

BUILDING EFFECTIVE SCHOOLS THROUGH ORGANIZATIONAL LEARNING CULTURE AT SECONDARY LEVEL

¹**Rafia Arshad,**

PhD Education Scholar,, National College of Business Administration and Economics,
Lahore. Email: rafiaarshad708@gmail.com

²**Muhammad Nawaz ul Haq,**

PhD Education Scholar, National College of Business Administration and Economics,
Lahore. Email: Nawaz.geography@gmail.com

³**Hadiqa Nazim,**

PhD Education Scholar, National College of Business Administration and Economics,
Lahore. Email: hadiqanazim85@gmail.com

Abstract

Behind every success of educational institution there are various factors. Learning culture is one the important factors for the school effectiveness. The major objective of this research was to identify the relationship between organizational learning culture on school effectiveness. The study was quantitative based on correlational research design. The population of this research was public secondary school teachers from Punjab, Pakistan while 487 respondents were selected as sample through simple random sampling technique. A questionnaire was adopted for data collection through survey method according to variables of the study. The findings revealed that there was a moderate correlation between organizational learning culture and school effectiveness. Moreover, there was also moderate and significant effect of organizational learning culture and school effectiveness. The study is beneficial to adopt the innovative technique for the development of teaching learning process.

Keywords: Organizational Culture; School Effectiveness; Correlational Study

INTRODUCTION

Akay and Aypay (2016) Different scholars have defined "school effectiveness" differently. Mortimore (1991) states a school is excellent if its pupils perform better than expected based on enrollment. Thus, pupils at strong schools do better than those at other schools who started at the same time. Bad schools don't improve pupils' performance (Sammons et al., 1995). An effective school achieves its goals (Cobanoglu & Yurek, 2018). Education's success in helping students achieve their goals is also measured (Akay & Aypay, 2016). Day and Sammons (2013) suggest academic outcomes can indicate a school's performance. Social results matter. School effectiveness is subjective, according to Laila (2015). A good definition should consider student learning and teacher. A school's internal and external variables, inputs, procedures, and outputs determine its efficacy (Ali et al., 2016).

Researchers have developed a number of factors and school effectiveness to evaluate schools, similar to how effectiveness in school is defined. Race and family history affected student performance more than school characteristics, according to the Coleman Report (Coleman et al., 1966). Many studies tried to prove that schools did affect how students studied, regardless of their background or social condition (Mortimore, 1993). These studies sought to link school design to performance. This idea holds that learning culture of school is an integral aspect of excellent schooling (Ali et al, 2016).

There are certain characteristics of a good school, despite the fact that there are no standardized measures of school effectiveness. Ronald Edmonds, one of the founders in studying school effectiveness, stated in 1979 that strong administrative leadership, an emphasis on fundamental skills, high expectations for student success, regular monitoring of student performance and safe, organized classrooms were all characteristics of effective schools. These things inspired effective Schools Model. Lezotte (1991) developed the correlates of effective schools from this concept Lezotte (1991) claims that successful schools have the above traits. These include a safe and orderly environment, a culture that values academic success, competent instructional

leadership, a well-defined goal, enough time to learn and finish assignments, and regular progress checks. Effective schools are made up of interrelated pieces Magulod (2017) many experts use symbols of effective schools to evaluate how well they assist students succeed (Herman, 2017).

After reading the literature about excellent schools, the researcher identified six components of effective school; these factors are school cohesion, administrative efficiency, teacher quality, staff commitment, adaptability, and academic optimism. These indicate how crucial school leaders are in these tasks. School assist students, teachers, and society (Kirk & Jones, 2004). The education system of a country impacts its citizens. Schools must provide high-quality education to prepare pupils for the future. Thus, fundamental knowledge and skills are taught to students in school. Every organization has its own traits based on its goals so each organization operates differently. The learning culture supports and contextualizes many school activities (Dimmock et al., 2021). An organizational learning culture emerges from its members' shared values, beliefs, and traditions (Senol & Leisinger, 2018). The school culture generates the finest learning and teaching environments and gives personnel a sense of belonging (Dogan, 2017).

