

## Strengthening Employee's Competency Through Organizational Learning: A Case of Malaysian Islamic Insurance Company

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**Abstract:** This article which was cross-sectionally investigated is aimed at broadening the understanding of organizational learning influence towards employees' competency in managing a Malaysian Islamic financial institution. Focusing on the main office of Takaful Nasional Incorporated, a total of 163 respondents out of 400 total staff were selected to participate in our study. With the assumption that organizational learning is all about acquiring knowledge and understanding the environment, coping with changes and eliminating mistakes in an organization, the need to maintain competitive advantage in the industry is of paramount importance. Earlier studies suggested that eleven (11) features (dimensions) were necessary in measuring to what extent an organization is actively pursuing the concept of organizational learning. However, this paper only focuses on five (5) features of learning organization that are able to demonstrate its usefulness towards influencing employees' competency. The attempt to denote the strength of the organizational learning abilities in explaining the composition of features with the value of R-square of 45.1% provides indicators of the need to consider other elements if the organization is to enhance the competency of its employees, thus maintaining competitive advantage in the industry.

**Key words:** Competency • Competitive advantage • Islamic financial institution • Knowledge management • Organizational learning

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### INTRODUCTION

Recent reviews of the literature found that most organizations were preparing themselves with all the necessary knowledge and skills with the hope that they are not handicapped within the framework of globalized economy. Corporations have found themselves constrained by increasingly stringent regulations for environmental protection, consumer safety [1], efficient delivery, satisfying consumers' needs and at the same time maintaining highly qualified and committed workforce. While poignantly aware of the above dilemmas, organization needs to be sensitive to the needs for jobs and the economic growth. As a result, most organizations are now living in the political, social-cultural, economic and technological environments which are predictably unstable. Thus, organizational learning which is continuous and endemic to the industry, nation and consumers is no more becoming a sporadic

phenomenon. With organizational learning, the process allows the managers to call for learning or change through which managers instill in all members of an organization a desire to find new ways to improve organizational effectiveness [2]. It is especially important for organization operating within the changing environments to maintain and enhance its competitiveness so that they are at least within the growth and maturity stage of the industry life-cycle rather than becoming vulnerable at the declining stage.

As Malaysian economy is expected to sustain its growth as well as countless efforts in gearing towards achieving its target of becoming an industrialized nation, the demand for Insurance products is predicted to improve favorably. With bigger market share, both the conventional and Islamic insurance (takaful) products will definitely compete with each other. In fact, the increasing demand for insurance is further boosted due to awareness of public understanding and confidence of its usefulness.

Islamic insurance or takaful with its own uniqueness is believed to cultivate its own strength. With the emergence of more Islamic insurance or takaful players in the insurance industry, the outlook of its contribution towards the nation's industry is formidable. As a form of insurance policy which is free from *riba* (interest) or some other elements that are not accepted by Islam [3], the alternative provided by this model which might meet not only the muslim communities but to the non-muslim as well, will provide a competitive niche and make it relevant to the development of the insurance industry.

In this study, the authors aimed at investigating the influence of organizational learning towards the competency of the employees in a Malaysian Islamic insurance company named Takaful Nasional Incorporated. Realizing the importance of organizational learning at all levels, it is relevant for the paper to further explore whether there is a significant difference between management levels towards competency and also towards the concept of organizational learning. Furthermore, it is interesting to investigate whether there is a significant relationship between independent variables of organizational learning towards employees' competency. Are the employees competent enough to face the company's future? Are they able to maintain or increase their competency since this company is recently bought by Maybank Group?

Being as one of the key players in Malaysian Islamic insurance industry, Takaful Nasional which was once known as MNI Takaful started its operation in the year 1993. The composition of the board of director as elected by its shareholder comprised Malaysian Nasional Insurance (MNI) with 20% shares and the 'Yayasan Pembangunan Ekonomi Islam Malaysia' (YPEIM) with 80% shares. In keeping pace with the nation's insurance industry, year 1998 provided the MNI Takaful with a memorable history whereby the company was able to step up its momentum to meet the 21<sup>st</sup> century expectations and thus changing its name to be known as Takaful Nasional.

