

Impact of Learning Facilitators on Transforming a Learning Organization: An Empirical Study of Education Sector in Faisalabad, Pakistan

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ABSTRACT: *Objective of the study is to deal with two things first, measure that up to what extent the education sector of Pakistan is considering themselves as learning organization and secondly to measure role of learning facilitators in building the learning organizations. Education sector is well regulated sector providing a wide range of services, education sector consist of two types, one is private sector, and the second is public sector. To measure the learning facilitators and learning organization discipline a questionnaire on five point lickert scale was develop, Results shows that employee of both type of universities are agree with the question statement. But in public sector particularly and in private as well there is no concept of leadership; employees are not considering that there is a leader because in local area people has not set their mind yet toward the leadership. Study is contributing in a discipline named "building the learning organization" but this study has some limitations: First this study was conducted to a particular sector, Second it is conducted in a particular location.*

Keywords: Learning facilitators, Transforming, Education sector, and Empirical study

The concept “Learning organization” was firstly introduced in 1938 when John Dewey introduces the concept that learning can be made through experiments and this kind of learning is a cyclical activity for the organization. He continues this kind of learning experiments and explains the learning changes as the need of the organizations (Dewey 1938). “Learning to plan and planning to learn” a book that was wrote by “Don Michael” in 1973 for the policy makers that presents the idea of “organizational learning”. Organizations can gain competitive advantage and can adopt changes rapidly by adopting the structure of learning organization (Garvin, 2000) and to be a learning organization the organization has to say welcome to newness and new ideas it is a compulsion for becoming a learning organization that you have to welcome the new ideas (Garvin, 2008). In 1946 an Idea was proposed by Kurt Lewin that there must be exposition of the Ideas by different employees in the organization and the organizations has to comply that idea with the reality and Idea was named “creative tension” (Lewin, 1946).

Competition on global basis and the evolving concepts of economy that is purely based on knowledge is changing the environment of business world on continuous basis. In this time where changing are on regular basis only those organizations can survive and can gain market share that knows that how to engage the people in their duties and how to get the commitment of employees (Davis and delay, 2008). Some peoples are still thinking that by providing clear vision, providing employees with their right incentives, and by giving them a number of training they can build a learning organization (Garvin et al., 2008). But to build learning organization is not so easy in this evolving era, it is a most difficult job for the person that is responsible. Learning organization can only be build by giving values to the new experiments, value to the employees that are risk takers, has to tolerate the employees’ mistakes, and has to reward those employees that are thinking beyond the traditional approaches and most important thing is by sharing knowledge with employees (Daft 2008).

Peter Senge was the person who popularizes the concept of learning organization as collective effort of people to enhance their capacities so that they can deliver new ideas and information to their organization (kreitner and kinicki, 2010). Learning organization is a concept that focuses on involvement of all the employees and to reduce the distance between level of employee so that they can move toward self-directed learning (Brown and Harvey 2006). Learning organization is on that develops her capacity toward adoption of change (Robbins and judge 2007) (salleh 2008).

Over last years as it is being discussed all over the world Pakistani organization are also striving so that they can also become learning organizations, specially the education sector of Pakistan much focusing on this concept .it is also significant in a sense that if the Education sector is going to be the learning one’s they can educate the others as well. Dimensions of learning organization was studied by (Allameh and Moghaddami, 2010) and identifies that the due to lack of learning environment and due to lack of management of knowledge and lack of strategies to manage the human resource the organizations are not is a position to adopt the structure of learning organization.

Building a Learning Organization

The issues that has to be addressed before going towards learning organization, first of them is “meaning”: there must be an easy-to apply and well recognized manner that can explain the learning organization, second is “management”: there should be the clear guidelines in operational form so that the employee can practice them and the third one is “measurement”: there should be some specific tools that can measure that up to what extent the organization has become that what they want to be (Garvin). It is the necessity of modern era that the management has to build or to convert their organizations into learning one.

Most of the philosophers have put their focus on the concept of learning organization. (Harrim, 2010) conducted a study to explore the relationship of performance and learning organization and also explore that how much the firms are involve to adopt the structure of learning organization. (Khasawneh and Reid 2005) conducted a comparative study in public and private sector to explore the relationship between organizational innovation, learning culture and learning transfer climate. (AL-Jayyousi 2004) conducts a research to explore the process of creation of knowledge followed by the water department of Government of Jordan. (Allameh and Moghaddami 2010) conduct a study in Iran on a Gas company to study the dimensions of a learning organization. Another study was conducted in (2010 by Mishra and Bhaskar) to explore main factor that help to transform into learning organization. (Dirani 2009) also study the relationship between organizational commitment, job satisfaction, and culture of learning organization. (Rahim 2009) examine the relationship between human resource performance and learning organization. (Song et al. 2009) find out that culture of learning organization explains the relationship of organizational commitment and interpersonal trust acting as a mediating variable. (Barkur et al. 2007) explore that to enhance the service quality the

organizations have to transform into learning ones. (Yang et al. 2007) also conduct a study to explore that how the traditional and learning organizations are different from each other in sense of performance.

