International
Journal of
Management
& Organizational
Studies

VOLUME 2, ISSUE 1 **ISSN: 2305-2600**

Comparative Study between Two Service Sector Organizations to Measure Organizational Learning

Shakil Ahmad, Muhammad Muniam, and Atiq Ur Rehman

Author(s) Biography

Shakil Ahmad is MS Scholar at National University of Modern Languages, Pakistan.
Email: shakil_numl@yahoo.com

Muhammad Muniam is MS Scholar at National University of Modern Languages, Pakistan.
Email: muhammadmuniam@yahoo.com

Atiq ur Rehman is MS Scholar at National University of Modern Languages, Pakistan.
Email: atiq_numl2006@yahoo.com

ABSTRACT: *The purpose of this study is to compare the organizational learning between two service sectors organizations. To fulfill this objective, we took one university from provincial sector and other from federal sector. We analyzed the impact of learning at individual level, group or team level and organizational level and effects of the dimensions of the learning organization on both provincial sector and federal sector organizations. A learning organization is said to be an organization that has the capacity to create new knowledge, attain and transform knowledge and modify its behavior to reflect new insights. Learning organization is not a new concept; (Senge 1993) presented the idea of learning organization in his book "The Fifth discipline". Various tests are applied to measure organizational learning and it is found that both federal sector university and provincial sector university are quite similar on nine dimensions of the learning organizations. We took only one university from each sector. As every study has some limitations, further research can be conducted on various universities in each sector by applying other measures of analysis.*

Keywords: organizational learning, knowledge transformation, and Fifth Discipline

---

Learning is the acquisition of new knowledge, modifying existing behavior, skills and values. Learning can be viewed as a continuous process rather than a onetime activity. Learning can come from various ways; one can learn from one's own past experiences, through others practices and even from past failures. As failure is a good teacher, productive failure is better than unproductive success. A child can learn how to crawl, after every failure he / she learn a new lesson. Learning from past experiences does not mean that one can follow those successful paths but one can modify and clarify them with the adoptability of environmental changes, those who do not remember their past they are condemned to repeat it. Learning occurs through behavioral changes but the change must be meaningful otherwise it will not be fruitful.

Organization is a collective unit of people which has some structure and managed to achieve overall objectives. Different meaning of the organization to different people, People come together to shape the organization, they work together for common goals but they have different perspective and needs and interpret the organization differently. People interact with each other to achieve the objectives and their interaction shape the foundation of an organization. Some sort of structure is required where their interaction and commitment are focused. Organization provides them structure where they can nurture and continuously expand their skills. Their interactions are directed and control by the management.

Organizations are just like living organisms; they take birth, grow, mature and decline. Same as human beings and other living organisms are effected by environment, organization too. Environment is not stagnant and static but highly turbulent, organizations need to scan internal and external environmental forces that will impact on its ability to create knowledge and serve its all stakeholders in a delightful way. Old management disciplines and practices are no longer successful in the organization which is facing an environment in which knowledge generation and transformation is taken place at an incomparable rate. Organizations need to adjust with these environmental changes quickly and efficiently and with the passage of time skilled at learning organization. Organizations need to develop a strategic fit between its internal and external environment.

A learning organization is said to be an organization that has the capacity to create new knowledge, attain and transform knowledge and modify its behavior to reflect new insights. To become a learning organization, company must focus on four dimensions: vision, culture, strategy and structure. A company cannot achieve its vision unless it becomes a learning o33rganization; corporate vision must be shared to functional level so everyone gets the dire33ction to proceed because shared vision provides energy for learning. This happens when a3ll the stakeholders are brought to develop the vision. Learning organizations develop a culture to support the new ideas from every corner of the organization; it creates a supportive environment where everyone feels psychologically safe while disagreeing with others, where employees do not hesitate to take risks to explore the unknown. These organizations provide a place where people can continually expand their skills and enhance their hidden capabilities. People are not loaded with stuff but they are given time to review the organizational processes. Learning cannot be achieved through correcting mistakes only but it can be by crafting novel approaches. Learning culture offers reward for learners and makes them responsible for the learning of the others.

Flat and flexible structure is required for learning organization where no restriction of boundaries, information can easily collect and disseminate and knowledge must be shared in a systematic and distinct ways. Tall, rigid and boundaries oriented structure impede the process of knowledge generation and transformation. Learning organizations reduce the bureaucracies and involve all employees in decision making through a network. Knowledge can move horizontally and vertically within the firm under network structure. It involves a series of concrete steps, knowledge sharing can take place among individuals, teams or throughout the organization, these learning steps and practices further include the experimentation to create and test new goods and services, intelligence needed to keep record of customers, competitors and technological changes, systematic analysis and interpretation required to identify and solve the problems; and education and training to develop current and potential employees.

If people take knowledge with themselves synergy will not be produced, they must share knowledge with other people in the organization who will engage in similar projects later, knowledge sharing can be internally focused and complete post audit is required. According to (Garvin 1985) " if you cannot measure it, you cannot manage it" Knowledge sharing must be externally focused, it requires regular meeting with customers, suppliers, experts and other channel members to gain their standpoint on the company challenges. Collectively, these concrete practices guarantee that right information flows rapidly and efficiently to the hands and heads of those who need it.

