

PERANAN AMALAN KELESTARIAN SEBAGAI PENGANTARA KE ATAS
HUBUNGAN DI ANTARA LATIHAN PEKERJA DAN PRESTASI UNIVERSITI
AWAM MALAYSIA

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Tesis ini dikemukakan sebagai memenuhi
syarat penganugerahan ijazah
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ABSTRAK

Universiti Awam (UA) merupakan entiti yang penting dalam sektor pendidikan di seluruh dunia kerana dibiayai secara penuh atau sebahagian oleh kerajaan negara atau setempat. Kerajaan Malaysia sentiasa memperuntukkan dana tertentu bagi melatih pekerja dan menyediakan pelaburan yang tinggi bagi menjamin kelangsungan operasi UA terpelihara serta memastikan prestasi UA di Malaysia setanding dengan institusi antarabangsa. Walau bagaimanapun, pengetahuan tentang penentu prestasi UA di Malaysia terutamanya yang berkaitan dengan pengurusan latihan dan amalan kelestarian di kalangan pekerja adalah kurang. Oleh itu, tujuan kajian ini adalah untuk mengenalpasti penentu prestasi UA di Malaysia. Kajian ini bermula dengan perbincangan tentang prestasi organisasi dengan menggabungkan teori modal insan dan teori sistem bagi membangunkan penentu prestasi UA di Malaysia secara holistik. Kajian ini mengkategorikan latihan pekerja kepada tujuh faktor utama iaitu analisa keperluan latihan, diikuti dengan sokongan pengurusan atasan, aktiviti latihan, polisi latihan, kos latihan, pengajar dan peserta latihan. Tambahan lagi, peranan empat dimensi amalan kelestarian iaitu dimensi sosial, institusi, ekonomi dan persekitaran digunakan untuk mengantara hubungan antara faktor latihan pekerja dan tujuh dimensi prestasi organisasi iaitu proses dalaman, kewangan, pemegang taruh, inovasi, pembelajaran & peningkatan, kualiti dan persekitaran. Sejumlah 317 orang responden dari UA telah menjawab borang soal selidik yang diedarkan. Model Persamaan Struktur menggunakan kaedah berasaskan varians atau VBSEM telah digunakan sebagai kaedah analisis data untuk mengkaji hubungan antara pemboleh ubah serta menguji pengantara. Hasil kajian menunjukkan bahawa faktor analisa keperluan latihan menunjukkan nilai *cross loading* paling tinggi berbanding faktor lain dalam latihan pekerja. Bagi pemboleh ubah amalan kelestarian, nilai *cross loading* tertinggi dicatatkan oleh dimensi sosial manakala dimensi proses dalaman bagi pemboleh ubah prestasi organisasi. Kesemua dimensi konstruk dalam kajian ini merupakan pengukur terbaik dan holistik bagi prestasi UA Malaysia. Hasil analisis laluan menunjukkan bahawa peranan amalan kelestarian dapat mengantara hubungan antara faktor-faktor latihan pekerja dan prestasi UA. Manakala latihan pekerja turut mempengaruhi amalan kelestarian serta terdapat hubungan kesan langsung yang signifikan dan positif antara latihan dan prestasi UA. Oleh itu, ia jelas menunjukkan bahawa latihan pekerja di UA mempengaruhi prestasi organisasi serta hipotesis bagi hubungan kesan langsung ini adalah disokong. Dapatan kajian ini bukan sahaja mendedahkan penentu prestasi UA malah menambah pengetahuan tentang kelestarian melalui pemahaman terhadap kesan pengantara amalan kelestarian terhadap latihan pekerja dan prestasi UA. Kajian ini juga memberi sumbangan dalam menambah model-model prestasi organisasi dan dengan itu mengatasi kelemahan kerangka teori-teori organisasi sedia ada. Secara praktikal, hasil dapatan ini memberi mesej berguna kepada pembuat dasar pendidikan tinggi dan golongan profesional Universiti untuk memberi penekanan ke atas pengurusan latihan dan amalan kelestarian bagi meningkatkan prestasi UA. Oleh kerana kajian ini juga memberikan satu kerangka penentu prestasi yang boleh diaplikasi, disyorkan bahawa kajian pada masa hadapan turut dijalankan terhadap sektor pendidikan yang lain di Malaysia.

ABSTRACT

Public Universities (PU) are significant entities in the education sector worldwide because they are fully or partially funded by national or local governments. Malaysian government has always allocated funds to train employees and provide high investment to ensure the continuity of the operation for PU and to ensure the performance of Malaysian PU are on par globally. However, knowledge on the performance determinants of PU in Malaysia, especially those related to training management and sustainability practices among employees is lacking. Therefore, the purpose of this study is to identify the performance determinants of Malaysian PU. This study advances the discussion in organisational performance by integrating human capital theory and systems theory to develop a holistic performance determinants of PU in Malaysia. This study categorises employee training into seven main factors namely training needs analysis, followed by top management support, training activities, training policies, training costs, instructors and training participants. In addition, this study also investigates the mediating effect of sustainability practices, namely social, institutional, economic and environmental dimensions on the relationship between employee training factors and seven dimension's of organisational performance namely internal processes, financial, stakeholders, innovation, learning & improvement, quality and environment. A total of 317 respondents have answered the questionnaires that have been distributed. Structural Equation Model (SEM) using variance - based method or VBSEM has been used as a method of data analysis to study the relationship between variables, as well as to test the mediator. Findings revealed that the training needs analysis factor showed the highest cross loading value compared to other factors in employee training. While for the sustainability practice variable, the highest cross loading value was recorded by the social dimension and the internal processes dimension for the organisational performance variable. All construct dimensions in this study are the best performance determinants for Malaysian PU. Path analysis indicates that the role of sustainability practices can mediate the relationship between employee training factors and PU performance. While employee training also influences sustainability practices and there is a significant and positive direct impact relationship between training and PU performance. Thus, it clearly shows that employee training in PU influenced organisational performance and supporting the hypothesis. These findings not only reveal the PU performance determinants but also extends the body of knowledge on sustainability through an understanding of the sustainability practices mediating effects on employee training and PU performance. This study also contributes in extending existing models of organisational performance and thus overcomes the weaknesses of the current organisational theoretical frameworks. Practically, these findings provide a useful message to higher education policy makers and University professionals to place an emphasis on training management and sustainability practices to improve the performance of Public Universities. As this study also provides an applicable performance determinant framework, it is recommended that future research should be conducted on other education sectors in Malaysia.

