent with faculty values (item I50).

Table 8: Leadership to connect organization to the environment

No	Items	Mean	SD	Interpretation
I45	In my faculty, leaders generally support request for learning opportunities and training.	4.89	1.62	Frequently
I46	In my faculty, leaders share up-to-date information with employees about competitors, industry trends and faculty directions.	4.75	1.64	Frequently
I47	In my faculty, leaders empower others to help carry out the faculty's vision.	4.82	1.32	Frequently
I48	In my faculty, leaders' mentor and coach those they lead.	4.60	1.52	Frequently
I49	In my faculty, leaders continually look for opportunities to learn.	4.73	1.54	Frequently
I50	In my faculty, leaders ensure that the faculty's actions are consistent with its value.	4.86	1.45	Frequently
Total average		4.78	1.52	Frequently

In general, the data showed that the academic staff normally have had high confidence toward connecting the faculty leadership to the environment (M=4.78, SD=1.52). However, in examining the standard deviations of items I45, I46, I48 and I49, the figures indicate relatively high values of standard deviations, SD=1.62, SD=1.64, SD=1.52 and SD=1.54 respectively. This may suggest a high polarization of the responses for the items. From the interview process the interviewees were again divided on their responses toward the related items. Two interviewees reported that faculty leaders often acted as mentors to support their requests for their learning related to their competitors, industry trends and faculty directions. However, one interviewee alleged that he was not happy with his dean who was apparently more interested in the sensationalizing political issues in the university rather than guiding the academic staff to connect to the faculty on how to solve to the environmental challenges for the future of their students.

### RQ3: Respondents' Perceptions on Job Satisfaction

For intrinsic job satisfaction, Table 9 shows that most respondents believed that the academic staff were often "very satisfied" and "satisfied" with the 12 related elements, in which the total average is M=3.35 and SD= 0.99. For example, most respondents believed that they were able to work lone on their jobs (item J51) and they were also very contented (M=3.44, SD=0.99) with their jobecas buse it kept them busy all the time (item J52) and they have a chance to be 'somebody' in the community (item J54). As for extrinsic and general satisfaction, for example, most respondents assumed the academic staff were satisfied (M=3.07; SD=1.28) with the way their bosses handle their workers (item J55) and were pleased (M=3.08; SD=1.18) with their supervisor's competence in making decisions (item J56) which implies their jobs commensurate the pay and the amount of work that they did (item J63). Finally, for general job satisfaction, most respondents believed that the academic staff were happy with their jobs as they were able to use their own judgement (M=3.33, SD=1.03), and the satisfied with way co-workers get along with each other (M3.38, SD 0.97).

Table 9: Respondents' perceptions of job satisfaction

No	Items	Mean	SD	Intrinsic / Extrinsic / General Job Satisfaction	Interpretation
J51	The chance to work alone on the job	3.54	0.95	Intrinsic	Very Satisfied
J52	Being able to keep busy all the time	3.41	0.99	Intrinsic	Very Satisfied
J53	The chance to do different things from time to time.	3.38	0.98	Intrinsic	Satisfied
J54	The chance to be 'somebody' in the community	3.24	0.97	Intrinsic	Satisfied
J57	Being able to do things that don't go against my conscience	3.18	1.02	Intrinsic	Satisfied
J58	The way my job provides for steady employment	3.33	0.95	Intrinsic	Satisfied
J59	The chance to do things for other people	3.35	0.92	Intrinsic	Satisfied
J60	The chance to tell people what to do.	3.23	0.97	Intrinsic	Satisfied
J61	The chance to do something that makes use of my abilities	3.49	0.99	Intrinsic	Very Satisfied
J66	The chance to try my own methods of doing the job.	3.46	0.99	Intrinsic	Very Satisfied
J67	The working conditions	3.23	1.02	Intrinsic	Satisfied
J70	The feeling of accomplishment I get from the job	3.37	1.08	Intrinsic	Satisfied
	Total average for intrinsic job satisfaction	3.35	0.99	Intrinsic	Satisfied
J56	The competence of my supervisor in making decisions.	3.09	1.18	Extrinsic	Satisfied
J55	The way my boss handles his/her workers	3.07	1.28	Extrinsic	Satisfied
J62	The way the company policies are put into practice.	2.90	1.20	Extrinsic	Satisfied
J63	My pay and the amount of work that I do	3.07	1.06	Extrinsic	Satisfied
J64	The chances for advancement on this job	3.24	1.10	Extrinsic	Satisfied
J65	The freedom to use my own judgment	3.33	1.03	General	Satisfied
J68	The way my co-workers get along with each other	3.38	0.97	General	Satisfied
J69	The praise I get for doing a good job	3.20	1.07	Extrinsic & General	Satisfied
J51- J70	Total average for extrinsic and general job satisfaction	3.16	1.11		Satisfied