Leaders should reinforce learning, they should provide an environment where people feel free to share their

emotions and receive appreciation. They must develop a system of emotional belonging where everyone put efforts and skills for the whole gain, a system where people are listened and valued. Through such exchanges and debates, people are encouraged to learn and feel pride. When people are learned they should be deployed on managerial level so that they can transfer knowledge to others in the line. In learning organization managers are like coaches and mentors who instill their inherent and learned knowledge to their subordinates. Leaders should develop a supportive system for knowledge sharing. As individual learning is not an organizational learning. Leaders must inform their followers before any planned change, make them aware about cost and incremental benefits related with the change, and ensure them about quality and efficient delivery; if not they will resist the change and growth will not be promised.

The history of learning organization is not new; it has theoretically link with organizational behavior and practically with human resource management at micro level, it has also linkage with organizational theory and practical manifestation with organizational development at macro level. Culture, structure, change management, restructuring and reengineering are the concepts of organizational theory; learning organization concept is less theoretical and more applied in nature. We are talking about organization not individuals. Knowledge management is an old concept of learning organization. Human resource capital is an intellectual capital which is related with individuals whereas knowledge management provides the collective wisdom and collective wisdom will be welcomed. Organizations are made up of parts, parts have own identity and whole has its own identity. If parts will remove, no matter collective knowledge will increase by replacing individuals. As team is not a collection of people, team is a collection of skills, they when interact synergy will be produced.

The concept of learning organization primarily, was given by (Senge 1993) in his renowned book, the fifth discipline, published in 1992. (Senge 1993) believes that the understanding that the universe is made up of idiosyncratic and autonomous elements is the key barrier in the way of learning organization and as we leave this fallacy we become able to create a factual learning organization. In learning organizations, people will enhance their hidden capabilities through continuous process; they will be able to break their mental models and will think in a systematic and analytical way, they will dialogue within the team to generate collective wisdom and most importantly human beings will get improve than ever learn the art of learning (Senge 1993). Many organizations have embraced the idea of learning organization but improvement rates remain low, organizations which could not become learning organizations failed to grasp the fundamental truth. In Pakistan, service organizations are attempting to become a learning organization. These organizations have widespread concepts of creating, acquiring, and transformation of knowledge. Generally, it is thought that environment of service organizations is much supportive for learning. But this is the mere perception, no major research inquiry has been carried out to accept or discard this notion. The center of this research work is to find out the key factors contributing to organizational learning. We conducted a comparative study on two education providing organizations, as they are providing services. We included one organization from provincial area and other from federal area to find out which one has more conducive learning environment.

One organization from each area is chosen as a sample of this research work. These two organizations allowed us to conduct the survey on the condition to not disclose the names of the organizations. The tool kit developed by (Marsick and Watkins 2003) 'Demonstrating the Value of an Organization's Learning Culture: The Dimension of the Learning Organization Questionnaire' is being applied to test the hypothesis. Nine dimensions of learning organization (Marsick and Watkins 2003) are used to shape the DLOQ and their effect on knowledge performance and financial performance. The questionnaire reflect these dimensions and represent the individual level, team or group and organization level learning and their impact on knowledge and financial performance. Common perception is that federal sector organizations have more learning oriented environment.

Literature Review

The concept of learning organization is not new but it is established one, it has links with organizational theory; it is bit theoretical and more practical in nature. 'The fifth Discipline' (Senge 1993) presented many useful insights in his book regarding learning organization. He explained that non learning organizations can become learning organizations with the mastery of five disciplines that are mental models, personal mastery, team learning, shared vision and systematic thinking. Learning cannot come in one day, it is a gradual process. In learning organization, people constantly generate, attain and convey knowledge efficiently and effectively to others (Garvin, Edmondson et al. 2008).Learning can be achieved from own past experiences as well as from benchmarking the practices of others who have won the awards for excellence, those who do not remember their past, they are condemned to repeat it (Garvin 1985).
Learning can be described as the continuous and gradual change in the human behavior that is outcome of ecological interactions (Dulbecco and Garrouste 1999).

Motivation can be increased through various financial and non-financial rewards which are the key aspects of learning organization, where leaders share their insights with other employees. Structure fabricates the behavior and varying basic structure can generate the diverse model of behavior, it means that structural justifications are intrinsically generative (Senge 1993). Without shared vision it is very difficult to sustain competitive advantage, shared vision can instill motivation and energy(Marquardt 2002). Psychological safety and time for reflection are proved to be the most influential factors of supportive learning environment where people do not hesitate to share their disagreeing ideas and they are not stuffed with messy transition, learning can be equally generated in public as well as in private sector (Ali, Bajwa et al.).

Organizations play a decisive function in mustering implicit knowledge detained by individuals and offer the debate for spiral knowledge formation through socialization, amalgamation, externalization, and internalization. All of these modes when interact continuously result in knowledge generation process which is prime source of learning organizations (Nonaka 1994). Where event explanations dominate generative learning cannot sustain (Senge 1991). If you cannot measure it you cannot manage it, there must be a post audit after every project (David A Garvin). Debriefing must be conducted after every project completion because this process will find the weak points and key success factors that will be beneficial for new projects instructor as well as for the incumbents (David A Garvin and Amy C. Edmondson et al. 2008). Further it looks knowledge as a grouped activity it must not be individual learning but organizational learning which makes the difference. Problems can be solved with the help of others by inventing new tools, because when people share their views with each other they create new insights (Nonaka and Toyama 2003).