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SENARAI SINGKATAN

IPTA	-	Institusi Pendidikan Tinggi Awam
IPT	-	Institusi Pendidikan Tinggi
UA	-	Universiti Awam
PPP	-	Pengurusan Profesional dan Pelaksana
KPI	-	Pengukuran Prestasi Utama
BSC	-	<i>Balanced scorecard</i>
LOS	-	<i>Line of Sight</i>
SPSS	-	<i>Statistical Package for Social Science</i>
PLS	-	Partial least squares
AMOS	-	<i>Analysis of Moment Structures</i>
AVE	-	<i>Average Variance Extracted</i>
CR	-	Kebolehpercayaan komposit

SENARAI SIMBOL

N	-	Populasi
n	-	Saiz sampel
P	-	Perkadaran populasi
d	-	Darjah ketepatan
χ^2	-	Nilai khi kuasa dua
β	-	Pekali laluan
R^2	-	Jumlah varians dalam konstruk
q^2	-	Kerelevanan peramalan

SENARAI LAMPIRAN

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BAB 1

PENGENALAN

1.1 Latar Belakang Kajian

Menurut Survei Ekonomi Tahunan Malaysia 2018, perkhidmatan pendidikan mencatatkan nilai output kasar sebanyak RM17.6 bilion pada tahun 2017 berbanding RM15.2 bilion pada tahun 2015 dengan kadar pertumbuhan tahunan sebanyak 7.7 peratus setahun. Bilangan pekerja di perkhidmatan pendidikan juga menunjukkan peningkatan sebanyak 3.9 peratus kepada 144,958 orang berbanding 134,361 orang pada tahun 2015. Perkhidmatan pendidikan merangkumi pendidikan rendah, pendidikan menengah, pendidikan kolej dan universiti serta pendidikan lain seperti teknikal dan vokasional serta pendidikan tuisyen. Berdasarkan survei tersebut juga, pendidikan kolej dan universiti merupakan penyumbang terbesar dalam nilai output kasar sebanyak RM10.4 bilion (59.0%) (Jabatan Perangkaan Malaysia, 2019).

Sektor pendidikan tinggi terbahagi kepada dua iaitu Institusi Pendidikan Tinggi Awam (IPTA) atau Universiti Awam (UA) dan Institusi Pendidikan Tinggi Swasta (IPTS) yang kedua-duanya ditubuhkan untuk merevolusikan pendidikan tinggi negara supaya setanding di peringkat global. Pada masa kini, terdapat 20 buah UA yang sedang beroperasi di seluruh Malaysia (Kementerian Pengajian Tinggi Malaysia, 2020). Berdasarkan Statistik Pendidikan Tinggi 2020, terdapat seramai 31,508 orang staf akademik sedang berkhidmat di UA Malaysia (Kementerian Pengajian Tinggi Malaysia, 2021). Meskipun tidak dilaporkan secara spesifik jumlah staf bukan akademik yang sedang berkhidmat di seluruh UA Malaysia, namun berdasarkan kajian pengurusan keajaiban yang telah dijalankan di Universiti Putra Malaysia pada tahun 2013, nisbah staf akademik kepada staf bukan akademik adalah 1:3 menjadikan anggaran staf bukan akademik UA di seluruh Malaysia adalah sekitar 90,000 hingga 100,000 orang (Wan Azman, 2016). Kepentingan UA sebagai penyedia perkhidmatan pendidikan sentiasa menjadi keutamaan pihak Kerajaan Malaysia dan usaha untuk

meningkatkan keupayaan UA akan terus dilakukan untuk melaksanakan fungsi dan tanggungjawabnya dengan lebih cekap, telus dan berkesan ke arah mewujudkan sistem pengajian tinggi yang cemerlang.

UA di Malaysia dikategorikan kepada tiga (3) kumpulan, iaitu Universiti Penyelidikan, Universiti Komprehensif dan Universiti Berfokus (teknikal, pendidikan, pengurusan dan pertahanan). Sehingga kini, terdapat 20 buah UA di negara ini yang terdiri daripada lima (5) Universiti Penyelidikan, empat (4) Universiti Komprehensif dan sebelas (11) Universiti Berfokus. Universiti Penyelidikan memberikan tumpuan kepada bidang penyelidikan, sementara Universiti Komprehensif menawarkan pelbagai kursus dan bidang pengajian, manakala Universiti Berfokus pula memberikan tumpuan kepada bidang khusus berkaitan dengan penubuhannya (Kementerian Pengajian Tinggi Malaysia, 2021). Pada masa kini, Universiti Penyelidikan terdiri daripada Universiti Malaya, Universiti Sains Malaysia, Universiti Teknologi Malaysia, Universiti Kebangsaan Malaysia dan Universiti Putra Malaysia. Empat buah Universiti Komprehensif adalah Universiti Teknologi MARA, Universiti Islam Antarabangsa Malaysia, Universiti Malaysia Sabah dan Universiti Malaysia Sarawak. Manakala sebelas Universiti Berfokus adalah Universiti Utara Malaysia, Universiti Malaysia Pahang, Universiti Pendidikan Sultan Idris, Universiti Sains Islam Malaysia, Universiti Tun Huseein Onn Malaysia, Universiti Malaysia Terengganu, Universiti Sultan Zainal Abidin, Universiti Teknikal Malaysia Melaka, Universiti Malaysia Kelantan, Universiti Malaysia Perlis dan Universiti Pertahanan Nasional Malaysia.

Kecemerlangan organisasi atau institusi dalam konteks kajian ini yang menumpukan kepada UA, adalah dipacu oleh bakat yang cemerlang dari setiap kelompok atau individu khususnya staf pentadbiran dan sokongan yang dikenali sebagai staf kumpulan Pengurusan Profesional dan Pelaksana (PPP). Ini adalah selaras dengan hasrat kerajaan melalui Pelan Pembangunan Pendidikan Malaysia 2015 – 2025 (Pendidikan Tinggi) (PPPMPT) yang telah menggariskan sepuluh lonjakan dalam usaha mentransformasikan sistem pendidikan tinggi terutamanya Lonjakan 6 iaitu Pemantapan Tadbir Urus di mana staf kumpulan PPP perlu memastikan pelaksanaan dan hala tuju tersebut dapat direalisasikan. Sehubungan itu suatu pendekatan yang holistik perlu diwujudkan bagi mengukur prestasi Universiti Awam Malaysia.

Universiti mempunyai pemegang taruh dalaman dan luaran seperti ahli akademik fakulti, staf bukan akademik, pelajar, ibu bapa, industri dan komuniti, di mana setiap pemegang taruh memainkan peranan penting dalam menjamin kecemerlangan prestasi organisasi (Sharma & Sinawi, 2021). Dalam kajian ini, pemegang taruh dalaman yang terdiri daripada ahli akademik dan staf bukan akademik diberi penumpuan kerana kelompok ini merupakan sumber organisasi yang menggerakkan proses dalaman universiti bagi mencapai penunjuk prestasi utama organisasi.