With the Headquarter of Takaful Nasional in the city of Kuala Lumpur, the business expands its services with the support of 20 branches and consultation centre country wide, 560 workforces and 13000 agents. Recently, MNI and Takaful Nasional have officially become part of the Maybank Group, following the completion of the purchase of 74.24% stake in MNI Holdings Berhad (MNIH) by Mayban Fortis Holdings (Mayban Fortis) effective on 15<sup>th</sup> December 2005. In the meantime, the organizational structure of Maybank Group's Insurance

business will, with immediate effect, include MNIH and its operating companies, MNI and Takaful Nasional, under Mayban Fortis, which is the insurance holding company.

**Poblem Statement:** Our initial interview with several senior officers in the company suggested that majority of the line staff were unable to produce 100% commitment towards their duties. It is an acceptable fact that in most departments, employees are expected to perform multitasking work. When the burden of work is getting increase every day or even every hour, they found it less efficient in concentrating on their work. This situation shows that their level of competency is low. Furthermore, there is a poor monitoring and status reporting problem. These problems occur as the staff are not very skillful enough in making reports on the company's system status because they are unable to do many works at one time. As the result, they are unable to meet the department as well as the company's objective. So, how will the management handle this situation and increase their competency?

Therefore, based on those backgrounds, it is interesting to investigate whether Takaful Nasional is able to adapt to changes or any unpredictable circumstances which might occur in the organization. It is well known that the management of Takaful Nasional has conducted a lot of programs and trainings. However, the point to be questioned is, do all activities executed in Takaful Nasional are suitable based on the criteria of organizational learning? Furthermore, how do these activities enhance the competency of employees?

**Purpose of Study:** This study is designed to achieve the following objectives:

- To discover the existence of organizational learning concept in Takaful Nasional and its ability to influence employees' competency
- To identify whether there is a possible influence between all independent variables under investigation with the competency of the employees
- To investigate which variable is the most powerful in influencing employees' competency
- To examine whether there is a significant difference between management levels towards competency.
- To determine whether there is a significant difference between management levels towards organizational learning concept.

**Scope of Study:** The researcher explored the influence of organizational learning towards employees' competency. This study continues past study which was started by Peddler *et al.* [4] but only focuses on six (6) variables out of eleven (11) and investigates on employees' competency in Takaful Nasional. This decision is made due to some limitations faced. The six (6) variables are internal exchange, learning climate, informing, reward flexibility, learning approaches and participative policy making. Furthermore, the researcher combines two variables which are learning approaches and participative policy making into one single variable, hence the five variables used as indicated in the Abstract section. According to Peddler *et al.* [4], learning climate is all about inquiring and interpreting thoughts of others and also seeking for feedback from members. This type of exchanging ideas and views is important in making policy as other members participate in it by contributing ideas.

The research was conducted in Takaful Nasional headquarter office. From a total of 20 Takaful Nasional branches and consultation centres in Malaysia including its headquarter office, the researcher focused only on the headquarter office located in Kuala Lumpur. This decision is made as most part of the rules and regulations, policies and also procedures are mostly discussed and disseminated to Takaful Nasional branches from the headquarter office.

**Limitations of Study:** The limitations of this study are divided into two categories as follows:

- **Variables under investigation**  
As discussed before, the number of variables suggested by Peddler *et al.* [4] is eleven (11) altogether. Instead of studying all those dimensions of learning organization, the researcher only focuses on six (6) variables as a continuation of a previous study done on the same topic by Norudin Mansor and Noor Hafidzah Abdul Malik [5]. The previous study concentrated on those six (6) variables and investigated towards staff's competency in Bank Islam Malaysia Berhad (Bank Islam) in the state of Kelantan and Terengganu in Malaysia. The author decided to test the relevancy of using the same variables in Takaful Nasional.
- **Questionnaires**  
The questionnaires were personally distributed to the company with the help from some of the staff. Total

population of Takaful Nasional is 400 employees including its management staff. According to Krejcie and Morgan [6], the sample size for this population is supposed to be 196. However, since there were some problem and misunderstanding arose, total distributable questionnaires were 184 and returnable questionnaires were only 163.