Learning cannot come by just putting people together but by progressing them around to face various kinds of evidences, collect various sorts of data, apply special variety of tools and practice different stresses appropriate to a given dilemma.(Tyre and Von Hippel 1997) Change and chaos can be a source of learning but change must be a meaningful, companies need to extend elasticity, they require learning how to deal with mounting complication. They necessitate not only to acclimatize to existing environment but to predict upcoming tendencies(WOLCOTT and LIPPITZ 2010). Service organizations in Pakistan have been developing since the creation of Pakistan. But in recent decade service organizations has been getting its pace towards development.

There are various diagnostic tolls which are used to measure changes in learning culture and practices. But DLOQ is developed to measure changes in knowledge performance and financial performance that has facilitated us to inquire whether observed changes in knowledge and financial performance are definitely reported to evolution in the direction what we define to be a learning organization (Marsick and Watkins 2003). A learning organization is one that has the capability to acclimatize and to take action within no time and in a more innovative way while eradicating the obstacles to learning. Learning organizations improve their competencies to learn by making necessary modifications in systems that influence learning: strategy, ideology, slack and structure (Meyer 1982).

An organizations knowledge assets be positioned in the blueprint of relationships between its employees and it is spoiled when those blueprints are spoiled (Stacey 2000). The evolving scenery of knowledge of the organization can be best analyzed in circumstances where innovative, supple and synchronized organizational methods are incalculably required, e.g. managing with the entirely uncertain conflagration catastrophe (Kakihara and Sorensen 2002). Learning organizations are the organizations that are capable to gather, organize and apply information in sequence to warrant the attainment of its objectives (Berends, Boersma et al. 2003). The organizations are open systems that are affected by what is taking place around them and it must robust rate of change and learning organization with the rate of change in the surroundings (Friedman, Lipshitz et al. 2005). In the current era of dynamic environment, learning organizations render an utmost importance to work which provides product and services that characterize the basis for a company's success (Steers, Kolbeck et al. 1991).

Research Methodology

The objective of our study is to compare the two educational organizations, one is working under the provincial government, and the other is administered by federal government and made analysis on organizational learning of the two. To fulfill that rationale we picked one organization from each sector on the basis of convenient sampling. The sample of 100 is drawn, 50 from each of the organization. Both organizations are service organizations and appeared to be the career development agencies. Their fundamental aim is to extract knowledge from the heads of the capital human resource and disseminate to those who need it.

A questionnaire tool kit developed by (Watkins and Marsick 1997)is used as the instrument of this study. This tool kit is comprised of nine dimensions of the learning organization which are: create continuous

learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, create systems to capture and share learning, empower people toward a collective vision, connect the organization to its environment and provide strategic leadership for learning, knowledge performance and financial performance of the two organizations. These dimensions are further divided into 55 variables. There were 55 instruments originally designed by the (Watkins and Marsick 1997)from the above mentioned dimensions covering individual level, group level and organizational level. We employed the same tool kit for our survey. Most of our respondents were busy personnel; we personally met them and made them understand the purpose of our research. As researchers are very keen; they made their presence compulsory. The entire questionnaires are filled by the respondents so that their inquiries and ambiguities are entertained graciously.
DLOQ is selected because of its authenticity and acceptance in the corporate world, as a tool kit to measure the level of the learning organizations. To ensure its accuracy, high efforts are made by using the SPSS 16 for analysis and graphical representation of the data.

We used Cronbach's Alpha to test the reliability of the instrument and also used the descriptive statistics to check the means difference. We also applied the correlation matrix to check the significance of the relationship between the variables and t- test analysis. For this purpose, we applied the independent sample test to check the mean differences of the dimensions regarding the provincial and federal sectors educational organizations.

Variables and Analysis

The survey restrains the following dimensions of the learning organization to measure the organizational learning between two service sectors organizations.

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Create systems to capture and share learning
- Empower people toward and collective vision
- Connect the organization to its environment
- Provide strategic leadership for learning
- Financial performance
- Knowledge performance

These above mentioned dimensions of the learning organization can be measured by defining a variety of variables employed in the survey.
We used Cronbach's Alpha to test the reliability of the instrument and also used the descriptive statistics to check the overall means difference. We also applied the correlation matrix to check the significance of the relationship between the variables and t- test analysis. For this purpose, we applied the independent sample t-test (Levene's test of equality of variance) and the equality of means to check the mean differences of the dimensions regarding the provincial and federal sectors educational organizations. To test the normality, we used histogram for graphical representation.

Results and Interpretation

The reliability refers the test consistency. For this purpose Cronbach's Alpha is used to estimate the average of all correlation coefficients of the items. Cronbach's Alpha values for individual dimensions and for overall variables are illustrated in reliability statistics table. It is obvious that the dimension of continuous learning containing seven variables has significant cronbach's alpha value of 0.772.The dimension of promote inquiry and dialogue containing six variables has significant cronbach's alpha value of 0.736.All other dimensions have also reasonable significant values of cronbach's alpha. Overall value of cronbach's alpha for all fifty five variables is highly significant which shows the good reliability of the items.

Table 1.2 represents the correlation matrix; it is found that there is a significant correlation between the variables while forming dimensions. This high / low correlation matrix shows that those variables which are highly correlated with each other make one dimension and with low correlation make another dimension. All the variables within the dimensions show significant correlation i.e. more than .33 and no correlation across the dimensions. For this purpose Pearson correlation coefficient is used to check the relationships. Table 1.3 represents descriptive statistics which measures the means differences between the variables which can be seen from means and standard deviation columns. As means and standard deviations of variables are slightly different in magnitude but the p-values of all dimensions for federal and provincial sectors are greater than 0.05, results are insignificant. This means that both sectors have equal opportunity towards learning in all nine dimensions.

