

**A COMPARATIVE STUDY OF PUBLIC AND
PRIVATE UNIVERSITIES AS LEARNING
ORGANIZATIONS**

By

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ABSTRACT

Title: A Comparative Study of Public and Private Universities as Learning Organizations

This research was designed to explore and compare practices of public and private universities located in Islamabad, as learning organizations. Marsick and Watkin's (2003) framework of learning organization which contained seven dimensions named as Continuous Learning, Dialogue and Inquiry, Team learning, Embedded System, Empowerment, System Connection and Strategic Leadership were taken as guideline for this research study. A total 9177 faculty staff working in public and private sector universities (2018) constituted the population of the study. Stratified proportionate sampling technique was used to draw sample. Sample size constituted of 917 faculty staff of both sector universities. The approach of the research study was quantitative. According to the requirement of the study comparative design was used. Questionnaire named as "Dimension of Learning organization questionnaire" developed by Watkin and Marsick (2003) was adapted and used for data collection for this study. The data collected and then analyzed statistically using Mean and independent sample t test. On the basis of result, it was concluded that both sector universities were practising as learning organizations. There was no significant difference in practices of both sector universities as learning organizations. On most of the dimensions their practices were same however, practices of private sector universities in reference to dimension Dialogue and inquiry were better than public sector universities. The strength of both sector universities was observed on dimension related to strategic leadership whereas weakness of both sector universities was observed on dimension related to empowerment. On the basis of result, it is recommended that both sector universities should apply strategies to further enhance their status as learning organizations.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
HEC	Higher Education Commission
HEI	Higher Education Institutions
DLOQ	Dimension of Learning Organization Questionnaire
SPSS	Statistical Package for Social Sciences
NUML	National University of Modern Language
CL	Continuous Learning
DI	Dialogue and Inquiry
TL	Team Learning
ES	Embedded System
EP	Empowerment
SC	System Connection
SL	Strategic Leadership
S. No	Serial Number
N	Number
sig	Significance
df	Degree of freedom
SD	Standard Deviation
EFA	Exploratory Factor Analysis

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In today's competitive world Scenario, no organization can survive without developing required competitive skills in its employees. To face the challenges of the globalization and technological advancement in the world the organizations have no choice but to transform themselves into learning organizations. The idea of Learning Organization is attracting attention of all those who want to keep their organizations competitive among others for their survival in globalization. Learning organization is the best choice to face many challenges of the modern world such as globalization and technological advancement. Organizations have to transform themselves into learning organizations to meet the challenges of the fast changing world. According to Garvin (2000) old practices are repeated in an organization which lacks learning culture. Researchers kept focused their attention over 25 years to define the concept of learning organizations and to find basic characteristics of organization that turn an organization into learning organization. The scholarly disorder created due to a number of definition of learning organizations was tried to be fixed by some researchers (Stoll & Kools, 2017). The term learning organization first time came into existence in 1980s for those organizations which practised new things to improve themselves for better performance in order to survive the competition around them. Learning organization is one that encourages learning of its members on regular bases to keep itself competitive in modern fast changing and demanding time. It is the organization where learning of employees is not only encouraged

but facilitated by creating learning opportunities. The idea of learning organization is new in contemporary management theory. Senge (1990) gave the concept of Learning organization. A learning organization plays an active role in encouraging and facilitating learning throughout the organization in order to effectively transform itself in an ever-changing world.

According to Senge (2012) a learning organization is that which is created and renewed, again. It is revitalized by learning activities at all levels, which means involving everyone in developing their capabilities collectively and increasing awareness about their surroundings. In a learning organization all staff is given opportunities for professional growth and learning for best desirable outcomes. In this type of organization all staff is engaged in professional training and learning. The recognition of importance of turning organization into learning organizations can be traced back to 1940 through literature and research activities but it was in 1980 that the term was introduced in a formal way or used by the companies when they began to feel the potential for increasing performance of the organization and their competitiveness for survival in the market.

To meet the diverse needs of 21st century learners it is important and the need of hour that educational institutions be transformed into learning organizations and teachers develop their pedagogical skills to be able to meet the requirements of modern world and its demands. There are two façades to the vision to change an organization into learning organization. One is the front and other is the central commitment. To bring a positive change of great magnitude in students' life and focus teaching learning activities that can influence outcomes related to social, emotional and cognitive aspects. Each individual must have or given opportunities throughout life to increase the depth of his knowledge, skills and attitudes to best adept to his environment. Educational institution as learning organization must have a culture that supports, invest time and resources in professional development opportunities for all its members. This training starts with their induction into profession and goes through professional growth into

this profession. Professional learning is focused on students learning and institutional vision. Assessment and feedback provides bases for professional learning. Teachers are engaged in activities which promotes their learning as a professional. This learning obviously has great impact on students learning and performance and teacher's practices. Other elements include, promoting team learning, and supporting a culture of inquiry, Learning and collaboration with external resources etc.

In view of Senge (1990) a learning organization has the capacity to be adaptive as well as generality which can be referred to the ability that creates alternative future. Five disciplines of the learning organization to him are the basics of a learning organization. Learning organization encourages learning activities of the group, continuously deepening the vision that foster genuine commitment and engagement by the employees. Personal mastery on understanding how the world works. Developing patience, fostering energies. developing the ability to see reality in its true perspective, promoting to observe and see reality systematically as a whole in relation to each other instead of in isolation. A learning organization facilitates collective learning in order to continuously contributing to the improvement of the organization. Learning organizations are the need of hour and an effective leadership has important role to play in developing a learning organization. This leadership is quite different from traditional leadership (Senge, 1996).

The organizations are trying to understand the importance of being developing themselves in learning organizations on modern lines. They are learning to embed diversion in their culture. The importance of having a vision to steer the efforts of organization towards a goal and to develop resources both human and economic to achieve those goals is very much understood by organizations and creating opportunities for career development and learning that results in profitability of the organization is well understood by organizations which intend to be learning organizations.

The focus of this study was to investigate the status of universities of Islamabad as higher institution of learning are following the model of learning organization to remain competitive. Further to this study if private sector universities are more focused on turning themselves as learning organizations or public sector universities.

1.2. Rationale of the Study

Organizations are made up of individuals and their progress depends on individuals' capacity to work for its improvement. A group of people constantly coordinating and working for the same goal may be referred to as an organization (Robbins, 2021). Whereas a group of people that constantly develops its capacity and competences to work effectively for the organization's goals is identified as learning organization. The capacity of individuals needs constant expansion as organizations' progress depends on improvements of performing capacity of individuals so organizations need to facilitate continuous learning of its staff for the overall improvement of the organizations.

Learning is a change in behaviour, attitude, and perception about things. Learning can be defined as life long process for smooth social adjustment. It is a necessary component that helps in social adjustment. Organizations cannot move forward without required learning process. Success of a learning organization depends on how successfully knowledge is shared. personal growth and mastery is promoted through learning at various levels. Individual and group learning both help organizations to grow and change (Eden, 2010).

Learning organization is the new concept in modern fast changing world. The demand of the time is that organizations transform themselves into learning organizations to survive the competition of modern world and globalization. For this transformation organizations to activate the process of learning through various activities. A learning organization in this context is the organization which facilities learning activities in the organization. According to

Bohm (2002) a learning organization is one in which individuals increase their capacity of performance on continuous basis at all levels.

A learning organization is able to develop skills of staff for creativity, acquiring knowledge and transforming this knowledge. As a result, behaviours are modified which reflect new knowledge and insight and the working ways of organization undergo a transformation. This change improves the organization as a whole. Managers in this organization always encourage new work relevant learning and creativity among staff members. Exchange of information among staff members is also encouraged to create knowledge for continuous improvement in the organization. Experimentation on part of staff is taken positive. People in this organization feel encouraged to learn new skills to perform their job in a better way which definitely contribute to enhance and improve services of the organization. Staff members have opportunities to experiment, create and learn from taking risk and increase their level of expertise. Learning in organization happens at individual, group and at the level of organization (Giesecke & McNeil, 2019).

Watkins and Marsick (1994) define learning organization as an organization that is learning persistently and transforming by empowering people, by facilitating collaboration and learning in a team. Open dialogue is promoted and there is acknowledgement of interdependence in the organization. Senge (1990) gave the idea of learning organization as one where individual's capacity of producing result as per desire is expanding through continuously learning activities. Organizations are not build physically learning organizations, organizations become learning organizations by following a process that promotes learning at all levels in the organizations. It is a place where a new pattern of thinking which is complicated and expensive is promoted. The learning organization concept can be very much helpful to leaders, managers and staff as it can provide them a tool to develop their organization in the way which succeed them survive

turbulent time. Learning organization provide learning opportunities and encourage their employees to learn and develop their skills. Acquiring knowledge, they become flexible and are able to adjust in the organization comfortably. Staff members learn to share their learning as a result inter departments harmony is foster. Creativity is encouraged in the organization which results in new ideas for development of the organization. Communication gap between different units of organization decrease as inter units' coordination is encouraged. The traditional rigid hierarchy is no more there to stop change in the organization. New and challenging problems can be tackled quickly, smoothly and with confidence (Giesecke & McNeil, 2021).

In the context of educational institutions this concept becomes more important as future of any country depends on its education system so it's very important that it is developed on modern lines incorporating all modern concepts. Learning organization is one such concept. Very few researches were conducted in Pakistan on this topic. A study by Akram, Sajid and Wasim Qazi (2013) on gender based schools located in Karachi was conducted to investigate whether or not significant difference existed among co-education, Boys and Girls schools. The results of the study indicated significant difference existed on the dimensions of learning organization among these schools. Keeping in view its importance in the context of higher education institutions the researcher decided to initiate this research study to investigate the status of higher education institutions as learning organizations.

This research would be a minor contribution to existing knowledge on the topic, it would help to evaluate current practices of Higher Education Institutions(HEI) as learning organizations and may help the stake holders i.e. Higher Education Commission(HEC) of Pakistan, administration of the HEI to enhance and speed up their efforts to transform their institutions into learning organizations to remain competitive and to face the challenges of globalization. It would also be helpful for other stake holders like teachers, students and parents to be aware

of status of private and public sector Higher Education Institutions as learning organizations for better decision for their future. This study may also be a little help to the organizational learning research in Pakistan's context. This study would provide useful information and guidance to educational leaders and administrators and research students.

The results of this study would be beneficial for many other organizations in Pakistan to apply learning organization strategies to transform themselves to learning organizations to improve their sustainability.

1.3. Statement of the Problem

Today the survival of any organization depends on how it remains competitive and progressive. To achieve this goal organisations, have to turn themselves into learning organizations. By becoming learning organization an organization promotes learning culture, professional development opportunities for employees, empower them, stay connected to its environment. This way they increase employees' satisfaction, reduce turn over which as a result improves productivity and services of the organizations. The study aimed to explore the practices of universities as learning organizations in public and private sector universities of Islamabad city and to compare their practices to investigate which sector universities have better practices as learning organizations.

1.4. Research Objectives

- 1.To investigate the practices of universities as Learning Organizations in public and private sector.
2. To compare the practices of universities as learning organizations in public and private sector.

2a. To compare the university practices related to continuous learning in public and private sector.

2b. To compare the university practices related to inquiry and dialogue in public and private sector.

2c. To compare the university practices related to team learning in public and private sector.

2d. To compare the university practices related to embedded system in public and private sector.

2e. To compare the university practices related to empowerment in public and private sector.

2f. To compare the university practices related to system connection in public and private sector.

2g. To compare the university practices related to strategic leadership in public and private sector universities.

1.5. Null Hypotheses

H₀₁ There is no significant difference in university practices as learning organization in public and private sector.

H_{01a} There is no significant difference in university practices as learning organizations related to “continuous learning” in public and private sector.

H_{01b} There is no significant difference in university practices as learning organizations related to “inquiry and dialogue” in public and private sector.

H_{01c} There is no significant differences in university practices as learning organizations related to “team learning” in public and private sector.

H_{01d} There is no significant difference in university practices as learning organizations related to “embedded system” in public and private sector.

H_{0e} There is no significant difference in university practices as learning organizations related to “empowerment” in public and private sector.

H_{01f} There is no significant difference in university practices as learning organizations related to “system connection” in public and private sector.

H_{01g} There is no significant difference in university practices as learning organizations related to “strategic leadership” in public and private sector.

1.6. Theoretical Framework

Watkins and Marsick’s (2003) presented model of learning organization that was used as theoretical framework to conduct the current study. Following Seven dimensions were taken as guidelines for this research.

1. Continuous Learning
2. Dialogue and Inquiry
3. Team Learning and collaboration
4. Embedded System
5. Empowerment
6. System Connection
7. Strategic Leadership

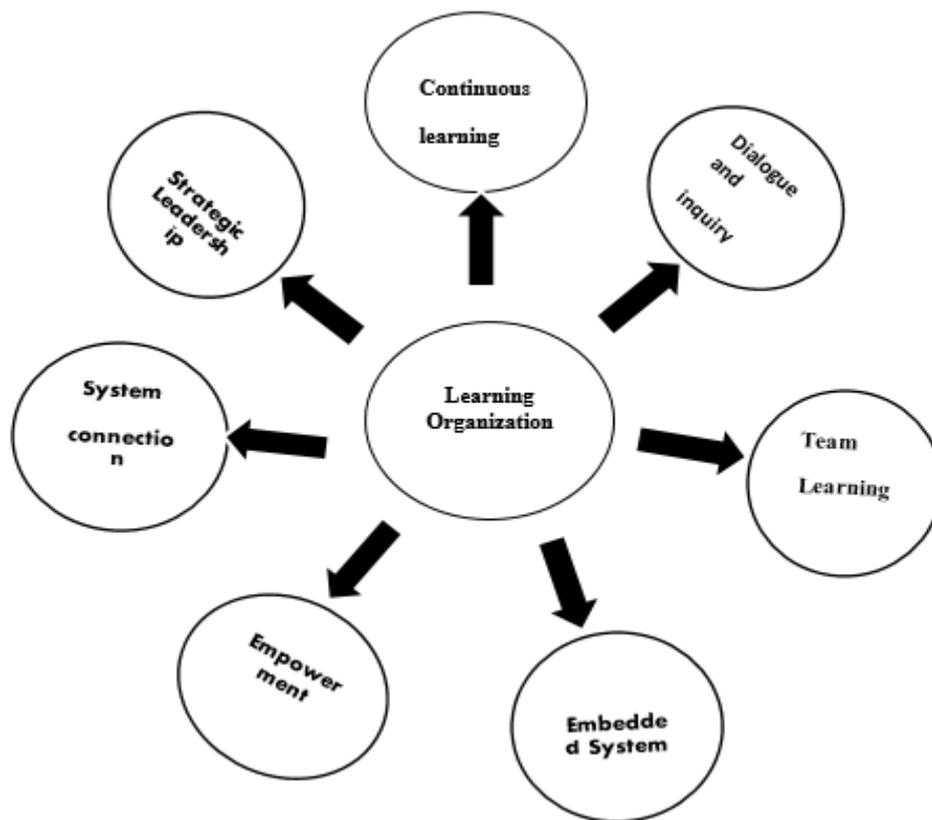


Fig 1.1 Model of Learning Organization (Watkins and Marsick,2003)

1.6.1 Dimensions of learning Organization

The concepts and meanings of seven dimensions of learning organizations according to the model are as follows:

1.6.1.1. Continuous Learning

Continous learning is a process of learning whereby an individual continuously keeps increasing his knowledge and developing his skills sets. As the time changes fast so to adapt both professionally and personally it is very important for individuals to keep themselves updated. Organizations which are aware of the importance of continuous learning for employees, facilitate them by providing them opportunities to improve

their knowledge and skills. Learning opportunities are created in work place as part of job on regular bases so that people learn and grow.

1.6.1.2. Dialogue and Inquiry

Dialogue and inquiry is a way of promoting mutual trust and understanding. Through dialogue and inquiry people try to construct their own meaning about things. This helps them to think critically to solve problems. A learning organization encourages questioning, seeking feedback and experimentation to promote critical thinking in members. The members of staff learn to express their views and develop their capacity to hear their colleagues' views as well.

1.6.1.3. Team Learning and collaboration

It is a technique of learning in which people try to brain storm the solution of a problem. This collaborative style of learning helps to develop communication skills of the participants. Not only that it develops their critical thinking skills, promotes social interaction and interpersonal relationship. Self-management skills also get boost up. In a learning organization group and team learning culture is promoted so that people interact to different modes of thinking and learn from one another. Collaboration is encouraged and facilitated.

1.6.1.4. Embedded System

To share learning and learnt lessons a system is created and integrated with work and made accessible to all related to the organization. This system is maintained on regular bases.

1.6.1.5. Empowerment

It is a process of giving and increasing level of autonomy in people to enable them to behave in a responsible manner in representing their interests. People are involved, trusted and facilitated in creating vision of the organization. Responsibilities are distributed and risk taking is encouraged so that employees are inspired to develop their capacities.

1.6.1.6. Connection of system

It refers to developing connections of the organization with both external and internal environments. An organization develops its links and connections to the people and communities whom it serves so that it can understand the environment in which it operates and gets the information and use it for adjusting its practices. People are enabled to perceive and understand how individual work effects the whole organization. Organization develops connection to both internal and external communities. people are expected to think in global context, seek answers from external environment. Organization develops connection to other organizations to meet mutual needs.

1.6.1.7. Strategic Leadership

Strategic leadership possess some qualities which enable him to make a difference in an organization. These qualities may be identified as anticipating, identifying and accepting challenges, possessing the ability to interpret the situation, decide an action plan, align all required resources and react strategically to the shifts the environment exposes. It has a network to see opportunities before its competitors. The leaders are capable to challenge their own and others assumptions about certain things. Strategic leaderships promotes learning in organization by creating learning opportunities. Leaders consistently learn and model learning. They are able to use learning strategically to promote the interest of the organization.

1.7. Significance of the Study

This study would contribute empirical finding to identify the areas to focus on, to improve higher education institutions through continuous learning of all who matter in its overall improvement. Steps that should be taken to change an institution into learning organization would be identified. This study would contribute in policy making of private and public sector universities both at national and institutional level.

Higher Education Commission which regulates policies of higher educational institutions may develop a strict mechanism to monitor the learning organization status of Higher Education institutions to raise the standard of their performance. The study would also help HEI to critically analyze their practices as learning organization and revisit the policies about their institutions as learning organization, identify their weaker areas and work on them to improve.

The findings of the research may be helpful for educationists to build their skills of learning organization and develop their awareness of current situation of Higher education institutions as learning organization. It would also help to trigger a desire in them to employ learning organization concept comprehensively in education institutions. Teaching faculty may be motivated to participate willingly in learning activities of their organizations in order to develop themselves professionally and help their organizations to transform to learning organizations for their survival in modern global competitive scenario.

This research study would also be helpful for research scholars interested in the topic to further explore the concept and areas for research. Other students may benefit in developing their understanding of learning organization concept and its implementation in creating learning organizations for competitive advantage.

This research would be a minor contribution to existing knowledge on the topic, it would help to evaluate current practices of Higher Education Institutions(HEI) as learning organizations

and would help the stake holders i.e. Higher Education Commission(HEC) of Pakistan, administration of the HEI to take practical steps to transform their institutions into learning organizations to remain competitive and to face the challenges of globalization. It would also be helpful for other stake holders like teachers, students and parents to be informed about status of private and public sector Higher Education Institutions as learning organization for better decision for their children future. This study may also be a little help to the organizational learning research in Pakistani's context. This study would provide useful information and guidance to educational leaders and administrators.

The results of this study would be helpful to management of many other organizations in Pakistan to successfully apply strategies of learning organization to transform their organizations to learning organizations to improve their sustainability.

1.8. Methodology

1.8.1. Research Approach

This study mainly involved quantitative approach in which Statistical Analysis was applied on the data that was gathered from respondents. This approach was selected as this research study was to deal with numerical data and statistical analysis. The researcher chose this approach because of the requirements of the study.

1.8.2. Research Method

The researcher collected data and analysed it using statistical analysis to draw a comparison between public and private universities to check their status as learning organizations. The comparative research method was adopted to carry out this research.

1.8.3. Population

The population for this research study was based on 9177 faculty members of social and natural sciences departments of public and private sector universities of Islamabad. There were 16 public sector universities and 5 private universities located in Islamabad. The table given below explains the population of the research study.

Table 1.1

Population of the study

S.NO	Population(Full time faculty)	Faculty Members
1	Public	7903
2	Private	1274
	Total	9177

Table 1.1 explains the total number of faculty in these universities according to HEC list 2018 was 9177 (see Appendix D) public universities faculty was 7903 and private universities faculty was 1274.

Source: HEC (2018) (See Appendix D)

1.8.4. Sampling Technique

In order to select sample, proportionate stratified random sampling technique was used. It is one of the probability sampling technique. The universities population was divided into two strata i.e. public and private. Keeping in view the population size in these two strata proportionate stratified random sampling technique was applied.