On the whole, the grand total average for jobs satisfaction shows that most of the respondents believed that academic staff were satisfied with their jobs ( $M=3.17$ ;  $SD=1.01$ ). Besides, 4 of the 20 items (J51, J52, J61 and J62) showed that respondents believed the academic staff were very satisfied with their jobs. In addition, from the 20 items, most of the respondents believed that the academic staff were intrinsically satisfied ( $M=3.35$ ;  $SD=0.99$ ) with their jobs. The academic staff were also believed to have felt extrinsically satisfaction with their jobs ( $M=3.16$ ;  $SD=1.11$ ). However, the total 20 items show a low standard deviation, which suggests that the data was clustered closely around the mean which signifies their high consensus.

The interview process for RQ3 revealed that two interviewees' perceived participants were satisfied with their jobs as they have freedom to design their work. On the other hand, three interviewees were not satisfied with their jobs as they had to use out-dated and manipulated data for student exercises and therefore restricted new knowledge discovery among students. Also, they doubted some senior professors' critical duties such as to deliver efficient workplace mentoring services. Further, they reported that after 2008, the vice chancellors were apparently not keen to carry on the learning university agenda as university vision and mission was completely changed without even considering the bigger picture to find what lessons can be learned; and what lessons need to be unlearned. Subsequently, interviewees reported that the frequent changes of the vice chancellors and the change of the name of

the university, had resulted in restlessness and conflicts which dismayed to some academic staff, thus subsequently resulted in turnovers of a handful of the hardworking academic staff.

In terms examining RQ4, whether there was any significant relationship between UNISEL vision intent and learning processes (individual learning, team learning and organizational learning) Table 10 shows that the correlation between vision intent and individual learning ( $r=0.78$ ;  $p < 0.001$ ) and organizational learning ( $r=0.74$ ;  $p < 0.001$ ) were relatively high. The third correlation was between vision intent and team learning which was moderately high with  $r=0.65$  with  $p < 0.05$ . The findings imply that individual learning is the most significant factor among the three learning processes compared to team learning and organizational learning processes. Interviewees generally agreed that individual learning, team learning and organizational learning were related and connected with UNISEL vision intent to help them to open up their minds to achieve their intrinsic and extrinsic job satisfactions to develop their shared vision for continuous learning opportunities as both were guided by supported by organizational policies and structures.

Table 10: Relationship between vision intent and learning processes

Learning Factors	R	p
Individual Learning	0.78	0.001*
Team Learning	0.65	0.001*
Organization Learning	0.74	0.001*

\* Significance at  $p < 0.001$

Pearson correlation

With regard to RQ 5, the relationship between vision intent and job satisfaction was displayed in Table 11. The result of the Pearson correlation test for the vision intent and job satisfaction showed only a moderate positive correlation ( $r=0.57$ ;  $p < 0.001$ ) and the square of the correlation value is not very strong, which is  $r^2=$  is 0.32, meaning only 32% of the dependent variable can be explained by the independent variable. This suggests that the vision intent contributed about 32% of the variance in the overall job satisfaction of the respondents.