Create Continuous Learning: From the table 1.4 Levene's test shows that F-value = 3.964 and P › 0.05 and it is 0.058 which means that assumption of homogeneity of variance is not violated, so we assumed equal variances. From the t test for equality of means p - value is greater than 0.05 and it is 0.433 which is insignificant. Results show that in both sectors there is no difference regarding continuous learning. Continuous learning can be defined as people are provided with learning opportunities and they can enhance education and growth on job.

Promote Inquiry and Dialogue: From the table 1.4 Levene's test shows that F-value = 8.672 and P ‹ 0.05 and it is 0.004 which means that assumption of homogeneity of variance is violated, so we will look equal variances not assumed. From the t test for equality of means p - value is greater than 0.05. it is equal to 0.18, results from the equality of means are insignificant for both organizations which mean that the dimension of promote inquiry and dialogue for both organization are equal. In the culture of inquiry and dialogue people attain productive skills to express their insights, have capacity to listen others and offer feedback.

Encourage Collaboration and Team Learning: From the table 1.4 Levene's test shows that F-value = 8.666 and P ‹ 0.05 and it is 0.004 which means that assumption of homogeneity of variance is violated, so we will look equal variances not assumed. From the t test for equality of means p - value is greater than 0.05. It is equal to 0.365; results from the equality of means are insignificant. It means that both organizations are equally encouraging for team learning. Where teams have freedom to adapt their goals as needed, members are treated equally regardless of their rank, culture and races. Groups are rewarded for their achievements and teams are confident that the organization will act on their advices.

Create System to Capture and Share Learning: From the table 1.4 Levene's test shows that F-value = 0.122 and P › 0.05 and it is 0.728 which means that assumption of homogeneity of variance is not violated, so we assumed equal variances. From the t test for equality of means p - value is greater than 0.05 and it is 0.354. This means that both provincial and federal sectors educational organizations are equally applying technology systems to share learning and create integration with work.

Empower People toward a Collective Vision: From the table 1.4 Levene's test shows that F-value = 3.529 and P › 0.05 and it is 0.063 which means that assumption of homogeneity of variance is not violated, so we will look equal variances assumed From the t test for equality of means p - value is greater than 0.05 and it is 0.0469. The results represent that both organizations are equally empowering people toward collective vision. People from all corners of the organization are involved in decision making to achieve desired goals. That are well motivated toward what they are held accountable to do.

Connect the Organization to its Environment: From the table 1.4 Levene's test shows that F-value = 12.387 and P ‹ 0.05 and it is 0.001 which means that assumption of homogeneity of variance is violated, so we will look equal variances not assumed. From the t- test for equality of means, p - value is greater than 0.05. It is equal to 0.351; results from the equality of means are insignificant. It means that people scan the environment and use information to adjust work process and organization is linked with other communities from the perspective of both provincial and federal sectors organizations where people are helped to analyze the effect of their duties on the whole organization. Organization helps its employees balance work and family and encourage them to think from global perspective.

Provide Strategic Leadership for Learning: From the table 1.4 Levene's test represents that F-value = 6.603 and P ‹ 0.05 and it is 0.012 which means that assumption of homogeneity of variance is violated, so we will look equal variances not assumed. From the t- test for equality of means, p - value is greater than 0.05. It is equal to 0.156; results from the equality of means are insignificant. It explains that in both organizations leader generally supports their employees for learning opportunities, where up to date information is shared with employees about industry trends and competitors.

Financial Performance: From the table 1.4 Levene's test represents that F-value = 9.183 and P ‹ 0.05 and it is 0.003 which means that assumption of homogeneity of variance is violated, so we will look equal variances not assumed. From the t- test for equality of means, p - value is greater than 0.05. It is equal to 0.15; results from the equality of means are insignificant. It means that both organizations from either sector have good financial health and resources are available for growth.

Knowledge Performance: From the table 1.4 Levene's test shows that F-value = 3.859 and P › 0.05 and it is 0.052 which means that assumption of homogeneity of variance is not violated, so we assumed equal variances. From the t test for equality of means p - value is greater than 0.05 and is equal to 0.092. Results are insignificant which mean that both organizations are improving their knowledge performance. Both organizations are offering new products and services and delighting their all stakeholders.

Histogram for Normal Distribution: From figure 1.1 to 1.9, it is obvious that all the nine dimensions are reasonably normally distributed.

Conclusion and Recommendations

People have general conception that the federal sector organizations are more learning orientated and their financial performance is better than provincial sector organizations. The present study in that respect is a

major contribution in the research as it tries to statistically measure the magnitudes of all nine dimensions which reflect various variables regarding organizational learning in both provincial sector and federal sector organizations. This research work does not, however, emphasizes the previously ascertained perception of being unaccommodating learning about provincial sector organizations. It is concluded that this study strongly reject the general conception of people that the provincial sector organizations are not learning oriented. From this research work, statistical analysis represents that there is no such difference between both service sector organizations regarding organizational learning. It can be easily concluded from this research study that all the dimensions of the learning organization are same in provincial sector and federal sector service organizations. Further research can be carried out by surveying various universities in both service sector organizations as we selected one service organization from each sector. Various other statistical tools can be applied to measure organizational learning in both sectors. We applied a well-established tool kit originally designed by (Watkins and Marsick 1997), further research can be conducted by applying other tool kits to compare the organizational learning of both provincial as well as federal sector organizations.