## Literature Review

**Organizational Learning:** Daft and Weick [7] define organizational learning as the process by which knowledge about action outcome relationships between the organization and the environment is developed. The process of organizational learning must be supported and encouraged by individuals within the organization who can clearly see the relationship between learning and improved performance [8]. It is acceptable evidence that using information technology could increase access to higher learning which in turn associates with delivery of high quality services [9]. Apart from that, Argyris and Schon [1] stated that organizational learning is not the same thing as individual learning even when the individuals who learn are members of the organization. They added that organizational learning is not merely individual learning, yet organizations learn only through the experience and actions of individual. Nevertheless, Conner and Clawson [8] demonstrate that all attributes of individual learning, discipline, a search for patterns and an understanding over time are perquisites to organizational learning. It is an individual as well as organizational effort that actually accelerates learning process. Through these efforts the formulation of strategies will provide the necessary balance between exploration and exploitation of new ideas [10].

There are significant differences between the employment relationship with workplace learning. Fox [11] distinguished between unitary and pluralist approaches. The unitary view of the employment relationship assumes that management and employees have similar interests. In contrast, the pluralist view sees conflict as inevitable because management and employees have different interests and the parties to the employment relationship have different bases of authority. The third approach, the radical or Marxist approach, exemplified by Hyman [12] identifies the unequal nature of the power resources of management and labor.

**Competency:** The concept of competency is evergreen. Its relevancy is obvious when discussing with individual,

group and management level. The term competency will be defined within the context of the overall organizational performance goals. That is, competency will mean that performance standard that have been set, in fact, been achieved [13].

By referring to the above statement, when the goals of organization are achieved, it does reflect the level of competency in an organization. As stated by Norudin Mansor and Engku Ahmad Mustafa Engku Wok Zin [14], the success of any organization is based on its ability in tackling all current issues in management and could be able to compete with each other at all levels. Thus, vision and mission are among the factors that should be taken into consideration especially in accepting learning. Any challenges faced should be seen as an inducement in introducing new methods and approaches in achieving organization's vision.

As the paper aimed at relating the concept of organizational learning to competency, the concept of organizational learning is more successful only if its several components are to be strategically planned and implemented. Among the prominent features to be discussed in this paper include internal exchange, learning climate, informing, reward flexibility and learning approaches and participative policy making [15].

**Internal Exchange:** It is an interaction and communication between individuals serve as a mean to enhance the exchange or sharing of information in an organization and to lead to the development of shared mental models [16]. Through communication, the sharing of information between two or more individuals or groups to reach a common understanding is possible [17]. It is stated that a basic function of communication is to provide knowledge to members of an organization so that they can perform their jobs effectively and achieve their goals [2].

**Learning Climate:** The concept of learning climate geared at formulating learning from trial and error as a perfectly valid way to learn. Learning from mistakes is how most people learn many important things [18]. It can certainly be recognized as a lifelong journey of taking in information and using it to improve some element of knowledge, understanding, skill, attitude or how you think about, perceive or do things [19]. As reported by O Gudo *et al.* [20], for any institutions that did not have the necessary physical facilities in effectively delivering its services, the quality of education and training would be affected.

**Informing:** As one of the distinct features of organizational learning, the concept of informing as suggested by Cohen [21], discusses it as an organized data that has been arranged for better comprehension or understanding. What is one person's information can become another person's data. To disseminate information in the whole organization, Grant [22] and Argote [23] said that facilitators of learning must be well arranged first for the information to be linked to effective learning and consequently, improved performance. According to Daft and Weick [7], the organizational learning process is roughly composed of three stages. These stages are (1) information collection (scanning), (2) interpretation and (3) learning (action taken).