Learning Disciplines

Senge argues into one of his books that there are at least five interrelated disciplines of which an organization needs to promote amongst its employees and departments in for promoting the success in learning (Alam, 2009).

Personal Mastery: This is all about a person controlling of himself for achieving the highest levels of learning, to make an ability of self reflection and self criticism which can be integrated in the whole organization (Reece, 2004).

Mental Models: The discipline of metal models is concerned with continues refinement of thinking and improvement of awareness. This technique Challenges and questions the assumptions of implicitly and explicitly of an individual in the organization and environment in which he operates. The possibility of acceptance of shift can only in the condition when all the members of organization adopt this mental model which inquires about the one to one leaning of the members in that particular organization (Graven et al., 2008).

Shared Vision: According to the models of shared version is a collective discipline which is concerned by the commitment to common purposes of organization, and actions for achieving these purposes. To apply the shared vision among all the employees of organization especially at all levels of requires not only awareness of capacity of groups of employee but also awareness of the entire organization (Chang and Sun, 2007).

Team Learning: The Model of Team learning is also a great model of development of learning. This is a dynamic process in which members of team take actions, give and take feedbacks, adjust improve, and also change their behaviours for enhancing their capabilities, and gain knowledge of innovations (Yang and Chen, 2005).

Systems Thinking: Discipline concerned with the behaviour of an organization, both internally and externally by understanding the interdependency of individuals in this model by understating the transactions with outside external stakeholders respectively (Amidon, 2005).

Learning Facilitators

The theory of Learning Facilitators is concerned with changing the reactive learning philosophy to a proactive learning culture of organization which requires significant consumption of time and resources (Chinowsky and Carrillo, 2007). The field of Organizational research has drastically changed and revealed broad interactive factors which are now absolutely vital to ease the organizational learning and adaptability of organization (Mishra and Bhaskar, 2010).

Learning Culture: Learning Culture theory is composed of the culture which rewards breakthroughs and initiatives, encourages experimentation, appreciate learning by challenges, and comply with learning from mistakes own and others (Giesecke and McNeily, 2004).

Organizational Structure: According to Chan et al., (2005) there should be a formation of flexible and organic structure for the encouragement of innovations and knowledge sharing between employees. Flat structures are something which enhances the interdepartmental activities, and appreciates the free flows of communication in the organization (Serrat, 2009).

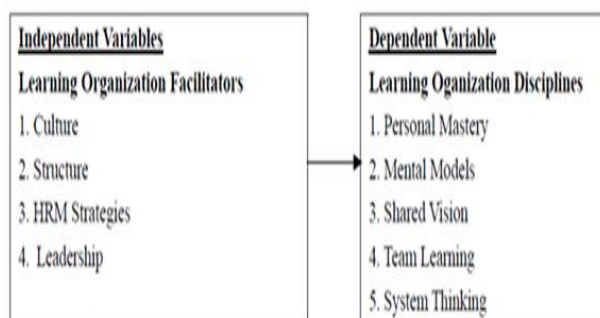
Human Resources Management Strategies: Human resources are biggest assets of any organization. In the process of learning employees must know how to do their job and also must understand their importance and contribution to achieve the objectives of organization. To have and make employees like this, organization must form the proper human resources strategies which highlight the planning, recruiting, selecting and hiring of people who fit exactly in the organization structure and culture (Sudharatna and Li, 2004). When organization hires the right people with the suitable attitude, it must train them through ongoing training of strategies to build the necessary technical skills and knowledge of its employees. There should be an ongoing effective performance appraisal and feedback in the daily communications of employees. The reward systems and a pay-for competence should also be consistent with the philosophy of employment which emphasizes on continuous learning, sharing of knowledge, improvement and training of skills of employee of entire organization (Lin, 2007).

Leadership: Leadership is always absolutely necessary for any department in the organization just exactly it always is learning which encourage for helping both the employee level and organization level fostering the thinking systems and thinking system concept. It is the leadership which works to define clear vision for the future in shared values and the beliefs. Domination of

empowerment in is locus of control shifts by managers to the workers (Yukl, 2006). Leadership is something, which provides meaningful information of education in the process of decision making with the regards to the strategy formation and implementation of any organizational strategy (Cotae, 2010).

Methodology and Procedures

In accordance with the prior studies finding and on the basis of theory this model has been developed to determine that is there any significant relationship in learning facilitators and disciplines of learning that are necessary for transformation of the organization.