1.8.5. Sample Size

The universities of Islamabad working in public and private sector were considered two major strata for the selection of sample. The total members of faculty of public sector universities according to HEC list was 7903 and in private universities 1274. In order to ensure the sample be true representative of the targeted population 10% sample was taken from both strata. The researcher took 10% sample from public universities and 10% from private universities.

Table 1.2

Sample of the study

S.No	Group	Population	Sample
1	Public	7903	790
2	Private	1274	127
	Total	9177	917

1.8.6. Data Collection Tool

To collect data for this research study a questionnaire named as, Dimension of Learning Organization Questionnaire(DLOQ) developed by Watkin, Marsick (1997) was adapted. It contained 42 items.

Table 1.3

Dimensions of Learning Organization Questionnaire (DLOQ)

Sr	Scale	Sub Variables	Items
1	Dimensions of Learning	Dimension 1 Continuous Learning	6
		Dimension 2 Dialogue and Inquiry	6

Organization	Dimension 3 Team Learning and Collaboration	6
Questionnaire	Dimension 4 Embedded System	6
	Dimension 5 Empowerment	6
	Dimension 6 System Connection	6
	Dimension 7 Strategic Leadership	6
Total Items		42

1.8.6.1 Validity

The tool was presented to 6-8 experts from education field to seek their consultation to ensure the construct validity of the tool.

1.8.6.2. Reliability

Reliability of the tool was tested by administering it to a group of 50 faculty staff for pilot testing.

1.8.6.3. Factor Analysis

Due to time limitation and insufficient data at the stage of pilot testing the tool was finalized on the bases of pilot trail and Cronbach Alpha Reliability. However, Factor analysis was additionally run after final data collection when sufficient data to run Factor analysis was available.

1.8.7. Data Collection

In order to get reliable results, the researcher personally visited some of the sample universities to administer the questionnaire. The purpose of research was explained to the respondents and they were requested to cooperate with the researcher. Due to covid-19 and resulted lockdown

all sample universities could not be covered. The researcher also had to rely on online data collection through google form.

1.8.8. Data analysis

The data collected through DLOQ was analysed by using statistical tools in the light of research objectives using statistical package for social sciences(SPSS) 20th edition.

Table.1.4

Data Analysis

S.No	Objectives	Hypothesis	Statistical Techniques
1	To investigate the practices of universities as learning organizations in public and private sector.		Mean
2	To compare practices of public and private universities as learning organizations.	H₀₁ There is statistically no significant difference in university practices as learning organization in public and private sector.	Independent Sample t test

1.9. Delimitations

The study was delimited to the

1. Universities located in Islamabad city only.
2. Learning Organization Model given by Watkin and Marsick (2003)

1.10. Operational Definitions

In this research

1.10.1. Learning organization

An organization that creates and provides opportunities for continuous learning and development of various skills in its members. Continuous learning and professional development of the staff enables the organization to meet the challenges of the time. Thus it competes successfully to survive.

1.10.2. Continuous learning

A continuous learning is a learning process carried out in the organization by helping and supporting each other in learning and by creating opportunities for learning.

1.10.3. Dialogue and Inquiry

In learning organization people enjoy a culture where they can express their views, enquire and listen to other people's views. This way they develop trust with each other.

1.10.4. Team Learning and collaboration

A culture of group and team work is encouraged. Meta learning happens when people collaborate, share their views and understanding about how things should work.

1.10.5. Embedded System

It is the system in the organization which makes it possible for all members of the organization to share their learning and make available the lessons which were learnt so that others could benefit. A system of evaluation is also in place to monitor the learning activities.

1.10.6. Empowerment

People are trusted, given responsibilities and involved in creating vision. They are encouraged to take initiative and risk. These steps motivate them to learn.

1.10.7. System Connection

Organizations develop connection with communities both internally and externally so that a better sense of environment could develop. People learn to adjust their work habits accordingly to environment.

1.10.8. Strategic Leadership

It is the leadership which is supportive to learning. Leaders not only promote learning opportunities but practically demonstrate passion for learning themselves. They use learning strategically to promote the interest of organization

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this chapter the concept of organization and learning organization was discussed in detail. The learning organizations concept was explored in light of researches conducted on this topic. Models of a learning organization given by various researchers were also discussed with special focus on Watkin and Marsick's learning organization model. Most of the scholars whose work is cited here are of the view that a learning organization has certain building blocks, continuous learning opportunities for professional development, team learning and cooperation, connection of organization with internal and external environment, systematic problem solving, empowerment of employees, strategic and shared leadership are some key indicators of a learning organization. The researcher came to the conclusion that learning organization construct has multiple dimensions. so a learning organization has to develop itself as learning organization on identified dimensions.

Section 1 General Introduction of the Area of Research

2.2. Organization

An organization can be defined as people working together as a group for same goal. Society is made up of people and they make organizations to achieve different common goals. There exist different organizations in every society i.e. government organizations, non-government

organizations, political organizations, non-profit organizations and a number of institutions and cooperation. ("What is an Organization?", 2020)

According to Louis Allen (1958) organizations become organizations when they are having following conditions.

1. When a group of people have a common goal in mind.
2. A committee that makes decision
3. Involved actions
4. Regular communication among members.

Organizations survive because the people associated with an organization work together to achieve a common goal and are able to achieve more together than an individual can achieve alone. According to Louis Allen (1958) organization is a process whereby works to be performed are identified and grouped together, responsibilities and authorities are delegated, relationship are established between people to enable them to perform their duties most effectively to accomplish the given tasks.

According to Wheeler (2007) internal organization is a framework of various duties and responsibilities required of individuals in performing variety of functions within the company. It is a blue print of various task related activities to achieve the company's goal set by management.

2.3. Concepts of Organisation

There are two concepts of organisation according to Louis Allen (1958).

2.3.1 Organization as static entity

2.3.2. Organization as dynamic entity,

2.3.1 Organization as static entity

According to this concept organization comprises of a group of people attached to each other in a formal way to a relationship to achieve common goals. In this concept emphasis is given to positions not to individuals. Here the term organization is used as a structure or network of people having specified relationship.

2.3.2 Organization as dynamic entity

According to this concept organization is a continuous process of activity, which means it is a process of organizing system, people and work. The major concern of this process is to decide the activities which play important role in achieving objectives of the organization. Dynamic Concept emphasis on organization being an open adoptive system and not closed system. Individuals are given much importance in this concept and organization is considered a continuous process ("Organization: Meaning, Definition, Concepts and Characteristics", 2020)

2.4. Characteristics of an Organisation

The word organization has been explained by different authors differently from their own perspective. The common thing among all these viewpoints is that all of them view organization as an establishment of authority and relationship among persons in the organization, all this is to facilitate the achievement of the organizational objectives.

Some of the characteristics of organisation as discussed by Louis Allen (1958) are studied as follows:

2.4.1 Division of Work

Organisation divides the whole task to be performed by the people into activities and functions and assign them to different persons according to their capacities for efficient

accomplishment. This division of labour results in smooth and successful accomplishment of tasks an organization is to deal with.

2.4.2 Co-Ordination

Not only division of activities but their integration and harmonising is important for efficient performance of these activities. For this purpose, co-ordination among these activities is essential. Co-ordination is also helpful to avoid delays and duplications. Infact all tasks in an organization are interrelated and depended on each other. Unless there is a proper co-ordination among all of them the performance of all individual segments is badly affected.

2.4.3 Common Objectives

An organization's structure is built to achieve some major goals. goals of individual segments help to achieve major goals of organization. So organizational structure is built around common objectives to accomplish major goals.

2.4.4 Cooperation based Relationship

As organization is made up of individuals so relationship among individuals has vital importance in working of an organization. These relationships are developed both horizontally and vertically among members of various departments. The structure is needed to be designed in such a way to motivate people to perform their work together.

2.4.5 Authority with well-defined responsibilities

In an organization a chain of hierarchy is initiated for smooth function of the organization. Various positions are arranged in a hierarchical order with well-defined responsibilities, sops and authority. There is a central authority from which a number of authorities ensue throughout the organization. The various positions in an

organization define the pattern of relationship among members of organization and line of communications among them.

Today organizations are facing challenging situations. They have to survive globalization and technological advancement and challenge of diversity in workforce. The most effective and efficient way for organizations to respond to these challenges is to promote learning organization practise as culture of the organizations The most suitable way to adapt these changes is to practise learning organization practices as part of organizational culture. By doing so, the organizations can react quickly and adjust their behaviours appropriately in various situation.

A real learning is one that enables a human being to recreate himself. The same applies to individuals and organizations. Individuals and organizations survive because of their learning capacities. It is not enough for an organization to survive only with adaptive learning but for a learning organization to grow, adaptive learning must be accompanied by generative learning that increases the ability to create new knowledge (Senge ,1990).

Organizations at present are facing unprecedented demand of change. A Change which is characterized by subtle and complex environment and continuous advancement in knowledge (Boyne and Meier, 2009; Jamali et al., 2009). As continuous changes and automation are becoming new realities of workplace so a commitment to change has become core value that the organizations today need to develop in their employees (Bouckenooghe, Zafar & Raja, 2014)

Practices as learning organization would help organization to adjust and adapt their behaviour suitably according to new situations. According to Ojala (2008) a learning organisation is not just an organization but it is an organization with capacity to renew itself through available

knowledge and resources, not only that it is able to evaluate its current practices and use feedback of evaluation to further develop itself.

2.5. Learning Organization

An organization that has the capacity to create, acquire and transform knowledge thereby modify behaviour of members of organization to reflect new knowledge and insight is termed as learning organization (Garvin ,1993).The concept of learning organization was first introduced by Perter Senge in 1990.He is the prominent figure of all other writers in the area of learning organization. In his famous *book The Fifth Discipline* he presented five discipline which an organization has to make part of its learning culture in order to become a learning organization. These include 1.System thinking 2.Individual mastery 3. mind models 4. Developing shared vision 5. Learning as team. System thinking refers the ability of individuals to see as a whole, to see the big picture instead of analyzing isolated events. Personal mastery can be achieved by becoming lifelong learner which is the soul of learning organization. Mental models are beliefs and assumption of individuals and organizations. The mental models need to be challenged if the organization has to transform into learning organization. In order to provide energy for motivation to learn, a shared vision needs to be created, this vision would provide common identity that would be helpful in promoting learning.

Great organizations enjoy their present then quietly pass to mediocre ranks because they do not pay attention to develop their capabilities for creativity and new innovations, they are unable to craft strategy and design policy and structure through new disciplines (Senge,1990).

Based on the seven elements of learning organization, Watkins and Marsick came out with the new model in 1997 according to which learning organization components can be divided into three components. First level components are related to system level and continuous learning, second component is learning that enable the learners to generate and manage knowledge

outcomes and third component is very important and is related to outcomes that lead to performance and value.

learning organization concept can provide all including leaders, managers, and staff who matter a lot in developing an organization with the tools to develop their organization for its continuous survival. Learning organizations facilitate their members to improve their skills of learning. The flexibility of staff increases as they acquire knowledge and are able to move around the organization comfortably. Interunit barriers are lessened as staff share experiences, knowledge, and skills. Creativity of staff grows as they are encouraged to generate new things. Communication among individuals and groups is encouraged. A hierarchical hierarchy no longer exists and does not hinder transition anymore. New issues and new challenges can be tackled more easily and resolved more quickly (Giesecke & McNeil,2004).

Building learning organization has benefited organizations in terms of increasing innovation about process, product, application of new technologies. creating, analysing and disseminating knowledge. It has helped developing skills and competence of staff members and creating a climate which can satisfy the needs of customers (Alas&Sharifi,2002; Perumal,2008; Marquardt,2002). According to Yang, Watkins, and Marsick (2004) a learning organization has a high level capacity to adapt according to the requirements and continuously updates itself by promoting continuous learning so learning organization is a collective activity of learning by individuals, groups and organization to improve performance level of the organization.

2.6. Definitions of a Learning Organization

Major theorists of the world have defined and described the learning organization in the following different ways:

All organizations according to Rush (2011) learn whether learning is deliberate or accidental which is necessary for the survival of the organisation. Goh (1998) had the view that some

organizations strive to learn better than others so they survive long. The successful learners enjoy great time. Action learning is the favoured approach in some organisations, about learning. This unique methodology of learning is used to explore new ways of doing business on an ongoing basis (Garvin, 1993). In comparison to the action learning approach, the passive approach to learning could be adopted by certain organisations. Regardless of the organization's strategy, learning is clear

An organization where members of the organization are able to identify errors and anomalies present in the environment of the organization and correct them by restructuring the theory of action that is comprised of inherent norms, assumptions and strategies through embedding result of their inquiry in organizational maps (Argyris & Schon,1997).

A learning organization is one that continuously increases its capacity and ability to create its future through adaptive and generative learning(Senge,1990).

A learning organization is an organization that continuously increases its capacity to take effective action(Kim,1993).

A learning organization creates opportunities to help all its members to learn and help organization to turn to an organization that transforms continuously(Morris,1993).

An organization can be termed as learning organization that transform itself continuously through learning of individuals, teams and organizations. This learning then changes beliefs and behaviours through new acquired knowledge (Watkins & Marsick,1993).

A learning organisation consists of interrelated individual behaviour, that is, their 'heedful interrelationship' contributing to a 'collective mind (Weick & Roberts,1993).

A process of acquiring organizational knowledge for rapid, dramatic organizational change that is the basic requirement of success of an organization (Thompson,1995).

According to Hedberg (1981) a learning organisation is an organisation in which, by contact with their surroundings, participants gain and process knowledge in order to improve their comprehension of truth through witnessing the effects of their actions. Unlearning is the mechanism by which information is discarded by participants, making room for new answers and mental maps. Unlearning comes with relearning.

2.7. Organizational Learning and Learning organization

The terms organizational learning and learning organization are often used interchangeably as the concept of both is closely related but both are clearly different terms and concepts (Song, Joo, & Chermack, 2009; Tsang, 1997). Learning organization refers to an organization that promotes learning among all its members to transform itself so the term learning organization defines a particular type of organization in reference to learning whereas organizational learning is the process or activities that are carried out to change an organization into learning organization and to improve its performance (Nevis, Di Belle, Goud, 1995; Tsang, 1997). According to Huber (1991) a process of information that has potential to change an organization's range of experience and potential behaviours. Teece (1998) has the view that an organization becomes a learning organization when it implements organizational learning. Thus it may be concluded that organizational learning according to Finger and Brand (1999) is a process and activities through which organizations attain the status of learning organization. According to Marquardt (1996), learning organization focus should be on the organization's characteristics, principles and systems that learn collectively whereas organizational learning refers to the proficiencies that are required to develop and further the process of development of knowledge.

2.8. Characteristics of a Learning Organization

A number of organizations may be identified as Learning organizations but each one of them appears to be different from other (Watkins & Marsick, 1993). However, despite being different from each other they share some commonalities regardless being public, private and non-profit organizations. These are: (a) They have leaders with strategic vision and experimental approach, ensure decentralization of decision making, and empowerment of staff. (b) Skill inventories and auditing of individual capacities. (c) have system in place to share knowledge and using it. (d) Appreciate in form of reward for taking initiative. (e) have sense of impact and long term consequences of decisions on work of others (f) use cross functional team work. (g) have opportunities to learn from daily experience (h) feedback culture is in place (Watkins & Marsick, 1993).

Senge (1990) has identified five fundamental elements of a learning organization. They include (a) personal mastery (b) shared vision (c) team learning (d) mental models (e) system thinking.

According to Southworth (1994) learning organization has these characteristics (a) pay attention to learning activities of students (b) each member of the organization staff is continuously learning (c) encourages cooperative team work (d) a university is considered a learning organization (e) leaders in university are learning leaders.

Kerka (1995) talked about characteristics of learning organization in these terms (a) members have opportunities for continuous learning (b) learning is used to reach organizational goals (c) connection of individual performance to organizational performance (d) nurturing inquiry and dialogue and creating safe environment for taking imitative and risk (e) taking creative tension as source of energy (f) continuous awareness and interaction with environment.

Though there are variation regarding characteristics of learning organization but the emerging characteristics of learning organization across scholars are (a) Encouraging sharing of learning (b) creating and promoting opportunities for continuous learning (c) promoting learning at individual, group and organizational level.

In order to develop their employees professionally, many countries of the world have chosen to adapt learning organization because of its profound impact on professional development of employees (Alam,2009; Jamali&Yusuf,2009). Literature review reveals that learning organization concept received a great attention in organizational studies. However, educational institution has not given it much attention (Alam,2009; Yang, Watkins & Marsick,2004).

According to White and Weathers (2005) there may be some identified impediments in terms of structure, strategy and academic culture that prevents educational institution to turn themselves to learning organization. It is a universally acknowledged fact that Higher education institutions play a vital role in developing intellectual capacity of a nation which results in production of knowledge and its utilization for progression of advanced knowledge economies. As these institutions operate in a complex environment they require to respond promptly to adapt themselves to the new changes in the environment (Bates 1997; Levine 2000; Middlehurst and Woodfield 2006)

University are expected to be learning organization, where all staff members learn continuously to gain new knowledge and possess skills and use their learning to advance both individual and organizational interest, while teaching students to learn how to learn.

2.9. Barriers to the Development of Learning Organisations

In redefining the success of training activities and making the most of investment, avoiding common obstacles to successful organisational learning & training will take organizations a long way.

But what is it that prevents workers from learning at work? Following are some of the greatest obstacles to organisational learning and a big hindrance to organizations in becoming Learning organizations (Periyasamy, 2020).

1. Focus of Program Vs Focus of Organization
2. Scarce Resources
3. Resistance against Transition
4. Work-Learning as separate tasks
5. Lost Leadership
6. Culture Non supportive to Learning
7. Emphasis on Short- Term

2.9.1 Focus of Program Vs Focus of Organization

The concentration of most workers is on the execution of the programme or initiative, not on organisational enhancement. Employees invest their resources and effort into delivering tasks and services that are assigned.

One of the most important challenges to organisational learning is the focus of the programme. It will not make any changes to make workers complete the mission efficiently and to force them to do what is assigned.

2.9.2. Scarce resources

Many companies cut up their training and growth budgets when the economic crisis hits. Training must be seen by businesses as a "investment."

The feeling of knowing something new is enjoyed by most people. One of the challenges to organisational learning is limited capital. Management must establish opportunities, especially in the workplace, for those who are fond of learning.

2.9.3 Resistance against Transition

Resistance to change by workers is a major obstacle to organisational learning. Individuals who are accustomed over a long time to a certain way of working prefer to stop trying something different. They don't want to hear about new procedures or to change them.

It is normal for some workers to feel that they may lose familiarity with current systems and processes.

2.9.4 Work-Learning as separate tasks

Job and learning are viewed as two separate facets of jobs in many organisations, and work often has the highest priority, inevitably. A culture of job learning means that the principles of the organisation promote learning in a meaningful and efficient manner.

Frustration of workers seeking to enhance improvement is another major obstacle to organizational learning.

2.9.5 Lost leadership

Leadership must be active in their main learning & performance development processes in order to facilitate any company to continue to learn & adapt. Inactive and lost leadership is a big hindrance in this context.

2.9.6 Culture Non supportive to Learning

The culture of non-learning prevents staff from having to learn something different. It is difficult for workers to make the most of their training in an organisation where learning is not facilitated or promoted.

Organizations should provide an atmosphere for learning, but they need to be mindful of different challenges that may occur and end up being obstacles to organisational learning.

2.9.7 Emphasis on Short-Term

Temporary strategies and short-term visions are also barriers to organisational learning. Leaders appear to gravitate toward the most apparent problem without taking into consideration all possible issues.

Organizational learning is an on-going process, so when concentration is on the big picture rather than short-term objectives, it adds up. Leaders who devote time to decide on a long-term strategy always have opportunities for employee learning. Complex content might require organisational learning. Complexity can confuse workers and serve as a barrier to workplace preparation.

The conclusion of this discussion is that a group of people working together for a goal or cause are termed as organization. In a society people make organizations to achieve various targets. survival of an organization depends upon skills and capacity of the people associated with an organization. This is why organizations train their members according to their needs. In modern technologically advanced world by being learning organization is the best survival strategy for an organization. A learning organization is one which creates opportunity of continuous learning and development of skills of its members So organizations must try their hard to turn themselves into learning organizations

Section 2 Concepts, Theories and models

This section is divided into two parts. First part is related to learning organization's models and theories, second part is related to concepts and models of seven dimensions of learning organization.

2.10. Models of Learning Organization by Major Theorists

A deep systematic review and analyses of literature exhibits several models of learning organization e.g. one of the models is integrated model. It was developed using four aspects of learning i.e. Promoting learning climate in the organization, developing learning structure, learning during work and organizational learning (Örten- blad 2004). According to this model an organization has to satisfy all these four conditions to be a learning organization missing even one of them will affect the organization's status as learning organization. However, learning organization concept was used to a great extent by researchers as theoretical framework to explore organizational characteristics to identify organizational performance in variety of settings (Davenport et al, 2000; Kontoghiorghes et al, 2005)

2.10.1 Senge's (1990) learning organization model. The Fifth Discipline by Senge (1990) remained a reference point for all research work in the field of Learning Organization. According to Senge (1990) a learning organization is one where members of organization increase their capacity through continuous learning to produce desirous result, where an expensive pattern of thinking is norshished and collective aspiration is set free, where people are continually learning how to learn together. Senge's (1990) model of learning organization is based on five disciplines these are (a) personal mastery, (b) team learning, (c) mental models, (d) shared vision, and (e) systems

thinking. According to Senge (1990) these five disciplines are the essential elements to enable an organization to continually learn, grow and change.