**Reward Flexibility:** Reward is a concept that is highly sensitive in managing people in an organization. Reward systems include bonuses, awards, incentives or promotions provided by others, as well as rewards related to internal experiences such as feelings of achievement and challenge [24]. A study by Madiha Sahdat *et al.* [25] confirms that if the organization pays good incentives to its employees, they are more satisfied with their job and work environment and consequently their competency increases. The emphasis of the reward and recognition process is to stimulate employees' involvement in the culture change towards continuous improvement and aims to recognize those individuals that provide an example of desirable behavior towards the company quality goals [26]. A more transparent, well-planned and strategically implemented reward system will then provide a new organization with a capable workforce.

**Learning Approaches and Participative Policy Making:** In order for anybody to learn, learning by groups is more effective than self learning. This statement is supported by Maeir *et al.* [27] who noted that groups store more information and possess more knowledge than individuals. However, for any learning ought to be successfully done, any organization should at the initial stage sort out the shortage of instructors [28]. Employee participation as a tool for redesigning organizational structures and its link with economic performance of firms was alluded to in the literature by Littler and Sallaman [29]. It is one of the parallel organizational structures [30] that permits employees to be involved in decisions about work that may fall outside their own narrow job specification.

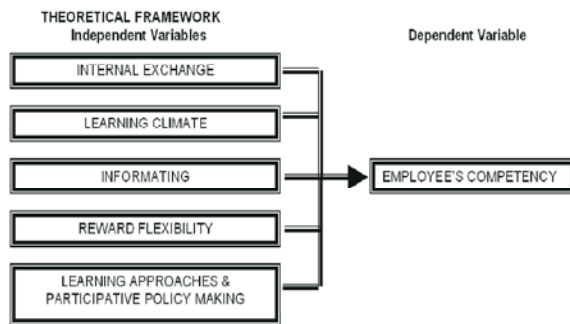


Fig. 1: The schematic diagram of the research model

### Proposition:

- P<sub>1</sub>: There is a significant relationship between internal exchange and employee's competency.
- P<sub>2</sub>: There is a significant relationship between learning climate and employee's competency.
- P<sub>3</sub>: There is a significant relationship between informing and employee's competency.
- P<sub>4</sub>: There is a significant relationship between reward flexibility and employee's competency.
- P<sub>5</sub>: There is a significant relationship between learning approaches & participative policy making and employee's competency.
- P<sub>6</sub>: All selected independent variables are able to explain the employee's competency.
- P<sub>7</sub>: There is a significant difference in terms of employee's competency between the two levels of management.
- P<sub>8</sub>: There is a significant difference in terms of organizational learning concept between the two levels of management

### Sampling Design and Data Collection Procedures:

The best sampling design for this research is stratified sampling as the population is known and members of the organization are identifiable. However, as the art work of the paper is organized by the outside party and not by the management, the issue of sampling control is highly of a concern. Therefore, the researcher has decided to choose quota sampling method instead.

The population for this study is taken from the company record which consists of 400 employees. These compositions of employees were made up of the Chief Executive Officer, Chief Operating Officer, Vice Presidents, Assistant Vice Presidents, Managers, Assistant Managers, Senior Executives, Executives and

also Non-Executives. Aiming to have three (3) groups, the sample was divided into group of non executive, executive and managers.

The questionnaires were personally distributed to the company with the help from some of the staff. Total population of Takaful Nasional headquarter office is 400 employees including its management staff. According to Krejcie and Morgan [6], the sample size for this population is supposed to be 196. However, due to some problem and misunderstanding, the total distributable questionnaires were 184 and the returnable questionnaires were only 163.

### Research Findings

**Reliability Analysis:** The result of reliability test for both dependent and independent variables are in the range of 0.7 to 0.8. This indicates that the measurements of the concept for this study are reliable.