“Universiti bukan saja menjadi tempat untuk sektor swasta atau awam mengintai dan menarik bakat baharu, ia juga pasaran yang menggalakkan bagi syarikat untuk mempromosikan jenama, produk dan perkhidmatan mereka. Jalinan kerjasama universiti dengan pihak industri atau agensi luar selaras dengan usaha memperkasakan institusi pengajian tinggi bagi menghadapi cabaran Revolusi Industri 4.0,”

(Harian Metro, 16 Disember 2019)

Dalam Persidangan Stockholm pada tahun 1972, sektor pendidikan telah diiktiraf secara rasmi di peringkat antarabangsa untuk memainkan peranan penting dalam memupuk perlindungan dan pemuliharaan alam sekitar (Johnson, 2012). Sejak itu, lebih banyak institusi pengajian tinggi telah mula melibatkan pendidikan persekitaran serta pendidikan pembangunan kelestarian dalam sistem mereka (termasuklah pendidikan, penyelidikan, operasi kampus, penilaian dan pelaporan) (Lozano, 2006; Lozano, *et al.*, 2014). Kebanyakan UA di Malaysia juga telah mengambil inisiatif untuk berubah ke arah institusi yang menjadikan kelestarian sebagai agenda utama mereka (Reza, 2016).

Sektor pendidikan di Malaysia merupakan sektor yang diberi perhatian utama oleh kerajaan dalam menghasilkan modal manusia yang berdaya saing dan memenuhi keperluan semasa ekonomi. Kerajaan Malaysia telah menekankan kepentingan pelaburan modal manusia terutamanya latihan dengan memperuntukkan jumlah perbelanjaan negara yang besar bagi tujuan tersebut. Latihan semasa bekerja adalah penting bagi melahirkan pekerja yang memiliki kemahiran yang bersesuaian demi meningkatkan lagi produktiviti serta daya saing mereka dalam organisasi (Ismail, Hamzah, & Siang, 2015). Dalam arus globalisasi, permintaan terhadap tenaga kerja

yang cekap dan berkebolehan dalam sektor pendidikan meningkat secara drastik bagi menghasilkan lebih ramai tenaga kerja yang berdaya saing dalam pasaran buruh (Ismail, Yussof, Awang, & Zainal Abidin, 2010). Bagi tujuan kajian ini, terma UA, IPTA dan universiti awam Malaysia digunakan secara silih berganti.

1.2 Pernyataan Masalah

Universiti Awam merupakan sektor yang signifikan dalam perkhidmatan pendidikan di Malaysia. Melalui Kementerian Pengajian Tinggi (KPT), Kerajaan Malaysia telah membuat penstrukturan semula sistem pendidikan tinggi dengan membangunkan perancangan dan strategi bagi Institusi Pengajian Tinggi (IPT) untuk melakukan perubahan ke arah mencapai kecemerlangan dalam mendepani persaingan dalam pasaran pendidikan global (Grapragasem, Krishnan, & Azlin, 2014). Seiring dengan aspirasi Malaysia untuk menjadi pusat kecemerlangan pendidikan dan hab pendidikan antarabangsa yang berdaya saing di Asia Tenggara, UA Malaysia dijangkakan mampu mencapai kecemerlangan bukan sahaja dari aspek akademik malah prestasi keseluruhan (Hussein *et al.*, 2014). Oleh itu, bagi membolehkan UA mencapai kecemerlangan, sangat penting bagi institusi ini menerapkan pengurusan latihan pekerja yang baik kerana staf akademik dan bukan akademik saling bersinergi dalam memberikan perkhidmatan yang terbaik kepada pemegang taruh dalaman dan luaran.

Antara isu latihan yang boleh menjejaskan prestasi pekerja di UA Malaysia adalah seperti kandungan kursus dan modul tidak dikemaskini menyebabkan para peserta merasa bosan kerana mengikuti penyampaian kuliah yang sama. Manakala strategi yang disusun tidak memenuhi objektif menyediakan latihan peringkat global. Latihan yang disediakan masih lagi peringkat jabatan dan tidak mencapai peringkat nasional. Analisa keperluan latihan tidak dirancang dengan teliti menyebabkan Latihan yang dianjurkan tidak menepati keperluan jurang kompetensi pekerja serta matlamat organisasi. Selain itu, terdapat pekerja yang tidak memahami polisi organisasi menyebabkan keberkesanan latihan tidak berjaya dicapai. Latihan yang dikendalikan juga perlu melibatkan pekerja baru dan lama bagi berdepan cabaran

luaran serta bagi mencapai objektif utama dalam organisasi (Chughtai & Nadeem, 2016). Dalam konteks ini, latihan yang dimaksudkan adalah latihan umum meliputi pelbagai jenis latihan boleh dilaksanakan dalam organisasi, namun lima (5) kategori latihan yang utama adalah orientasi atau induksi, latihan kemahiran, latihan penyegaran (*refresher training*) (Nnabuife *et al.*, 2015; Obi-Anike & Ekwe, 2014), latihan asas (contohnya kewangan, pentadbiran, kemahiran komunikasi, penulisan laporan dan lain-lain) serta latihan pembangunan kerjaya (Obi-Anike & Ekwe, 2014).

Institusi pendidikan turut berdepan cabaran dalam persaingan pasaran perkhidmatan pendidikan dan tidak semua IPT mampu bertahan sepanjang masa. Sebagai contoh, Negara Ukrain terpaksa mengambil langkah mengurangkan bilangan institusi pengajian tinggi bagi memperkemarkan pengurusan dan memastikan IPT yang masih beroperasi lebih berdaya saing (Shevchenko & Tsema, 2021). Manakala di Malaysia pula, Jabatan Pengajian Tinggi (JPT) telah menggugurkan sebanyak 38 program akademik yang tidak lagi relevan dalam pasaran kerja semasa dan masa depan di UA seluruh negara pada tahun 2019 (Berita Harian, 2019). Hal ini mengakibatkan berlaku lebih staf di sesetengah fakulti atau jabatan dan pengurusan tertinggi universiti perlu memikirkan kaedah terbaik untuk melatih semula staf akademik dan bukan akademik yang terlibat dalam penempatan semula agar kekal bermotivasi dan efisien dalam menjalankan tugas. Proses penempatan semula pekerja merupakan suatu langkah yang kompleks dan menuntut pengurusan yang teliti kerana memerlukan kesepadanan latar belakang pendidikan, kemahiran dan kompetensi pekerja terhadap keperluan skop tugas (Miljenko & Biljana., 2020). Seterusnya organisasi perlu menyediakan analisa keperluan latihan kepada pekerja yang terlibat dalam penempatan semula bagi mengenalpasti jurang dalam pengetahuan dan kemahiran pekerja (Salas *et al.*, 2012., Al-Nuseirat, 2013; Long *et al.*, 2016). Ini kerana pekerja merupakan aset penting organisasi dan bukan liabiliti, dan sekiranya tidak diuruskan dengan sewajarnya, organisasi bakal kehilangan modal insan yang berharga.

Pelbagai inisiatif telah diperkenalkan di sektor awam Malaysia yang bertujuan meningkatkan kecekapan serta penyampaian perkhidmatan badan kerajaan seperti yang dipaparkan dalam Jadual 1.1. Di samping inisiatif tersebut, pelbagai persoalan

masih berlegar-legar di kalangan masyarakat sama ada usaha tersebut berkesan untuk mempengaruhi perubahan terhadap birokrasi, kepercayaan dan amalan di sektor awam Malaysia (Alam Siddiquee, 2008; Siddiquee, 2013; Siddiquee & Mohamed, 2015).