Table 11: Relationship between vision intent and job satisfaction

Learning Factors	Job Satisfaction	Significance
Vision Intent	$r=0.57$	0.001*

\* Significance at  $p < 0.001$

Similarly, interviewees have mixed responses related to the significant connection between of vision intent and job satisfaction. Quantitative data revealed that UNISEL vision intent was strongly connected with job satisfaction because the strong relationship of the variables which can be interpreted that academic staff believed that UNISEL vision intent lays clear path for them to achieve their goals. On the other hand, two interviewees stated that the connection between the vision intent and job satisfaction was only of moderately significance because they perceived that the vice chancellors were apparently not aware of the impact of the vision intent for the strategic change to the university; thus, causing a lot of confusion and dissatisfaction among the academic staff.

Regarding the relationship between the learning processes, (individual learning, team learning and organizational learning) and job satisfaction, the results for RQ6 shown in Table 12 which indicated that the relationships among individual learning, team learning and organizational learning with job satisfaction were moderately strong but statistically significant. Nevertheless, the highest correlation was between organizational learning and job satisfaction ( $r=0.64$ ;  $p < 0.05$ ), followed by the correlation between individual learning and job satisfaction ( $r=0.62$ ;  $p < 0.05$ ) and finally, the correlation between team learning and job satisfaction ( $r=0.61$ ;  $p < 0.05$ ). The strongest correlation was between organizational learning and job satisfaction that can be explained as if the academic staff preferred the use of technology for learning and the freedom to use resources for learning. The weakest correlation between team learning and job satisfaction related to few opportunities for guidance and reassurances to support teamwork to achieve their job satisfaction.

Table 12: Relationship between learning processes and job satisfaction

Learning Factors	r	p
Individual Learning	0.62	0.001*
Team Learning	0.61	0.001*
Organization Learning	0.64	0.001*

\* Significance at  $p < 0.001$  Pearson correlation

## DISCUSSIONS OF RESULTS

The purpose of this study was to determine the relationships among UNISEL vision intent, learning processes and job satisfaction in implementing the learning university agenda based on the perception of the academic staff from 2006 to 2011. Based on the six main research questions, in general, both the quantitative and qualitative data showed that most of the respondents believed UNISEL vision intent, learning processes and job satisfaction were significantly correlated among each other to affect the implementation of the learning university agenda. However, some respondents believed that the academic staff were uncertain about the relationship among vision intent, learning processes and job satisfaction. Nevertheless, in general, there were more converging responses shown in the quantitative survey and the interview data compared to diverging responses for the six main research questions.

Based on RQ1, most of the academic staff agreed that the attributes of UNISEL vision intent motivated them to learn, collaborate, and to nurture the learning environment which are pertinent for UNISEL to be a learning university. Similarly, the interview data indicated three main important themes – strategic tools, guided direction and sustainable support system have stimulated most of the academic staff to participate in learning processes. The finding supports Thorndike’s (1931) law of readiness which asserts that the series of responses can be chained together to satisfy some goals. Similarly, Saqib Mahmood (2015) added that an organizational vision intent is individually as well as in combinations, could have a mediating effect for a change agenda. However, the interview data revealed that the academic staff complained about the poor link vision intent and learning processes. Hence, they were doubtful whether the goal for UNISEL to become a learning university could be achieved. Furthermore, the interviewees believed the situation was caused by the frequent change of vice chancellors and organizational politics that have negatively affected their job satisfaction.

With regard to RQ2(a) the survey findings showed that most of the respondents agreed that academic staff were often engaged in individual learning for continuous learning opportunities to identify skills they needed for future work and to view their problems as opportunities to learn for future planning and interaction with the larger social world. The findings of the study support Bandura’s (1997) self-efficacy model which explains the importance of developing people’s self-worth and self-images through their continuous learning prospects supported by constructive feedback and coaching.

