

An Empirical Investigation of Learning-Oriented Leadership Behavior in Pakistan

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ABSTRACT: *The major objectives of this study this study were to evaluate the extent of leadership behavior that reinforces learning in the public and private sectors of Pakistan, and the comparison of leadership behavior that reinforces learning in both sectors of Pakistan. Eight variables were used in this study in order to collect data relating to leadership behavior that reinforces learning. A structured questionnaire was used as a tool to collect the data from both sectors i.e. public and private. Reliability measure, arithmetic mean and reduction dimensions were applied on collected data by using SPSS. Results revealed that there is a crucial need of leadership behavior that reinforces learning in public and private sectors organizations. Although this building block of learning organization is not prevailing in these both sectors, but comparatively, private sector organizations are in more need of this building block than public sector organizations.*

Keywords: Leadership, learning organization, public sector, private sector

Customers require the quality of goods and services which are reasonably priced. The expectations, needs and preferences of the customers are continuously changing day by day. Due to change in customers' demand, the competition among the rivalry firms is also changing very rapidly. Definitely, it is not possible for firms to function with the conventional organizational structure in order to compete in the environment and to gain the competitive edge. To remain practical in an atmosphere depicted by the change and uncertainty, the individuals and organizations identically depend upon their capabilities to learn. Past skills and knowledge are susceptible to experience, and upcoming achievement has a need of receptiveness, flexibility and latest expertise (Grey, Antonacopoulou, & Antonacopoulou, 2004). Now a day, organizations are facing the environment in which change is captivating at an extraordinary rate. The organizations must be quicker to respond to these changes in order to gain the competitive advantage in the market. The organizations are required to be capable to build up the potential of adaptableness, chronic learning and change in the organization. The only source to gain sustainable competitive advantage is the organization's capability to learn quicker than its competitors (P. M. Senge, 1993). For that reason, the organizations must be learning organizations.

Most commonly, there are four scholars (Peter M. Senge, David A. Garvin, Edgar Schein and Christ Agyris) who have made the considerable contribution in the basic concepts and theories of learning organizations. Learning organization can be defined as "Learning organization is an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" (P. Senge, 1990). "A learning organization is an organization skilled at creating, acquiring and transferring knowledge; and at modifying behavior to reflect new knowledge and insight" (Garvin, 1985). "Organizational learning is the capacity or processes within an organization to maintain or improve performance based on experience" (Schein, 1996). "Organizational learning is a process of detecting and correcting error" (Argyris, 1999).

The concept of learning organization was primarily introduced by Peter M. Senge. Basically, Peter M. Senge has popularized the learning organization concept by determining five disciplines of it. These are "systems thinking, personal mastery, mental models, building shared vision and team building" (P. Senge, 1990). David Garvin also has introduced the five building blocks of learning organization. These are "systematic problem solving, experimentation, learning from past

experiences, learning from other, and transferring knowledge (Garvin, 1985).

Three building blocks are necessary for the creation of a learning organization i.e. "supportive learning environment, concrete learning processes and practices, and leadership that reinforces learning" (D.A. Garvin, A.C. Edmondson, & F. Gino, 2008). Some scholars have conducted their studies on first and second building block. The most important factors that influence the "supportive learning environment" in public and private sectors are "psychological safety and time for reflection" (Ali, Bajwa, & Shahzad). The most critical factors of "supportive learning environment are comfort to express and openness to new ideas". These two fundamental elements have utmost variation (Shabbir, 2009). The improvement is required in the conducts of "concrete learning processes and practices in manufacturing and services sectors of Pakistan" (Rasheed, Ali, Masood, & Shah, 2012).

If the fundamental and extremely desirable quality of leadership from the management does not play its role in persuading the employees, the organizations cannot adjust with their own shifting competitive situation of today's era. The main emphasis of this study is to determine the extent of "leadership behavior that reinforces learning", the third building block, in the public and private sectors of Pakistan and also to compare the level of same building block in these two sectors. Organizational learning is robustly influenced by the leaders' behavior. When the leaders show their interest in the arguments of employees, people in the organization are more activist in learning new things and presenting new ideas (D. A. Garvin, A. C. Edmondson, & F. Gino, 2008).

Literature Review

Learning organizations generate an organizational atmosphere that merged organizational learning with knowledge management. An intrinsic characteristic of both is the ideas sharing to produce and expand new knowledge, improved by favorable structures and culture of organization, and supported by efficient systems of knowledge management (Natarajan, 2008). In accordance with the learning organization's strategic approach, a learning organization needs the consideration of strategic internal drivers compulsory for building learning potential (Yang, Watkins, & Marsick, 2004). "Transformative learning, action learning, experiential learning, and critical self-reflection are primary practices of adult education that have the capacity to optimize the development of the learning organization" (McCutchan, 1997).