Figure 2.1. The Five Basic principles of Learning Organization (Senge, 2000)

2.10.2 Garvin's (1993) learning organization model. Garvin's learning organization model is based on five building blocks which are considered very important and a learning organization is skilled at them. These are (a) problem solving in a systemic way (b) experimenting with new approaches, (c) learning from experience of past, (d) learning from those having best practices (e) transferring knowledge in quick and efficient manner throughout the organization.

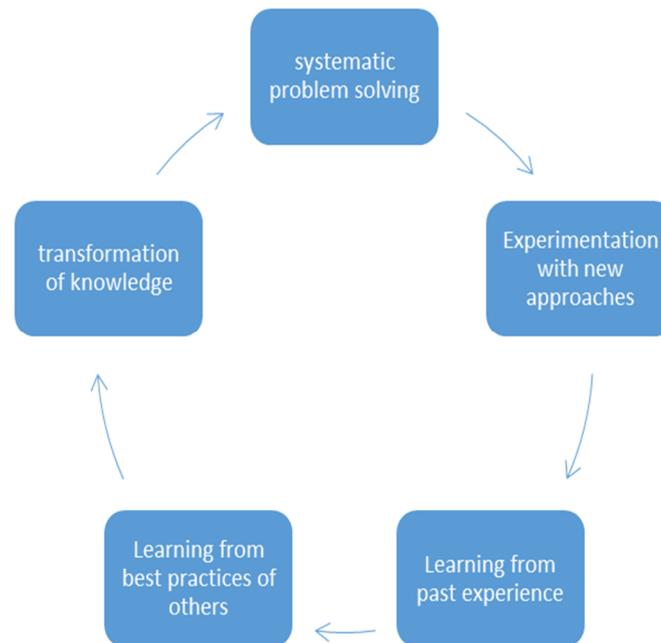


Figure 2.2 Five building blocks of Learning Organization (Garvin ,1993)

2.10.3 Goh's (1998) learning organization model. Goh (1998) has presented five building blocks which are considered as core strategic building blocks They are (a) vision and mission, (b) leadership, (c) experimentation, (d) transfer of knowledge, and (e) teamwork and cooperation. According to Goh (1998) these building blocks though presented separately are interdependent and necessary conditions for a learning organization.

A learning organization communicates its vision and mission to all members effectively to get support. He believed that a good understanding of vision and mission empowers employees to take initiative. Their actions get aligned with vision and mission of the organization.

The shared leadership is another important building block of a learning organization in this model. The concept of shared leadership is based on highly competitive environment where risk taking is encouraged and supported. As the leaders have an important role to play it is expected that they possess a skills set that enable them to

facilitate change in the organization, give feedback to employees and be able to identify problems and opportunities within the organization. It is further expected that leaders willingly accept criticism in order to improve.

Promoting a culture of experimentation within an organization is also another important component of promoting a learning organization.

Transformation of knowledge through various methods with the view of identifying problem and solving it and promoting new creative ideas.

Team work and coordination is another important component of learning organization. Goh (1998) suggested that when employees work as team members they bring collective skills and knowledge from various sources.

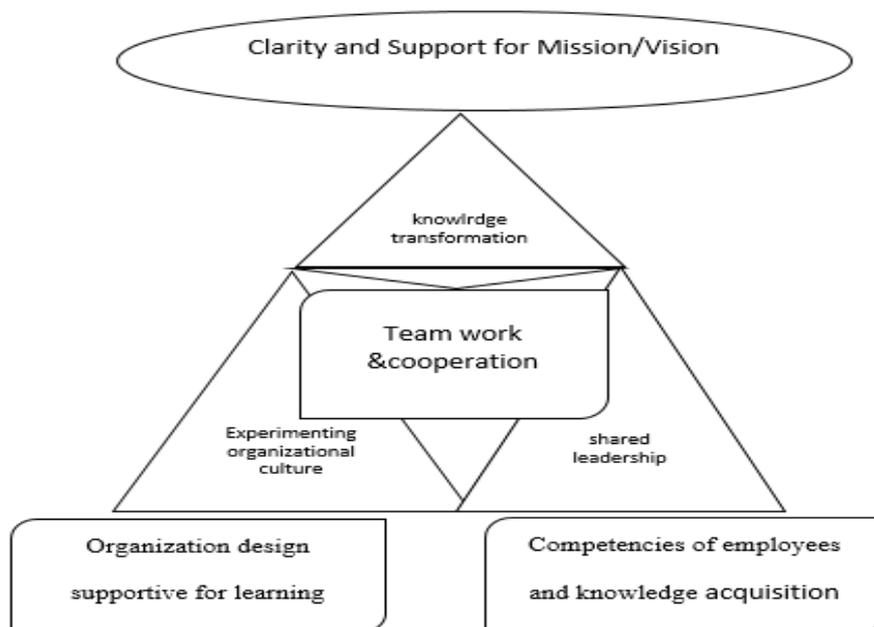


Figure 2.3 Strategic and foundation building blocks of a learning organization developed by Goh (1998).

2.10.4 learning organization model given by Griego, Geroy, and Wright's (2000).

The model was based on research conducted on 48 professionals. The purpose of

research was to determine role of training and education, recognition and reward, vision and strategy, flow of knowledge, development of individuals and teams in learning organization. The result revealed that reward and recognition, education and training were significant indicators to determine environment of a learning organization.

There are a numbers of models that support the concept of learning organization. The commonality found in all the models is that they all support individual and collective learning, shared vision and leadership, team work and coordination. All models considered them as important components of learning organization.

2.10.5 Model of Learning Organization given by Watkins and Marsicks (2003)

The Theoretical framework of this research study is based on Watkins and Marsick's framework of learning organization (1997). Watkins & Marsick's (1997) learning organization model comprises of two main components i.e people who make an organization, and the culture and structure of the organization. Watkins & Marsick (1996) presented three levels of organizational learning that contribute to turn it a learning organization. These are individual learning, team learning and organizational learning. Each level is further expanded. The individual level consists of two levels of organizational learning i.e. continuous learning & inquiry and dialogue. The team and group level learning has two levels of learning which are team learning and coordination. The organizational learning has four levels of learning. They include: embedded systems, systems connection, empowerment, and strategic leadership. All these three levels are connected to each other and are maximized in a learning organization (Marquardt,1996).

The first level of learning is individual level learning which is considered foundation for all learnings i.e group learning and organizational learning. According to Senge

(1990) though individual learning is no guarantee of organizational learning but without it no learning of any type occurs. For an organisation, this level is crucial as it forms the basis for team and organisational learning. Individual learning does not guarantee organisational learning, but according to Senge (1990) no organisational learning occurs without it. In this sense, Marsick and Watkins (2003) argue that learning takes place when differences, discrepancies, surprises or difficulties trigger learning. Using their cognitive and affective experience of the meaning of the trigger individuals choose a plan or action. After the person has identified a plan or strategy, it is enforced either it works or does not work. The loop is repeated, depending on the outcome of the plan or strategy. When the plan does not work, it is repeated until it is successful.

In organisational learning, teams/groups play an integral role and are interrelated. A few features that make learning effective at the team level were described by Marquardt (1996). They have teams/groups who need to think and learn as an organisation, to learn how to create and capture. Each time the team/group communicates, teaching and team/group learning should occur.

Learning is slightly different at the organisational level. Even though there is an impact of the individual and team level. Learning is a collective experience at this stage and is the product of interactive and interdependent processes (Marsick & Watkins, 2003). Learning, unlike at an individual level, is activated here by organisational triggers such as jolts or shocks in the world, a new rival, market downturns, new innovations, consumer frustration, or new demands (Marsick & Watkins, 2003).

Watkins and Marsick's (1998) presented a seven dimensional framework of learning organization. It contains five sections which deal different levels of an organization i.e.

individual, team and organization level learning. According to this framework a learning organization has following seven dimensions.

1. Continuous Learning
2. Dialogue and Inquiry
3. Team Learning and collaboration
4. Embedded System
5. Empowerment
6. System Connection
7. Strategic Leadership

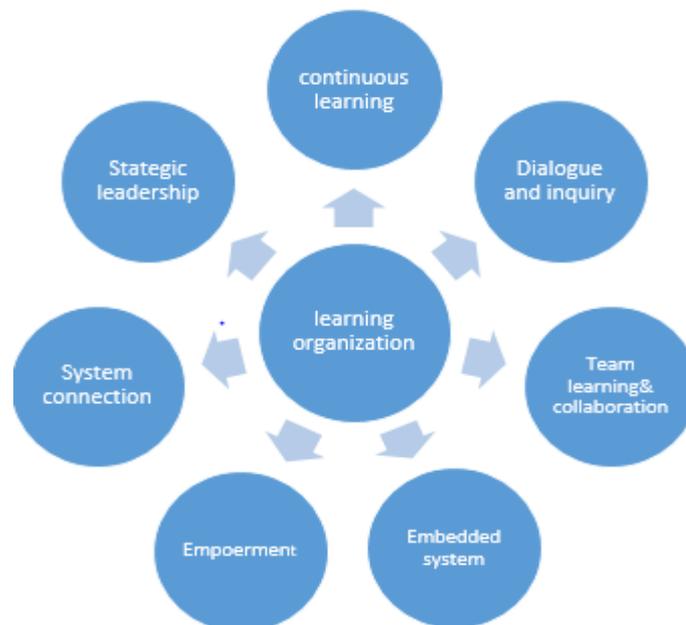


Fig 2.4 Model of learning organization (Watkins and Marsick,2003)

2.11. Concept and Models of Dimensions of Learning Organization

According to Watkins and Marsick (2003) learning model has seven fundamental elements.

2.11.1 Continuous Learning

When process of organizational learning is pursued it leads organizations to opportunities to become learning organizations. Researches have established the fact that in order to become learning organization there is a need to have comprehensive understanding of organizational learning practices. organizational learning makes a continuous cycle of learning in the organization without this continuous learning cycle an organization cannot claim to be a learning organization (Gorelick, 2005; Gilley & Maycunich ,2002) conceptualizes organizational learning as a process of five phases i.e. preparing for learning, exchanging information, acquiring and practicing new learning in improving skills and behaviour, transforming and integrating new knowledge on the job. Last is accountability of learning of individuals for recognizing their efforts and improvement they made.

A continued process of learning new skills and increasing knowledge is termed as continuous learning. Continuous learning has many forms. Formal course taking and various forms of casual social learning. It can be self-motivated or handling new faced challenges. Continuous learning can happen in an organization or it can be initiated and continued personally i.e. Lifelong learning.

Staying competitive in present global market sanerio is the survival need of an organization. For this survival an organization needs to be innovative, adaptive and ever-changing. All this depends on the abilities and knowledge of the work force of the organization. In order to be innovative a person needs knowledge, knowledge of new things, new processes. Knowledge enables a person to see things in a new light. When organizations do not encourage and support their workforce to learn new knowledge to enhance their capacity and skills it cannot expect innovation and things remain

unchanged. This kind of situation is unsupportive for staying competitive. Employees need to develop the attitude to challenge themselves to obtain new knowledge, ideas to develop new skills for cutting edge performance. Promoting a culture of learning in an organization is one of the most suited ways in efforts to improve the performance of the organization and its competitive advantage, as well as satisfaction of employees.

The reason is at present world scenario knowledge is the powerful tool through which a person can make a difference. It is wise for an organization to invest in the development of the employees than to hire expensive workforce. When organization take care that employees get opportunities to continuously develop their knowledge and skills they have a sense of being valued. Being continuously engaged in learning is helpful both in personal life and professional life. New knowledge and skills enable a person to increase his performance and competence on his job.

A person can be engaged in different ways to continued learning. Some of these are

1. Formal learning initiative
2. Workshops
3. Trainings arranged by the institution
4. Taking a course to improve skills
5. Internet based or e-learning
6. Massive online organized course

Through social interaction and all the ways, a learner have interaction with others in a social group i.e. discussion, collaboration, through this he learns from others and this interaction helps him to increase his knowledge or learn new skills. This can be both formal and informal, including:

- Having discussion and collaboration on social media

- To gain deeper insight consulting blogs or other resources
- Working with other co-workers and benefiting from their knowledge
- Getting coaching and mentoring
- Necessary training received on Job.

("What is Continuous Learning and Why is it Important in 2018?", 2020)

According to Sydanmaanlakka (2001) learning is a process of acquiring information, skills and experience that result in change in attitude and action of a person. Knowledge is contributed by intellectual thinking on a topic (Ruohotie,1997). A professionally skilful person is equipped with social skills, problem solving skills and is ready to learn(Viitala,2005).

A learning organization arranges and provide and supports learning opportunities to ensure professional growth of their employees. These learning opportunities are provided in the form of courses, training and workshops. The organizations spent their time and sources to ensure that they have knowledge able workforce who is capable to give best performance. The staff is well aware what are the needs, aims and priorities of the organization for professional growth according to the vision, the organization has set for its future(Timperly,2011).

Learning in an organization is the best solution to face many challenges of globalization (Ayupp&Perumal,2008; Moloi,2010; Senge,2006). Learning in an organization with the purpose of making employees empowered is an important factor of success and survival for that organization in comparison to other organization of that time. Learning culture that prevails in an organisation reflect the effort of organization in promoting a culture of learning by creating learning opportunities for all members of the

organization (Watkins & Marsick, 1996). Researches have revealed that the culture in an organization that promotes learning plays an important role to bring change in attitude of members of the organization to their peers (Russ-Eft, 2002) This change definitely has an impact on knowledge of members of organization and its financial performance (Ellinger et al., 2002). When an organization creates opportunities of new and continuous learning for its employees that enables them to improve their skills and learn new techniques, they feel secure and can take new calculated risks and try new ideas fearlessly (Tiwari & Lenka, 2016).

There are two types of learning that members of an organization experience. Maintenance learning and anticipatory learning. In maintenance learning better ways are discovered to do current tasks. Maintenance learning is to ensure current procedures and process are done effectively and efficiently. Anticipatory learning is new learning. Learning organization supports and encourage individuals to acquire new knowledge and incorporate into workplace in order to help organization reach its vision (McNeil & Giesecke, 2002).

Researchers reason that it is difficult to foster learning in an organization because in their theory learning means identifying and correcting errors (Senge, 2003). As correction of errors is too personal a matter. To correct errors openly a person admits he has made mistakes, thus he loses his credibility. In organizations mistakes are considered personal failing to be fixed. To grow and progress organizations must change their culture. A culture where mistakes are taken as opportunities to learn and grow.

In order to maintain their competitive advantage companies, have to increase their knowledge faster than their competitors (Ruohotie, 1997; Marquardt, 1999). At present

knowledge has become the most precious asset of an organization. Organizations must be constantly increasing their capacity to create and innovate new knowledge. Marquardt (1999) suggested that organizations require to change themselves into learning organizations to face the challenges of time.

A learning organization promotes and supports learning not for the sake of just learning but to improve work process and performance of the organization.

Sydanmaanlakka (2001) developed a model which was adopted from Kolb's learning cycle.



Fig 2.5 Kolb's experiential learning cycle adopted by Sydanmaanlakka (2001)

The above model very well explains the learning steps. The process of learning starts from willingness to learn by a person that leads to perceive learning experience as a result learning occurs which is documented. Then next step is to practise that acquired learning in practical life.

Knowledge must be renewed continuously as outdated knowledge is a big threat for employees especially highly educated people so employee need to grow and develop themselves by constantly developing their knowledge and skills(Rouhotie,1997).

Learning has various types i.e. adaptive learning, generative learning, single and double loop learning. The learning attained through experience is adaptive learning, the knowledge gained through expectation is called anticipatory knowledge. Creativity and analysis produces generative knowledge.

Organizations are groups of people having common goal. Groups learn when members of groups acquire knowledge, test assumptions. share knowledge among themselves, discuss differences in an open way, identify errors and adjust their routine and strategies responding to the errors (Edmondson, 1999; Edmondson et al., 2001).

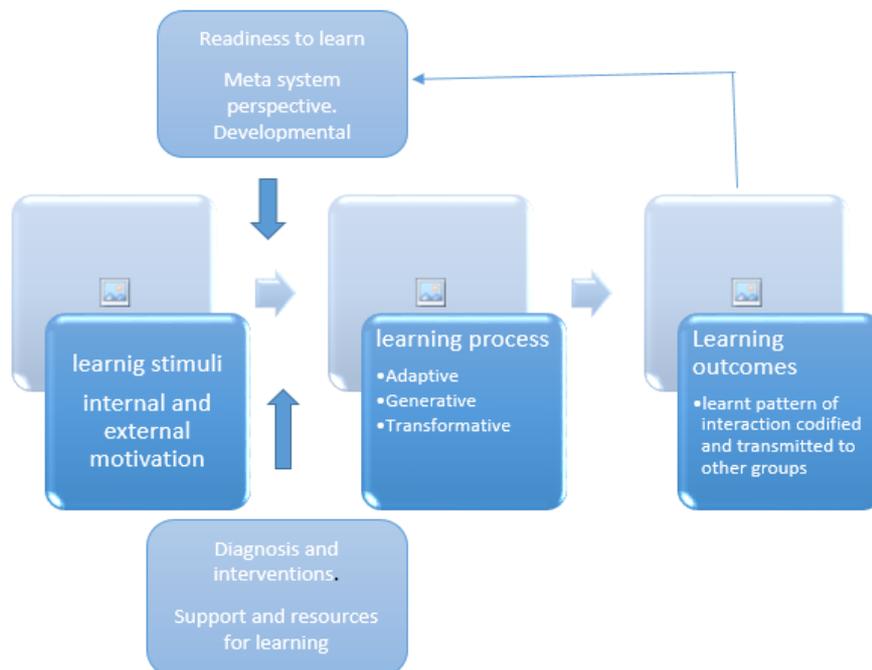


Fig 2.6 Model of continuous learning (Valerie I Sessa,2007)

According to Group continuous learning model the elements of model are stimuli that triggers learning activity, readiness to learn by members of group, process of learning as adaptive, generative and transformative learning. Groups work in a very complicated environment where there is continuous flow of information. The group has to select and pick information. Learning stimuli arise in the form of internal and external pressure, challenges, demands and opportunities that force group to change work pattern to succeed in future (Starbuck & Milliken, 1988). Adaptive learning occurs automatically in reaction to outside challenges and pressure. Current capabilities are enhanced and

built to face the new challenges and to adapt to new environment. Generative learning is proactive approach. New knowledge, skills and behaviours are learnt and tried in groups. Transformative learning is adopting new behaviour, discarding old patterns of interaction and creating new modes of operation. The model also has elements of intervention which are used by group leaders and group managers to support and facilitate group learning by providing resources, by giving feedback and directing learning to the requirements of organization (Hack-man & Wageman, 2005)

An organization can improve learning in number of ways. Morris realizes or identifies three ways an organization can deal learning and development of people:

- 1.Content strategy

- 2.Rational strategy

- 3.Transformational strategy

Content strategy is a strategy used in order to develop individuals through learning. An organization can make plans and organize courses to enable people to get new information to fully develop themselves.

Rational strategy is a way whereby individual development is linked with organization development. According to this approach individual fully developed as an individual further to this also develop roles and skills related to organizational needs.

Transformational strategies is a way to foster higher level individual development with new cognitive model and operational model. The assumption for this strategy is that individual development never finishes. The hidden talents and unrecognized capabilities need constant development.

Employee resilient behaviour is positively associated to their easily and comfortably adapting to new changes in the organization, since change process is wrapped with ambiguity, it incites stress and resentment in employee so those with resilient behaviour are better equipped to adapt effectively. (Shin et al., 2012, Hodliffe, 2014, Glass, 2007; Hart et al., 2014) This resilient behaviour develops with continuous learning and updating themselves.

2.11.2 Promoting Team Learning

Teams are considered basic unit of working in an organization. Human history reveals people worked together in an effort to discover and conquer but it is only in a couple of years ago that organizations have learnt to use teams to work and learn in organizations (Kozlowski & Ilgen, 2006). Members of team work together interdependently and share responsibility and purpose for whole team performance (Wakefield, Leidner, & Garrison, 2008; Kayes, Kayes, and Kolb ,2005) Team learning in an organization is considered as important way of enhancing performance capacities of team members as well as their ability to change and adapt to changing environment, sustain their performance capacities with the passage of time. Research conducted on team learning have identified the factors within the environment of team that affect the learning behaviour in organizations (Edmondson, 2002).

An important dimension of learning organization is team learning, the basic unit of learning(Senge,1990). According to Marsick and Watkins (2003) organizations expect their employees to learn and create new knowledge as well as promote it both individually and collectively.