References

1. Ali, Q., et al. "Supportive Learning Environment: A Comparison between Private and Public Sector Organizations of Pakistan."

2. Berends, H., et al. (2003). "The structuration of organizational learning." Human relations 56(9): 1035-1056.

3. Dulbecco, P. and P. Garrouste (1999). "Towards an Austrian theory of the firm." The Review of Austrian Economics 12(1): 43-64.

4. Friedman, V. J., et al. (2005). "The mystification of organizational learning." Journal of Management Inquiry 14(1): 19-30.

5. Garvin, D. A. (1985). "Building a learning organization." Org Dev & Trng, 6E (Iae) 274.

6. Garvin, D. A., et al. (2008). "Is yours a learning organization?" Harvard Business Review 86(3): 109.

7. Kakihara, M. and C. Sorensen (2002). "Exploring knowledge emergence: From chaos to organizational knowledge." Journal of Global Information Technology Management 5(3): 48-66.

8. Marquardt, M. J. (2002). Building the learning organization: mastering the 5 elements for corporate learning, Davies-Black Publishing.

9. Marsick, V. J. and K. E. Watkins (2003). "Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire." 5(2): 132-151.

10. Meyer, A. D. (1982). "Adapting to environmental jolts." Administrative science quarterly: 515-537.

11. Nonaka, I. (1994). "A dynamic theory of organizational knowledge creation." Organization science 5(1): 14-37.

12. Nonaka, I. and R. Toyama (2003). "The knowledge-creating theory revisited: knowledge creation as a synthesizing process." Knowledge Management Research & Practice 1(1): 2-10.

13. Senge, P. M. (1991). The fifth discipline: The art and practice of the learning organization, Century Business.

14. Senge, P. M. (1993). "The Fifth Discipline: The Art and Practice of the Learning Organization: Book review."

15. Stacey, R. (2000). "The Emergence of Knowledge in Organization." Emergence, A Journal of Complexity Issues in Organizations and Management 2(4): 23-39.

16. Steers, W., et al. (1991). "Nerve growth factor in the urinary bladder of the adult regulates neuronal form and function." Journal of Clinical Investigation 88(5): 1709.

17. Tyre, M. J. and E. Von Hippel (1997). "The situated nature of adaptive learning in organizations." Organization science 8(1): 71-83.

18. Watkins, K. and V. Marsick (1997). "Dimensions of Learning Organization (DLOQ)."

Appendices

Table 1.1

Reliability Statistics

Dimensions	Variables	Cronbach's Alpha
Create continuous learning opportunities	V1, v2, v3, v4, v5, v6,v7	0.772
Promote inquiry and dialogue	V8,v9,v10,v11,v12,v13	0.736
Encourage collaboration and team learning	V14,v15,v16,v17,v18,v19	0.716
Create systems to capture and share learning	V20,v21,v22,v23,v24,v25	0.751
Empower people toward a collective vision	V26,v27,v28,v29,v30,v31	0.773
Connect the organization to its environment	V32,v33,v34,v35,v36,v37	0.775
Provide strategic leadership for learning	V38,v39,v40,v41,v42,v43	0.764
Financial Performance	V44,v45,v46,v47,v48,v49,v54	0.744
Knowledge Performance	V50,v51,v52,v53,v55	0.754
Overall	**V1 - V55**	**0.940**

Table: 1.2 Correlation Matrixes

Dimensions	Correlation Type	D1	D2	D3	D4	D5	D6	D7	D8	D9
Create continuous learning	Pearson Correlation	1	.545(**)	.526(**)	.502(**)	.454(**)	.439(**)	.369(**)	.243(*)	0
	Sig. (2-tailed)		0	0	0	0	0	0	0.015	0.001
	N	100	100	100	100	100	100	100	100	100
Promote inquiry & dialogue	Pearson Correlation	.545(**)	1	.565(**)	.415(**)	.445(**)	.425(**)	.381(**)	0.179	.369(**)
	Sig. (2-tailed)	0		0	0	0	0	0	0.075	0
	N	100	100	100	100	100	100	100	100	100
Encourage team learning	Pearson Correlation	.526(**)	.565(**)	1	.492(**)	.390(**)	.356(**)	.426(**)	.211(*)	.216(*)
	Sig. (2-tailed)	0	0		0	0	0	0	0.035	0.031
	N	100	100	100	100	100	100	100	100	100
Create systems	Pearson Correlation	.502(**)	.415(**)	.492(**)	1	.460(**)	.439(**)	.390(**)	.368(**)	.309(**)
	Sig. (2-tailed)	0	0	0		0	0	0	0	0.002
	N	100	100	100	100	100	100	100	100	100
Empower people	Pearson Correlation	.454(**)	.445(**)	.390(**)	.460(**)	1	.483(**)	.451(**)	.477(**)	.478(**)
	Sig. (2-tailed)	0	0	0	0		0	0	0	0
	N	100	100	100	100	100	100	100	100	100
Connect the organization	Pearson Correlation	.439(**)	.425(**)	.356(**)	.439(**)	.483(**)	1	.522(**)	.466(**)	.414(**)
	Sig. (2-tailed)	0	0	0	0	0		0	0	0
	N	100	100	100	100	100	100	100	100	100
Prov strategic leadership	Pearson Correlation	.369(**)	.381(**)	.426(**)	.390(**)	.451(**)	.522(**)	1	.453(**)	.532(**)
	Sig. (2-tailed)	0	0	0	0	0	0		0	0
	N	100	100	100	100	100	100	100	100	100
Finanical performance	Pearson Correlation	.243(*)	0.179	.211(*)	.368(**)	.477(**)	.466(**)	.453(**)	1	.523(**)
	Sig. (2-tailed)	0.015	0.075	0.035	0	0	0	0		0
	N	100	100	100	100	100	100	100	100	100
Knowledge performance	Pearson Correlation	.314(**)	.369(**)	.216(*)	.309(**)	.478(**)	.414(**)	.532(**)	.523(**)	1
	Sig. (2-tailed)	0.001	0	0.031	0.002	0	0	0	0	
	N	100	100	100	100	100	100	100	100	100