Organizational learning culture influences students' thoughts, feelings, and actions. Learning culture of school is considered an on student performance (Manaf & Omar, 2017; Widodo, 2019). Recent research have shown that school-related factors affect student learning independent of socioeconomic background or family history. Some schools perform better than others according to the studies. Researchers have proposed various school quality criteria. Effective schools provide equal learning opportunities and resources, stimulate personal growth, and hold students accountable (Gunal & Demirtash, 2016). An excellent school teaches more than predicted based on its students (Sammons, 2006). Schools aim to improve standards (Akay & Aypay, 2016) and assist pupils to succeed in life. Organizations perform better with shared meaning, mission, values, beliefs, and behaviours. Missions, visions, and values can influence school goals and activities. Institutions perform best when people share the same values (Yasin et al., 2017). Positive and cooperative school cultures can help school leaders improve. Strong school cultures influence student behaviour to achieve school goals (VanderWesthuizen et al., 2005).

A school's teaching influences everything. Educational innovations must meet current learning styles to succeed. If not, school management may be shallow (Dimmock et al., 2021). It's crucial to understand how organizational learning culture affects school performance since every school change must suit the school's learning culture (Recepoglu, 2013). Understanding culture helps explain school learning culture. Culture is a wide and complex topic since people and organizations view it differently. Schein (2004) defines culture as artifacts', professed goals, and assumptions. These stages range from visible signs to deep-rooted, unconscious preconceptions. Rules, norms, practices, and an organization's tangible pieces are artifacts (Sabanci et al., 2017). Ideals, ambitions, and aspirations are promoted (Schein, 2004). These are the top organizational behavior methods, goals, and ideas (Sabanci et al., 2017). Finally, foundational assumptions are unquestioned beliefs and ideals. A culture's basic ideas explain what things mean and why they're essential, shape thoughts and actions (Schein, 2004).

Organizational learning culture is a school's shared ideals, symbols, and understanding (Karadag & Oztekin-Bayir, 2018). According to Grunert (2005), values, assumptions, and expectations shape a school's operations. Shared norms, values, beliefs, and traditions define a school's personality and influence how leaders, teachers and students behave (Karadag, Kilicoglu & Yilmaz, 2014). It reveals longstanding attitudes, beliefs, and traditions. A school's performance depends on its environment and organizational learning culture. However, culture

has grown more crucial in defining a school (Houtte, 2005). A positive learning culture boosts its participants and helps the institution achieve its goals (Van der Westhuizen et al., 2005). Therefore, schools must foster social conditions that benefit students and teachers. A healthy learning culture impacts every aspect of a school, from student motivation to teacher satisfaction to community building and collaboration (Kythreotis et al., 2010). Organizational learning is a particular form of organization that continuously improves its abilities for long-term advantages (Senge, 1990). Organizations that implement learning cultures must also have workers who have the capacity to develop, acquire, and use information as well as change as a result of gaining new information and insights (Garvin, 1993). Public institutions of higher education must establish such learning organizations as their fundamental culture even though academic learning is their primary product (Patnaik et al., 2013).