According to Senge (1990) teams are considered fundamental units of learning in modern organizations. A shift from individual based work system to team based work

system resulted with this new modern concept of working in an organization (Devine, Clayton, Phillips, Dunford, & Melner, 1999; Lawler, Mohrman, & Ledford, 1995). Organizations have started turning to teams as means of addressing upcoming challenges of the modern time as teams bring a variety of skills, expertise and experience that is required to face the complex problems faced by the organizations.

Team learning is a way of learning in which members of the teams are encouraged to think and act together. In teams, members do learn collectively and share their learning among themselves (Hargreaves & Fullan, 2012). Collaboration enables them to develop deeper understanding which leads to their improvement. In this type of arrangement for learning members share responsibility and commitment for collective learning through review and critique (Fielding et al., 2005). Collaborative learning leads to meta learning where members of team learn together to explore how to learn (Stoll, 2010). According to Edmondson (1990) team learning is a process of questioning to seek feedback, act of experiment, pondering on results as well as unexpected outcomes, finding and discussing errors for the purpose of learning and improving.

When individuals connect with each other as team their individual intelligence multiplies and teams develop extraordinary capabilities that results in extraordinary performance (Senge, 1990). when members of team exchange their ideas, insights and information this results in team learning. This process is enabled by formal structure for workflow that requires exchange of information among team members in informal social exchange (Kozlowski & Bell, 2008).

The basic idea of collaborative learning is that learning is a social act of talking by members among themselves (Gerlach, 1994). Many approaches of collaborative

learning can be identified and a number of assumption about their learning underlies them all (Smith & MacGregor, 1992). These are:

1. Learning is an act of assimilating the information and relating new knowledge to a framework of previous knowledge already learnt.
2. Learning occurs when a learner faces a challenge that urges him to engage his peers to process and synthesize information than to simply memorize them.
3. Exposer to various viewpoints definitely benefits learning activity of the learners.
4. Learning needs a social environment where discussion between learners takes place, these mental gymnastics enables learners to construct meaning to a discourse.
5. In a collaborative learning set up a learner listen to different perspectives which challenge him socially and emotionally and he has to articulate and defend his ideas. In this effort he develops his own unique conceptual framework and is no more dependent on the concepts of experts. In this collaborative learning environment, a learner has the opportunity to discuss ideas with peers, present and defend them, question each other's beliefs. This kind of discussion furthers the process of learning.

According to Senge (1990) not individuals but the teams are the basic units in a modern organization. Teams are more important to the functioning of organisations, so it is important to recognise the variables that affect their effectiveness. (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006). For an organization to be innovative and learning organization different point of views are needed(Otala,2008).

Team learning is the most effective way to develop capabilities to perform better, to adapt to changing environment and keep reviewing to sustain performance over the time. Team learning has an important role in organizational learning. A number of researches are trying their best to find out the conditions which play important in team learning transforming into organizational learning.

A person achieves expertise through teamwork and cooperation rather relying on his own knowledge (Ojala,2008). For team learning there should be common goal and a model to operate. Every member share responsibility of learning and all team members have good team spirit (Vitala,2013).

Teams learn when members of teams discuss their ideas, information and insight and share the learning gained individually. All this exchange of ideas and discussion contribute to professional growth of individuals which results in improvement in the performance of the organization.

Watkins and Marsick (2003) had a view that when an organization has collaborative atmosphere it promotes job related skills.

2.11.3 Empowerment

Organizations are operating in a very competitive era where decisions are required to be made quick and on the spot. this situation demands the organizations have competitive employees who not only have confidence but knowledge and skills to undertake challenging responsibilities. Organizations are expecting much from their employees in this competitive era where command and control hierarchies are becoming irrelevant. Employees are expected to be creative, initiative and be capable to accept responsibility of their actions. They need to be empowered.

Many organizational theorists and management practitioners developed interest in empowerment over the past few decades as it is a tool which has the capacity to accomplish huge competitive advantage.

In one of the study executives were asked to define empowerment, according to half of them empowerment starts at the top. It is to clarify vision, mission and values of the organization delegating responsibilities to employees and hold them responsible for any result of their decision and actions in this regard, the other half of the executives had a different opinion about empowerment. According to them empowerment is risk taking and change because of growth. Empowerment also meant having trust in people and excusing their mistakes when anything wrong results in taking initiative because they believe that existing rules of organization present a barrier when something new is experimented. So naturally employees will make mistakes. Therefore, their mistakes should be tolerated for the ultimate benefit for the company. According to them empowerment is risk taking and it starts at the bottom by having an understanding of the needs of employees, modelling empowered behaviour, building teams for cooperation and encouraging people for intelligent risk taking and trusting them to have the capacity to perform.

Researchers have enlisted four characteristics of an empowered person. He is self-determined, finds his work meaningful, he has a sense of competence and has a sense of impact. Being empowered they are free to do the task as they wish to do, they have confidence about their abilities, find their work meaningful and have belief they are able to influence (Quinn & Spreitzer, 1997).

According to Lee and Koh (2001) empowerment is an effective way through which human resource can be developed for competitive advantage in an organization. It is a process by which self-efficacy of members of organization can be increased.

Some researchers have explained empowerment in terms of Psychological empowerment of employees. Psychological empowerment is the process of having knowledge and recognition and experience of being motivated. This increases an employee's self-efficacy, thereby decreases his sense of powerlessness. (Thomas & Velthouse, 1990; Conger & Kanungo, 1988).

Work empowerment, according to Conger and Kanungo (1988), is a means of increasing employees' sense of self-efficacy by discovering the problems that perpetuate powerlessness and resolving them in both formal and informal ways.

Luthansetal (2007) has identified four sub contracts of psychological capital which are hope, optimism, efficacy and resilience. High level psychological capital helps employees to remain persistent to achieve high goals even under adverse conditions and have positive hope about current and future success.

Authentic leadership has also something to do with empowerment. An authentic leader is confident, hopeful, resilient, transparent, morally strong and is able to help employees become leaders. The positive impact of this leadership is on psychological empowerment. empowered employees build a commitment towards organization goals and objectives (Avolio et al, 2005).

Promoting learning and creating opportunities for learning and development of employees is also a way of empowerment in an organization.

2.11.4 Establishing a Culture of Inquiry

Inquiry and dialogue refers to a culture of an organization that encourages questioning to seek feedback. It also offers feedback to employees on their performance. The learning organizations put in serious efforts to create such environment (Watkins & Marsick, 1996). This encourages employees in that when they identify problem express their concern and offer their feedback fearlessly. They are not afraid of any negative

consequences from administration. When employees are given opportunities to express their concerns related to organization through inquiry and dialogue, they feel valued and important, this results in developing positive attitude in them about the organization (Purcell et al., 2008) This is supported by broaden and built theory given by Frederickson(2004).According to this theory positive attitude and emotions support to develop individual resources and thus result in generating workers resilience (Bunderson & Thompson, 2009). when employees are given freedom to express their opinion freely they feel a strong bound to organization and increase mutual interpersonal trust. This obviously contribute to their adaptability to change (Cummings &Worley, 2014).

Inquiry, innovation and exploration are part of inquiry model. Pondering critically on your work and profession and be engaged in self-improvement within an organization is very important organization improvement.

Feedback seeking behaviour of employees plays important role to improve their performance as it provides them knowledge of their role expectations, help them to critically examine the suitability of their work behaviour (Ashford & Tsui, 1991; Morrison, 1993a, 1993b). Due to the important role of feedback in employees' role clarification the researchers have carried out researches and identified three antecedents which they termed as individual disposition, publicness of feedback and cognition about perceived value and cost of feedback (North craft & Ashford, 1990,1992).

According to Ashford and Cummings (1983). There are two ways of taking feedback. one is monitoring and observing the environment he collects information the other is inquiry method by which he directly asks question from those around him for personal

feedback. Ashford and Cummings (1983) have identified feedback process is triggered by individual goals and the determination to attain mastery.

According to Dweck (1986) and Nicholls (1984) an individual with goal orientation disposition have two classes of goal orientation which are learning and performance. With learning goal orientation individual improve themselves by developing their skills through acquiring new knowledge and mastering new situations. On the other hand, to demonstrate and affirm their skill while avoiding negative judgement, people with performance target orientation seek favourable judgement. Feedback is used by individuals with learning target orientation as diagnostic information of how to improve skills to achieve mastery.

According to another view as expressed by Allan former Editor of Harvard Business review, People share and develop what they know through conversation, to him most important business in new economy is to create conversation.

Collective thinking and inquiry is transformed through dialogue which is a discipline of transformation of quality of conversation. The word dialogue comes from two Greek words dia and logos means flowing through. This meaning is quite opposite of what people normally think of dialogue as mechanic and unproductive debate where people try to defend their views whereas in actual in dialogue people by suspending their defensive exchanges probe into why those exchanges exist. However, this probing is not the actual purpose of dialogue, the central purpose is to create a setting to allow free flow of meaning and exploration of the background of their collective thought individual, personal tendency and inflexible features of their collective assumption as well as individual.

2.11.5 Embedded System for Collecting and Exchanging Knowledge and Learning

Embedded system refers to an integrated system in place in an organization that promotes a culture of accessing and sharing of knowledge and information (Marsick & Watkins, 2003). Organizations are to develop a system that ensures they are rich in knowledge. Huge data is available to explore the situation of organization. Learning organizations will not be able to progress greatly without a system (Schildkamp et al.,2012). Learning organizations have to make sure their staff has the ability to critically analyses their practices in the learning organization, use the data to improve their current practices of action and transform where necessary (Schildkamp et al.,2014). As social interaction or process brings knowledge to life learning organizations have to emerge i.e. creating structures for regular dialogue and knowledge exchange(OECD,2013).

Any organization's competitive advantage depends on how well information is exchanged and transmitted among workers, groups and organisations (Bock et al., 2007). These organizations have such knowledge sharing structure that facilitates employees in acquiring and sharing information and also provides them opportunities for mutual learning at work place (Li et al., 2009; Lin, 2007). When employees are encouraged and given opportunity to share knowledge it develops social connection among them and foster their coordination. (Cabrera& Cabrera, 2005; Watkins & Marsick, 1996). especially when a structure is in place which facilitates employees to access any information regarding the organization this removes uncertainties and any misconception regarding change in the organization and they develop positive attitude towards change in organization.

According to researchers the information sharing system in an organization positively affects the attitude of the employees (Brown & Cregan, 2008; Jones et al., 2005) Effective information sharing brings positive change in attitude of employees which is reflected in their accepting and supporting change in the organization and in lower level uncertainty (Bordia et al., 2004; Caldwell et al., 2004; Rogiest et al., 2015).

2.11.6 Developing Connection

A learning organization is open to external environment. It keeps itself connected to external environment. It continuously scanning its external environment to keep itself aware of the challenges and opportunities of external world to respond to them in an appropriate manner. keeps expanding the scope of information, policy and practices which matter to its process of development and decision. Connection with community helps to increase its capacity to serve it (Hargreaves & Fullen, 2012).

In order to ensure the organization is well connected with both internal and external community it engages its employees to its vision by aligning vision to different teams and work level. Employees are trained and encouraged to think from a global perspective when making important decisions in decision making process. The organization is concerned about the impact of its decision on employees' moral. The organization develops connection with external community to work together for mutual benefits. Employees are encouraged to consult all across the organization when it comes to solving the problems. These connections help organization to mould itself according to changing environment.

2.11.7 Strategic Leadership

Leadership is a process of exerting control that leads to the achievement of desired or set goals, according to Bush and Glover (2003). The process involves supporting,

influencing or inspiring in positive way towards achievement of vision. Senge (1990) considers leadership role in creating organization as critical.

Strategic leadership is to lead an organization to a new and desirable future. To define vision and moral purpose of the organization and to change this vision into action is Strategic leadership. Through strategic leadership an organization's direction and capacity to achieve that directional shift can be ensured. Strategic leadership is important to bring a desirable change in the organization. It not only creates vision but sets direction for the organization over the medium to longer term. Where the organization should be in future and what needs to be done to achieve that future.

strategic leaders are engaged in to lead their institution from current position to a position where the institutions experience and exhibit improved culture, performance and services. Thus strategic leaders prove to be a changed agent for the institutions. A strategic leader needs to be strategically focused. Without his passion, interest and enthusiasm an organization cannot be strategically focused. A strategic leader understands himself, others in his community, his environment and cares about others as without his care for people he cannot involve them to work collectively to achieve the organizational goal (Barth, 1990). When people work together, the decision about organization and their implementation tend to be better. Further leaders need to understand the process and approaches that have an important part in strategic approach.

Three characteristics of Strategic leaders have been identified by the researchers. Strategic leaders think and plan strategically and are value driven. This categorization of strategic leaders is based on the model given by Boal and Hooijberg (2001) who after

meta-analysis of researches on strategic leadership has constructed three main capacities of strategic leaders which are: adaptive, absorptive and managerial wisdom.

The strategic leaders have absorptive capacity that is the ability of leader to analyse new information, absorb it and apply it to new outcomes (Cohen & Levinthal, 1990; Hambrick, 1989). Strategic leader needs the ability to learn and absorb information by filtering out unimportant and making sense of relevant and important information to bring desired change in organization. He is responsible to create environment for learning. It can make use of Argyris and Schön's (1978) double-loop learning.

According to Black and Boal (1996) another important capacity of strategic leader is adaptive ability which means he possess the ability to learn and change. Change requires new ways of thinking and viewing things. According to Davies (2004) concept of 'strategic opportunities' leaders take opportunities to adapt to new information in a productive way and direct organizations strategically to new directions as they have flexible approach towards new changes and willingly welcome them.

Strategic leaders also have leadership wisdom which enables them helps to take right decision at the right time. It is the most required ability among all other abilities of strategic leaders. An effective leader is able to inspire, motivate social intelligence. All of these impact the way leader learns, take decisions for change.

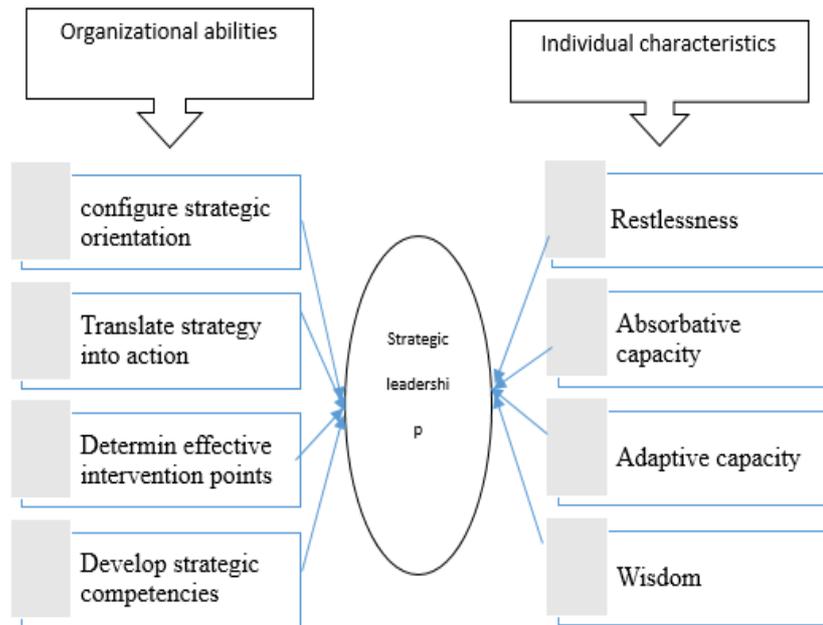


Fig2.7. A model of strategic leadership (B. J. Davies & B. Davies)

Strategic leadership is a process of five stages which are identified as envisioning, engaging, articulating, implementing and monitoring (Davies et al (2005) has also defined strategic leadership in similar fashion. According to their view strategic leadership is construction of a set of strategic process which includes developing a concept, engaging, articulating, implementing, monitoring and evaluating the process.

Considering strategic process according to the framework given by Davies (2006) first comes dimension of conceptualization which indicates the process of reflection, strategic thinking and strategic analysis. This helps the leader to understand where they are as leader, where is their team and organization. This process of reflection moves to strategic thinking which answer the question where it could be. According to Gratton (2000) to enable this strategic thinking a leader needs to have visionary and scanning capability. Leaders develop an understanding of future by critically analysing and understanding educational and societal trends and systemic capabilities enable him to see the institution as complex organization and see what it could become as a whole.

The process of strategic pondering and thinking supported by strategic analysis answers 'what is known'. Once this conceptualization process is completed the strategic leader focuses on making the strategy work. Here all people working in the organization are engaged to be fully involved and develop a committed attitude.

In order to involve staff, the strategic leaders initiate strategic conversation. These conversations can be formal structured discussion as well as informal powerful talks. Through these conversations a common understanding as well as consensus is developed about how staff can make things happen. It also helps to develop common vocabulary, outlining staff vision and keeping everyone involved. During these conversations strategy is communicated. The final is written plan. Then comes most difficult task of strategic process that is implementation which requires focus to ensure strategy is happening. Monitoring and evaluation is the final stage of strategic process which provides feedback to improve and adjust the process. (Davies & Davies, 2006)

Leadership in a learning organization plays an active role in bringing separate parts of organization together coherently and sustainably. Strategic leadership is considered important in integrated model of learning organization (Coppinger, 2005). Learning leadership is directional model. It keeps individual, groups and collective learning as center of all activities to realize the vision of an organization (Stoll & Kools, 2017).

In the successful growth of organisations, strategic leadership is a crucial aspect. The educational discourse is now moving to concentrate on how short-term changes can become strategically sustainable. Strategic leadership skills are beneficial as leaders plan to expand teaching initiatives, engage with wide constituencies and turn their company into, for example, learning communities. In order to help achieve these

initiatives, strategic leadership awareness and skills are essential. Strategic leaders are, in general, devoted to developing their companies on several levels.

1. Heads that exhibit strategic leadership believe and participate, among others, in the following activities:
2. Coordination of all administrative roles and activities such that everything operates in unison towards a common end.
3. Guaranteeing that all people have similar interests
4. Evaluating the organisation's capacity to respond to social, political or interpersonal crises.
5. Adjusting the mission of the organisation to meet newly evolving requirements.
6. Imagining diverse prospects for the future.

Yet, on the other hand, the role of ethics and strategic leadership is not clearly articulated. Both the external and inner spheres are concerned with the strategic leader. A major challenge is to align the company with the present and anticipated external climate, such as technology, market dynamics, regulatory powers, competitor behaviour, etc. However, the challenge of building an internal organisation that has an adaptive capacity and is itself aligned with the company's strategic thrusts is just as important. Second, the strategic leader is rooted in uncertainty, confusion, and knowledge overload. There are far more stimuli than can be discussed, stimuli that are often ambiguous, ill-formed, and competing, and that usually have major interconnections that are difficult to distinguish. A third aspect of the strategic leadership position is that it is multifunctional through ads, events, finance, and other activities. This implies that the strategic leader has a dynamic integrative mission, and it also implies that subordinate managers usually have more knowledge than the strategic leader about the components of the organisation. This asymmetry of expertise

has important consequences for the exchange of information, reward and control schemes, and the composition of the top team. Finally, in comparison to leading a smaller departmental subunit, the strategic leadership role largely includes managing by others. The strategic leader must depend on intermediaries for the management of the company's daily affairs with hundreds or thousands of employees. While having a clear personal presence in the company can be a prescriptive ideal for the strategic leader, the role realistically requires the 'management of managers' who will act as the conduits and agents of the leader.

This whole discussion proves that continuous learning, inquiry and dialogue, collaboration and team learning, embedded system, empowerment of members, system connection and strategic leadership are essentials of a learning organization. All researchers have identified them in various forms as indicators of a learning organization. An organization that intends to be a learning organization must work on all these areas to turn itself into a learning organizations

Section 3

2.12. Literature Review related to Learning Organization

Organizations are made up of individuals and their progress depends on individuals' capacity to work for its improvement. A group of people working for the same goal are termed as organization. A Learning organization refers to a group of people continuously working on developing their skills and competences to work effectively for the organization's goals. The capacity of individuals needs constant expansion so organizations need to facilitate continuous learning of its staff for their overall improvement.

Learning is a change in behavior, attitude, and perception about things. Learning can be defined as a life long process for smooth social adjustment. It is a necessary component that helps in social adjustment. Organizations cannot move forward without required learning process. Learning organization is the new concept in modern fast changing world. The demand of the time is that organizations transform themselves into learning organizations to survive the competition of modern world. For this transformation the organizations to activate the process of learning through various activities. A learning organization in this context is the organization which facilitates learning activities in the organization. Boham (2002) has the view that a learning organization facilitates individuals to increase their capacity of performance on continuous basis at all levels.