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

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

Table 1.3

Descriptive Statistics

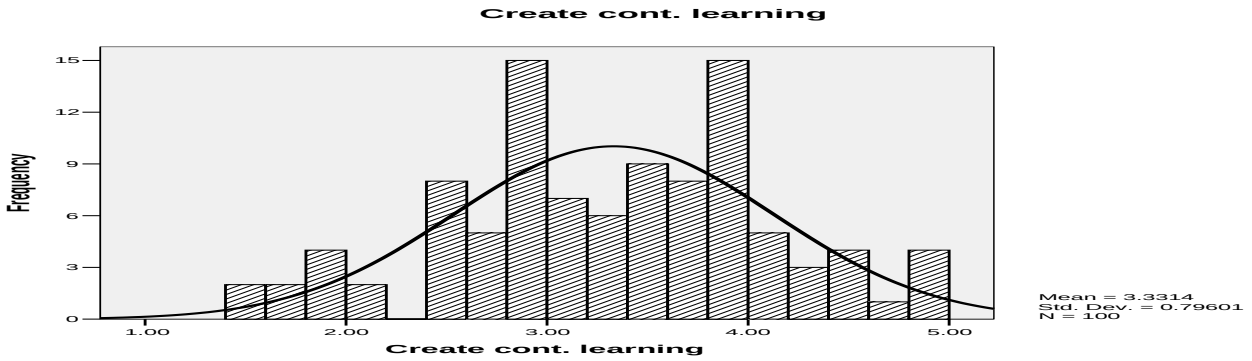
Comparison between Provincial and Federal sector regarding different dimensions.

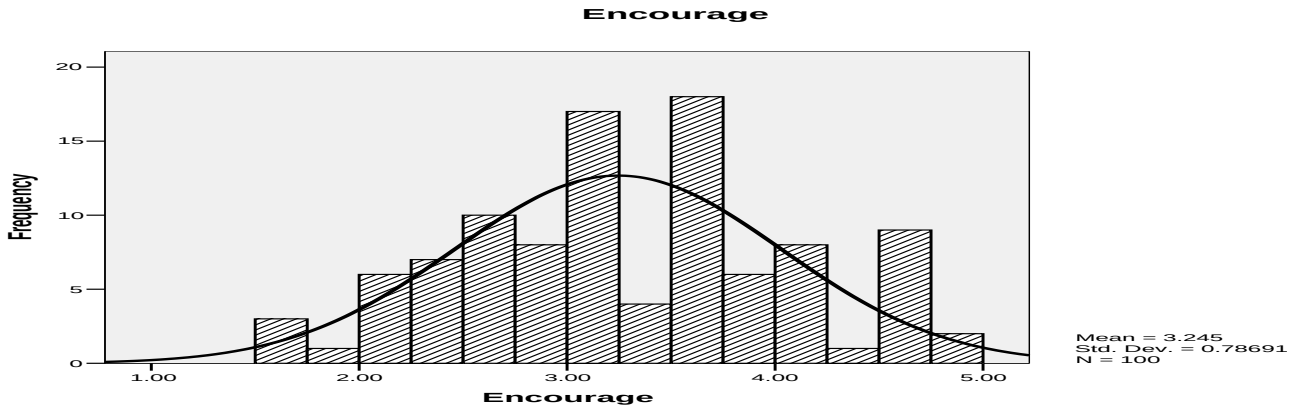
Dimension	Sector	N	Mean	SD	SE	t-value	Prob.
Create continuous learning	Provincial	50	3.269	0.672	0.095	-0.788	0.433
	Federal	50	3.394	0.906	0.128		
Promote inquiry & dialogue	Provincial	50	3.423	0.636	0.090	1.350	0.180
	Federal	50	3.203	0.961	0.136		
Encourage team learning	Provincial	50	3.173	0.630	0.089	-0.910	0.365
	Federal	50	3.317	0.919	0.130		
Create systems	Provincial	50	3.253	0.799	0.113	-0.932	0.354
	Federal	50	3.413	0.914	0.129		
Empower people	Provincial	50	3.120	0.704	0.100	-0.726	0.469
	Federal	50	3.243	0.973	0.138		
Connect the organization	Provincial	50	3.370	0.651	0.092	0.938	0.351
	Federal	50	3.210	1.015	0.144		
Provide strategic leadership	Provincial	50	3.537	0.691	0.098	1.430	0.156
	Federal	50	3.300	0.944	0.134		
Financial performance	Provincial	50	3.563	0.546	0.077	1.454	0.149
	Federal	50	3.351	0.871	0.123		
Knowledge performance	Provincial	50	3.636	0.697	0.099	1.702	0.092
	Federal	50	3.352	0.952	0.135		