Those people who desire to expand integrity not only learn the new abilities, but also internalize a latest set of values (Argyris, 1982). The three groups of people of engineers, executives and operators do not actually realize each other very well. A deficiency of

configuration among these three groups can encumber learning in an organization (Schein, 1996). "There are four types in which organizations learn: adaptive learning, anticipatory learning, deuteron learning and active learning" (Marquardt, 2002). The organizational learning made a distinction of different levels of learning (Zero learning, single loop learning, double loop learning, and triple loop learning) (Argyris & Schon, 1974). Adaptive learning is also called "single loop learning" and the other name of "double loop learning is generative learning" (Argyris, 1999). Circular design principle emerges to present a "structural facilitation of single and double loop learning". Therefore, the circular design has a propensity to proceed as a "facilitating infrastructure for triple loop learning", which is, investigating the structural prospects and main competences people require to contribute in the creation of up to date choices about objectives, policies, and other concerns (Romme & Van Witteloostuijn, 1999).

To become more successful in rapidly changing environment, the leaders must enhance their capability to perform in seven chief roles as a change agent, servant, innovator, system thinker, teacher-mentor, coordinator, and visionary (Marquardt, 2000). First of all, organizations are required to concentrate on the emergence of learning leaders before executing any effort of learning in the organization (Prewitt, 2003). There is a strong relationship between transformational learning, and formulation and maintenance of learning organization (Bass, 2000). More versatile and active learners afterward regard themselves as more commonly occupied and concerned in leadership behavior (Brown & Posner, 2001). Leaders influence the learning of employee in both type of sectors i.e. public and private (Kiran & Salman Shabbir).

In public sector of Pakistan, employees have a tendency of having a high regular pay and levels of education as contrast to private sector corresponding persons. Moreover, the public sector has an extra compressed distribution of wage and a lesser pay gap of gender than that existing in the private sector (Hyder & Reilly, 2005). The standard incomes of the persons functioning in the public sector are better than the incomes of the persons engaged in the private sector. In the public sector, employment has a negative impact on the of high-paid employees' wages (Birch, 2006). As private and public sectors employees' have different distinctiveness 'clarify' a bigger percentage of the wage gap in private and public sectors for males but this is not a case for females (Aslam & Kingdon, 2009). Pakistani public sector staff appears to be more contented with their teaching occupations than the Pakistani teachers of private sector, even though their achievement in motivation and performance are identical (Munaf, 2009).

Methodology

The organizations from both public and private sectors of Pakistan were the target population of this study. The purpose of this study was to make the comparison and analysis of "leadership behavior that reinforces learning" in the both sectors i.e. public and private. In order to accomplish that goal, three organizations from each sector were taken as the sample of this study. On the basis of convenient sampling, the sample was taken. Employees working at the middle level management, in both sectors, were regarded as the sampling frame.

The instrument used for the collection of data of this study was the questionnaire developed by (D. A. Garvin et al., 2008). Basically, (D. A. Garvin et al., 2008) introduced the instrument was consisted of three components covering all three building blocks of learning organization (supportive learning environment, concrete learning processes and practices, and leadership behavior that reinforces learning). But, in this study, the only component covering the third building block (leadership behavior that reinforces learning) was used for the purpose of conducting this research. The developer of instrument had allowed this kind of customization. From each sector, i.e. public and private, thirty six questionnaires were filled up. All of the questionnaires were filled in the presence of researcher and any query from the respondent was entertained courteously.

In order to make sure the reliability and validity of data, high efforts were putted. The questionnaire chosen for the conduct of this study due to high intensity of acceptance and validation of the journal, and due to excellent repute of the instrument introduced by (D. A. Garvin et al., 2008). Cronbach's alpha technique was used to make sure the reliability of data collected from respondents. Factor analysis was applied for the reduction of data and to make the dimensions of variables. To analyze and evaluate these both techniques, SPSS was used. Arithmetic mean of all variables was also calculated.

Variables and Analysis

In this study, the third building block of learning organization introduced by (D. A. Garvin et al., 2008) "Leadership that reinforces learning" is selected for the purpose of evaluation and comparison of two sectors i.e. public and private. Although all three building blocks of learning organization (supportive learning environment, concrete learning processes and practices, leadership behavior that reinforces learning) have the greatest importance in an organization but other two building blocks are being omitted from this study. The purpose of omitting other two building blocks is to abstain this study from being too confusing and to put the absolute

focus on one building block (leadership that reinforces learning) exclusively.

To input the data, the questionnaire was consisted of eight statements. To rate these statements, a 7 points scale was developed ranging from "strongly disagree = 1 to strongly agree = 7". While, entering the data into SPSS, every response was multiplied by 100 and divided by 7. The eight variables used in this study are:

1. Manager invites input from others in discussions
2. Manager acknowledges their own limitations
3. Manager asks probing questions
4. Manager listens attentively
5. Manager encourages multiple point of views
6. Manager provides time, resources, and venue for problem identification
7. Manager provides time, resources, and venue for reflection and improvement of past performance
8. Manager criticizes views different from his/her own

Arithmetic mean and factor analysis were applied on all the variables by using SPSS. Arithmetic mean on the data of public and private sectors was calculated. Factor analysis was applied for the reduction of data and to extract the analyzable number of variables. To extract the number of variables, the factor analysis was applied at three levels. At first level, the factor analysis was applied on the data of both sectors i.e. public and private, in order to extract the number of variables from the whole data. Secondly, the factor analysis was applied on the data of private sector, and at third level, on the data of public sector, factor analysis was applied.