Senge (1990) was the person who first gave the idea of learning organization as one where individual's capacity of producing result as per desire is expanding through continuously learning activities. Organizations are not build physically learning organizations, organizations become learning organizations by following a process that promotes learning at all levels in the organizations. It is a place where a pattern of thinking which is new, complicated and expensive is promoted

Learning is a lifelong process. It occurs in a variety of ways both individually and collectively. People learn individually and collectively. Learning is a potential force to bring change in ideas, attitudes, skills and abilities which resultantly improves working habits and thus affects the performance of people individually and collectively. Watkins and Marsick (1994) explained that learning organization is that organization which is learning continuously and transforming by empowering people, by facilitating collaboration and learning of individuals as a team. Open dialogue is promoted and there is an acknowledgement of interdependence in the organization

Researchers spent over 25 years to define the concept learning organizations and to find basic characteristics of organization that turn an organization into learning organization. A few researchers tried to solve the confusion that was caused by a variety of definitions by various researchers. The term was first time used in 1980s in a formal way for those organizations that practise new ways of carry out affairs to survive the competition. Learning is the basic requirement that ensures the success of an organization.

An organization that demonstrate the following characteristics can be termed as learning organization. If the organization facilitates continuous learning activities of its members and use learning as tool to reach its goals. If it encourages learning by inquiry and dialogue. Senge (1990) in another definition says, a learning organization as a place where members of organization have chance to develop their capacity to produce desirous result, where complex and new pattern of thinking is nourished and people are continuously learning the ways to learning.

According to Watkins and Marsick (1991) an organization that continuously learns and transforms by empowering people, encouraging coordination, promoting team learning and open dialogue is a learning organization. It is also aware of importance of interdependence of individuals and organization. Humanist view individual struggle to learn and change is the essence of a learning organization. Individual must take responsibility of their learning when they face personal transition. Individual needs can be met by providing nourishing learning environment(O'Hara,1996). An organization gets energy and renewal from creative tension and remains intact with environment (Harris, 2002). According to Bohm (2002) in a learning organization employees as individuals constantly try to increase their capacity to produce the result which they wish to produce.

The common understanding of learning organization in educational setting is that learning organization is engaged continuously in learning activities both at students and teachers level. This collective learning generates new knowledge. This view is strongly supported by researchers. For effectively dealing with the upcoming challenges of fast changing world teachers and students both have to be engaged in rigorous learning activities (Schleicher, 2012). Concept of learning organization given by researchers is based on different approaches. These approaches include

2.12.1 System approach

Senge (1990) presented five dimensions that an organization should embed in its system to transform to a learning organization. These dimensions include team learning that are the activities done by members of the group to advance their learning, shared vision-ability to see the shared image of the future which works as motivator to commitment and involvement to responsibility then compliance. Mental models- They are deeply ingrained beliefs and attitudes of the individuals towards the world. Personal mastery-is the effort of individuals to continuously develop their perception and deepen their perception and understanding with clarification of working ways of the world. System thinking- which is to perceive the interconnection of the parts of an organization and their dependency on each other for collective impact.

2.11.2 Learning approach

Pedlar, Burgoyne, and Boydell (1991) characterised a learning organisation an organization that facilitates learning for all its members and constantly evolves to achieve its strategically defined goals.

They highlighted eleven areas. These areas serve as bases to develop a learning organization. The areas comprise of a self-development process for all, participation in

policy making, an approach based on learning towards strategy, informative approach, flexibility in reward system, formative control and accounting, boundary workers serving as scanner that scan environment, establishment of structure, internal exchanging, inter organization learning and a climate for learning.

This leaning understanding offers a holistic definition of organisational level learning that also integrates conventional management elements to facilitate learning, but does not provide the construct with an economic framework

2.12.3 Strategic perspective

Strategic perspective purposed that an organization that requires to change itself into learning organization should identify the internal drivers which are important for constructing learning ability strategically. Garvin (1998) has defined it as an organization which has the capacity of generating, obtaining and transforming knowledge and have the capacity to modify its behaviour according to new knowledge.

Goh (1998) presented that learning organization can be built on five blocks that is vision and mission, clarity and support, sharing leadership, promoting and encouraging experimentation, collaboration and team work, ability to share knowledge with others internally and externally.

2.12.4 Integrative approach

Watkins and Marsick (1993,1996) proposed a learning organisation model called the Learning Organization Integrative Model. They originally described a learning organisation as an organisation that continually learns and transforms itself. Thinking it not operational they later presented a learning organization model which was called integrative model. Two major components of organisation, individuals, and structure

are incorporated into the model. These components are known as interactive components that have been deemed responsible for bringing change and development.

Watkins and Marsick (1993,1996) presented seven organisational dimensions that are very closely linked to organisational, team and individual levels. Continuous learning, inquiry and dialogue, team learning, empowerment, embedded system, system connection and strategic leadership comprise these dimensions.

They are described here. *continuous learning*-initiating and promoting opportunities for learning for all members of staff, *dialogue inquiry*. In a learning organization an environment of questioning, giving feedback and practising new things is encouraged. *Team learning*-collaborative skills of organization at using teams effectively. A process of involving members of organization in giving their input related to the gaps between current practices of organization and for a new vision is termed as *Empowerment*. *Embedded system*- a system that helps in sharing the obtained learning, *system connection* refers to the thinking ability of individuals in universal context and at organizational level for the organization's connections to both its external and internal environment, A *strategic leadership* is-a leadership that is able to think in a strategic manner to use the acquired knowledge to bring a change and take the organization to new paths. These identified characteristics are thought to be important component of learning organization. These may be taken as guidelines when working towards building a learning organization (Yang, Watkins& Marsick,1997).

For bringing this culture of learning and change into practice in an organization, the researchers have proposed seven dimensional model that a learning organization can integrate into the system for working on continuous change.

An analysis of available literature on the topic reveals that researchers have supported a model having seven dimension, given by Watkins and Marsick's (1997) which serves as guide lines

to operationalize learning activities in an organization. **1.** Organization should have a vision for learning of students **2.** a system of collective and collaborative learning should be in place **3.** staff should have equal learning opportunities on regular bases **4.** staff should help each other in learning process by sharing their knowledge **5.** Research oriented approach should be promoted for learning among the staff **6.** a sound system of knowledge exchange is also very much required in a learning organization **7.** Opportunities may be provided to staff to learn from external resources. On these guidelines an organization can develop itself as a learning organization

Learning organizations have common vision for all members of organization this vision provides direction to all activities i.e. learning and otherwise to change the organization into learning organization. The vision provides motivation to members for action to achieve a common goal of the organization. A must activity carried out by this organization is to promote learning on continuous bases and create opportunities for professional development of staff which positively affects performance of the organization (Timperley, 2011). In a learning organization collaborative learning is also promoted as team learning to share and generate new knowledge and members learn from each other, they also learn about their learning from each other (Stoll, 2010).

Inquiry is the basic learning tool which helps to promote learning thereby increases competence, insight, professional confidence and insight for informed judgment and develop the capability to adjust (Hargreaves and Fullan, 2012). In a learning school new ideas are appreciated and supported (Masten, 2013). Developing connection and partnership with community and partners enriches the capacity to serve its students (Hargreaves & Fullan, 2012). Individuals who play an important role in high achievement of students are parents and guardians without whose cooperation it cannot be expected from students to meet high expectation of the demanding society (Castro *et al.*, 2015). Though a great number of literature

has supported the concept of transforming educational institutions into learning organization but there is no views or evidences on the impacts of such arrangements on better performance of institutions (Kools & Stoll, 2016).

In contrast some researchers provided evidences of their claimed promise of educational institutions as learning organization on students' performance. Among them are also those researchers who can perceive the performance of students beyond academic achievement. Through their findings they supported the growing conviction that effective education should comprise self-esteem values based on ethics, the ability of students that motivates and help them in self-direct learning, their growth as person and their wellbeing (Silins *et al.*, 2002).

Despite this argument learning organization is the best choice in this modern era of technological advancement and demanding time. The benefits of learning organization for staff include both their individual and combined development of comprehension, skills and practices, enhanced motivation for learning, more readiness to work with other member of organization and be comfortable at sharing one's practice. Kools and Stoll(2016) have supported the idea to reconceptualization of school as learning organization that facilitates learning.

Review of previous literature reveals that most of the researches conducted on learning organization were from business perspective (Moloi, 2010, Chang, 2009). Compared to this very little researches have been found on Education (Senge, 1996).

Peter Senge is the prominent figure of all other writers in the area of learning organization. In his famous book "*The Fifth Discipline*" he presented five discipline which an organization has to make part of its learning culture to become an organization that promotes learning. These include 1. System thinking 2. personal mastery 3. mental model 4. Construction of shared vision 5. Learning in team. Thinking in a systematic way or system thinking refers to the ability of

individuals to see as things as a whole, to see the big picture instead of analyzing isolated events. Personal mastery can be achieved by becoming lifelong learner which is the soul of learning organization. Models based on mental perception are beliefs and assumption of individuals and organization. The mental models need to be challenged if the organization has to transform into learning organization. In order to provide energy for motivation to learn, a shared vision needs to be created, this vision would provide common identity that would be helpful in promoting learning.

Despite the theoretical support and examples from daily life some critics believe that the learning organization is a myth not reality. According to them there are studies that support the belief that there is relationship between individuals and organization but the primary purpose of organizations is to provide services and products and not the acquisition of knowledge. Despite the criticism this fact cannot be denied that organizations need to transform themselves to learning organizations to remain competitive and alive in the modern fast changing global scenario that is why most of the literature supports transformation of organizations into a learning organizations to remain competitive for their survival.

There were several studies that investigated the area of organisation of learning. Most of the researches, however, tend to be either a simple platform for a theoretical model, such as success factors Building a learning organisation (Garvin, 1993); strategic building blocks and predictors (Goh, 1998). In relation to another variable or factor, the other studies that concentrated on learning organisations tended to be relational studies based on a learning organisation. These studies include Perception and efficiency of a learning organisation (Demers, 2009) and learning organisation and preparation for change (Hague, 2011). The majority of researches on the topic were conducted either used as a theoretical model platform or were used as a model platform. Researched in relation with other variables and learning.

2.13 Indicative practices of dimensions of learning organization

The Continuous learning refers to opportunities for growth and learning. Work is designed in such a way that it enables people to learn while working.

Dialogue and inquiry. The culture of organization supports and promotes feedback, questioning and mutual trust building. The capacity to listen and find out others view is developed in the organization.

Team learning and collaboration refers to the culture of organization values and rewards collaboration. It is expected that teams learn while working together.

Embedded systems are to create essential system, looked after and integrated with work to share learning in the organization.

Empowerment is that people are given responsibility to set vision of the organization and be involved in its implementation. This encourage them to learn what they are responsible to do. They feel encouragement to take risk.

System connection represent the ability of an organization to connect with communities both internally and externally to have a better sense of environment. People adjust their work habits according to their understanding of the environment.

Strategic leadership is that leaders promote learning among staff by creating learning opportunities, model the learning. leaders are consistent learners themselves and use learning strategically to promote interest of the organization. The questionnaire used to collect data have seven sections each section having six statements pertinent to that particular dimension.

2.14. conclusion

Through this research review the researcher concludes that learning organization has become an important concept in modern times. In present day world of intense competition, it has become survival need of organizations to turn themselves into learning organizations. Organizations to develop themselves as learning organization adopting any model of learning organizations. This researcher found that Watkins and Marsick's dimensions of learning organizations model was widely used to investigate the status of organizations as learning organizations. This learning organization model is universally adoptable. Creating continuous learning opportunities through various activities e.g inquiry and dialogue, team learning, a system to share knowledge, empowerment of members of the organization, connection of organization with external and internal environment to keep updated and a leadership that acts like role model for learning and development are some essentials of learning organizations.

This present research was focused solely on perception of teaching faculty of Higher education institutions(HEI) about their institutions as learning organizations and a comparison of public and private sector Higher education institution located in Islamabad on the bases of the responses from the respondents.

The interest of the researcher in this study was to investigate the concept of learning organization and its practices in the context of Pakistan's higher education institutions. What were the prevailing practices in higher Education institutions (HEI), as learning organization and to compare the public and private sector institutions as learning organization to know what was the difference in practices of public and private universities as learning organizations?

CHAPTER 3

METHODS AND PROCEDURES

Research Method and Approaches is an important procedure of research study. Research Methods are the procedures and strategies adopted by the researcher to collect data and evidences which are used to analyse and draw conclusion. The research approach, method, research population, sampling technique, sample, data collection tool method, data collection, validity, reliability and data analysis are discussed in detail in Chapter 3.

3.1. Research Approach

The approach to conduct this study was quantitative. This study mainly involved quantitative approach in which statistical analysis was applied on the data that was gathered from respondents. This approach was selected as this research was to deal with numerical data and statistical analysis. A quantitative research is one in which data is collected and analysed to interpret result and conclusion is made on the bases of this interpretation. The researcher selected this approach because of the requirements of the present study.

3.2. Research Method

The researcher collected data and analysed it by using statistical analysis to analyse practices of public and private universities as learning organizations and to make a comparison between public and private universities to identify which sector universities had better practices as learning organizations. For this purpose, comparative research method was adopted to carry out the research. The researcher was interested to know the practices of both public and private universities as learning organizations and compare their status as learning organizations. So comparative research method was adopted.

The procedure of research was started by setting two main objectives. These objectives were:

1. To investigate the practices of universities as learning organizations in public and private sector

2. To compare the practices of universities as learning organizations in public and private sector.

2a. To compare the university practices related to continuous learning in public and private sector.

2b. To compare the university practices related to inquiry and dialogue in public and private sector.

2c. To compare the university practices related to team learning in public and private sector.

2d. To compare the university practices related to embedded system in public and private sector.

2e. To compare the university practices related to empowerment in public and private sector.

2f. To compare the university practices related to system connection in public and private sector.

2g. To compare the university practices related to strategic leadership in public and private sector universities.

The research was carried forward through null hypotheses as stated and discussed in chapter

1.

There was one major hypothesis developed for the research. The hypotheses had seven sub hypotheses. The main hypothesis “There is statistically no significant difference in university practices as learning organizations in public and private sector.” was developed to assess the difference of the practices of universities as learning organizations. There were seven sub hypotheses based on seven dimensions of learning organizations model given by Watkin and Marsick (2003).

Initially with the help of literature review learning organization concept was developed. Learning organization framework was identified through learning organization model. Watkins and Marsick’s (2003) proposed framework of learning organization was used as theoretical framework to conduct the present study. Seven dimensions of the model were taken as guidelines for this research study.

The researcher adopted quantitative approach. Questionnaire “Dimensions of Learning Organization Questionnaire” which was developed by Watkin and Marsicks was adapted to collect responses from respondents. The data collected was then analysed using statistical package for social sciences (SPSS) 20th Edition. The findings of the quantitative analysis helped to draw observations regarding results.

3.3. Population

A population frame is the source material or structure from which a specimen is taken. It is a list of all those within a group that can be sampled, which may include persons, households or organisations. A population frame is the basis of the characteristics that need to be observed in the study.

The target population for this research project was based on 9177 faculty members of public and private sector universities of Islamabad. There were 16 public sector universities and 5 private universities located in Islamabad city.

Table 3.1

Population of the study

S.NO	Population(Full time faculty)	Faculty Members
1	Public	7903
2	Private	1274
	Total	9177

As shown in above table the total members of faculty of public sector universities according to HEC list was 7903 and in private universities 1274. In order to ensure the sample be true representative of the targeted population 10% sample was taken from both strata. The researcher took 10% sample from public universities and 10% from private universities.

3.4. Sampling Technique

Sampling is an important step in any research. The purpose of sampling is to overcome the difficulty of accessing each and every member of the population for collecting required data for research. Sampling makes it easy to take a specific number of representative population to collect required information and generalize the result of research over the research population. In order to select sample proportionate stratified random sampling technique which is one of the probability sampling techniques was used. The population of universities was divided into two strata i.e. public & private. Keeping in view the population in these two strata proportionate stratified random sampling technique was used. Proportionate stratified sampling is a technique of sampling used when the population is consisted of a number of subgroups that are quite different in number. This technique is used to ensure each stratum has the same sampling

fraction. It is very important to ensure that the number of people selected for the sample from each stratum is proportionate to their actual number.

3.5. Sample Size

The research population was divided into two divisions, i.e. the public and private sectors.

There was an unequal number of faculty staff employed in both sectors. HEC recognized 16 public sector universities and 5 private universities were functioning in Islamabad in 2018-2020. Both sector universities were taken as two major strata for the selection of sample. The total number of members of faculty working in public sector universities according to HEC data base, 2018 was 7903 and in private universities 1274. The researcher took 10% sample from public universities and 10% from private universities to ensure the sample is true representative of the population of both strata. The respondents were randomly selected from social sciences and natural sciences departments of both sector universities.

Table 3.2

Sample of the study

S.No	Group	Sample	Rate of return 60%
1	Public	790 (10%)	475
2	Private	127(10%)	75
	Total	917 (10%)	550

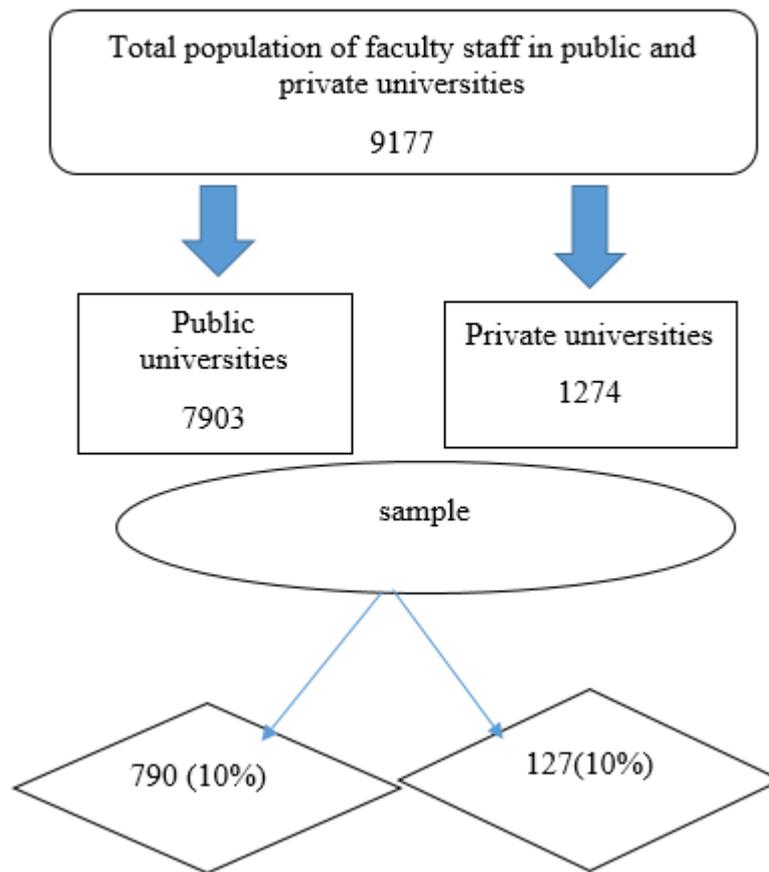


Fig 3.1 Sampling Procedure

3.6. Data Collection Tool

It is critically important that the data would be collected in an accurate and systematic way. Data collection is helpful in collecting required information in a research study. Questionnaire is one of the data collection instruments. It is based on series of questions to extract required information from the respondents. To collect data for this research study a questionnaire, Dimension of Learning Organization Questionnaire(DLOQ) developed by Watkin, Marsick (2003) was adapted. It contained 42 items. It was developed on the bases of seven dimension of learning organization model. The seven dimensions of this instrument were used to measure the culture of organisational learning at organisational, team and individual levels (Watkins &

Marsick, 2003). It was a self-report method that required participants to score their responses to the given statements.

The questionnaire was used to explore Learning organization practices of public and private universities of Islamabad. There were six statements for each dimension. The questionnaire for data collection was designed with two sections First section included demographic information and second section included “Dimension of Learning Organization Questionnaire” (DLOQ)

3.6.1 Section Description

3.6.1.1 Demographic Information

This section contained information related to Gender, Department, Designation, Teaching Level, Age, Academic Qualification and Teaching Experience. This information was helpful to know the background of the respondents.

3.6.1.2 Dimensions of Learning Organization Questionnaire(DLOQ)

This section contained 42 close ended items for seven Dimensions of Learning Organization and two opinion based questions developed by the researcher related to the topic. These items are described in detail in table 3.1

Table 3.3

Dimensions of Learning Organization Questionnaire(DLOQ)

Sr	Scale	Sub Variables	Items
1	Dimensions of Learning Organization Questionnaire	Dimension 1 Continuous Learning	6
		Dimension 2 Dialogue and Inquiry	6
		Dimension 3 Team Learning and Collaboration	6
		Dimension 4 Embedded System	6

Dimension 5 Empowerment	6
Dimension 6 System Connection	6
Dimension 7 Strategic Leadership	6
Total Items	42

3.6.1.3 Five Point Likert Scale

Five point Likert scale was used for response options on statements. This scale had five points they were as follow:

1. Strongly disagree (SA)
2. Disagree (A)
3. Undecided(UD)
4. Agree (D)
5. Strongly Agree (SD)

3.6.1.3.1 Coding Procedure

Table 3.4

Likert scale description

Likert scale	Cut point
Strongly disagree(SD)	1--- 1.5
Disagree(D)	1.6--2.5
Undecided (UD)	2.6---3.5
Agree (A)	3.6---4.5
Strongly agree(SA)	4.5----5

The above table shows that digit (1-1.5) were used to interpret strongly disagree, digit (1.6-2.5)for disagree, digit 2.6-3.5 for undecided, (3.6-4.5) for agree and (4.5- 5) for strongly agree.