Next, looking at RQ2 (b) related the promotion of inquiry and dialogue in individual learning, most respondents believed that the academic staff frequently participated in promoting inquiry and dialogue. Three positive themes emerged from the interview – trust, innovative potential and mental capabilities that were reported to be useful for developing shared understanding to help improving people’s thoughts to become more creative in expanding their innovative capacities through inquiry and dialogue activities. Besides, the participants asserted that they have the time to develop trust with each other. Hence, these findings support Rogers and Freiberg (1994) humanistic theory that claims the significance of employer-employee trust and dialogue to enhance workers’ competences.

Another pertinent element in learning processes mentioned in RQ2 (c) is collaboration and team learning. The survey data show most of the respondents agreed that learning in group promotes collaboration and team learning. The interview data indicated three positive themes, rewarded for our achievement, enhance collaborative efforts and to revise thinking in order to adapt to organizational goals, converged with the survey data. Thus, the findings from the interview data are consistent with Smart et al. (2015) and Kashyap (2017) assumptions that learning must come as collective actions with the care and trust for the people.

With reference to establishing systems to capture learning in RQ2 (d), the quantitative data indicated that most respondents agreed with the faculty efforts to establish systems to capture learning. The interview data also showed a main theme – coordinated action is crucial to get the academic staff to work together. Hence, such action could provide learning support.

For RQ2 (e) which was related to empowerment toward collective vision, the study found that the academic staff agreed they were empowered to contribute to the university vision. The interview data showed two main themes – (a) empowering the staff, and (b) providing a degree of responsibility for decision making. Hence, the findings suggested that empowerment by faculty leaders has helped employees to feel confident as well as being capable to control the outcome of their action. In other words, leaders should empower their subordinates toward enhancing collective vision so that they would feel a greater sense of autonomy and control over their work and career growth.

With regard to RQ2 (f), the importance for the faculty to connect organizational learning to the environment is evident. The quantitative data showed that most respondents agreed that the faculty needs to recognize academic staff contribution to the university and to assist the lecturers to balance their work and life affairs. From the interview data, three key themes emerged – get input from staff, enhance staff morale, and encourage the staff to work together. These themes support Rogers and Freiberg (1994) and Gill (2013) humanist learning approaches.

The following research question RQ2(g) was related to the role of leadership to connect the organization to the environment. The quantitative data showed that most respondents believed the faculty leadership should provide opportunities for lecturers to develop their professional development. And, the role of faculty leader is to empower and to coach the academic staff to achieve their goals. The findings from the interview data are also consistent with the survey findings. The three main themes emerged: (a) leadership support, (b) sharing up to date information, and (c) empowering the academic staff to achieve their faculty vision. These themes were consistent with Bandura (2001) social cognitive theory which stresses the importance of leadership as role model to support their subordinates.

In answering to RQ3, in general, the study found that most respondents believed that the academic staff were satisfied with their job, especially in four intrinsic job satisfaction items: (a) the chance to work alone, (b) being able to keep busy all the time, (c) the chance to do something that makes use of their abilities, and (d) the chance to try their own methods of doing the job. Similarly, based on the interview data, the intrinsic opportunities have apparently enhanced the motivation of most of the academic staff toward their jobs and prospects for career advancement. Therefore, the findings substantiated theory which asserts that motivating employees would give their best to their organizations when they are more motivated by intrinsic factors (Park & Shaw, 2013). Conversely, negative themes appeared in the interview data such the application of outdated software, the feeling of stress among most of the academic staff have negatively affected their job satisfaction. According to the participants, the application of outdated computer software by some academic staff and students and the leaders' unsupportive roles have hampered their high spirit to create new ventures to greater insights as previously accomplished. Thus, these findings are associated with respondents' failure to attain motivating factors related to high hygiene but low motivation factor, might have demotivated them due to unsupportive learning environments. Above all, another significant negative main theme was related to the change of the name of the university from "Universiti Industri Selangor" to "Universiti Selangor" by a new vice chancellor. Subsequently, most academic staff felt UNISEL graduates would apparently become less competitive graduates in the job market as the niche word was taken off from the original focus of the university.