In order to maintain changes made by individuals, groups, and organizations, learning and work are integrated in a continuous, systematic manner in learning organizations (Watkins & Marsick, 1993). The development of learning organizations is facilitated by the learning culture. The learning organization culture is characterized by Watkins and Marsick (1996) list seven dimensions of a healthy organizational learning culture. These are essential to understanding a collaborative learning culture of Most agree that collaborative schools are ideal for students and teachers (Gruenert, 2005). The following are the dimensions of an organizational learning culture: team learning, system connections, empowerment, embedded systems and leadership. The first, continuous learning is an effort by the organization provides opportunities to learn for each and every employee. Second, the term “dialogue inquiry” describes an organization's efforts to make a forum for individual dialogue, response, and experimentation. The third element, team learning, describes how a team works to make effective use of resources. In order to develop and promote a shared vision, obtain feedback from its staff, and further improve the implementation of the new philosophy, the organization uses empowerment as a strategy. The effort to develop employable techniques so that learning can be shared constitutes the embedded system that is the fifth dimension. The organization may build a comprehensive way of seeing things and transform it into actions that are connected to the environment, whether it is internal or external, due to the sixth element, system connection. The seventh is strategic leadership, which is leaders who think strategically about how to reorient the organization (Yang et al., 2004).

Organizational Learning Culture and School Effectiveness

People think that the culture of a school is good for students, teachers, and the school system as a whole. Positive learning culture affects how well students do in school, which in turn affects how well the school does its job (Parker, 2015). In fact, learning culture has an effect on how students think and do in school, how well teachers do, and how well the whole school system works (Pervez et al., 2017). Professional growth and learning organizations are also linked to student performance (Hammond, 2018). Teachers' ideas, attitudes, and actions are shaped by professional development programmes in schools (Dimmock et al., 2021). Finally, excellent school cultures assist children because teachers prefer working together to promote education. School leaders create positive learning environments that are helpful for teaching and learning (Bhengu & Mthembu, 2014).

Work changes when employees share values and traditions. Thus, a school's learning culture affects how teachers and administrators collaborate to provide children with learning opportunities (Pearson, 2015). The literature reviews declare that organizational learning culture is an important part of a school's ability to work well. Studies of how well schools work say that a culture of working together to learn is important for school performance (Liu et al., 2020). So, a survey questionnaire was used in a quantitative study to find out

how learning culture effects on school effectiveness. The goal of this study is to find out how learning cultures of organization impact the performance of public schools in the Punjab province of Pakistan. This study provide some important information on the dimensions of a organizational learning culture that are essential for assessing how effective a school is performing. The purpose of the study was to determine whether there is a relationship between organizational learning culture and how effectively a school works.

Objectives of the Study

- i. To identify the relationship between organizational learning culture and school effectiveness
- ii. To determine the effect of organizational learning culture on school effectiveness

RESEARCH METHODOLOGY

The study was quantitative based on correlational research design. The population of this research was public secondary school teachers from Punjab, Pakistan while 487 respondents were selected as sample through simple random sampling technique. A questionnaire was adopted for data collection through survey method according to variables of the study. The organizational learning culture was adopted from (Watkins & Marsick, 1996) while school effectiveness questionnaire was developed by the researcher. The reliability of the questionnaire was checked through Cronbach's Alpha coefficient which was greater than 0.7> and face and content validity was also measured with the help of some experts. The collected data was entered in sheets by using SPSS-25. For data analysis Pearson Correlation was applied to evaluate the relationship between study variables and Multiple Regression Analysis was applied to assess the effect of independent variable (organizational learning culture) on dependent variable (school effectiveness).

FINDINGS

Table 1. *Descriptive Analysis*

<i>Variables</i>	<i>M</i>	<i>SD</i>
Continuous Learning	3.58	.97
Dialogue and Inquiry	3.20	.98
Collaboration Team Learning.	2.89	.96
Embedded Learning	3.69	1.00
Empower People.	3.19	.89
System Connection	3.68	.96
Strategic Learning	2.99	.86
Organizational Learning Culture	3.32	.95
Faculty Commitment	3.29	.96
School Cohesiveness	3.46	.97
Administrative Efficiency	2.66	.93
Teacher Quality	3.84	.91
Adaptability	2.83	.98
Academic Optimism	3.77	.92
School Effectiveness	3.29	.94

To investigate the existing level of the respondents, descriptive analysis was carried out. The statistical values show that mean of the dimensions about organizational learning culture was between 2.89-3.69 and overall M= 3.32 and SD= .95, while the mean of the dimensions about school effectiveness was from 2.66 to 3.84 and overall M= 3.29 and SD= .94. So, the respondents were satisfied about all the dimensions of study variables.