Sementara itu, ada pihak yang berpendapat, perubahan yang diambil dalam pengurusan sektor awam Malaysia telah berjaya meningkatkan kecekapan dan penyampaian perkhidmatan awam (Yeoh, 2011) dan seterusnya perkara ini diperkukuhkan lagi oleh *Manpower Planning and Modernising Unit* (MAMPU) di bawah Jabatan Perdana Menteri Malaysia dengan memperkenalkan kaedah pengukuran prestasi utama (KPI) melalui pekeliling perkhidmatan Bilangan 2 Tahun 2005. Sementara perdebatan berhubung keberkesanan pembaharuan pengurusan masih wujud, sukar disimpulkan sama ada inisiatif tersebut telah memberi impak kepada prestasi organisasi awam sekiranya tiada kajian saintifik dijalankan untuk mengesahkan tuntutan yang dibuat.

Jadual 1.1 Inisiatif Mengikut Bidang Sektor Awam Malaysia

Bidang	Inisiatif
Struktur / Institusi	Sistem Penarafan Bintang Petunjuk Prestasi Utama Kementerian Pelan Pengurusan Risiko Organisasi
Pengurusan Sumber Manusia	Sistem Saraan Malaysia Pelan Penggantian
Kewangan dan Belanjawan	Sistem Belanjawan Diubahsuai Sistem Perakaunan Standard
Kualiti dan Produktiviti	Anugerah Inovasi Perdana Menteri Kumpulan Inovatif dan Kreatif Siri ISO 9001
Integriti dan Akauntabiliti	<i>Integrity Pact</i> Pelan Integriti Nasional Audit Nilai
Pengurusan Pelanggan	Piagam Pelanggan <i>MyGov Mobile</i> Pengurusan Perhubungan Pelanggan
E-Kerajaan	e-perolehan Human Resource Information System (HRMIS) e-Pembelajaran Sektor Awam (EPSA)

Sumber : Yeoh (2011)

Menyedari kepentingan untuk meningkatkan prestasi organisasi, banyak universiti di Malaysia mula menyusun strategi pengurusan latihan mereka (Amin *et al.*, 2014). Bagi merealisasikan perkara ini, UA Malaysia perlu menarik minat serta mengekalkan staf akademik dan pengurusan profesional yang berpengalaman dan cemerlang bagi memperbaiki penarafan Universiti di peringkat antarabangsa. Sorotan kajian telah menunjukkan latihan yang efektif menjadikan pekerja komited terhadap tugas mereka bagi memastikan kecemerlangan organisasi (Amin *et al.*, 2014; Chen *et al.*, 2009). Pelaksanaan latihan yang bersesuaian kepada pekerja universiti akan menambahbaik prestasi organisasi sebagaimana dinyatakan oleh Lew (2009), pekerja memainkan peranan strategik dalam memperbaiki penarafan universiti dalam bidang utama seperti kualiti penyelidikan, reputasi akademik fakulti, kualiti program akademik, sumbangan penyelidikan kepada masyarakat, persiapan pemimpin masa hadapan serta kualiti para graduan.

Di Malaysia, kajian yang membincangkan sektor pendidikan tinggi terlalu memfokuskan peranan pemegang taruh seperti penglibatan dan peranan staf akademik (Chen, Wang, & Yang, 2009; Bashir & Long, 2015; Chong, Falahat & Lee, 2020; Yaakub & Mohamed, 2020) dan ciri keusahawanan di kalangan pelajar (Hong, Sha'ari, Zulkifli, Aziz & Ismail, 2020). Kajian berkaitan prestasi organisasi dalam konteks UA di Malaysia juga agak sukar diperolehi (Amin *et al.*, 2014; Hussein *et al.*, 2014, 2016). Manakala Ghasemy, Hussin, Daud, Nor, Ghavifekr dan Kenayathulla (2018) melaporkan isu pengurusan hal ehwal pekerja merupakan isu umum yang dihadapi oleh sistem pendidikan tinggi secara keseluruhan.

Hussein *et al.*, (2016) menjalankan kajian berkaitan prestasi organisasi UA. Penyelidikan Hussein *et al.*, membincangkan bagaimana proses dalaman universiti merupakan faktor penting kejayaan prestasi organisasi. Walau bagaimanapun, kajian Hussein *et al.*, hanya melibatkan sebuah UA sahaja dan menggunakan saiz sampel yang kecil. Penyelidikan masa hadapan perlu melibatkan saiz sampel yang lebih besar serta menyertakan pemboleh ubah penyederhana atau pengantara bagi memberikan lebih kefahaman terhadap hubungan di antara pemboleh ubah. Selain itu, dimensi dalam pemboleh ubah prestasi organisasi juga harus diperincikan bagi lebih memahami hubungan yang dikaji (Hussein *et al.*, 2016). Sehubungan itu, kajian ini

diilhamkan daripada kurangnya penyelidikan berkaitan penentu prestasi organisasi UA.

Penemuan daripada sorotan kajian terdahulu mendedahkan terdapat pelbagai faktor penentu prestasi organisasi (Yunis, *et al.*, 2017, Wahab, *et al.*, 2016). Namun begitu, berdasarkan teori modal insan dan teori sistem yang mendasari kajian ini, faktor latihan pekerja dan amalan kelestarian didapati mampu menjadi penentu prestasi organisasi UA Malaysia. Berdasarkan sorotan kajian lepas, pelbagai faktor mampu menjadi penentu prestasi. Namun begitu, masih kurang model relevan yang dapat dijadikan garis panduan kepada penyelidikan masa hadapan bagi mengkaji prestasi organisasi UA. Persoalan kepada bagaimana sesebuah UA dapat menunjukkan prestasi yang lebih baik berbanding yang lain masih menjadi keutamaan dalam topik ini. Ini kerana, dalam persekitaran masa kini, sektor pendidikan tinggi merupakan suatu bidang yang kompleks dan dinamik. Melalui perbandingan sorotan kajian terdahulu serta teori yang bersesuaian, kajian ini cuba untuk menguji faktor penentu prestasi yang lebih holistik. Selain itu, dapat memberi gambaran lengkap dan seterusnya membolehkan pengkaji memberikan penyelesaian empirikal kepada persoalan apakah penentu yang dapat menjadi peramal kepada prestasi organisasi UA Malaysia.