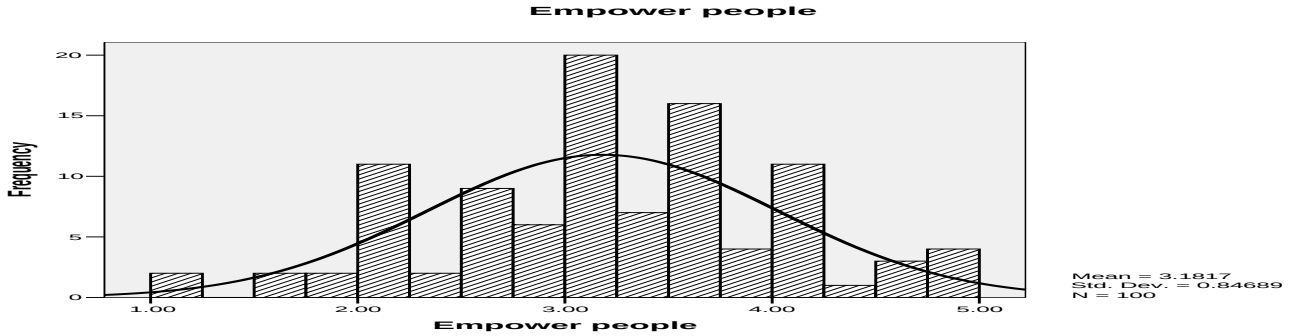
Table 1.4: T- Test (Independent Sample)

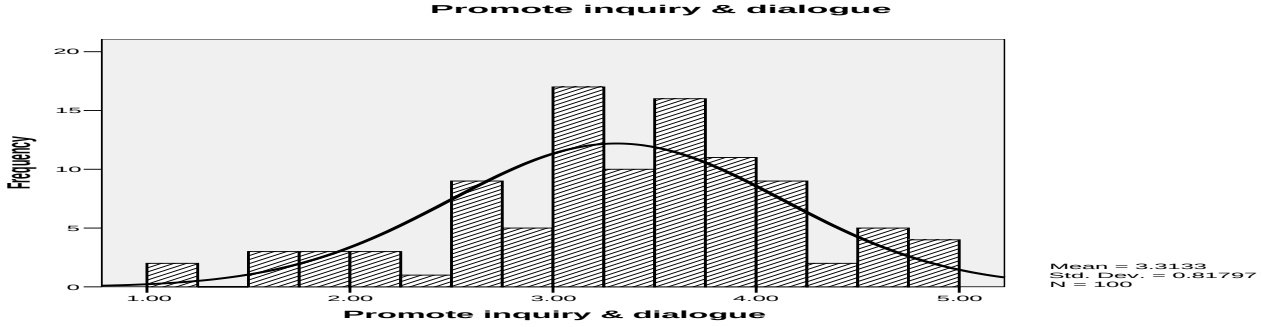
Dimensions		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
Create continuous learning	Equal variances assumed	3.694	0.058	-0.788	98	0.433	-0.12571	0.15951	-0.44225	0.19082
	Equal variances not assumed			-0.788	90.365	0.433	-0.12571	0.15951	-0.44259	0.19116
Promote inquiry & dialogue	Equal variances assumed	8.672	0.004	1.35	98	0.18	0.22	0.16292	-0.1033	0.5433
	Equal variances not assumed			1.35	84.984	0.18	0.22	0.16292	-0.10392	0.54392
Encourage team learning	Equal variances assumed	8.666	0.004	-0.91	98	0.365	-0.14333	0.15752	-0.45592	0.16926
	Equal variances not			-0.91	86.737	0.365	-0.14333	0.15752	-0.45643	0.16976
Create systems	Equal variances assumed	0.122	0.728	-0.932	98	0.354	-0.16	0.17172	-0.50078	0.18078
	Equal variances not assumed			-0.932	96.276	0.354	-0.16	0.17172	-0.50086	0.18086
Empower people	Equal variances assumed	3.529	0.063	-0.726	98	0.469	-0.12333	0.16978	-0.46026	0.2136
	Equal variances not assumed			-0.726	89.285	0.469	-0.12333	0.16978	-0.46068	0.21401
Connect the organization	Equal variances assumed	12.387	0.001	0.938	98	0.351	0.16	0.17057	-0.1785	0.4985
	Equal variances not assumed			0.938	83.508	0.351	0.16	0.17057	-0.17923	0.49923
Provide strategic leadership	Equal variances assumed	6.603	0.012	1.43	98	0.156	0.23667	0.16546	-0.09168	0.56501
	Equal variances not assumed			1.43	89.805	0.156	0.23667	0.16546	-0.09205	0.56539
Finanical performance	Equal variances assumed	9.183	0.003	1.454	98	0.149	0.21143	0.14544	-0.07718	0.50004
	Equal variances not assumed			1.454	82.382	0.15	0.21143	0.14544	-0.07787	0.50073
Knowledge performance	Equal variances assumed	3.859	0.052	1.702	98	0.092	0.284	0.16682	-0.04705	0.61505
	Equal variances not assumed			1.702	89.839	0.092	0.284	0.16682	-0.04742	0.61542