With regard to RQ4, the relationship among vision intent and individual learning, team learning and organizational learning, the quantitative data show a significantly strong relationship ( $r=0.65$ ;  $p=0.001$ ). The significantly high correlation among the learning processes was perhaps associated with the academic staff who were receptive toward the intent of the university vision. Additionally, the interview data showed two main positive themes – (a) the feeling of personal needs and guided by structures, and (b) procedures to reinforce employee responsibilities. Furthermore, these empirical findings support Hamel and Prahalad (1993) argument which emphasizes that a strong relationship between vision intent and learning process would stretch employees' ambitions in innovative ways to seek profitability goals that could fulfill employee job satisfaction and responsibility.

With respect to RQ5, the relationship between vision intent and job satisfaction, the empirical data found that the relationship between vision intent and job satisfaction was moderate but statistically significant. Qualitatively, one theme – “meaningful relationship” emerged to signify the importance of genuine interface between faculty leaders and lecturers, especially, to help the academic staff to enhance their job performance and to materialize the goals of the learning university agenda. Thus, the finding is consistent with the humanist learning theory by Rogers and Freiberg (1994) which explains that the motivation of an individual would drive a person’s needs and personal meaning to one’s self-growth if he or she experiences supportive workplace conditions. However, two main negative themes – “confusion” and “difficulty in marketing students” that appeared from the interview data. Subsequently, most academic staff perceived both negative themes have weakened the relationship between vision intent and job satisfaction as the academic staff were confused whether UNISEL vision intent to be a learning university and its related policies and procedures were followed or not. Furthermore, according to the interviewees, the new name of the university, “Universiti Selangor” has seemingly faded the industrial related student experiences when the word “industry” was removed from the original name - Universiti Industri Selangor.

Finally, with regard to the relationship between learning processes and job satisfaction. In relation to RQ6, the correlation between learning processes and job satisfaction showed that the association between the learning processes and job satisfaction was moderately strong despite being supported by policies, self-accomplishments and mutual respect that emerged from the interview data. Hence, the interview data converged with the quantitative data to show the three learning processes have improved the impact of collective knowledge of individuals in the university as also explained by Rowden (2013).

#### **Proposed a new framework for learning university**

Based on the empirical data derived from this study, Figure 2 shows a new set of elements that are pertinent to be included in a model for learning university. The first element is focused leadership to spearhead the plan to contain the local and global educational challenges. LU has to consider the extent to which the unpredictable changes in an organization that affect customer preference such as the new learning environment, market demands and competitive capabilities among the academic staff and students to enable them to cope with the local and global educational challenges. The next important element is the learning process as a platform for learning at individual, team and organizational levels. The process would enable the academic staff to reflect their educational purposes, values, systems and practices to enhance their competence and job performance to expand their capacities for innovation and problem solving as an ongoing basis. With regard to workplace mentoring, the strategy is useful to help the academic staff to plan their career pathways. Hence, the respondents proposed that the senior people to coach the junior staff in aspects of teaching and learning, research, consultation, work productivity, and career growth. Pertaining to psychological safety, participants recommended that employers and employees to build a culture of trust.

Based on the empirical data, another significant element to be included in the new framework is university-industry collaboration program. Respondents highlighted the importance of the partnership efforts to generate spectacular research and innovation outcomes to solve complex problems and to create a more skilled workforce especially in the uncertain funding environment of private universities. Hence, participants suggested that in university-industry collaboration programs – students and the academic staff are expected to gain additional financial supports and resources from the partnership program to enable them to undertake credible research projects. Organizational sustainability is another critical trait to be embedded in the new framework. Organizational sustainability means that the organization leadership put a concrete action plan to nurture talent, embed global insights and device strategies necessary to sustain their organizations. Thus, it is critical for the university leadership to embark on continuous upgrading of staff training as part of organizational learning and to determine the critical factors to enhance employee job satisfaction and to improve organizational performance.