Di Malaysia, salah satu penyebab kegagalan UA untuk bersaing dengan IPT lain di peringkat antarabangsa adalah kelemahan dalam pembangunan kelestarian (*sustainability development*) (Elias, Tahir & Dola, 2009; Reza, 2016). Elias *et al.*, (2009) mendapati, tidak semua UA Malaysia menekankan elemen pembangunan kelestarian dalam pernyataan misi dan polisi universiti mereka. Selain itu, kebanyakan UA masih lemah dalam aspek operasi lestari sebagai contoh pengangkutan awam dalam kampus. Penilaian keberkesanan program pengajaran – pembelajaran dalam pendidikan pembangunan kelestarian di UA juga tidak dilaksanakan dengan sepenuhnya (Reza, 2016). Strategi pelaksanaan aktiviti organisasi sangat bergantung kepada penerapan amalan kelestarian di kalangan pekerja. Kebiasaannya, setiap UA akan menyesuaikan sumber kekuatan mereka kepada kehendak industri bagi mengekalkan daya saing dalam pasaran semasa. Namun begitu, setiap organisasi mempunyai sumber dalaman dan pemegang taruh masing-masing serta perspektif berbeza terhadap ketidakpastian persekitaran (Moorthy *et al.*, 2012). Dalam kesibukan

operasi harian, amalan kelestarian yang lebih baik mampu menjadi kunci utama kepada sesebuah UA untuk memanfaatkan sumber berharga yang dimiliki oleh mereka. Berdasarkan kajian terdahulu dari negara-negara lain, amalan kelestarian ternyata mampu membantu meningkatkan kejayaan sesebuah IPT (Lozano *et al.*, 2014; Amaral *et al.*, 2015; Razman *et al.*, 2016; Aleixo *et al.*, 2016, 2018). Pada masa ini, belum ada kajian dalam pengetahuan pengkaji, hubungan empirikal di antara latihan pekerja dan amalan kelestarian serta kesannya terhadap IPT di Malaysia. Kajian ini bertujuan mengkaji UA sebagai salah satu cabang IPT. Oleh itu, timbul persoalan kepada apakah peranan amalan kelestarian terhadap prestasi organisasi Universiti Awam? Seterusnya, wujud jurang penyelidikan kedua iaitu untuk mengenal pasti penentu prestasi yang berkait dengan amalan kelestarian serta memberi impak terhadap prestasi organisasi.

Berdasarkan perbincangan di atas, pemasalahan utama yang perlu dikaji adalah: Memahami bahawa faktor penentu yang berkaitan dengan prestasi boleh meningkatkan kemandirian universiti awam. Pentadbir UA kurang menyedari faktor penentu yang mampu meningkatkan prestasi organisasi. Dapatan kajian daripada sektor lain seperti perkilangan atau perindustrian berkemungkinan kurang sesuai dipraktikkan di universiti awam. Mereka perlu mengenal pasti faktor penentu prestasi melalui kajian meluas terhadap latihan pekerja yang merupakan sumber kekuatan organisasi. Amalan kelestarian mempengaruhi organisasi melalui cara pengurusan tertinggi dan pentadbir universiti menggembleng sumber sedia ada untuk melaksanakan strategi dan aktiviti organisasi. Namun, sama ada amalan kelestarian akan bertindak sebagai faktor pengantara di antara latihan pekerja dan prestasi organisasi masih belum ditentukan.

1.3 Persoalan Kajian

Kajian ini berusaha untuk menyumbang kepada badan pengetahuan sedia ada dalam hubungan di antara penentu prestasi Universiti Awam di Malaysia. Oleh itu, persoalan kajian diketengahkan seperti berikut:

1. Apakah hubungan di antara latihan pekerja dan prestasi Universiti Awam Malaysia?
2. Apakah impak pengantaraan amalan kelestarian terhadap hubungan di antara latihan dan prestasi Universiti Awam di Malaysia?
3. Apakah dimensi amalan kelestarian dan impaknya terhadap prestasi Universiti Awam Malaysia?

1.4 Objektif Kajian

Berikut merupakan objektif bagi kajian ini:

1. Untuk mengkaji hubungan di antara latihan dan prestasi organisasi Universiti Awam Malaysia.
2. Untuk mengkaji peranan amalan kelestarian sebagai pengantara hubungan di antara latihan dan prestasi organisasi.
3. Untuk mengenalpasti dimensi amalan kelestarian dan impaknya terhadap prestasi Universiti Awam Malaysia.

1.5 Justifikasi Pemilihan Skop Kajian

Dalam kajian ini, hubungan di antara latihan pekerja, amalan kelestarian dan prestasi organisasi diukur menggunakan borang soal selidik yang diadaptasi daripada beberapa pengkaji terdahulu. Kajian ini juga merupakan satu usaha untuk membangunkan pengukuran prestasi yang holistik di kalangan UA Malaysia dan UA dipilih berikutan universiti awam dibiayai oleh Kerajaan Persekutuan serta turut menjana pendapatan sendiri. Sebanyak 20 buah universiti yang terlibat adalah berdasarkan senarai yang dikeluarkan oleh Kementerian Pengajian Tinggi Malaysia merujuk kepada universiti awam sahaja dan tidak termasuk universiti atau kolej universiti swasta. Pentadbir pusat tanggungjawab (PTJ) yang menguruskan latihan pekerja setiap Universiti Awam merupakan peserta dalam kajian soal selidik ini. Pemilihan responden ini adalah kerana golongan pentadbir terlibat secara langsung

dalam tadbir urus korporat (*corporate governance*) dan tadbir urus insan (*human governance*) di sebuah universiti (Ahmad *et al.*, 2014). Mereka mempunyai pengetahuan yang mendalam mengenai urusan pentadbiran universiti.

Selain itu, peranan amalan kelestarian sebagai faktor pengantara hubungan latihan dan prestasi organisasi di UA Malaysia turut diterokai. Dalam kajian ini, latihan merujuk kepada faktor ciri-ciri organisasi, aktiviti latihan, kos latihan, pengajar, jenis latihan, analisa keperluan latihan, peserta latihan dan sokongan pengurusan atasan. Amalan kelestarian meliputi empat (4) dimensi iaitu ekonomi, persekitaran, sosial dan institusi. Manakala prestasi organisasi merujuk kepada prestasi keseluruhan yang meliputi 8 dimensi iaitu kewangan, pemegang taruh, proses dalaman, pembelajaran dan peningkatan, kualiti, inovasi, persekitaran dan sosial. Skop kajian terakhir adalah melaksanakan analisis kesan signifikan latihan terhadap prestasi organisasi dengan sokongan amalan kelestarian.