**Frequency Distribution Analysis:** The above table shows the summary of demographic profile of respondents for this study. Out of 163 respondents, 68 of them are male while the rest of 95 are female which carries the percentage of 41.7% and 58.3% respectively. Most of these respondents are between 20 to 30 years old which represent the percentage of 72.4%. There are 34 respondents aged between 31 to 40 years old which represent 20.9% and only 6.7% or 11 respondents aged between 41 to 50 years old. Based on their marital status background, 84 employees or 51.5% of them are married, while 48.5% of them which is equal to 79 respondents are still single.

There are only 8 of the respondents who hold a Master Degree as their highest education level which represents 4.9%. 53 respondents or 32.5% hold the Bachelor Degree while 50 out of total respondents hold Diploma/STPM certificate which is 30.7%. The other 52 respondents hold the SPM certificate that carry 31.9%.

A total of 86 respondents or 52.8% have 3 to 9 years of working experience with this company, whereas 24 respondents are contributing their service to this company from 10 to 20 years which represent 14.7%. Only 2 respondents work in Takaful Nasional more than 21 years which can be regarded as 'senior' while the rest of 31.3% or 51 respondents are still new in this company with working duration less than 3 years.

Analysis of the hierarchy of the management of Takaful Nasional displayed the CEO as the President, Vice President, Assistant Vice President, Senior Manager,

Table 1: Summary of Cronbach's alpha for each variable

Variables	No. of Items	Alpha Score
Competency	17	0.869
Internal Exchange	13	0.837
Learning Climate	13	0.851
Reward Flexibility	10	0.868
Informating	11	0.740
Learning Approaches & Participative Policy Making	9	0.739

Table 2: Summary of frequency distribution

Profile	Frequency	Percentage (%)
Gender		
• Male	68	41.7
• Female	95	58.3
Age		
• 20-30 years	118	72.4
• 31-40 years	34	20.9
• 41-50 years	11	6.7
• > 51 years	-	-
Marital status		
• Married	84	51.5
• Single	79	48.5
Education level		
• PMR	-	-
• SPM	52	31.9
• Diploma/STPM	50	30.7
• Bachelor	53	32.5
• Masters	8	4.9
• PhD	-	-
Working duration		
• < 3 years	51	31.3
• 3-9 years	86	52.8
• 10-20 years	24	14.7
• > 21 years	2	1.2
Job specification		
• Presidents	-	-
• Managers	11	6.7
• Executives	64	39.3
• Non-executives	88	54.0
Monthly income		
• < RM1000	20	12.3
• RM1000-RM2000	81	49.7
• RM2000-RM3000	46	28.2
• RM3000-RM4000	7	4.3
• RM4000-RM5000	5	3.1
• RM5000-RM6000	4	2.5
• RM6000 and above	-	-

Exchange rate: USD 1  
approximately RM3.01

Manager and Assistant Manager; Senior Executive, Executive and Non-Executive. Our analysis viewed that 6.7%, 39.3% and 54.0% are among managers, executives and non-executives respectively.

The analysis on monthly income shows that 20 respondents earn less than RM1000 per month. Most of these respondents earn between RM1000 to RM2000; followed by 46 respondents earn a monthly income

between RM2000 to RM3000. 4.3% and 3.1% of them earn between RM3000 to RM4000 and between RM4000 to RM5000 respectively. The highest income level constitutes by 2.5% of the total respondents which worth more than RM5000.

**Correlation Coefficient Analysis:** The above table shows that all independent variables are statistically significant and have a significant relationship between dependent and independent variables. Four independent variables are significant at 0.01 ( $p < 0.01$ ). They are internal exchange, learning climate, reward flexibility and learning approaches and participative policy making. Only informing is significant at  $p < 0.05$ .

Internal exchange in section C has the highest Pearson correlation value. The  $r$ -value of this variable is 0.643 which shows that it is in the range of substantial to very strong [30]. Then, it is followed by learning climate in section D with  $r = 0.439$  which is in moderate to substantial range. Reward flexibility is having a value of  $r = 0.258$  which is in low to moderate range. After that, the variable of learning approaches and participative policy making from Section G takes place and has the  $r$  score of 0.229. Informating has the least influence towards competency with  $r$  score of 0.161. According to the strength of association by De Vaus [31], both of them are at the range of low to moderate.