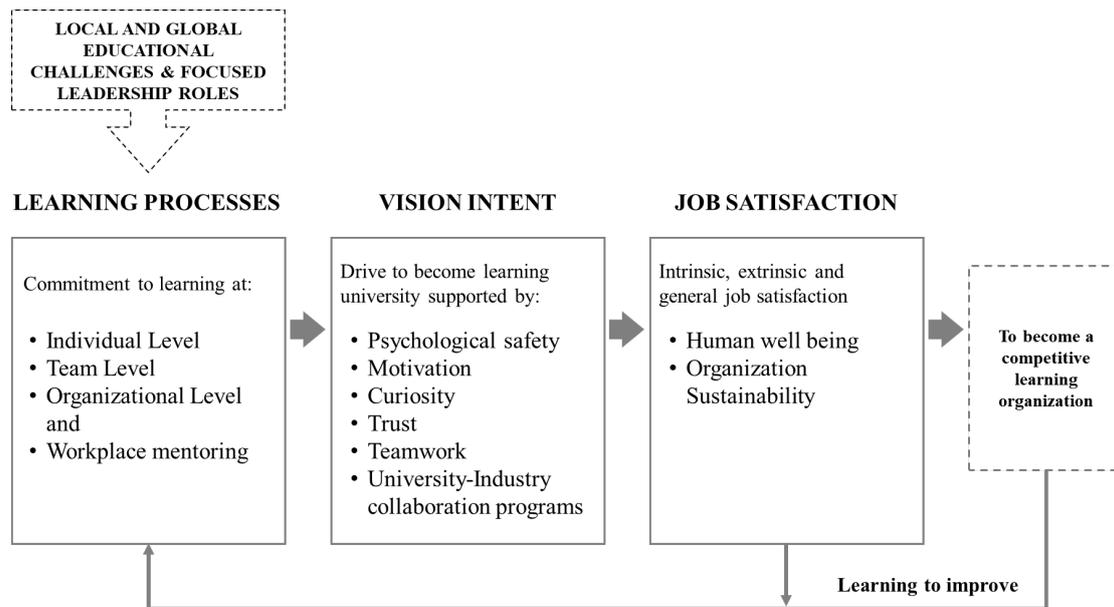


Figure 2: A new framework for the learning university agenda

## CONCLUSION

The purpose of this research was to determine the relationship among UNISEL vision intent, learning process and job satisfaction as perceived by the academic staff. Work environments and personal characteristics were found to affect perceptions of the academic staff toward the relationship among UNISEL vision intent, learning processes and job satisfaction in terms of implementing the learning university agenda. Several conclusions could be derived based on the empirical findings of the study. Most academic staff strongly agreed that UNISEL vision intent has served as a strategic tool to motivate the academic staff to participate in further learn at individual, team and organizational levels. In addition, they also agreed to participate in inquiry and dialogue with their deans to improve their thinking processes to enable them to become more creative and accommodative in exploring their growth through honest feedback. The empirical data showed that the team learning in terms as of assisting collaboration and group learning. In the context of organizational learning, there were varied responses to enhance and share learning and to empower the academic staff toward collective vision. Furthermore, empirical findings indicated that respondents were generally satisfied with their jobs as the data showed that there was a strong positive correlation between vision intent and job satisfaction. However, the frequent change of vice chancellors has “knocked down” the learning university agenda due to the change of priorities. This has led to confusions among the administrators and academic staff. The quantitative data showed that the university leadership initiative on continuous upgrading of the academic staff training as part of organizational learning is the most critical factor that influence employee job satisfaction and to improve organizational performance. Finally, a new framework is proposed based on the empirical data of the study

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