

# **Leadership that Reinforces Learning: A Study of Education Sector of Pakistan**

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**ABSTRACT:** *The objective of this study is to evaluate the impact of leadership that reinforces learning in educational sector. Leadership that reinforces learning is third building block of David.A.Garvin. The purpose of this study is to check the level of learning in educational sector. This research will assist the organizations to evaluate their potential of taking advantage of leadership to enter on the journey of learning. This research will also serve up the ideas of new area in research to manage leadership characters, methods, and actual time usefulness. Results show that there is lack of significant leadership role in educational sector of Pakistan. It is recommended that, for enhancing the learning in educational sector, leadership must be improved.*

**Keywords:** leadership, learning organization, education sector

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The conception of Learning Organization is not latest (Argyris, 1992; Senge, 1990). “Learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights” (Garvin, 1993). Leadership is arranging a set of people to attain common organizational goals. Leadership includes, formulation of vision, communication of vision, provision of knowledge through which vision can be realized, and create equilibrium between the interests of all associates and stakeholders. The behavior of leaders has great impact on organizational learning. People will be motivated to learn, when leaders pay attention on their view points, welcome their ideas and arrange timely dialogue and discussions. If leader indicates the significance of using time on conflicts recognition, deep post-review and share information, there activities are probable to increase. Employees feel confident to give ideas and alternatives when people in power appreciate or welcome their ideas. (Garvin, Edmondson et al. 2008). Leaders play very important role in any alter and growth in plans (Yahya Melhem, 2011).

To turn into learning organization, leaders use power, influence, and give motivation and incentives for whole organization to hold up their organization (Garvin, 2000). Leaders through encourage testing, indication, information bring in, communicate information, dispersion of information and through growth of mental model can enhance the learning and novelty. All organizations obtain a lead position to build up their leadership with current business qualities, elements, mixture and lineup them to achieve “vision”. Organizations can work only at a stage where its leadership works. So the upper limit recognized by it have to continually improved, alter and better to make organization additional effectual to clash and react to uncertainty (“High impact leadership and leadership and learning creates sustainable change”). Pakistan is by no resources unchanged with the extensive changes that are happening in financial system at large and business which is major regions of attention for management linked researchers. The fundamental idea of this paper is “Leadership that reinforces learning” (Garvin, 2008). The objective of this study is to check the impact of leadership in education sector in Faisalabad. This study will clarify the better performance and would enable educational Sectors to improve their efficiency. A piece of the tool-kit that was build up by David. A. Garvin. (Harvard Business review March, 2008.) Used in his article whose title is “Is yours a learning Organization” is being used to examine the role of leadership in Pakistan.

## Literature Review

Learning can be defined as, it is a continuous procedure that confronts positions (Argyris, 1977). The work of (Eraut, 1995) support the promise to a ground breaking shift, “reflection in action” is together a result and reason of “surprise”. When a customary leader is focused to awareness of full census and revolution, he might enlarge his ability to add to important organizational learning. (Senge, 1990) has made the learning organizations concept very famous. “Peter senge” defined a learning organization as all individuals in the organization working together to learn, to solve problems, and to create innovative solutions”. Watkin and Masick (1993) argued, “A learning organization is one that learns continuously and change itself”, learning take place at all stages, for example team, community, individual, organization (Yen-Hsu, 2009). Organization learning can be defined as, it is a procedure of “individual change” and “sustainable competitive advantage” (De Geus, 1988; Simon, 1991; Weick, 1991 cited in Berson, 2006). Organizational learning procedure dependent on the culture of workplace that gives confidence to staff members to share the insights and thoughts (Castiglioni, 2006). Most near the beginning work on organizational learning Cyert & March (1963), have a tendency to divide individual and learning in organization. At dissimilar levels of analysis the specification of learning organization gives a chance to expose a detailed image of leadership role in facilitation of organizational learning.

The focus of learning organization researchers is on different type of learning without give details who starts such procedures (e.g. Gibson & Birkinshaw, 2004; March, 1991; Rosenkopf & Nerkar, 2001). Other approaches (for example (Crossan, 1999) distinguish learning phenomenon at all stages of analysis and provide suggestions about the leadership role in motivating learning in organization.