To check the appropriateness of factor model, Bartlett's test was applied on the data of both sectors. Further to ensure the internal reliability of the data, Cronbach's alpha technique was used. KMO (Kaiser, Meyer, and Olkin) index was also applied on the data to measure the magnitude of partial coefficients of correlation. All these tests were also applied on data by using SPSS.

Discussions & Results

The benchmarked mean scores for the third building block of learning organization (leadership behavior that reinforces learning) given by (D. A. Garvin et al., 2008) is shown in the Table 1 below. Table 2 shows that how much mean score each sector has actually gained and on the basis of this mean score, the final conclusion was made that up to what extent leadership behavior influenced learning in both sectors i.e. public and private.

Table 1: Benchmark Score

Variables	Bottom Quartile	Second Quartile	Median	Third Quartile	Top Quartile
Composite Mean of All Variables	33-66	67-75	76	77-82	83-100

Source: (D. A. Garvin et al., 2008)

Table 2: Mean values of Public and Private Sectors

Sectors	Public Sector	Private Sector
Composite Mean	70.63542	60.875

Table 2 shows that mean score of public sector data falls in the second quartile which reveals that there is a need of leadership in order to improve the learning behavior of employees in the public sector organizations. On the other hand, in the private sector, mean score lies in the first quartile which reveals that leadership is crucial for influencing the learning behavior of employees in the private sector organizations.

Appendix 1 below shows the mean scores of all variables solely. KMO and Bartlett's test more than 0.50 is always desirable. So, appendix 2 (KMO and Bartlett's test) shows that this factor model was significant for this study. Appendix 3 (Cronbach's alpha) reveals that the data has a strong internal reliability.

Factors Interpretation

Garvin (2008) didn't define the dimensions of variables in the third building block (Leadership behavior that reinforces learning). But, it is examined that if dimensions were made in this building block, three factors would be found in this regard by analyzing the reduction dimensions on the data through SPSS.

Factor 1: There are four variables in this factor. These are "manager invites input from others in discussions, manager acknowledges their own limitations, manager asks probing questions, and manager listens attentively".

Factor 2: Three variables are found in this factor. These are "manager encourages multiple points of views, manager provides time, resources, and venue for problem identification and manager provides time, resources, and venue for reflection and improvement of past performance".

Factor 3: In this factor, only one variable "manager criticizes views different from his/her own" is included.

Conclusion

It is a very important discussion that which one sector out of both sectors i.e. public and private, is more receptive for leadership behavior that influences learning in the organization. This study is an imperative contribution in the literature of research in that respect as it analyzed the leadership influence on employees' behavior numerically in public and private sectors. It is

evaluated from the results that in order to influence the behavior of employees for learning, the strong leadership is required in both sectors (Public and Private). It is evidenced that these both sectors are not so far capable to promote leadership that influence the learning behavior of employees in the organizations.

As this study takes the third building block of learning organization (Leadership behavior that influence learning) introduced by (D. A. Garvin et al., 2008), the further studies can be accomplished by making the base of other two building blocks (Supportive learning environment and concrete learning processes and practices) in the same sectors or other numerous sectors. The current building block can also be taken in upcoming studies as the base in other multiple sectors like manufacturing and services sectors etc. This study is conducted in one city of Pakistan. Only three organizations from each sector i.e. three organizations from public sector and three organizations from private sector, are taken as the sample of this study. So, it's a limitation of this study that it cannot be generalized.

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Appendices

Appendix 1: Mean Scores of All Variables

Variables	Public Sector (Mean)	Private Sector (Mean)
Manager invites input from others in discussions	65.33333	58.30555556
Manager acknowledges their own limitations with respect to knowledge, information, or expertise	61.55556	57.86111111
Manager asks probing questions	75.41667	63.86111111
Manager listens attentively	68.80556	70.88888889
Manager encourages multiple points of views	61.16667	63.7777778
Manager provides time, resources, and venues for identifying problems and organizational challenges	78.19444	61
Manager provides time, resources, and venues for reflecting and improving past performance	81.77778	65.7777778
Manager criticizes views different from their own	72.83333	45.5277778
Composite Mean	60.875	70.63542

Appendix 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.676
Bartlett's Test of Sphericity	Approx. Chi-Square	359.507
	Df	28
	Sig.	.000

Appendix 3: Reliability Statistics

Cronbach's Alpha	N of Items
.852	8

Appendix 4: Rotated Component Matrix^a

	Component		
	1	2	3
Manager invites input from others in discussions	.860	.168	.319
Manager acknowledges their own limitations with respect to knowledge, information, or expertise	.833	.125	-.215
Manager asks probing questions	.723	-.007	.508
Manager listens attentively	.599	.482	.174
manager encourages multiple points of views	.247	.673	.489
Manager provides time, resources, and venues for identifying problems and organizational challenges	.313	.859	-.138
Manager provides time, resources, and venues for reflecting and improving past performance	-.055	.895	.190
Manager criticizes views different from their own	.084	.135	.907

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 5 iterations.