Table 2: *Pearson Correlation*

<i>Variable</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
CL	1							
DI	.336(**)	1						
CTL	.405(**)	.396(**)	1					
EL	.382(**)	.314(**)	.290(*)	1				
EP	.366(**)	.350(**)	.358(*)	.331(**)	1			
SC	.367(**)	.354(**)	.326(*)	.421(**)	.309(*)	1		
SL	.414(**)	.360(**)	.381(*)	.364(**)	.287(*)	.287(**)	.300(**)	
SE	.421(**)	.359(**)	.341(*)	.411(**)	.278(*)	.317(**)	.249(**)	1

Pearson Correlation was applied to evaluate the correlation between organizational learning environment and school effectiveness. The statistical results indicated that empower people and strategic learning had weak correlation with school effectiveness and rest of all the dimensions had moderate and significant relationship with school effectiveness, the r value was .421, .359, .341, .411, .278, .317 and .249 respectively.

Table3. *Multiple Regression Analysis*

<i>(DV)</i>	<i>(IV)</i>	<i>SE</i>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
School Effectiveness	(Constant)				
	CL	.077	.478	6.28	.00*
	DI	.052	.251	4.83	.00*
	CTL	.064	.322	4.93	.00*
	EL	.060	.439	7.51	.00*
	EP	.051	.298	5.83	.00*
	SC	.064	.316	.492	.00*
	SL	.052	.251	4.83	.00*

To assess the effects of organizational learning environment on school effectiveness, it was carried out by the Multiple Regression Analysis. The results show that all the dimensions of organizational learning culture were moderate and significant predictor of school effectiveness with beta value of .478, .251, .322, .439, .298, .316 and .251 respectively.

DISCUSSION AND RECOMMENDATIONS

This research investigated how learning culture affects government school performance in Punjab province. The analysis included 1037 teacher data. Descriptive analysis showed the organization's learning culture was high. Thus, all aspect of an organization's learning culture was high. School effectiveness was high, as were all its variables. Manaf and Omar (2017) found that strong learning cultures make schools more productive. Organizational learning and effectiveness of school were linked by Ali et al. (2016). They felt an effective school requires a strong learning culture. Thus, a school's effectiveness increases with an organizational learning culture.

The analysis of the study revealed a significant and positive relationship between organizational learning culture and school effectiveness. The results show that a school is more effective when it has a positive organizational learning culture. The findings show that elements

such as "Learning Continuously," "Inquiry and Dialogue " Team Learning," "Empowerment ," "System Connections," and "Strategic Leadership" in corporate learning cultures affected the effectiveness of schools (Watkins & Marsick, 1996). The results show that when a school has a strong, positive learning culture, the staff is proud and happy to work together, which is good for the students because it means they get a better education. According to the results, organizations with well-built learning cultures have instructional leaders who create and keep staff cohesion, teachers are committed to their jobs, professional development is encouraged, teachers work toward a common goal, and teachers get along with each other. Teachers and administrators have the same goals for how well students do in school. So, when the role of an organizational learning culture is used, the effectiveness of a school goes up. This means that school leaders and people in charge of education should pay attention to the school's learning culture in order to improve schools.