3.6.2. Validity of the instrument

As the researcher adapted the questionnaire 'Dimension of Learning Organization Questionnaire' developed by Watkin and Marsicks (2003) its validity according to the objectives was to ensure before using it to conduct the present research in the context of Pakistan Higher Education institutions. For this purpose, the tool was presented to 6 experts from education field to seek their consultation to ensure the construct validity of the tool. Each member was visited by the researcher with a validity certificate (See Appendix B) and requested them to examine the research instrument in light of objectives and suggest improvements if required. The worthy educationists examined the instruments and suggested that there were minor deficiencies in sentence structure that needed improvements. These suggestions were duly incorporated. The worthy educationists signed the certificate of validity for the research instruments after seeing the improvement being incorporated in the questionnaire suggested by them (See Appendix K).

3.6.3 Pilot Testing

For pilot testing 50 faculty staff from social sciences and natural sciences departments of NUML were approached. The questionnaire was distributed among them and they were requested to give their valuable input. Forty-three of them returned the questionnaire. All were duly filled and complete. Thus the response rate was calculated at 86%. The responses of the respondents were then analysed by the researcher with the aid of Statistical Package for Social Sciences (SPSS) 20th Edition. The data that was collected then coded for the purpose of reliability analysis of the tool. The Cronbach Alpha reliability index of Dimension of Learning Organization Questionnaire(DLOQ) was found to be .967 As the questionnaire was based on seven Dimensions of Learning

Organization (1) Continuous Learning, (2) Dialogue and Inquiry, (3) Team Learning and Collaboration, (4) Embedded System (5) Empowerment, (6) System Connection, (7) Strategic Leadership.

3.6.4 Reliability of the Instruments

Reliability of the tool was tested by administering it to a group of 50 faculty staff for pilot testing. It was very important to assess the reliability of the tool so that it could be used with fair level of confidence to collect required data for research studies without errors. The reliability of instrument was tested through pilot testing. The questionnaire was distributed among 50 respondents from university. The researcher approached 50 faculty members of social sciences and natural sciences departments of NUML to collect data for pilot testing.

The researcher explained to the respondents the questionnaire and clarified each and every thing about different parts of the questionnaire and asked them to choose the choice from the Likert scale of five points. It was assured to the respondents that the data which was being collected from them would be used only for research purpose. For the option the five point Likert scale was used which contained options from 1-5 as explained in data collection section of this methodology.

Out of the 50 respondents 43 returned the questionnaire with their responses. Thus the return rate was 86%. The data thus collected was used to assess the correlation among individual items of questionnaire, Dimensions of learning questionnaire (DLOQ) and its sub sections. The responses of the respondents were entered with their codes on SPSS 20th edition. The instrument was found reliable at .967 (Cronbach's Alpha) and found fairly reliable in terms of item-total relationship. All seven sub section were individually analyzed for reliability. The reliability of each section was .634,

.847,.910,.815,.917,.945 and.909 respectively. There were two weak items which were improved by the researcher before using it for final data collection.

The following table lists the reliability scores in detail.

Table 3.5

Cronbach Alpha Reliability of Dimensions of Learning Organization Questionnaire(n=42)

Scale	Major Dimension	Items	Cronback Alpha Reliability
Dimension of		42	.967
Learning	Continous Learning	06	.634
Organization	Dialogue and Inquiry	06	.847
Questionnaire	TeamLearning&Collaboration	06	.910
	Embedded System	06	.815
	Empowerment	06	.917
	System Connections	06	.945
	Strategic Leadership	06	.909

The above table shows Cronback Alpha Reliability of Dimensions of Learning Organization Questionnaire as a whole and its sub section individually which are seven in total. The tools total reliability was found to be .910. All seven sub section were individually analzed for reliability. The reliability of each section was .634, .847,.910,.815,.917,.945 and.909 respectively.

Table 3.6

Items-total Correlation of Dimensions of Learning Organization Questionnaire (N=42)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q1/CL1	.608**	Q16/TL4	.727**	Q31/SC1	.724**
Q2/CL2	.428**	Q17/TL5	.638**	Q32/SC2	.726**
Q3/CL3	.634**	Q18/TL6	.658**	Q33/SC3	.722**
Q4/CL4	.162	Q19/ES1	.544**	Q34/SC4	.822**
Q5/CL5	.422**	Q20/ES2	.559**	Q35/SC5	.695**
Q6/CL6	.292	Q21/ES3	.675**	Q36/SC6	.790**
Q7/DI1	.604**	Q22/ES4	.665**	Q37/SL1	.714**
Q8/DI2	.612**	Q23/ES5	.808**	Q38/SL2	.754**
Q9/DI3	.657**	Q24/ES6	.690**	Q39/SL3	.744**
Q10/DI4	.813**	Q25/EP1	.720**	Q40/SL4	.679**
Q11/DI5	.460**	Q26/EP2	.769**	Q41/SL5	.614**
Q12/DI6	.637**	Q27/EP3	.665**	Q42SL6	.694**
Q13/TL1	.677**	Q28/EP4	.823**		
Q14/TL2	.746**	Q29/EP5	.833**		
Q1/TL3	.749**	Q30/EP6	.745**		

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

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

Item-total Correlation of Dimensions of Learning Organization Questionnaire(DLOQ) is shown in table 3.5. The highest correlation was of items No EP5 (.833**) and the lowest correlation was of the item No. CL4 (-.162).

Table 3.7

Inter -Section Correlation Pilot Testing Dimensions of Learning Questionnaire (DLOQ)

Sections	Continou learning	Dialogue inquiry	Team learning	Embedded System	Empowerment	System connection	Strategic Leadership	DLOQ
Continous Learning	1							
Dialogue& Inquiry	.509**	1						
Team learning	.486**	.648**	1					
Embedded System	.570**	.706**	.746**	1				
Empowerment	.461**	.769**	.811**	.903**	1			
System connection	.514**	.575**	.563*	.728**	.661**	1		
Strategic Leadership	.495**	.697**	.621*	.664**	.624**	.806**	1	
DLOQ	.666**	.835**	.837*	.912**	.903**	.841**	.842**	1

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

According to above table the highest correlation was found between dimension strategic leadership and embedded system and lowest was found between empowerment and continuous learning dimension.

3.6.5 Tool Revision

The responses of the respondents in pilot testing were entered with their codes on SPSS 20th edition. The instrument was found reliable at .967(Cronbach's Alpha) and found fairly reliable in terms of item-total relationship. There were two weak items which were improved by the researcher before using it for final data collection.

Table 3.8

Items improved by rephrasing

Sr	Code	Original Statements	Rephrased
1	CL4	Teachers receive financial help to further their learning	Teachers receive financial benefit when improve their learning
2	CL6	Teachers see problems in their work as learning opportunities.	Teachers take problems in their work as opportunities to explore solution and learn.

The above table shows the original items that were used in pilot test and rephrased items that were included in final tool.

3.6.6 Factor Analysis

For Factor analysis required data should be above 200. With 300 data it gives average result, with 500 good result and with 900 excellent result. The data gathered by the researcher for pilot testing was not sufficient enough to run factor analysis. Due to time limitation and insufficient data at this stage tool was finalized on the bases of pilot trail and Cronbach Alpha Reliability. However, Factor analysis was additionally run after final data collection when sufficient data to run factor analysis was available. It was found a reliable tool in terms of construct validity.

3.7. Data Collection

Data collection was an uphill task in this research study especially in context of Covid 19 pandemic situation when all institutions were closed due to lock down. The researcher tried to collect data online but the response rate from the respondents was very weak. Through constant

reminder respondents were persuaded to give required information. On reopening of universities reference and permission letter to collect data was obtained by the researcher from the authorities of National University of Modern Language Islamabad (See Appendix-I). For the purpose of data collection, the researcher then personally visited social and natural sciences departments of Sample universities. The researcher randomly selected respondents and requested them to fill the questionnaire. They were given 1to2 days to fill the questionnaire and return. The researcher also explained the questionnaire to respondents if they needed the clarification of any item of the questionnaire.

3.8. Data Analysis

In order to analyse collected data, the data was coded and analysed with the help of statistical package for social sciences (SPSS) 20th Edition. The statistical techniques applied for data analyses were Cronbach's Alpha Reliability Test, item total correlation, percentage, independent sample t test, and mean. The researcher has presented results obtained through this analyses in Chapter V.

Table 3.9

Data Analysis

S.No	Objectives	Hypothesis	Statistical Techniques
1	To investigate the practices of universities as learning organizations in public and private sector.		Mean

2	To compare practices of public and private universities as learning organizations.	H₀₁ There is statistically no significant difference in university practices as learning organization in public and private sector.	Independent Sample t test
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3.9. Delimitations of the Research

The research was delimited to

1. Teaching faculty of public and private sector universities of **Islamabad**.

3.10. Ethical Considerations of the Research

A researcher is expected to follow certain ethics while conducting research studies. The ethics of research were taken care of by the researcher as no respondent was forced to give his/her response out of his/her will. The researcher went to the respondents and politely requested them to give response on the questionnaire. They were not forced to fill the form in one sitting. They were given time to fill it in one or two days. They were also explained that the data being collected would be used for research study and not to be disclosed to any authority. They were also given choice not to disclose their identity by writing their name if they do not feel comfortable. The same ethics were followed for online data collection.

CHAPTER 4

ANALYSIS OF THE DATA

Chapter 4 is based on the data analysis and explanation and discussions of the information collected with the help of the research tool. The research was conducted to assess the practices of public & private sector universities on seven dimensions of learning organization model and compare the status of both sector universities located in Islamabad as learning organizations. This research drew results from the opinion of teaching faculty working in these universities. In order to collect the required data for this research the tool DLOQ developed by Watkin and Marsick (2003) was adapted and used to collect data on identified dimensions of a learning organization. The tool was based on the 42 items related to seven dimensions of learning organization model given by Watkin and Marsick (2003).

The approach of present research was quantitative. To collect data for this research study as mentioned before questionnaire, Dimension of Learning Organization Questionnaire(DLOQ) developed by Watkin, Marsick (2003) was adapted. It contained 42 items. This questionnaire was selected after thorough analysis of literature on the topic. The questionnaire had been used in various countries in various context with reliable results. The questionnaire items were based on seven dimensions of learning organization. There were six statements for each dimension. The questionnaire was designed into two sections First section was designed to collect demographic information and second section included Dimension of Learning Organization Questionnaire (DLOQ) to collect opinion of the respondents regarding practices of their universities as learning organizations.

Demographic information section contained information related to Gender, Department, Designation, Teaching Level, Age, Academic Qualification and Teaching Experience. This information was helpful to know the background of the respondents.

Section II contained 42 close ended items for seven Dimensions of Learning Organization and two open ended items developed by the researcher related to the topic.

As the researcher had adapted the questionnaire 'Dimension of Learning Organization Questionnaire' developed by Watkin and Marsicks, its validity according to the objectives needed to be ensured before using it for the present research. For the purpose the tool was presented to 6 experts from education field to seek their consultation to ensure the construct validity of the tool. Each member was visited by the researcher with a validity certificate (See Appendix B) and requested to examine the research instrument in light of objectives and suggest improvements if required. The worthy educationists examined the instruments and suggested minor changes in statements structure that were incorporated as per their suggestions. After observing the suggested changes being incorporated, the worthy educationist very kindly signed the validity certificate for the research instrument (See Appendix K). The reliability of instrument was tested through pilot testing. The questionnaire was distributed among 50 respondents of social sciences and natural sciences departments of NUML university. The researcher explained questionnaire to the respondents and clarified all sections of the questionnaire and context of the research items then requested them to choose the options from the given scale. The researcher assured the respondents that the data which was being collected from them will be used only for research purpose. For the option the five point Likert scale was used which contained options from 1-5 as explained in data collection section of this methodology.

Out of them 50 respondents that were given questionnaire 43 respondents returned the questionnaire with their responses. The data thus collected was used to assess the correlation

among individual items of questionnaire, Dimensions of learning questionnaire(DLOQ) and its sub sections. The responses of the respondents were entered with their codes on SPSS 20th edition. The instrument was found reliable at .967(Cronbach's Alpha) and found fairly reliable in terms of item-total relationship. There were two weak items which were improved by the researcher before using it for final data collection.

4.1. Summary of the Analysis

The questionnaire DLOQ was adapted and used for the purpose of data collection. The information collected through questionnaire was analysed with the help of SPSS 20th Edition and the observations have been presented in four following main sections

Section 1 Sample Characteristics

Demographic details and its interpretation is presented in this section. The demographic information of the respondents was very important as it revealed the important facts and background of the respondents. This data was considered important to be discussed in data analyses.

Section II Factor Analysis of the Tool

This section is related to factor analysis. Exploratory Factor Analysis(EFA) was conducted to analyse the construct validity of the tool. The Factor analysis is reported in detail in this section.

Section III Assessment of Dimensions of Learning Organizations practices

The third section is related to the assessment of the Dimensions of Learning Organizations practices being practised by the private and public sector universities located in capital Islamabad. In this section average score of both sector universities on each dimension of learning organization questionnaire was analysed to draw the conclusion.

Section IV Comparison of Dimensions of learning organization practices in public and private universities

The fourth section is related to comparison of Dimensions of Learning Organization practices in public and private universities. In order to compare practices of private and public universities as learning organizations independent sample t test was used. The results obtained thus have been presented in tables form for further clarity.

Section V Review and Interpretation of the Views Received on Open Ended Questions

The V section is related to interpretation of responses received on two open ended questions added to the questionnaire. The responses were analysed and compared to draw a conclusion.

Section 1

4.2. Demographic Display of the Sample

Table 4.1

Demographic display of the Sample (n=550)

Demographic	Category	Frequency	Valid Percentage	Cumulative Percentage
Gender	Male	223	40.5	40.5
	Female	327	59.5	100.0
Department	Social sciences	323	58.7	58.5
	Natural Sciences	227	41.3	100
Designation	Lecture	362	65.8	65.8
	Assistant professor	164	29.8	95.6
	HOD	24	4.4	100.0
Level	Graduate	130	23.6	23.6
	Post graduate	268	48.7	48.7
	M.Phil/Ph.D.	152	27.6	100.0
Age	25-30	75	13.6	13.6
	31-40	302	54.9	68.5
	41-50	150	27.3	95.8
	Above 50	23	4.2	100.0
Qualification	M.Phil	368	66.9	66.9
	Ph.D.	182	33.1	100.0
Experience	0-5	170	30.9	30.9

6-10	202	36.7	67.6
11-15	149	27.1	94.7
16+	29	5.3	100.0

Table 4.1 represents demographic characteristics of the questionnaire. Demographic part included the variables gender, department, designation, level, age, qualification and experience. Table 4.1 explains the demographic information in detail. According to the details a total number of 550(60%) teaching faculty of various universities responded to the questionnaire. Among this number 223 respondents (40.5%) were male 327respondents (59.5%)were female. There were 323respondents (58.7%) from social sciences department and 227(41.3%) respondents were from natural sciences department. Among them 362 respondents (65.8 %)were lecture,164 respondents (29.8 %)were Assistant professors and24respondents (4.4%)were Head of the departments. The level of teachings of respondents was75respondents (13.6 %) were teaching at graduate level,268respondents (48.7%) at post graduate level and152respondents (27.6%)at Ph.D. level. The age details of respondents were 75 respondents (13.8%)were between the age group (25-30),302respondents (54.9 %)were between (31-40),150respondents (27.3 %)were between (41-50),23respondents (4.2 %)were above 50. The qualification details of the respondents were 368 respondents (66.9 %) were M. Phil, 182 respondents (33.1 %) were Ph.D. The respondents' experience details included 175 respondents (30.9%) were having experience between 0-5,202respondents (36.7 %) between 6-10,149respondents (27.1 %) were having experience between11-15 and 29respondents (5.3 %) were having experience above 16 years.

Section 2

4.3 Factor Analysis

Exploratory Factor Analysis(EFA) was conducted using principal component analysis and Varimax rotation. The factor loading criteria was set to .3 as minimum. The commonality of the scale, which indicates the amount of variance in each dimension was also assessed to ensure acceptable level of explanation. The result shows that all communalities were over .50.

The Kaiser Mayer-Olkin(KMO) measure of sampling adequacy values above .700 are considered appropriate for factor analysis.

Table 4.2

Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Kaiser-Meyer-Olkin Measure (KMO)	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.906

Above table shows Kaiser measures of Sampling Adequacy. In general, any value above .5 is acceptable here the value is .906 which is very good value. It shows sample adequacy for running factor analysis was good.

Table 4.3

Total Variance Explained

Component	Total Variance Explained		
	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	12.345	29.393	29.393
2	3.571	8.503	37.896
3	2.987	7.112	45.009

4	2.203	5.246	50.254
5	1.783	4.244	54.499
6	1.735	4.132	58.630
7	1.496	3.561	62.191

Above table shows that SPSS extracted 7 factors or components and their cumulative percentage was 62% so these 7 factors explained 62% of variance. Further to this in above table all 7 components have eigenvalues greater than 1 so none of them required to be dropped.

The factor analysis conducted by researcher proved that “Dimension of Learning Organization Questionnaire” was a valid and reliable tool for data collection for this research studies. Hence the results obtained through this research tool are expected to be reliable

Table 4.4

Rotated Component Matrix of Dimensions of Learning Organizations Questionnaire(DLOQ)

	Rotated Component Matrix						
	Component						
	1	2	3	4	5	6	7
SL4	.842						
SL5	.840						
SL6	.816						
SL3	.806						
SL1.	.765						
SL2	.740						
EP3.		.802					
EP4		.788					
EP2.		.764					
EP1		.729					
EP6.		.701					
EP5		.669					
SC3.			.741				
SC1			.734				

SC2.	.711		
SC4	.695		
SC6	.655		
SC5	.604		
TL2.		.792	
TL4		.737	
TL3		.727	
TL5		.671	
TL1		.644	
TL6		.501	
DI2 .			.806
DI1			.795
DI3			.779
DI4.			.739
DI6			.534
DI5 .			.488
CL6 .			.809
CL5			.712
CL3			.682
CL2.			.661
CL4.			.656
CL1			.586
ES6			.673
ES4			.671
ES3			.640
ES5			.634
ES2			.469
ES1			.344

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

The table shows that rotation matrix component explains that SL4, SL5, SL6, SL3, SL2, SL1 were ‘strategic Leadership’ so component 1 is interpreted as Strategic Leadership. EP1, EP2, EP3, EP4, EP5, EP6 were measured by component 2 which is interpreted as “Empowerment”. Component 3 was measured by SC1, SC2, SC3, SC4, SC5 and SC6 so component 3 is interpreted as “System Connection” TL1, TL2, TL3, TL4, TL5 and TL6 were related to Team Learning so 4th component is interpreted as “Team Learning”. Component 5 was measured by

DI1, DI2, DI3, DI4, DI5 and DI6 so component 5 is interpreted as “Dialogue and Inquiry”. Component 6 was measured by CL1, CL2, CL3, CL4, CL5, CL6 which are related to continuous learning so component 5 is interpreted as “Continuous Learning”. Similarly component 7 was measured by ES1, ES2, ES3, ES4, ES5 and ES6. It is interpreted as “Embedded System”. After interpreting following are the results.

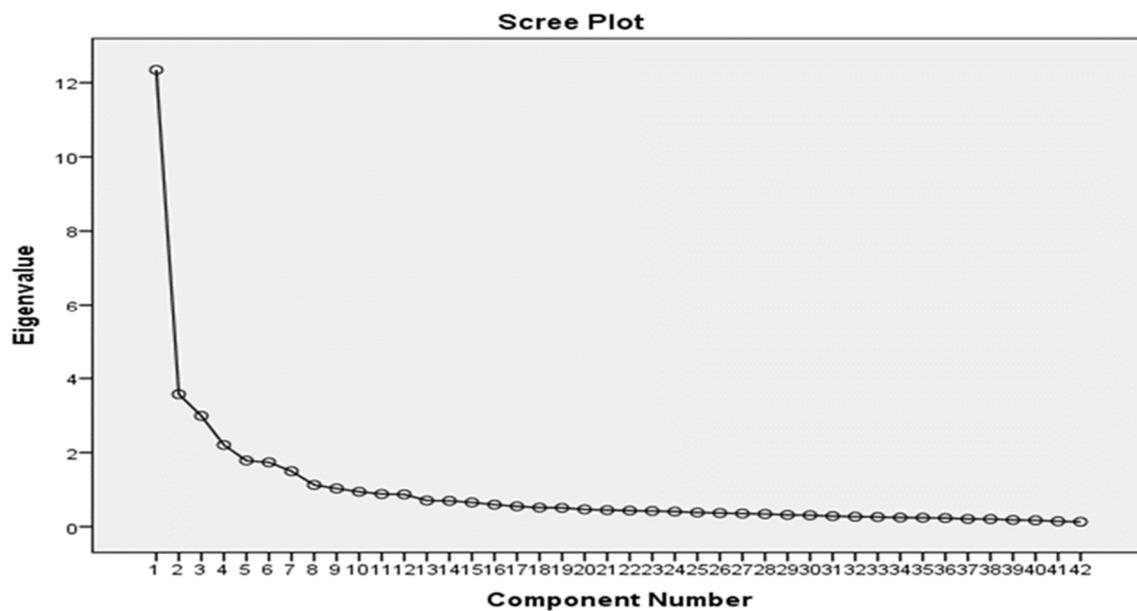


Fig 4.1 Scree plot

Above scree plot shows extracted 7 factors of rotated component matrix in graphic form.