1.6 Kepentingan Kajian

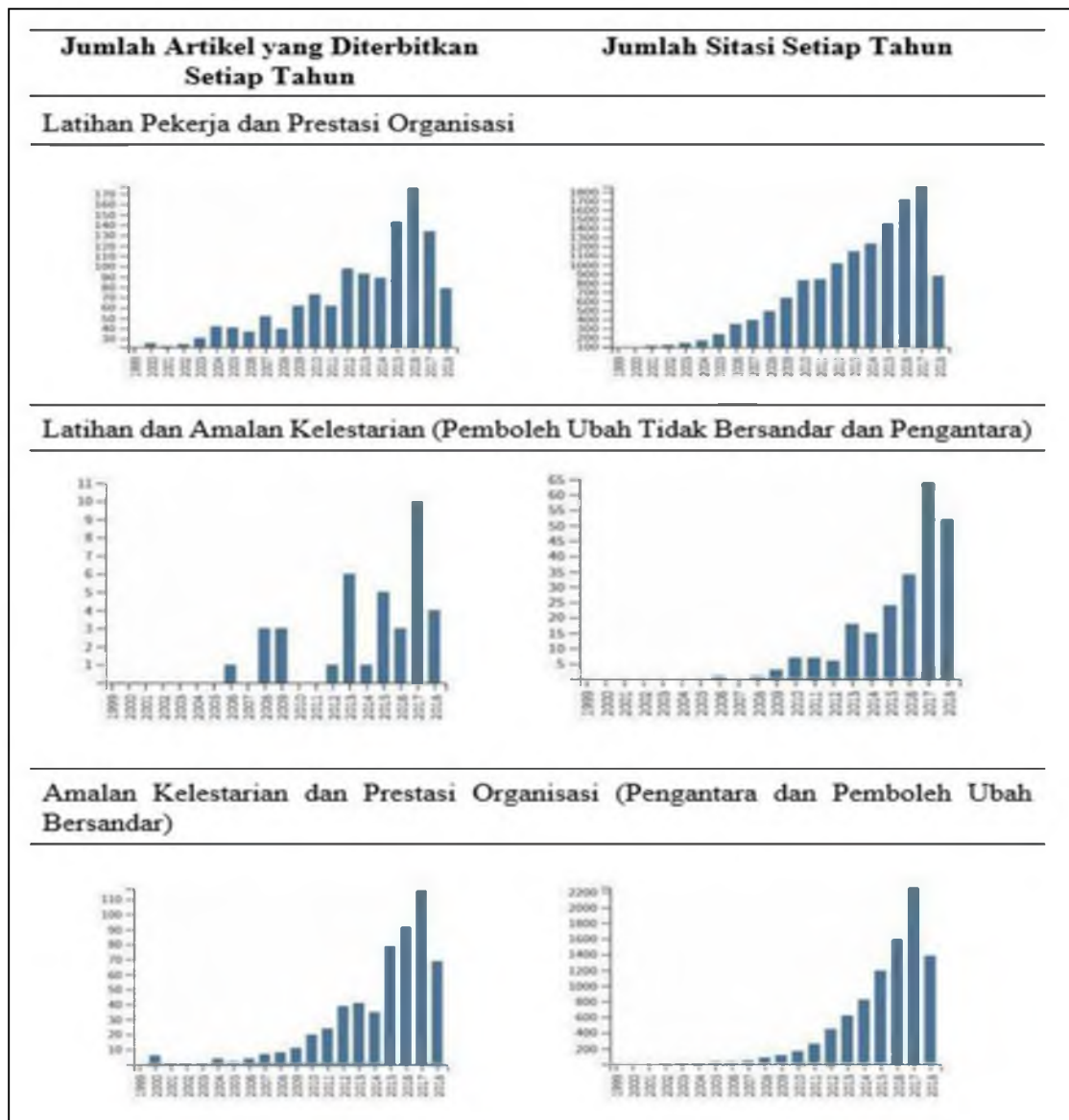
Kajian ini memberi faedah kepada implikasi teori kerana beberapa sebab. Pertama, penyelidikan berkaitan prestasi organisasi IPT akan menambah pengetahuan tentang pelaksanaan pengurusan latihan pekerja. Beberapa kajian terdahulu yang dijalankan di Malaysia dan negara-negara lain banyak memfokuskan kepada industri perkilangan dan perhotelan (Ismail, Noor & Hamzah, 2010; Thang, Quang & Buyens, 2010; Ismail, Noor & Awang, 2011; Maletič, Maletič, & Gomišček, 2018). Penentu prestasi IPT harus diberi perhatian berbeza berbanding cabang lain dalam sektor pendidikan. Penyelidikan terdahulu juga telah mengkaji secara mendalam aspek kualiti perkhidmatan dalam persekitaran perkhidmatan pendidikan. Namun begitu, pengenalpastian penentu prestasi organisasi UA masih kurang. Sehubungan itu, kajian ini dijalankan untuk mengisi jurang tersebut. Kajian ini membangunkan model struktur penentu prestasi UA di Malaysia yang masih belum tersedia dalam kajian literatur berkaitan IPT. Oleh itu, kajian empirikal sebegini berpotensi memberi sumbangan dalam perbincangan penyelidikan pengurusan sumber manusia, terutamanya berkaitan

apakah penentu prestasi dan kelebihan daya saing sektor perkhidmatan pendidikan tinggi.

Kedua, kajian ini memperluas model sedia ada bagi prestasi organisasi melangkaui proses dalaman organisasi. Amin *et al.*, (2014) serta Hussein *et al.*, (2016) telah menjalankan kajian dalam prestasi organisasi, merumuskan bahawa gabungan beberapa kerangka konsep perlu dihubungkan untuk maju dalam penyelidikan masa hadapan. Kajian ini menggabungkan teori modal insan (TMI) dan teori sistem (TS) dengan membangunkan lebih banyak pemboleh ubah ke dalam model prestasi IPT yang dijangkakan mampu menangani kelemahan dalam kerangka teori sedia ada. Selain itu, kajian ini turut menyediakan bukti empirikal yang menerangkan bagaimana setiap pemboleh ubah mempengaruhi prestasi organisasi UA. Melalui pendekatan ini, maklumat baru berkaitan topik ini dapat memberi manfaat kepada ahli akademik dan profesional yang berminat dalam perkembangan teori yang berkaitan.

Ketiga, kajian ini berusaha menjawab cadangan penyelidikan masa hadapan daripada pengkaji terdahulu yang membangkitkan tentang kesukaran mendapatkan maklumat berkaitan dimensi amalan kelestarian di IPT, Malaysia (Mohaiyadin, Mardzuki, Liaw, Ridzuan, Abdullah & Inderjit, 2018). Justeru kajian ini menyediakan sorotan kajian akan peranan amalan kelestarian dalam organisasi pendidikan tinggi. Kajian terdahulu juga mencadangkan agar penyelidikan masa hadapan dibuat terhadap hubungan di antara amalan kelestarian dan prestasi organisasi (Maletič *et al.*, 2018) dan kajian ini menyahut cadangan tersebut. Seberapa cekap organisasi menggembleng sumber yang mereka ada untuk meningkatkan prestasi organisasi bergantung kepada peranan keupayaan seperti meningkatkan amalan kelestarian. Selaras dengan hasrat tersebut, kajian ini turut meneliti impak penentu prestasi melalui latihan pekerja terhadap prestasi organisasi UA dengan mengambil kira amalan kelestarian sebagai faktor pengantara. Dengan penemuan tersebut, dapat membantu membina kesedaran yang kuat mengenai hubungan antara latihan pekerja dan amalan kelestarian terhadap prestasi organisasi.