Leadership defined by researchers as leadership is a group procedure, qualities, performance or as a tool of attain the objectives (Bass B. M., 1990) for a detailed review). Intrinsic to the meaning of leadership is a difference flanked by managers and leaders (Bedeian, Academic amnesia and vestigial assumptions of our forefathers, 2006) for a recent exchange). Leadership researchers usually connect management with satisfying organizational objectives and procedures, while the definition of leadership consists of social impact and responsibility of leaders is set an objective and dream of change (Bass B. M., 1985); (Zaleznik, 1977). Bedeian (Bedeian, 2006) in recent times recommended that treating leadership as division of management, now it is identified that, they mutually play important role to

make effortless organizational performance, Due to this argument evaluation will highlight the leadership and compared to management position (Mintzberg, 1973).

However, as meaning of management and leadership methods frequently partly covered and they mutually argued to be significant forecaster of organizational learning (Vera, 2004).The same as the case of transactional leadership, when they partly cover with leadership, might pass on the management approach (Bass B. M., 1985).In line up with (Yukl, 2006),leadership is defined as a procedure of manipulate and educate others to knew how and why definite actions and objectives require to be achieved, because it comprise a procedure assist individual and combined attempt to learn and attain common objectives in any organization, while our focal points are procedure, aptitude, or attributes of the leaders individually. we additionally recommended that supporters and background of organizations are related to an consideration of the leadership procedure (House, 1997) (Burns, 1978) is defined the leadership as a mutual procedure wherever through which people with definite reasons and significance rally person to understand objectives to utilize a variety of economic, political and other resources (Yukl G. , 2002). In (Bass B. M., 1985b) offered a official theory about transformational leadership and its collision on diversity of performance issues (Bass B. M., 1990) .

There are limited research which is directly connecting learning and leadership. A small number of studies use learning variable as the result to common measure of leadership. For example transformational leadership (e.g., (Amitay, Popper, and Lipshitz, 2005).The focus of other leaders is on the training of leaders to attain learning in organization (Senge, 1990). The management practices that can be very useful in the circle of learning organization involved such kind of leadership through which employees are empowered and customs of experimentation are encouraged, as well as having powerful commitment with the goals of organization can demonstrate that how the organization can move toward the success (Goh, 1998).

“Leadership that get results” (Goleman, 2000) shows that the environment of business is persistently altering and leader should take actions continually. At every time expertise should show their role of leadership such as right things should be produced on right time and in the right quantity that induced in the consequences. “Leaders are designers, teachers, and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models and to foster more systematic thinking. In short, leaders in learning organizations are responsible

for building organizations where people are continually expanding their capabilities to shape their future.

## Research Methodology

The target population of this research was educational sector of Faisalabad. To serve up this underlying principle three organizations from educational sector were selected on the basis of convenient sampling. Individual resources by all stages of board\_ Top level, middle level, and front line are believed the structure of sample from three organizations. The total number of investigated population is 50.Questionnaire developed by David.A.Garvin et al is used as a tool of this study. Tool kit of David.A.Garvin consists of three portions which covering all three building blocks, which consists of events of leadership and procedure of learning along side with the environment constituent. But only the part which consist the questions about leadership that reinforces learning is taken to do this research. Leadership that reinforces learning is a merger of concrete learning process and supportive learning environment .Respondents were unwilling to reply negatively ask questions in educational sector. It was ensured that respondent’s autonomy and confidentiality is maintained and their confusions were attempted to be resolved.

## Variable and Analysis

The study of third building block of David.A.Garvin this “Leadership that reinforces learning in educational sector is most significant. The focal point of this study is third building block of David.A.Garvin. The cause of neglecting other two building blocks is making the research less enormous and more learning. This research survey consists of the following variables to evaluate the impact of leadership that reinforces learning in any organization

Invitation of input

Limitations

Probing questions

Listens attentively

Encourages multiple point of view

Time and resources for challenges

Time and resources for performance

Criticize different views

Data is calculated by using an entire number of eight items. We use cronbach’s alpha for checking the reliability of data, Result is .72 it’s more desirable result. So data is very reliable.(Table-3)

**Results & Commentary on Results:** Mean is calculated through Spss 16.0 and then each variable's mean compared with the benchmark scores for the learning organization survey given by David.A.Garvin in his article "Is yours a learning organization".