Section III

4.4 Assessment of Learning Organizations practices in public and private universities (550)

Objective No.1 To investigate the practices of universities as learning organizations in public and private sector.

Table 4.5.1

Practices of public universities as learning organizations (n= 475)

Dimensions	N	Mean	SD	Remarks
Continous learning	475	3.78	.6633	Agree
Dialogue inquiry	475	3.67	.6961	Agree
Team learning	475	3.84	.0729	Agree
Embedded system	475	3.78	.5986	Agree
Empowerment	475	3.34	.7964	Undecided
System connection	475	3.87	.6766	Agree
Strategic Leadership	475	4.11	.7163	Agree
Learning organization	475	3.78	.473	Agree

Above table shows mean score of practices of public sector universities as learning organizations. According to the result six dimensions Continous learning, Dialogue and Inquiry, Team Learning, Embedded System, System Connection and Strategic Leadership were being practised. Whereas respondents were undecided related to Empowerment dimension which reveals weak practices of universities on Empowerment dimension.

The researcher used five point Likert scale to measure the level of practices of universities as learning organizations. The numbers assigned to the responses were 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. The mean score of responses on six dimensions indicated respondents' positive perception of their organization's being a learning organization whereas mean score on empowerment dimension indicated weak practices of empowerment dimension whereas no mean score indicated negative perception of respondents that their organization were not learning organizations.

The mean score of public sector universities on each dimension i.e continuous learning (3.78, 75%) practices reflect continuous learning activities were being done. Teachers were not hesitant to discuss errors to find ways to improve, they helped each other to improve and take problems as learning opportunities however, there is need to further improve practices of continuous learning by creating opportunities frequently for employees' learning at organization level and by encouraging individual efforts of the staff in this regard. Workshops, educational seminars and conferences may be regularly arranged for employees' capacity building. Dialogue and inquiry (3.67, 73.4%) dialogue and inquiry is another important way of learning and professional development in the organization. According to the feedback teachers were giving open and honest feedback to each other, encouraged to ask questions. They used time to build trust with each other. However, the undecided responses on empowerment dimension revealed that respondents did not have definite or positive perception about their being empowering by the organizations which revealed weak practices of universities on this dimension. This means their universities were reluctant to give their choice for taking risk and initiative and their involvement in setting vision and deciding strategic direction is also not very much encouraged.

In order to expedite the process of learning and making learning more effective dialogue and inquiry practices need to be further encouraged and promoted among employees to further

improve the level of practices on this dimension. Practices of public sector universities on dimensions, Team learning (3.84,77%), Embedded system (3.78,75%), System connection (3.87,76%), Strategic Leadership (4.11,82%) reveal reasonable level of practices as learning organizations however still further improvements are required to improve level of practices. The practices on empowerment dimension (3.34) reflect weak practices of empowerment in public sector universities as compared to practices on other dimensions. Practices needs to be enhanced on this dimension.

Table 4.5.2

Practices of private universities as learning organizations (n= 75)

Dimensions	N	Mean	SD	Remarks
Continuous learning	75	3.88	.6662	Agree
Dialogue inquiry	75	3.83	.6725	Agree
Team learning	75	3.76	.0876	Agree
Embedded system	75	3.73	.7185	Agree
Empowerment	75	3.34	.8537	Undecided
System connection	75	3.81	.7852	Agree
Leadership	75	4.04	.7509	Agree
Learning organization	75	3.78	.473	Agree

Above table shows mean score of practices of private sector universities as learning organizations. According to the result six dimensions Continuous learning, Dialogue and Inquiry, Team Learning, Embedded System, System Connection and Strategic Leadership were being practised well. Whereas respondents' undecided responses related to Empowerment dimension revealed weak practices of private universities on Empowerment

Dimension. This shows positive perception of respondents about their organizations being learning organizations.

Mean score of practices of private universities on seven dimensions of learning organizations i.e continuous learning (3.88,77%), Dialogue and Inquiry (3.83,77%), Team learning (3.76,75%), embedded system (3.73,75%), System connection (3.81,76%), Strategic Leadership (4.04,81%) empowerment (3.34,67%) revealed practices of private sector universities as learning organizations. This shows positive perception of respondents about their organizations being learning organizations. The respondents agreed that the teachers were not hesitant to openly discuss errors and ways to learn, teachers would give honest feedback. Team learning and collaboration is practised and teams are rewarded by their result as teams. Teachers had access to needed information. Two-way communication is used. However, to remain competitive in the present world they require to further enhance their status as learning organization. Learning organization is not a destination it's a continuous journey so organization to continuously improve and enhance their status as learning organizations by working on the indicators The area of empowerment of staff requires special attention. people are an important component of organizations. They include employees, managers, leaders, partners. They all are valuable as they play vital role in its survival. So it is essential to empower them in order to enable them to learn and work as productive member of organization.

Section IV

4.5 Comparison of learning organization practices in public and private universities

Following is the analyses according to null hypotheses

H₀₁ There is statistically no significant difference in university practices as learning organization in public and private sector.

Table 4.6

Comparison of practices of public and private universities as learning organizations (n=550)

Sector	n	Mean	df	t.value	p
Public	475	3.78	548	.134	.893
Private	75	3.77			

p < 0.05, **p < 0.01

Table 4.6 shows that t value (t= .134) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public (M=3.78) and private (M=3.77) universities as learning organizations. Therefore, the null hypothesis that there is statistically no significant difference in university practices as learning organization in public and private sector is accepted.

H_{01a} There is statistically no significant difference in university practices related to “continuous learning” in public and private sector.

Table 4.7

Continuous learning (comparison of public universities to private universities) (n=550)

Variable	Sector	n	Mean	df	t.value	p
Continuous learning	Public	475	3.82	548	.711	.478
	Private	75	3.88			

*p <0.05, **p <0.01

Table 4.7 shows that t value (t= .711) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public ($M=3.82$) and private ($M=3.88$) universities related to dimension continuous learning. Therefore, the null hypothesis that there is statistically no significant difference in university practices related to dimension Continuous Learning in public and private sector is accepted.

H_{01b}: There is statistically no significant difference in university practices related to “inquiry and dialogue” in public and private sector.

Table 4.8

Dialogue and Inquiry (Comparison of public and private universities) (n=550)

Variable		n	Mean	df	t.value	p
Dialogue and Inquiry	Public	475	3.67	548	-1.953	.051
	Private	75	3.83			

*p <0.05, **p <0.01

Table 4.8 shows that t value (t= -1.953) was observed statistically significant at the 0.05 level of significance. Thus there was significant difference between practices of public ($M=3.67$) and private ($M=3.83$) universities related to Dialogue and Inquiry. Therefore, the null

hypothesis that there is statistically no significant difference in university practices related to dimension Dialogue and Inquiry in public and private sector is failed to accept. The private sector universities were found better with reference to dimension Dialogue and Inquiry.

H_{01c}: There is statistically no significant differences in university practices related to “Team learning” in public and private sector.

Table 4.9

Team learning and collaboration (Comparison of public and private universities) (n=550)

Variable		n	Mean	df	t.value	p
Team learning Collaboration	Public	475	3.84	548	1.124	.261
	Private	75	3.76			

*p <0.05, **p <0.01

Table 4.9 shows that t value (t=1.124) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public ($M=3.84$) and private ($M=3.76$) universities related to Team learning and Collaboration. Therefore, the null hypothesis that there is statistically no significant difference in university practices related to dimension Team learning and Collaboration in public and private sector is accepted.

H_{01d}: There is statistically no significant difference in university practices related to “embedded system” in public and private sector.

Table 4.10

Embedded System (Comparison of public and private universities) (n=550)

Variable		n	Mean	df	t.value	p
Embedded System	Public	475	3.787	548	.764	.445
	Private	75	3.728			

*p <0.05, **p <0.01

Table 4.10 shows that t value (t= .764) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public (M=3.78) and private (M=3.72) universities related to embedded system. Therefore, the null hypothesis that there is statistically no significant difference in university practices related to dimension Embedded System in public and private sector is accepted.

H_{0e}: There is statistically no significant difference in university practices related to “empowerment” in public and private sector.

Table 4.11

Empowerment (Comparison of public and private universities) (n=550)

Variable		n	Mean	df	t.value	p
Empowerment	Public	475	3.345	548	.030	.976
	Private	75	3.342			

*p <0.05, **p <0.01

Table 4.11 shows that t value (t= .030) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public (M=3.345) and private (M=3.342) universities related to empowerment. Therefore, the null

hypothesis that there is statistically no significant difference in university practices related to dimension Empowerment in public and private sector is retained.

H_{0f}: There is statistically no significant difference in university practices related to “System Connection” in public and private sector.

Table 4.12

System connection (Comparison of public universities with private universities) (n=550)

Variable		n	Mean	df	t.value	p
System connection	Public	475	3.873	548	.727	.467
	Private	75	3.811			

Table 4.12 shows that t value ($t = .727$) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public ($M=3.87$) and private ($M=3.81$) universities related to System Connection. Therefore, the null hypothesis that there is statistically no significant difference in university practices related to dimension System Connection in public and private sector is accepted.

H_{01g} There is statistically no significant difference in university practices related to “strategic leadership” in public and private sector

Table 4.13

Strategic leadership (Comparison of public and private sector universities) (n=550)

Variable		n	Mean	df	t.value	P
Strategic Leadership	Public	475	4.118	548	0.970	.397
	Private	75	4.042			

*p <0.05, **p <0.01

Table 4.13 shows that t value (t= 0.970) was observed statistically not significant at the 0.05 level of significance. Thus there was no significant difference between practices of public (M=4.118) and private (M=4.042) universities related to Strategic Learning. Therefore, the null hypothesis that there is statistically no significant difference in university practices related to dimension Strategic Learning in public and private sector is accepted.

Table4.14

Summary of Hypotheses testing

Null Hypotheses	Statistical Test	Decision
H01 There is statistically no significant difference in university practices as learning organization in public and private sector	Independent sample t test	Accepted
H01a There is statistically no significant difference in university practices related to “continuous learning” in public and private sector.	Independent sample t test	Accepted
H01b: There is statistically no significant difference in university practices related to “inquiry and dialogue” in public and private sector.	Independent sample t test	Fail to Accept
H01c: There is statistically no significant differences in university practices related to “Team learning” in public and private sector	Independent sample t test	Accepted
H01d: There is statistically no significant difference in university practices related to “embedded system” in public and private sector	Independent sample t test	Accepted

H _{0e} : There is statistically no significant difference in university practices related to “empowerment” in public and private sector.	Independent sample t test	Accepted
H _{0f} : There is statistically no significant difference in university practices related to “System Connection” in public and private sector	Independent sample t test	Accepted
H _{01g} There is statistically no significant difference in university practices related to “strategic leadership” in public and private sector.	Independent sample t test	Accepted

Section V

4.6. Interpretation of Analysis of the Responses Given by Respondents on Open Ended Questions

Table 4.15

Sample responses on open ended questions

Questions	Responses from Public universities	Responses from private universities
Q1 How much your universality contributed in your professional growth. Identify some areas of professional growth	<p>1. Our university provide us learning opportunities for professional growth.</p> <p>2. Give us training on teaching skills and research methods</p> <p>3. Teachers training programmes and workshops are arranged on regular bases.</p> <p>4. Training for professional growth</p> <p>5. My university has organized several faculty development courses, workshops and conferences.</p>	<p>1. Faculty development programmes are run on regular bases.</p> <p>2. Given opportunities to attend workshops, conferences and seminars for professional growth.</p> <p>3. Training workshops by experts are conducted.</p> <p>4. International exposure by giving chances to attend international seminars.</p> <p>5. My university has contributed a lot for my professional development by proving me a number of learning opportunities.</p>

Q2	1.Input regarding	1. Yes we are consulted and
How often you give your	academic matters	taken views regarding
views and in what matters?	2.We are free to give our	teaching and learning.
	opinion on any matter.	2.Not consulted at all.
	3.Not consulted on	3. Yes.Couse contents
	important policy matters	4. Very rare not often.
	4.consulted only for	
	course outline.	

The researcher included two personal opinion based questions to obtain opinion of respondents about the institution's contribution to their professional growth and their involvement in the decisions made by institution on various matters to check if their responses matched to their responses on close ended items related to those areas

The questions were

1. How much your university has contributed to your professional growth? Identify some areas of your professional growth.
2. How often you give your views and in what matters?

The first question was related to inquire about continuous learning practices and second was to find about empowerment of the employees.

The researcher read all the responses of respondents on personal opinion based questions. Some common responses of both sector university respondents related to question 1 as indicated in above table were that workshops were being conducted by universities on regular bases to upskill the staff with new innovating teaching skills. They were also given training on research

methodologies. Given chance to participate in seminars. Majority of the respondents of both sector universities gave opinion that their universities had contributed reasonable well in their professional growth and learning by creating myriad of learning opportunities.

So in response to first question most of the respondents in both sector gave opinion that their university had contributed a lot in providing them trainings and other opportunities for professional growth.

They seemed satisfied in this regard. It may be concluded from these responses that both public and private universities were doing well in area of continuous learning and professional development of the staff.

In response to question 2 mixed response was obtained from both sector. These responses included their views are not asked related to policy matters however they often give views related to academics and issues related to students and their learning as well as research activities. Mostly they gave feedback related to students' affairs. A few responded that their opinion were taken regarding all important matters. Some respondents from both sectors universities responded that their views were never asked for in any matter.

The analyses of opinion regarding questions 2 reveals the weaker area of both sector universities was related to empowerment of the employees. The universities were reluctant to involve employees in policy matters. Differences of opinions on same question by some senior members and junior teaching staff also revealed lack of uniform policy on such matters.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION

RECOMMENDATIONS

The purpose of this research study was to investigate practices of public and private universities located in capital city of Pakistan, as Learning Organizations. This chapter includes summary, finding, discussions and recommendations.

5.1. Summary

In modern fast changing world organizations can only survive if they turn themselves into learning organizations. According to Watkins & Marsick (1993) a learning organisation is defined as one that constantly learns and transforms itself; learning takes place in individuals, teams, and organisations; learning is ongoing, strategic, work-integrated; and learning contributes to improvements in awareness, values, and behaviours.

The researcher found it interesting to explore the learning organization concept and its implementation in Pakistan's higher education context. As educational institutions have an important role in social and intellectual development of a society. Incorporating new concepts have significant importance for an organization. Learning organization concept is grabbing attention of organizations as in modern era organizations are facing many challenges of globalization. To survive the competition of globalization they need to adopt ways and implement practices that are necessary requirements of modern day. The researcher found this topic very interesting and important in educational institutions context. The curiosity to know the status of Pakistan Higher Education Institutions (HEI) motivated the researcher to conduct this research. So the present research was planned to investigate the status of public and private

universities as learning organizations and to draw a comparison between them as learning organizations. The nature of this study was descriptive comparative survey. This study was pursued in light of learning organization model given by Watkin and Marsick (2003).

The objectives of the study were set and according to the objectives one main hypothesis and seven sub hypotheses were developed. The seven elements of learning organization given in the model were explored through a questionnaire DLOQ. The questionnaire developed by Watkin and Marsick was adapted for the current study. It was based on 42 items in total. The tool was presented to experts from educational department for improvement suggestions and validation. After validation process pilot testing was carried out. In the light of pilot testing the tool was improved for final data collection. The data was collected both through online and personal visit to universities.

All faculty staff of Public and private universities located in Islamabad was included in population. A list comprising number of faculty staff hired by these universities was obtained from Higher Education Commission Website based on 2018. According to the record there were total 9177 faculty members 7903 in public universities and 1274 in private universities of Islamabad. Represented sample was drawn by using proportional stratified random sampling technique. The public and private education sectors were taken as two main strata of the study population. 10 percent of the population from each stratum was chosen as a population sample according to the population size in each stratum to ensure that the sample be true representative of the population it represents.

A total of 950 questionnaires were distributed among public and private sector university faculty both through personal visit and email as due to covid 19 universities were locked down during March to September 2020 and it took researcher great effort to collect required data. The investigator was able to obtain data from 550 participants. Thus, the return rate was 60%.

Using SPSS 20th edition, the information obtained through the questionnaire was analysed. In order to analyse the data, mean, standard deviation, reliability, correlation, independent sample 't' test were used. Conclusion and recommendations were made on the bases of the result analysis.

5.2. Findings

5.2.1 Findings related to practices of universities as learning organizations

On the bases of objectives following finding were drawn

Objective No 1. To investigate the practices of universities as learning organizations in public and private sector

This objective was achieved through a quantitative method. The mean score (tables 4.5.1,4.5.2) of each dimension revealed the level of practices of public and private universities as learning organizations. Respondents related to both public and private sector universities agreed that six dimensions i.e Continuous learning, Team learning and collaboration, Embedded System, System Connection and Strategic leadership were being practiced in their universities. Whereas their response related to empowerment dimension was undecided. The mean score indicates that universities in both sectors were practising as learning organizations. However, mean score (3.34) of universities practices of dimension “empowerment” reflects weak practices of both sector universities on Empowerment Dimension. The researcher used five point Likert scale to measure the level of practices of universities as learning organizations. The numbers assigned to the responses were for strongly disagree(1), for disagree(2), for undecided(3) ,for agree(4) and for strongly agree(5) assuming agreed and strongly agreed responses as an indication of respondents’ positive perception of their organization’s being a learning organization whereas disagree and strongly disagree as an indication of their negative perception of the organization as learning organization Which

mean score above 3.5 is an indication that organization is a learning organization whereas mean score less than 3 an indication that the organization is not a learning organization. According to above criteria respondents from both sector universities revealed through their responses that their universities were learning organization which were practising maximum dimensions of learning organizations however, there is a dire need to enhance these practices to further enhance their status as learning organizations.

ObjectiveNo2. “To compare the practices of universities as learning organizations in public and private sector”

1. No significant difference between practices of private and public universities as learning organizations was observed (Table 4.6).
2. No significant difference of practices was found between public and private universities on continuous learning dimension (Table 4.7).
3. A significant difference was observed between public and private universities on dimension of inquiry and dialogue (Table 4.8).
4. The result indicated that the practices of team learning and collaborations are practiced in similar manner in both sector universities of Islamabad (Table 4.9).
5. Embedded system practices in both public and private universities are found to be similar and no big difference was observed (Table 4.10).
6. Similar practices of empowerment dimension were observed in both public and private universities of Islamabad. According to result no significant difference was found on this dimension (Table 4.11).
7. Similarly practices of dimension, system connection was also same in both sector universities (Table 4.12).

8. No significant difference was found in practices of universities related to strategic leadership dimension in public and private universities as learning organizations (Table 4.13).

According to above mentioned results no significant difference of practices was observed between both sectors universities on six out of seven dimensions. The substantial difference on dimension, dialogue and inquiry, was observed between public and private sector universities.

5.3. Discussion

This research study was carried out to explore practices of universities of Islamabad as learning organizations and then further aim was to make a comparison of public and private universities on the bases of their practices as learning organizations. The research plan was designed on two objectives. On the bases of the objective one main and seven sub hypotheses were developed. The research approach was mainly quantitative.

Objective 1. To investigate the practices of universities as learning organizations in public sector and private sector.

In present world sanerio of technological advancement and the knowledge based economy an organization can only survive by developing its ability to adapt (Dodgson, 1993; Kim & Mauborgne, 2005; Joo, 2007). That is why many organizations are trying hard to promote a culture of continuous learning by acquiring and creating new knowledge and bringing modification in their behaviour according to new knowledge (Garvin, 1993). In order to investigate culture of public and private universities of Islamabad as learning organizations seven dimensions of learning organizations given by Watkins and Marsick (2003) were used as indicators. Mean score of the data collected from public universities reflected the level of practices of public universities as learning organizations.

Mean score (table 4.5.1) of dimensions continuous learning (3.78), Dialogue and Inquiry (3.67), Team learning (3.84), Embedded system (3.78), System connection (3.87), Strategic Leadership (4.5.1) revealed agreed response of respondents of public sector universities on 6 dimensions of learning organization whereas mean score of empowerment dimension (3.34) reflects participants' undecided response related to empowerment dimension. It indicates weak practices of universities on empowerment dimension as compare to other dimensions in public sector universities. The mean score of responses on six dimensions was more than 3.5 which was an indication of positive perception of respondents that their organizations were learning organizations. However, mean score of responses on empowerment dimension (3.34) indicated weak practices of this dimension.