**Multiple Regression Analysis:** Table 4 above summarizes the result of multiple regression analysis. Findings in Pearson correlation analysis show that all independent variables are significant. It means that each of those variables is all contributing in influencing competency even if it only influences in small percentages. However, when combining all these five independent variables and further analyzing using multiple regression analysis, only 45.1% ( $R^2$ ) can explain the relevancy of those variables in influencing the employee's competency. This value is in the range of weak. The rest of 54.9% are unexplained with these variables but might be explained by other unselected variables. It illustrates that those variables are not strong enough in influencing competency when they were being combined together. In contrast, we can see that from Pearson correlation analysis, the variables can influence competency when it stands alone.

Internal exchange again, maintains the highest score which indicates that it plays a very important role in influencing employees' competency as it has the highest

Table 3: Summary of Pearson correlation analysis

Variables	Competency	Internal Exchange	Learning Climate	Reward Flexibility	Informing	Learning Approaches & PPM
Competency Pearson	1	0.643**	0.439**	0.258**	0.161*	0.229**
Correlation						
Sig. (2 tailed).		0.000	0.000	0.001	0.040	0.003
N	163	163	163	163	163	163

\*\* Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

Table 4: Summary of multiple regression analysis

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	SIG.
(Constant)	1.426	0.312		4.568	0.000
Internal Exchange	0.562	0.070	0.588	7.971	0.000
Learning Climate	0.107	0.081	0.102	1.323	0.188
Reward Flexibility	0.119	0.048	0.171	2.476	0.014
Informing	-0.161	0.076	-0.151	-2.102	0.037
Learning Approaches & PPM	0.033	0.064	0.035	0.521	0.603

Note: R<sup>2</sup> = 45.1

Table 5.1: Summary of paired-sample *t*-test (Pair 1)

	T	DF	SIG. (2-TAILED)
Management level – Competency	-9.015	162	.000

Table 5.2: Summary of paired-sample *t*-test (Pair 2)

	T	DF	SIG. (2-TAILED)
Management level – Organizational Learning	-4.472	162	.000

beta, *t*-value as well as *p*-value. Internal exchange stands at 0.000 significant value, *t*-value = 7.971 with the beta score of 0.588. The score shows that it has the greatest influence on competency.

The next influential variable towards competency is reward flexibility with significant value of 0.014 from section E. Its *t*-value is 2.476 while its beta score is 0.171. It is followed by informing with *p*-value = 0.037. It is the third influential variable towards competency with *t*-value of 2.102 and beta score of 0.151. However, it has a negative relationship with competency.

Learning climate has a beta score of 0.102 and 1.323 of *t*-value. The least influential variable is learning approaches and participative policy making which is from section G. It has the least beta score which signifies the least influential variable towards competency; 0.035 with *t*-value of 0.521. Both independent variables here indicate that they are not significant since their significant value is more than 0.05; 0.188 and 0.603 respectively.

Learning climate and learning approaches and participative policy making are significant from the Pearson correlation analysis. It shows that these variables can stand and influence stronger than when they are being combined together. Furthermore, the correlation

score between each of these independent variables with other independent variables are low. We can clearly see that there are only able to stand and influence solely towards employees' competency and are not physically powerful enough in influencing competency.

**Paired-Sample *t*-Test Analysis:** As stated before, *t*-test is used to test the difference between two groups towards a variable. The test is made between management levels; managers and executives, against non-executives towards (1) competency and (2) the concept of organizational learning.

Initially, there are three (3) out of four (4) groups of respondents from Takaful Nasional. In order to get a favorable and meaningful result, the researcher is advised to regroup the data of management level since there are only a small number of respondents from the manager lines. The first group in this test is the managers and executives which consist of 75 respondents and the other group is non-executives with 88 respondents.

If the significant value shows the value of  $p < 0.05$ , it illustrates that there is a significant difference between the groups. The result above summarizes that there is a significant difference between the management levels towards competency as its *p*-value is significant at 0.000, with *t*-value of 9.015 at 162 degree of freedom (df).