Rajah 1.1 Maklumat Sitasi Daripada Laman Sesawang Web of Science



Hal ini secara tidak langsung mampu menyumbang kepada peningkatan statistik jumlah penerbitan dan sitasi artikel di dalam bidang kajian seperti di Jadual 1.2. Graf yang diperoleh di laman sesawang *Web of Science* (31 Disember 2018) menunjukkan kesemua pemboleh ubah kajian semakin penting dan diberi perhatian oleh pengkaji di seluruh dunia. Manakala, hasil penemuan kajian ini juga mampu menjadi garis panduan kepada pengurusan dan profesional di Universiti awam Malaysia bagi menilai semula keberkesanan pelaksanaan latihan dan amalan kelestarian di dalam organisasi.

Keempat, kajian ini menyumbang kepada dapatan empirikal berkaitan pengaruh latihan dalam menambah baik prestasi organisasi. Seperti dibincangkan sebelum ini, pengurusan organisasi yang semakin kompleks dalam era masa kini mewujudkan keperluan untuk memperkemaskan serta meneroka kaedah baru dalam amalan organisasi. Walau bagaimanapun, terlalu sedikit tumpuan diberikan kepada kesan amalan pengurusan sumber manusia terutamanya latihan ke arah prestasi organisasi di UA Malaysia. Kajian ini signifikan kerana pengkaji menekankan kaedah statistik maju dengan menyediakan data empirikal yang lebih dipercayai dengan disokong oleh model. Ini kerana kebanyakan kajian terdahulu menggunakan reka bentuk penerokaan dan hasil analisisnya terlalu luas. Kajian ini dapat membantu untuk memperjelas faktor penentu yang mampu mempengaruhi prestasi organisasi UA melalui model persamaan struktur (*structural equation modeling*, SEM). Oleh itu, kajian ini menjelaskan kepentingan penggunaan kaedah kuasa dua terkecil separa (*partial least squares*, PLS-SEM) dalam penyelidikan empirikal berikutan semakin banyak kajian yang mencadangkan agar penyelidikan masa hadapan meneliti kesan sebab akibat (*causal*) faktor penentu terhadap prestasi organisasi. Dapatan kajian ini juga bukan sahaja menambah maklumat berharga terhadap penyelidikan berkaitan prestasi organisasi, malah turut dapat memberi manfaat kepada penyelidik lain melalui penyediaan model yang dapat menjadi garis panduan kepada penyelidikan masa hadapan.

Sebagai tambahan, kajian ini juga memberikan beberapa implikasi praktikal. Pertama, kajian ini memberikan kesedaran terhadap faktor penentu prestasi organisasi UA Malaysia. Di Malaysia, kajian yang membincangkan industri perkhidmatan pendidikan tinggi terlalu memfokuskan aspek akademik seperti penglibatan dan peranan staf akademik (Chen, Wang, & Yang, 2009; Bashir & Long, 2015; Chong, Falahat & Lee, 2020; Yaakub & Mohamed, 2020), kualiti perkhidmatan akademik (Sharma & Sinawi, 2021) dan ciri keusahawanan di kalangan pelajar (Hong, Sha'ari, Zulkifli, Aziz & Ismail, 2020). Faktor penentu prestasi UA secara keseluruhan mengatasi semua itu. Sebagai contoh, Amin *et al.*, (2014) mendapati jumlah penerbitan, dana penyelidikan dan pembangunan, infrastruktur dan kemudahan, reputasi universiti, kualiti pelajar, penarafan universiti serta bilangan pelajar antarabangsa merupakan faktor penentu prestasi sesebuah universiti. Sekiranya faktor penentu prestasi IPT tidak difahami dengan tepat, boleh mengakibatkan kemerosotan

dalam reputasi dan penarafan universiti di peringkat antarabangsa. Kajian ini dapat membantu pentadbir serta pengurusan UA dalam memahami faktor penentu yang membolehkan mereka menjana kelebihan daya saing, membantu mereka menggunakan pemahaman tersebut untuk menilai sumber organisasi dan seterusnya meningkatkan kebarangkalian memperoleh kejayaan. Penemuan kajian ini juga boleh dipraktikkan oleh cabang lain dalam institusi pendidikan untuk mencapai prestasi organisasi dan mengekalkan kemandirian.

Kedua, kajian ini turut meningkatkan kesedaran dan pemahaman terhadap peranan UA sebagai tunjang kecemerlangan pendidikan tinggi. Terdapat enam (6) buah UA Malaysia yang berjaya berada dalam penarafan 1000 universiti terbaik dunia berdasarkan *Time Higher Education World University Rankings 2021* (<https://www.timeshighereducation.com> dilayari pada 9 Julai 2021). Manakala berdasarkan *Quacquarelli Symonds (QS) World University Rankings 2021*, Universiti Malaya mendahului universiti lain dengan berada di tempat ke sembilan (9) universiti terbaik Asia (www.hmetro.com.my dilayari pada 9 Julai 2021).

Universiti mempunyai pelbagai pemegang taruh seperti ahli akademik fakulti, staf bukan akademik, pelajar, ibu bapa, industri dan komuniti, di mana setiap pemegang taruh memainkan peranan penting dalam menjamin kecemerlangan prestasi organisasi (Sharma & Sinawi, 2021). Peranan universiti awam bukan sahaja melahirkan tenaga kerja mahir dalam pelbagai bidang, malah juga bertanggungjawab menyumbang ilmu dan kepakaran mereka dalam pembangunan komuniti setempat. UA berperanan menjadi organisasi yang membekalkan modal insan kepada pembangunan ekonomi negara. Selain itu, UA juga berperanan menjadi pemangkin kepada proses penjanaan ilmu serta menghasilkan sumber tenaga manusia yang berkelayakan dan berketerampilan. Selaras dengan hasrat itu, Kerajaan Malaysia telah menubuhkan Akademi Kepimpinan Pengajian Tinggi (AKEPT) pada Ogos 2007 yang berperanan membawa transformasi dalam pengajian tinggi di Malaysia, selaras dengan objektif Pelan Tindakan Pengajian Tinggi Negara. AKEPT menjalankan latihan kepimpinan, pembelajaran dan pengajaran serta penyelidikan dan inovasi kepada pegawai dan pensyarah di IPT seluruh negara. Selain itu, AKEPT memberi sumbangan dalam menjayakan objektif Pelan Strategik Pengajian Tinggi Negara khususnya dalam

membawa transformasi pembangunan modal insan. Namun begitu, tidak banyak data tersedia atau penyelidikan yang dijalankan ke atas peranan latihan pekerja di universiti awam. Kajian ini akan menggalakkan pemegang taruh untuk melihat universiti awam sebagai penggerak kecemerlangan pendidikan tinggi serta berusaha untuk menambahbaik mutu perkhidmatan yang diberikan.