**Invitation of input:** The mean of this variable is 59 which is lie in the bottom quartile according to benchmark scores for the learning organization survey given by David.A.Garvin in his article "is yours a learning organization". This result shows that managers do not invite input from others in discussions. There is great need to improve the behavior of leadership.

**Limitations:** The mean of this variable is 60 which lie in the bottom quartile. It shows that managers infrequently acknowledge their own limitations with respect to knowledge, information, and expertise and according to this variable there is weak learning environment in educational sector.

**Probing questions:** The mean of this variable is 64, It is also lie in the bottom quartile. Its show managers ask probing questions from their employees in educational sector. Leaders have no clarity about their responsibilities in educational sector.

**Listen attentively:** The mean of this variable is 72, it lies in the second quartile. Result shows that some managers in educational sector listen their employee's problems, suggestions attentively. Mean lie in second quartile but below the median. There is need to improvement.

**Encourage multiple points of view:** The mean of this variable is 60 which lie in the bottom quartile. Result of this variable shows that managers never encourage multiple points of view. For creation of learning environment managers should encourages multiple points of view.

**Time and resources for challenges:** The mean of this variable is 67; it lies in the second quartile. It shows that some manager establishes forums for and provides time and resources for identifying problems and organizational challenges .But most of the managers do not establishes forum for and provide time and resources for identifying problems and organizational challenges

**Time and resources for performance:** The mean of this variable is 69 it lie in the second quartile. Results of this variable shows that some Managers provide time, resources, and venues for reflecting and improving on past performance. According to this variable learning condition is poor in educational sector.

**Criticize different views:** The mean of this variable is 57 lies in bottom quartile. Result shows managers always criticize views different from his/her own. For improvement in learning, leaders should encourage the views and ideas which are different from their own.

Grand mean is 64, after calculation of results it is found that learning in educational sector lie in bottom quartile according to benchmark scores given by David.A.Garvin in his article "Is yours a learning organization". Consequently it is necessary for the organizations to take steps for improvements in the area of leadership. Leadership is a compound block of other two building blocks. Additionally it is also recommended that elements of other two building blocks are necessary to reinforce effectual leadership in organization. The result shows that impact of leadership on learning in education sector is poorer; therefore it's an opening of short literacy essay or sketch for researchers to take fourth a realistic way out to this hamper for learning.

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**Appendix**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Invitation of input	50	20	100	59	21.3808
Limitations	50	20	100	60	26.8146
probing questions	50	20	100	64	22.0908
Listens attentively	50	20	100	72	22.4972
encourages multiple point of view	50	20	100	60	28.2842
Time and resources for challenges	50	20	100	67	24.608
Time and resources for performance	50	20	100	69	21.461
criticize different views	50	20	100	57	24.9898
Valid N (listwise)	50				

**Benchmark scores for the learning organization survey given by David.A.Garvin**

Building block	Scaled scores				
Leadership that reinforces learning	Bottom quartile	Second quartile	Median	Third quartile	Top quartile
Composite of the block	33-66	67-75	76	77-82	83-100

**Question wise Mean**

Using five point scale, the divisor was five.

Never=1, Infrequently =2, Sometimes =3, Often =4,

Always =5

**\* Reverse Score Question**

Q1 Mangers Invite input from Others in discussions?	59
Q2 My Managers acknowledge their own limitations with respect to knowledge, information or expertise?	60
Q3 My Managers asks probing questions?	64
Q4 My Managers listen attentively?	72
Q5 My Managers encourages multiple points of view?	60
Q6 My Managers provide time, resources, and venues for identifying problems and organizational challenges?	67
Q7 My Managers provide time, resources, and venues for reflecting and improving on past performance?	69
Q8* My Managers criticize views different their own?	57
<b>Grand Mean</b>	<b>64</b>

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.720	8