Mean score of the data collected from private universities on seven dimensions of learning organizations reflected the level of practices of private universities as learning organizations.

Mean score (table 4.5.2) of dimensions Continuous Learning (3.88), Dialogue and Inquiry (3.83), Team learning (3.76), Embedded system (3.73), System connection (3.81), Strategic Leadership (4.04) reveals agreed responses of respondents of private sector universities on 6 dimensions of learning organization whereas mean of empowerment (3.34) reflects participants' undecided response related to empowerment. It indicates weak practices of empowerment dimension in private sector universities as compared to other dimensions.

Tables 4.5.1 and 4.5.2 show mean rank of practices of public universities as learning organizations. Mean score of public universities indicates that overall universities were practising as learning organizations. However, a detail observation of mean score of practices of each dimension revealed that private universities had slightly better practices of continuous learning and dialogue and inquiry. Similarly, Public universities had slightly better practices of Team learning & collaboration, Embedded System, Empowerment, System connection and

Strategic learning. Overall weakness of both sector universities was found in dimension of Empowerment whereas strength of both sectors universities was observed in strategic leadership. Both sector universities were found to be learning organizations but further work is required their status as learning organizations

A study carried out by Razali, Amira & Shobri (2013) to analyse the relationship between learning organization practices and job satisfaction among public university teachers. According to the results of the study regarding practices of the seven dimension among academicians the strategic leadership was the most practised dimension with highest mean score 3.72 whereas the least practised dimension was collaboration and team learning with mean score 3.08. According to this study empowerment was the dimension with weak practices.

The research study carried out by the researcher revealed more or less the same results which indicates that empowerment and team learning & collaboration are the areas need focused attention of the organizations administration.

ObjectiveNo2. “To compare the practices of universities as learning organizations in public and private sector”.

1. No significant difference was found in practices of public and private sector universities related to continuous learning. Both sectors university faculty members had similar opinion about continuous learning practices. Teachers in both sector universities were aware of what skills are required for them for future task and activities. According to their response teachers helped each other to learn and took problems as learning opportunities. However, related to financial support by their organization in learning process both sectors teachers gave mixed response.

2. The analyses revealed a significant difference in practices of public and private sector universities related to inquiry and dialogue. The difference in mean score illustrated that private sector universities had a little better level of practices related to inquiry and dialogue. According to the responses there was open environment for discussion and feedback. Teachers respected each other opinion and spent time for trust building.
3. In the dimension of collaboration and team learning also no significant difference was observed. Similar responses were given by faculty members of both sector universities which showed almost similar practices in both sectors.
4. Findings about embedded system revealed that there was no significant difference between practices related to embedded system in both public and private sector universities. According to analyses two way of communications, access to needed information by staff, keeping updated information of employees' skills, and having a system to measure time and resources spent on training and learning activities were similarly practiced in both sector.
5. The data analyses related to dimension of empowerment showed no significant difference between public and private universities related to empowerment. Both sector universities showed weak practices in this area.
6. No statistically significant difference was found between public and private universities related to system connection. Both sector universities had similar level of practices. According to responses both sector universities encouraged all those activities which helped to connect an organization to communities both internally and externally.
7. According to analyses no significant difference was observed in practices of public and private sector universities related to strategic leadership. The mean score revealed that the strength of both sector was in strategic leadership dimension.

The analyse of data obtained from both sector universities on seven dimensions reflected no big difference in public and private universities as learning organizations.

A number of similar type researches conducted in this area revealed various result.

A comparative study was carried out by Jamli, Sidani et al (2009) between banking and IT sector of Lebanese economy to investigate which sector is progressing more as learning organization. The result of study revealed reasonable progress on all dimensions except empowerment dimension.

Another study conducted in Malaysia by Noubar, Rose et al (2011) to investigate the impact of learning organization dimensions on organizational learning and their outcomes. A significant impact of learning organization dimensions on organizational learning was observed by the researchers in this study.

A study by Akram, Watkins, and Sajid (2013) was conducted using dimensions of learning organizations questionnaire, to investigate either a significant difference existed between boys and girls school in private sector of Karachi, Pakistan. The results of the study revealed that a significant difference existed on most of the dimensions of learning organization between girls and boys school.

5.4. Conclusions

Following are the conclusions of the study

Respondents related to public sector universities agreed that six dimensions i.e Continuous learning, Team learning and collaboration, Embedded System, System Connection and Strategic leadership were being practiced in their universities. Whereas their response related to empowerment dimension was undecided. Respondents related to private sector universities also agreed that six dimensions i.e Continuous learning, Team learning and collaboration,

Embedded System, System Connection and Strategic leadership were being practiced in their universities. Whereas their response related to empowerment dimension was also undecided. The respondents did not have definite or positive perception about their empowerment by the organizations which revealed weak practices of universities on this dimension. This means the universities in both sector were reluctant to give their employees choice of task and risk taking and initiative and their involvement in setting vision and deciding strategic direction is also not very much encouraged in both sector universities

The result of independent sample t test revealed that there was no significant difference in practices of public and private sector universities as learning organizations. No significant difference on six dimensions i.e Continuous learning, Team learning and Collaboration, Embedded System, Empowerment, Strategic Leadership was observed. However, the private sector universities were found better with reference to Dialogue and Inquiry dimension. The strength of both private and public sector universities was in strategic leadership dimension whereas weakness of both sectors universities was observed in employees' empowerment dimension.

5.5. Recommendations

5.5.1 For the Administration

1. It is the need of hour that all organizations especially educational institutions in Pakistan incorporate learning organization practices to meet the challenges of modern technologically advanced world successfully. By being innovative these organizations can tackle the challenges of globalization and survive the competitions of changing world. Open discussion among employees on new creative ways of improving capacity may be promoted. New ideas given by members of organization may be welcomed and implemented.

2. For their capacity building organizations need to develop themselves continuously as learning organizations. They need to provide best opportunities for learning on continuous bases to all employees. In this regard continuous training and courses may be arranged. A healthy competition for learning may be encouraged among employees. To promote continuous learning in organizations learning of employees may be rewarded by giving important positions to those who have improved their knowledge and creativity.
3. The administration may make serious efforts with strong determination to implement all the practices that are required to turn their organization into learning organization and develop a system to strictly monitor their implementation. In this regard evaluation of learning organization practices may be carried out periodically to identify weaker areas. Weaker areas ones identified may be given focused attention.
4. Motivation of employees contribute immensely to increase the status of an organization Empowerment is one of the way to increase motivational level of employees so if organizations really intent to improve performance of their organization and survive the competition of modern world they need to focus area of empowerment of employees. In order to empower employees, they may be consulted on all important matters regarding the organization. They may be given freedom to express their ideas for the organization's improvement and growth. Their practical ideas maybe implemented. Their critical views may be welcomed to identify the weaker of the organization and may be timely addressed. This would make them feel valued. They may be given complete authority on their assigned duties.
5. Employees may be trusted and treated as mature workers having capacity to learn and fulfil any responsibility assigned to them to the best of their capacity. They may be given freedom, enthusiasm and energy by recognizing their efforts. Recognition certificates and elevation in position can be fruitful in this regard. Financial benefit may be given in terms

of increments and bonus in recognition of their services. They may be given responsibilities with authority

6. They can be involved in developing vision, strategies and all planning that is done in the organization.
7. Leaders of the organization may empower their subordinates by becoming their role model in learning, advocate and champion for learning process and appreciative of their efforts for learning and improving their skills.
8. A culture of dialogue and inquiry may be promoted to enhance learning of staff. A positive attitude towards mistakes may be demonstrated by the administration so that no employee feels hesitant to take initiative and making mistakes as mistakes provide opportunities to explore solution and learn new skills. When employees are given opportunities to express their concerns related to organization through inquiry and dialogue, they feel valued and important, this results in developing positive attitude in them about the organization (Purcell et al., 2008).
9. In addition, management of universities may take strategic steps and devise interventions that facilitate learning, the transition of expertise from the training environment to the work environment, and creating a generally shared vision embraced by staff would boost motivation for learning. This would facilitate the empowerment of the employees.
10. Learning organization is a journey not destination. Keeping organizations updated and improving level of their practices as learning organizations should be the top priority of organizations.

5.5.2 For Teachers

1. Teaching faculty can help considerably by supporting and participating in all activities that organizations carry out to turn themselves as learning organizations. Participation in workshops, seminars and conferences that are arranged by the organizations for their

employees' professional development not only would prove beneficial for organizations but individuals also.

2. They should be ready to challenge their assumption in order to develop new perceptions about things. Develop a positive approach towards change and accept it whole heartedly for their and institutions' benefit.
3. May help and cooperate each other in developing their professional skills and capacities.
4. Be always willing to give constructive feedback for their organization's improvement.

5.5.3 For Future Researchers

Following are the recommendations for researchers who want to conduct research in area of learning organization

1. In future this research may be extended by conducting research exclusively on any one dimension of the learning organization model.
2. It may also be investigated which dimension play pivotal role in turning an organization into a learning organization despite the fact that all 7 dimensions of the learning organization model are very important.
3. A research may be conducted to investigate learning organization perception of administration of high performing and low performing organizations in Pakistani context.
4. This research may be carried out on provincial level as well.
5. More studies may be conducted with different organizations and population.
6. This study may be conducted with senior and middle level managers as respondents

5.6. Conclusion of the Research

The research concludes that there exists no significant difference in practices of public and private universities as learning organizations. The modern day's competition itself is a great pushing force in this regard. No organization can afford to remain ignorant of the ways that help organizations to progress fast among its competitors and survive with dignity. Educational organizations are no exception as they have a big responsibility to produce future intellectuals of a country. A country's future can only be saved when its future generation is fully equipped with all required skills. So the need of hour is that educational institution keep learning continuously to keep enhancing their status as learning organizations.

5.7. Limitations of the Research

The researcher faced certain difficulties while conducting this research. Due to covid 19 and resulted lock down all sample universities could not be visited by the researcher. The researcher had to rely upon online data collection also.

The researcher could not collect required data from sample population according to plan due to covid 19 and had to rely upon 60% data that was collected.

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Cover Letter for Validity Certificates

A Comparative Study of Public and Private Universities as Learning Organization



Subject: Request for Validity Certificate

Respected Sir/ Madam,

I have attached my questionnaire adapted for the purpose of research title as “A Comparative Study of Public and Private Universities as Learning Organization” I have adapted Dimension of Learning Organization Questionnaire(DLOQ) developed by Marsick & Watkin (1997) in the light of seven dimensional model of learning organization. This model comprised of seven dimension of learning organization. The following are the dimensions of the model and questionnaire construct are based on it. Followings are the dimensions.

Dimension1. Continuous learning

Dimension 2. Dialogue and inquiry

Dimension 3. Team learning and collaboration

Dimension 4. Embedded systems

Dimension 5. Empowerment

Dimension 6. Systems connections

Dimension 7. Strategic leadership

Kindly check my questionnaire, its content and construction, provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Muneem Akhter

M.Phil Scholar, Deptt of Education,

National University of Modern Languages,

Islamabad, Pakistan

CERTIFICATE OF VALIDITY
(Dimension of Learning Organization Questionnaire)



A Comparative Study of Public and Private Universities as Learning Organization

By Ms Muneem Akhter,

M.Phil Scholars, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore “Dimension of Learning Organization” to conduct a comparative study of public and private universities as learning organizations.

It is considered that the research instrument, adapted for the above mentioned title and its according to objective and hypotheses of the research, assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institution _____

Signatures _____

Date _____

Appendix C

Research instrument

Serial No: -----

Dimension of Learning Organization Assessment

Dear respondent,

I'm M. Phil scholar (Education) working on my research work on the above mentioned topic. You are requested to fill in the questionnaire attached. The first part of questionnaire consists of demographic information. The remaining part consist of statements related to 7 dimension of Learning organization.

It is assured that your responses will not be disclosed to any person or authority. This questionnaire is meant to collect data for research work.

Muneem Akhter

M.Phil Scholar Education

Department of Education,

National University of Modern Languages,

Islamabad Pakistan

PART-A

Demographics:

1	Gender	Male 1	Female 2	
2	Department	Social sciences 1	Natural Sciences 2	
3	Teaching level	Graduate 1	Post Graduate 2	M.Phil, Ph.D. 3
4	Age years	30-40 1	40-50 2	50 above 3
5	Academic Qualification	M.Phil 1	Ph.D. 2	Post Ph.D. 3
6	Teaching Experience years	0-5 6-10 1 2	11-15 3	16+ 4

INSTRUCTION:

You are requested to give your responses against the options ranging from 5 to 1 indicating your preferences of responses (5=strongly agree,4=agree,3=Undecided,2=disagree,1=strongly disagree)

KEY = Strongly disagree=SA, agree=A, Undecided=UD, disagree =DA, strongly disagree=SD

PART-B

Dimension of Learning Organizations Assessment							
Dimension 1. Continuous learning							
Sr No	code	Opportunities for growth and learning. Learning is designed into work to enable people to learn while working.	SA	A	UD	SD	D
1	CL1	In my university teachers do not hesitate to discuss openly about errors and ways to learn from them.	5	4	3	2	1
2	CL2	In my university teachers identify needed skills for future activities..	5	4	3	2	1
3	CL3	In my university teachers, help each other to learn	5	4	3	2	1
4	CL4	In my university teachers receive financial benefit when advance their learning	5	4	3	2	1
5	CL5	In my university, teachers are given time to support learning.	5	4	3	2	1
6	CL6	In my university, teachers see problems in their work as learning opportunities.	5	4	3	2	1
Dimension 2. Dialogue and inquiry							
The culture of organization supports and promotes feedback, questioning and mutual trust building. The capacity to listen and find out others view is developed			SA	A	UD	SD	D
7	DI1	In my university, teachers do not hesitate to give open and honest feedback to each other.	5	4	3	2	1
8	DI2	In my organization people listen to others opinion before talking.	5	4	3	2	1
9	DI3	In my university teachers are encouraged to ask ' why'	5	4	3	2	1
10	DI4	In my university, teachers willingly give their views and also ask what others think.	5	4	3	2	1
11	DI5	In my university, teachers use time to build trust among them.	5	4	3	2	1
12	DI6	In my organization, teachers spend time building trust with each other	5	4	3	2	1
Dimension 3. Team learning and collaboration							
The culture of organization values and rewards collaboration. It is expected that teams learn while working together.			SA	A	UD	SD	D

13	TL1	In my university, teams/groups(e.g. curriculum development committee, Training organizing committee etc.)have freedom to adapt their goals as needed.	5	4	3	2	1
14	TL2	In my university, teams treat their members as equal.	5	4	3	2	1
15	TL3	In my university, teams focus both the task and how well the team is performing	5	4	3	2	1
16	TL4	In my university, teams/groups revise their thinking as a result of group discussions or information collected.	5	4	3	2	1
17	TL5	In my university, teams are rewarded by their result as teams	5	4	3	2	1
18	TL6	In my university, teams/groups are confident that the university will act as their recommendations.	5	4	3	2	1
		Dimension 4. Embedded systems In order to share learning essential systems are created, looked after and integrated with work.	SA	A	UD	SD	D
19	ES1	My university uses two-way communication in a regular way.	5	4	3	2	1
20	ES2	My university ensures that teachers have easy and fast access to needed information at any time.	5	4	3	2	1
21	ES3	My university keeps an up to data base of employee's skills	5	4	3	2	1
22	ES4	My university creates systems to measure gaps between current and expected performance.	5	4	3	2	1
23	ES5	My university makes its lessons learned available to all employees.	5	4	3	2	1
24	ES6	My university measures the results of the time and resources spent on training.	5	4	3	2	1
		Dimension 5. Empowerment People are given responsibility to set vision of the organization and be involved in its implementation. These responsibilities motivate them to learn what they are held accountable to do. They are encouraged to take risk.	SA	A	UD	SD	D
25	EP1	My university recognizes teachers for taking initiatives.	5	4	3	2	1
26	EP2	My university gives teachers choice on their task.	5	4	3	2	1
27	EP3	My university supports teachers who take calculated risks.	5	4	3	2	1
28	EP4	My university invites teachers to contribute to their university vision and strategic direction.	5	4	3	2	1
29	EP5	My university empowers teachers regarding resources to complete their task.	5	4	3	2	1
30	EP6	My university supports teachers that risk in a safe way.	5	4	3	2	1
		Dimension 6. Systems connections System connection represent the ability of an organization to connect with communities both internally and externally to have a better sense of environment. People understand the overall environment and adjust them work habits accordingly.	SA	A	UD	SD	D
31	SC1	My university aligns vision across different teams and work levels	5	4	3	2	1

32	SC2	My university encourages teachers to think from a global perspective.	5	4	3	2	1
33	SC3	My university encourages teachers to bring the students perceptive to decision making process.	5	4	3	2	1
34	SC4	My university considers the decision impact on teachers moral.	5	4	3	2	1
35	SC5	My university works together with the outside community to meet mutual needs.	5	4	3	2	
36	SC6	My university encourages teachers to get answers from across the organization when solving problems.	5	4	3	2	1
		Dimension 7. Strategic leadership Leaders promote learning among staff by creating learning opportunities, modal the learning. leaders are consistent learners and use learning strategically to promote interest of the organization.	SA	A	UD	SD	D
37	SL1	My university encourages teachers to develop problem solving inside the university.	5	4	3	2	1
38	SL2	In my university leaders generally support and create learning and training opportunities	5	4	3	2	1
39	SL3	In my university leaders share up to date information with faculty about university direction.	5	4	3	2	1
40	SL4	In my university, leaders mentor and coach those they lead.	5	4	3	2	1
41	SL5	In my university, leaders continually look for opportunities to learn.	5	4	3	2	1
42	SL6	In my university, leaders ensure that the organization's actions are consistent with its values.	5	4	3	2	1

1.How much your university has contributed to your professional growth? Identify some areas of your professional growth,

2.How often you give your views and in what matters?

Teacher Name _____

Designation _____

University Name _____

Date _____

APPENDIX –D**University wise Full Time Faculty information for the year 2018**

Name of University	Sector	Faculty Members
Air University, Islamabad	Public	205
Allama Iqbal Open University, Islamabad	Public	182
Bahria University, Islamabad	Public	757
Capital University of Science and Technology, Islamabad	Private	166
COMSATS University Islamabad	Public	2587
Foundation University, Islamabad	Private	322
Institute of Space Technology, Islamabad	Public	187
International Islamic University Islamabad	Public	571
Muslim Youth University Islamabad	Private	31
National Defence University, Islamabad	Public	85
National University of Computer and Emerging Sciences, Islamabad	Public	398
National University of Modern Languages, Islamabad	Public	811
National University of Sciences & Technology, Islamabad	Public	1012
National University of Technology, Islamabad	Public	11
Pakistan Institute of Development Economics (PIDE), Islamabad	Public	43
Pakistan Institute of Engineering and Applied Sciences (PIEAS), Islamabad	Public	140
Quaid-i-Azam University, Islamabad	Public	261
Riphah International University, Islamabad	Private	500
Shaheed Zulfiqar Ali Bhutto Medical University, Islamabad	Public	91
Shifa Tameer-e-Millat University, Islamabad	Private	255
Federal Urdu University for Arts, Science & Technology, Karachi	Public	562

Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

Dated: 20-01-2020

ML.1-4/2020/Edu

To: Muneem Akhter,
1495-MPhil/Edu/S18

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**

Dr. Quratul Ain Hina,
Assistant Professor, Department of Education
NUML, Islamabad.

b. **Topic of Thesis**

A Comparative Study of Public and Private Universities as Learning Organizations

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Quratul Ain Hina

Validity certificate

**CERTIFICATE OF VALIDITY
(Dimensions of Learning Organization Questionnaire)**



A Comparative Study of Public and Private Universities as Learning Organizations

By Ms Muneem Akhter

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan

This is certified that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore "Dimensions of Learning Organization" to conduct a comparative study of public and private universities as learning organizations.

It is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farhana Khurshid

Designation Assistant Professor

Institution Fatima Jinnah Women U

Signatures [Signature]

Date 24/12/2019

Validity Certificate

**CERTIFICATE OF VALIDITY
(Dimensions of Learning Organization Questionnaire)**



A Comparative Study of Public and Private Universities as Learning Organizations

By Ms Muneem Akhter

M.Phil Scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages (NUML), H-9, Islamabad Pakistan

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Name _____
Designation _____
Institution _____
Signatures _____
Date _____

Dr. Muhammad Tanveer Afzal
Assistant Professor,
Science Education Department
AIOU, Islamabad

Validity Certificate

**CERTIFICATE OF VALIDITY
(Dimension of Learning Organization Questionnaire)**



A Comparative Study of Public and Private Universities as Learning Organization

By Ms Muneem Akhter

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Name Dx. Shafiq
Designation AP
Institution NU
Signatures [Signature]
Date 3.1.2020

Data Collection Letter



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 06-10-2020

ML.1-3/2020-Edu

WHOM SO EVER IT MAY CONCERN

Ms Muneem Akhtar D/O Noor Muhammad Khan student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Mariam Din
06/10/2020

Dr Mariam Din
A/Head,
Department of Education.