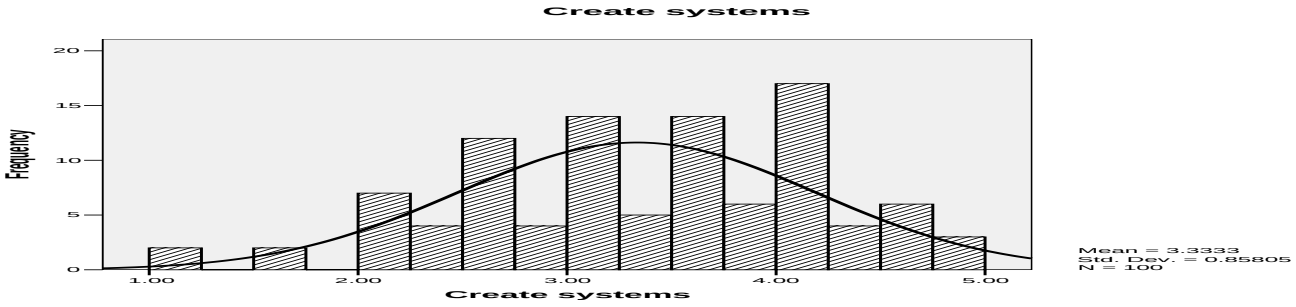
Figures 1.1to 1.9 Histogram

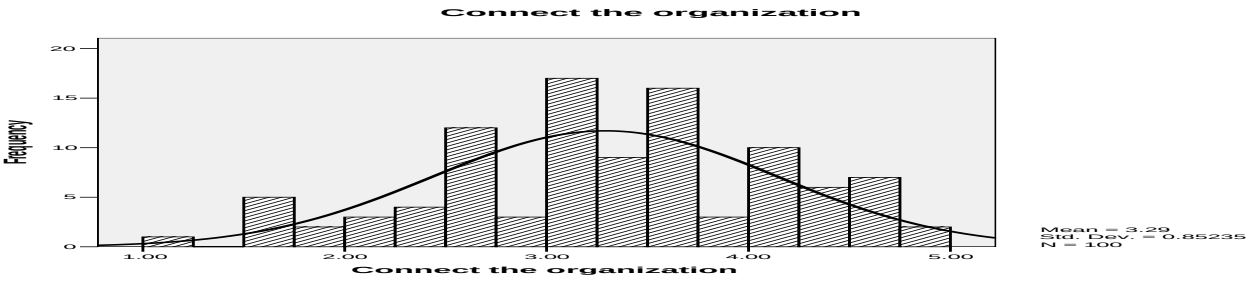




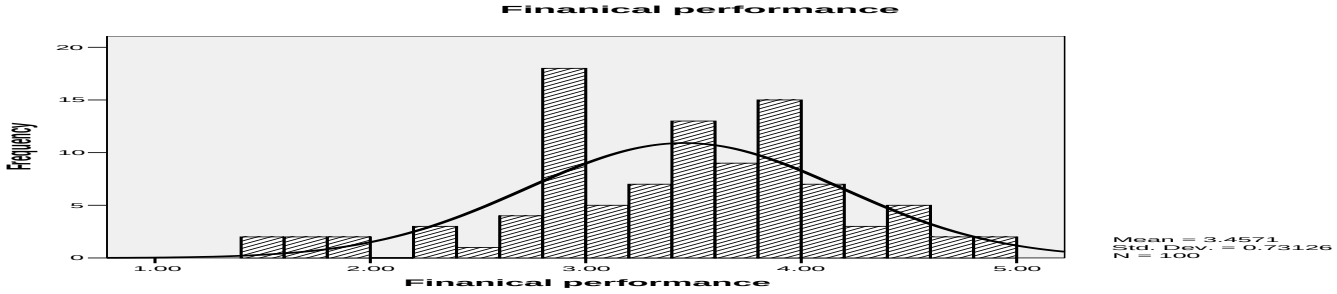


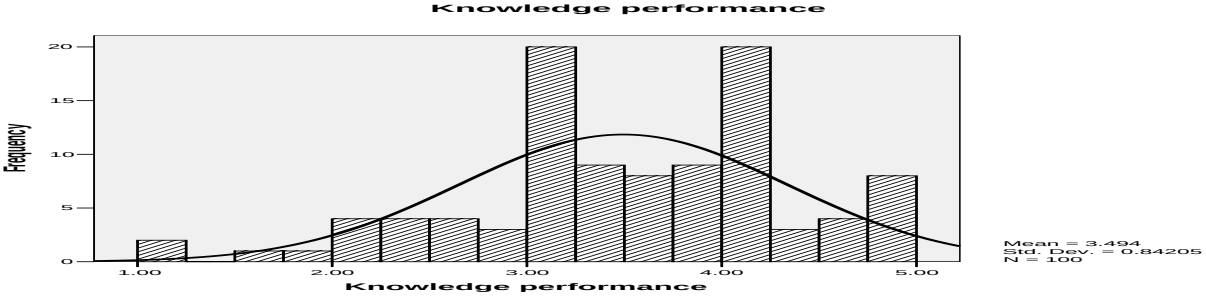



Create systems
Frequency
Mean = 3.3333
Std. Dev. = 0.85805
N = 100
Create systems


Connect the organization
Frequency
Mean = 3.29
Std. Dev. = 0.85235
N = 100
Connect the organization


Provide strategic leadership
Frequency
Mean = 3.4183
Std. Dev. = 0.83165
N = 100
Provide strategic leadership


Finanical performance
Frequency
Mean = 3.4571
Std. Dev. = 0.73126
N = 100
Finanical performance


Knowledge performance
Frequency
Mean = 3.494
Std. Dev. = 0.84205
N = 100
Knowledge performance