Four Universities are selected out of eight universities serving in Faisalabad, two of the Universities are Public, and the rest of two are from private sector. To measure the learning facilitators and learning organization discipline a questionnaire on five point lickert scale was develop, that consist of three parts, and part 1 is demographics (gender, education, designation, experience and university type), Part 2 is about the Disciplines (personal mastery, mental models, shared vision, team learning and system thinking), part 3 is about learning organization disciplines (culture, structure, HRM strategies and leadership), 120 questionnaire was distributed to different level of employees in different organizations out of which 105 respondents take part actively. Collected data's reliability was checked through Cronbach alpha that shows that the entire 9 item were accepted.

Table 1 Cronbach alpha coefficient for full instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.841	.889	49

Table2. Cronbach's Alpha for variables

Personal mastery	.833
Mental model	.835
Shared vision	.838
Team learning	.834
System thinking	.835
culture	.836
structure	.834
HRM strategies	.837
leadership	.835

Results and Discussion

To describe the demographics frequency distribution was calculated.

It shows that majority of the respondent are male (57%), the majority is of age 25 to 45 (66.7%), the majority having experience of 1 to 10 years (66.7%), majority of the respondents are lecturers and assistant professors (66.7%) and finally the majority is from the public sector universities (85.7%).

Table3. Frequency distributions:

3.1 Gender

	Frequency	Percent
male	60	57.1
female	45	42.9
Total	105	100.0

3.2 Age

	Frequency	Percent
25-35	45	42.9
36-45	25	23.8
46-55	20	19.0
55-above	15	14.3
Total	105	100.0

3.3 Experience

	Frequency	Percent
1-5	45	42.9
6-10	25	23.8
11-15	20	19.0
15-above	15	14.3
Total	105	100.0

3.4 Designation

	Frequency	Percent
Valid lecturer	45	42.9
Assistant Professor	25	23.8
Associate Professor	20	19.0
Professor	15	14.3
Total	105	100.0

3.5 University type

	Frequency	Percent
Valid public	90	85.7
Private	15	14.3
Total	105	100.0

Pearson correlation was calculated to show the relationship between learning discipline and learning facilitators and results shows that Culture and learning discipline has a significant relationship but significance is low, structure has a greater positive significant relation with learning discipline, HRM strategy has also greater positive significant relationship with learning organization discipline but due to certain reasons and not having positive interaction of seniors with juniors and most of the time in Govt. Sector people don't have positive attitude and respondents are not so much happy with their leader so results shows that leadership has not a significant relationship with Learning organization Discipline.

Table4. Pearson Correlations of Learning discipline and learning facilitators

	Learning organization discipline
culture	.540(**) .000
structure	.794(**) .000
HRM strategy	.616(**) .000
leadership	.368(**)

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

Regression analysis was run to calculate that up to what extent the learning facilitators is influencing the learning practices and how much the other factors. Results shows that learning practices are being influenced about 97% by the learning facilitators and almost 3% involvement of the other factors was there

Table5. Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.969 ^a	.939	.937	.057	.939	386.783	4	100	.000

a. Predictors: (Constant), leadership, HRMstrategy, structure, culture

ANOVA (b):

Model	Sum of Squares	df	Mean Square	F
1 Regression	5.080	4	1.270	386
Residual	.328	100	.003	
Total	5.409	104		

A) Predictors: (Constant), leadership, HRM strategies, structure, culture

B) Dependent Variable: Learning practices

Coefficients (a):

Model	Un standardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	B
1				
culture	.066	.049	.069	1.349
structure	.476	.017	.708	28.084
HRM strategies	.384	.031	.466	12.497
leadership	.102	.029	.143	3.521

a) Dependent Variable: Learning practices

Conclusion and Recommendation

Results tells that education sector in Faisalabad is transforming into the learning ones. In accordance with results that shows association between learning organization and learning organization discipline, structure is the most correlated variable followed by HRM strategy, culture was the third and leadership was ranked lower in level of correlation. Moreover organic flexible structure played vital role and supported by the HRM strategies and leadership as well. This study recommends that education sector in Faisalabad should have to enhance the learning organization discipline; the other thing that is suggested by this study is organization has to extent the benefits of facilitators. To attain the

competitive advantage humans are being considered very critical part of the organization companies need to be more flexible while making strategies about performance appraisals, to develop employee's skills and knowledge.

Study is contributing in a discipline named "building the learning organization" but this study has some limitations:

First this study was conducted to a particular sector,

Second it is conducted in a particular location,

Thirdly only few of the learning organization discipline and facilitators are being study due to shortage of time.

This is also recommended that this study has to be conducted on different sectors and with a larger sample size.

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