Secara ringkasnya, kajian semasa bagi faktor penentu prestasi UA ini mampu meningkatkan pengetahuan sedia ada dalam disiplin akademik dan praktikal bagi organisasi dalam sektor pendidikan tinggi. Perkembangan cadangan penyelidikan masa hadapan dalam bidang ini adalah sangat berharga kepada para pengkaji dan pelajar yang menjalankan penyelidikan. Dapatan kajian ini juga sangat membantu dan berguna kepada penyedia latihan serta pegawai profesional sumber manusia.

1.7 Definisi Operasi

Setiap terma yang digunakan dalam kajian empirikal perlu didefinisikan secara operasi bagi memastikan aturan untuk membuat pemerhatian boleh diwujudkan, di mana gambaran sebenar berkenaan apa yang cuba diperhatikan boleh dirumuskan dan seterusnya kaedah pemerhatian juga boleh ditentukan (Gill & Johnson, 2013). Berikut merupakan beberapa definisi operasi bagi terma-terma yang digunakan dalam kajian ini.

1.7.1 Pusat Tanggungjawab (PTJ)

Definisi Operasi : Pusat Tanggungjawab (PTJ) bererti setiap Bahagian, Fakulti atau lain-lain jabatan utama dalam susunan pentadbiran Universiti yang diberi peruntukan mengurus oleh Universiti.

1.7.2 Latihan Pekerja

Definisi Konsep: Program latihan terbahagi kepada lima (5) jenis iaitu orientasi atau induksi, latihan kemahiran atau ‘on job training’ (OJT), latihan penyegaran (refresher training), latihan asas serta latihan pembangunan kerjaya (Nnabuife, Onwuka, & Gilbert, 2015; Obi-Anike & Ekwe, 2014). Oleh itu, latihan didefinisikan sebagai proses pembelajaran yang berkaitan dengan pekerjaan semasa (Ameeq & Furquan, 2013; Appiah, 2010) dan merupakan salah satu elemen dalam pembangunan sumber manusia atau turut dikenali sebagai pembangunan modal insan (Al Marhoobi & Atan, 2018; Pellegrini, Rizzi, & Frey, 2018; Šlaus & Jacobs, 2011) bagi memperoleh kemahiran, konsep dan peraturan atau mengubah sikap dan tingkah laku untuk meningkatkan mutu atau prestasi kerja. Dalam sesebuah organisasi, latihan memfokuskan kepada melakukan aktiviti yang dapat membantu pekerja menjalankan tugas hakiki mereka manakala pembangunan pula menyediakan pekerja untuk peranan dan tanggungjawab akan datang (Vinesh, 2014).

Definisi Operasi: Dalam konteks kajian ini, faktor latihan pekerja merujuk kepada aktiviti latihan, kos latihan, pengajar, analisa keperluan latihan, peserta latihan, sokongan pengurusan atasan dan polisi latihan yang melibatkan staf akademik dan bukan akademik di UA Malaysia.

1.7.3 Amalan Kelestarian

Definisi Konsep: Terdapat dua definisi kelestarian yang sering digunakan secara meluas. Pertama, *The World Commission on the Environment and Development* (WCED) mendefinikan kelestarian sebagai pembangunan yang memenuhi keperluan semasa tanpa menjejaskan keupayaan generasi masa depan untuk memenuhi keperluan mereka sendiri (WCED, 1987). Takrifan kedua diterima secara lebih meluas adalah pendekatan *triple bottom line* (TBL) yang memberi penumpuan kepada pertumbuhan ekonomi, persekitaran dan sosial bagi sebuah organisasi (Dubey *et al.*, 2017; Luthra, Garg, & Haleem, 2015). Meskipun konsep kelestarian dianggap masih kabur dan kompleks, matlamat utama kelestarian adalah untuk memotivasikan

organisasi bukan sahaja untuk mencapai prestasi ekonomi bahkan sosial dan persekitaran (Jabbour & De Sousa Jabbour, 2016; Luthra *et al.*, 2015).

Definisi Operasi: Dalam konteks kajian ini, amalan kelestarian merujuk kepada dimensi ekonomi, persekitaran, sosial dan institusi.

1.7.4 Prestasi Organisasi

Definisi Konsep: Pada tahun 1950-an, prestasi organisasi didefinisikan sebagai suatu sistem sosial bagi memenuhi keperluan objektif organisasi (Georgopoulos & Tannenbaum, 1957). Penilaian prestasi pada ketika itu memfokuskan kepada tugas, pekerja dan struktur organisasi. Seterusnya, pada tahun 1960-an dan 1970-an, organisasi telah mula meneroka kaedah baru bagi menilai prestasi dan ditakrifkan sebagai keupayaan organisasi untuk mengeksploitasi persekitarannya untuk mengakses dan menggunakan sumber yang terhad (Seashore, Lawler, & Mirvis, 1984; Seashore & Yuchtman, 1967). Lewat 1980-an dan 1990-an memperlihatkan terdapat kesedaran bahawa penentuan objektif organisasi adalah lebih kompleks. Pengurusan organisasi mula memahami bahawa sesebuah organisasi boleh berjaya sekiranya mereka mencapai matlamat (keberkesanan) menggunakan sumber yang minimum (kecekapan) (Gavrea, Ilies, & Stegorean, 2011). Dalam konteks ini, keuntungan kewangan menjadi salah satu daripada kebanyakan penunjuk prestasi. Prestasi organisasi merupakan kemampuan organisasi untuk memenuhi fungsi operasi dan pentadbiran (Kim, 2005) dan seterusnya mencapai sasaran dan objektif organisasi dalam masa yang singkat dan kos yang rendah bagi memberi kepuasan kepada pemegang taruh (pelanggan dan pekerja) (Grapragasem, Krishnan, & Mansor, 2014; Waheed, 2016). Prestasi organisasi juga bergantung kepada struktur dan proses dalaman organisasi (Waheed, 2016).

Definisi Operasi: Terma prestasi organisasi digunakan bagi merujuk kepada hasil pencapaian keseluruhan meliputi elemen kewangan dan bukan kewangan. Dimensi prestasi organisasi yang dikaji meliputi dimensi kewangan, pemegang taruh, proses dalaman, pembelajaran dan peningkatan, kualiti, inovasi, persekitaran dan

sosial. Dalam konteks kajian ini, organisasi merujuk kepada Universiti Awam Malaysia.

1.8 Kerangka Tesis

Kerangka keseluruhan tesis ini adalah dilaporkan mengikut aturan seperti berikut; Bab 1 telah membincangkan latar belakang kajian, pernyataan masalah, objektif kajian, persoalan kajian, kepentingan kajian, skop kajian dan definisi operasi. Bab seterusnya akan membincangkan sorotan kajian meliputi objektif penyelidikan ini. Diikuti dengan metodologi kajian dalam Bab 3. Bab 4 menerangkan penemuan dan dapatan utama daripada kajian ini. Akhir sekali, Bab 5 mendedahkan kesimpulan utama penyelidikan dan beberapa cadangan bagi penyelidikan masa hadapan.

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