The result of this research, along with the findings of previous investigations, comes to the same conclusion (Ali et al., 2016; Duan et al., 2018). According to Dogan (2017), schools that have a culture that promotes positive learning are more successful at educating students than schools that have cultures that are less positive. The findings of the most recent investigation are consistent with this finding . in a similar element, the research conducted by Yasin et al. (2017) revealed that in order for a school to function effectively, it is essential to have a supportive learning culture. Positive learning cultures in schools have been related to increased levels of student accomplishment, improved levels of teamwork among instructors, and greater levels of commitment on the part of teachers. A study conduct by Ali et al. (2016) demonstrated, among other things, that there is a substantial connection between school culture and administrative efficiency. It is impossible for a school to establish a healthy environment for learning without strong leadership at the school level. The research conducted by Clark (2019) discovered that there is a significant connection between the resultant s of organization and its learning culture. This demonstrates that educational institutions that foster a culture of positive learning achieve higher levels of success for their staff and students than those that do not. Eger and Prasilova (2020) conducted research to determine which aspects of a school's learning culture have the most influence on the outcomes that may be anticipated from teaching and education. They came to the conclusion that one of the most significant aspects in determining the culture of a business was the influence that leadership and management played. According to Duan et al. (2018), organizations with robust learning cultures produce more contented educators and more prosperous educational institutions. According to the findings of their study, school administrators ought to be aware of the significance of learning culture to the process of enhancing academic achievement. Organizational learning culture is a set of shared values that affect how people in an organization work together and communicate with each other (watkin& marsik, 1996).

The results of this study show that a school's learning teaching and are better when the learning culture is positive and people work together. The study's results show what it means to have a positive school culture that gives everyone the power to work toward a common goal, that make the school better. The culture of learning school makes it easier and more pleasant for the staff to work with their instructional leader. Additionally, it moulds expectations and behaviors of both teachers, students, and makes the school more efficient and effective (Lesinger & Senol, 2018). In schools when people talk and share a lot, it makes the organization a better place to learn (Demerath, 2018). So, when people at school work together, they can solve the problems that come up every day. Teachers and administrators feel at ease in a collaborative learning culture, which leads to better student performance (Dogan, 2017). Changes in the education system have led to changes in how teaching and learning are done.

Because of this, all of the schools' stakeholders need to work together (Rasmitadila et al., 2020). Dimmock et al. (2021) say that for educational improvement to work well there needs to be a collaborative learning culture based on shared goals, trust, and a focus on academics when teachers and instructional leaders work as a team to create a culture of learning. It helps learners who share values in performing well. In the same way, the results of this study show school leaders how important it is to create a positive and collaborative learning environment at school.

The effectiveness of structural changes for schools and educational activities are both significantly impacted by organizational learning cultures (Karadag et al., 2014). The results of this study show how important it is to have management strategies that can improve the culture of learning in an organization. People in an organization are guided by their behaviour and culture, so the social and institutional culture can affect a leader's ability to put his or her ideas into action and make necessary changes (Yenipinar & Yildirim, 2021). So, it's essential for instructional leaders to make use of good strategic skills that will help the staff work together and bring everyone in the organization closer together. To improve the learning culture, school leaders need to pay attention to how people talk to each other within the organization. This affects how learning and teaching happen in an organization (Eger & Prasilova, 2020). So, when making decisions about teaching and education, it's an essential to pay attention to what the teachers have to say (Vieira & Brabosa, 2020). Creating a good school culture depends heavily on the role and skills of the school leader. For this reason, it's crucial that teachers and administrators acquire the skills necessary to create collaborative, positive learning environments. On the behalf of the findings there are some recommendations;

- i. School leaders should focus on making learning environments that are based on trust, cooperation, and mutual support. So, it's important for school leaders to include everyone in the process of making and developing strategies for running the school.
- ii. School improvement initiatives should focus on the organizational learning culture and how well the school is doing. Because of this, the Ministry of needs to pay special attention and give schools money to create good learning environments that can make schools better. In this way, good planning and strategies are needed to set up the work environment so that teachers can work together and collaborate well.
- iii. The teachers at the school should have opportunities to improve their skills. This is very important for making the school a place where people want to learn. The training programs need to take into account how education has changed and how technology and teaching methods need to change. So, professional development programs for teachers should teach them about technology and show them how to get the skills they need for online education. In the same way, there should be meaningful programs for school leaders to attend.

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