The table concludes that there is also a significant difference between management levels towards organizational learning concept. This is due to the fact that the *p*-value is at 0.000 with the same df; 162 and *t*-value of 4.472.

## DISCUSSION AND CONCLUSION

The researcher managed to achieve the objectives designed for this study. The first objective answers that the concept of organizational learning exists in this company and it is able to influence employees' competency. The next objective is that, based on Pearson correlation analysis, all selected independent variables have significant influence towards the competency of employees. Among all the selected variables investigated, the findings reveal that the concept of internal exchange is a strong indicator which could increase the competency of the staff in Takaful Nasional. Lastly, there is actually a significant difference between two groups of management levels on competency as well as on the concept of organizational learning.

After several analyses, all variables under investigation are all significant through Pearson correlation analysis. Four variables are significant at  $p < 0.01$  which are internal exchange, learning climate, reward flexibility and learning approaches and participative policy making. Only informing is significant at  $p < 0.05$ .

Even though both internal exchange and learning climate are significant at  $p\text{-value} = 0.000$  with the former as the most influential variable towards competency, multiple regression analysis reveals that only internal exchange plays the important role in influencing competency with  $p\text{-value} = 0.000$ . Furthermore, there are two (2) insignificant variables in this analysis; learning climate and learning approaches and participative policy making. Further findings from multiple regression analysis conclude that only three (3) out of five (5) independent variables are significant. Nevertheless, only one variable which is internal exchange plays the most important role in the concept of organizational learning which can influence the level of most of Takaful Nasional employees' competency. On the other hand, reward flexibility and informing are also significant but not as strong as the influence of internal exchange in influencing the competency of staff.

As only 45.1% of this study can be explained, the other 54.9% might be explained by the other variables that had not been included in this study. Therefore, this study is not comprehensive enough to describe elements contributing to organizational learning practices.

For the purpose of undertaking an in-depth study, future researcher should investigate the other unselected variables. These variables are formative accounting and control, enabling structures, boundary workers and

environmental scanners, inter-company learning and self-development for all as proposed by Peddler *et al.* [4]. Theron [32] outlines seven (7) features of organizational learning; some of them being management relations and style, time, autonomy and responsibility and team style and other author such as DiBella [33] who also proposed seven (7) dimensions of organizational learning. Apart from that, Muhammad Ehsan Malik *et al.* [34] recommend the emotional quotient principles such as self awareness, self management, social awareness and social skills to be tested in any studies of organizational learning.

As stated before, this study is a continuation of a previous study on organizational learning which was conducted in Bank Islam in the state of Terengganu and Kelantan by Norudin Mansor and Noor Hafidzah Abdul Malik [5]. Compared to present findings, previous findings show that there is a stronger influence between organizational learning towards Bank Islam staff's competency. In Takaful Nasional, there is also a significance influence between organizational learning towards employees' competency, but it is not as strong as its influence towards employees' competency in Bank Islam.

Compared to present findings, previous findings on multiple regression analysis shows that 52.7% from the study can be explained using the same independent and dependent variables, while the rest of 47.3% are unexplained. Furthermore, past findings demonstrate that two (2) variables are significant at  $p=0.000$ . They are internal exchange and informing.

Through Pearson correlation analysis, all variables in earlier study are significant at 0.01 level ( $p=0.000$ ). However, current findings show that only two (2) variables are significant at  $p=0.000$  which are internal exchange and learning climate.

To put it in a nutshell, both results indicate that there are significant relationships between the features of organizational learning towards the employees' competency. However, the investigation done in Takaful Nasional indicates a weaker influence of organizational learning compared to the earlier one. With these results, we can conclude that variables of organizational learning should not be ignored and it is strongly recommended for the company to strengthen the five (5) variables in this study namely internal exchange, learning climate, informing, reward flexibility and learning approaches and participative policy making in order to enhance the practice of organizational learning and consequently increase employees' competency.



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