01-3555-AESSR-701

Academy of
Education and Social Sciences Review
Vol. 4 No. 1 (February, 2024), 01-11
ISSN (p): 2790-8348 | ISSN (e): 2789-6781
DOI: https://doi.org/10.48112/aessr.v4i1.701

Original Article

The State of Organizational Learning in Catholic Schools of Karachi

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How to Cite:

Thomas, V., Khokhar, S., Khosa, A. B., & Khosa, A. R. (2024). The state of organizational learning in Catholic Schools of Karachi. *Academy of Education and Social Sciences Review, 4(1), 1–11*.

https://doi.org/10.48112/aessr.v4i1.701

Publisher's Note:
International Research and Publishing Academy (*i*RAPA) stands neutral with regard to jurisdictional claims in the published maps and institutional affiliations.

Abstract

This study endeavours to delve into the repercussions of organizational learning on the knowledge performance of educators within the Catholic schools of Karachi, Pakistan. The study adopted a cross-sectional survey design, enlisting the participation of 282 teachers, situated within the secondary schools under the jurisdiction of the Catholic Board of Education in Karachi. The data collection tool employed in this study was the Dimensions of the Learning School Questionnaire (DLSQ). To analyse the collected data, the research harnessed the statistical prowess of the Statistical Package of Social Sciences (SPSS) version 26 and Smart PLS 4. The findings of the investigation elucidate the existence of a notably positive and statistically significant relationship between individual-level learning and the knowledge performance of teachers. Similarly, this correlation extends to school-level and global-level learning, both exhibiting a significant association with knowledge performance within Catholic schools in Karachi. However, it is noteworthy that team-level learning failed to demonstrate any significant impact on the knowledge performance of these schools. The findings of the study will serve as a foundation for the Catholic School Board as well as the teachers to revamp their policies for the future.

Keywords: Catholic schools, Knowledge performance, Learning organization, Organizational learning

INTRODUCTION

Pakistan is among the developing countries that need progress in education and other sectors depending upon advances made in the educational field. Like other countries, public and private (Catholic) schools in Pakistan face similar problems, though their situations and responses are different. Private (Catholic) schools too in Pakistan are struggling to remain practical and compete with other schools. The research focuses on the selected views from the literature's numerous theoretical Organizational Learning (OL) viewpoints to achieve a helpful trade-off between representativeness and depth of analysis as appropriate for investigation (Basten & Haamann, 2018). The application of organizational learning theory to share practice is one such investment that boosts educational quality (Thomas & Machado, 2022). They claim that the study of sociology, business, and management has been touched by the enormously broad field of OL theory.

Individual, team, school, and global levels are a few of the organizational learning levels. The cultivation of ongoing interpersonal connections and a supportive organizational culture is a prerequisite for leveraging individual knowledge for effective organizational learning. However, within educational institutions, a tension exists between the technical focus of team-level education and the need for a holistic understanding that incorporates the social dimensions of team learning. The social perspective holds that when individuals of an organization participate in a Community of Practice (CoP), or practice-based learning, the organization as a whole learns (Elkjaer, 2004). The fostering of a school-wide learning organization, characterized by continuous growth and adaptation is demonstrably linked to the sustained improvement of classroom instruction. Consequently, educational administrators should prioritize cultivating faculty commitment to collective learning as a fundamental driver of transformative institutional change (MacBeath, et al., 2009). Focused on the broader spectrum of organizational learning at a global scale, a learning school is driven by two key imperatives: establishing connections between schools and their environments, and providing strategic leadership to foster a culture of continuous learning within the organizational framework (Akram & Shah, 2018).

Organizational Theory has guided the present research. According to the researchers, OL is a systematic approach through which they change their rules and regulations to improve their performance. The research found some relevant studies by Thomas and Machado (2022) done in private schools other than Catholic schools. The researcher also found relevant study by Akram and Shah (2018), but it was not conducted on the Catholic schools of Pakistan.

Research Problem

Several studies have shown a gap between quality education as a goal and the practice of public-private institutions in collaboration. Private schools in Pakistan are meant to help the government to provide opportunities for all to have access to quality education which includes physical, human resources, and

financial facilities (Shaturaev, 2021; Thomas & Machado, 2022). The private schools in Pakistan undergo many difficulties in providing quality education such as infrastructure, human resources, and finances. The general perception is that most private schools charge high fees. On the contrary, Catholic schools, though private, keep their schools' admission and school fees low so that most children get into schools without any discrimination. These schools are low-cost or medium-cost private (Catholic) schools and the reason for parental decision-making regarding Catholic schools is due to quality education (Zuilkowski et. al., 2019). A clear gap has been identified between other private schools in Pakistan and the researcher legalized that most Catholic schools provide quality education. The subject that is hardly studied in Pakistan is knowing about quality education in Catholic schools in Pakistan while using OL theory. The researcher found some relevant studies, for instance, Thomas and Machado, (2022) done in private schools other than Catholic in Karachi.

Objectives of the Study

- To investigate the effect of individual-level learning in Catholic schools on their KP.
- To investigate the effect of team-level learning in Catholic schools on their KP.
- To explore the effect of school-level learning in Catholic schools on their KP.
- To investigate the effect of global-level learning in Catholic schools on their KP.

Research Questions

This study aims to answer the following questions:

- What effect does individual-level learning have in Catholic schools on their knowledge performance?
- What effect does team-level learning have in Catholic schools on their KP?
- What effect does school-level learning have in Catholic schools on their KP?
- What effect does global-level learning have in Catholic schools on their KP?

LITERATURE REVIEW

According to Basten and Haamann (2018), organizational learning is the process through which organizations alter or update their mental models, rules, procedures, or expertise to maintain and enhance their performance. According to this definition, OL is the change that takes place as a result of an organization accumulating experience over time (Thomas & Machado, 2022). Organizations universally undergo learning processes, yet some deliberately cultivate LOs, developing the capacity to attain goals, while others operate haphazardly, forming counter-productive habits without a clear strategic focus (Kofman & Senge, 1993). Bennett and Bennett (2004) assert that the comprehension of learning involves both operational and conceptual dimensions. The primary error in organizational learning lies in determining the 'who' question, elucidating which learning is genuinely organizational. Barker Scott (2011) emphasizes sequences in organizational research in his literature review. Senge (1990) contends that while individual learning does not guarantee organizational learning, it remains pivotal on both individual and organizational levels.

Organizational learning is divided into four levels: individual, team/group, institutional, and global. Individuals are primarily thought of as the functional processes that enable schools to learn via experience. However, if knowledge is transmitted, it can help with learning across the entire school. Individuals may withhold information or leave the school. The social viewpoint asserts that when members of an organization participate in CoPS, also known as practice-based learning, the entire institution gains knowledge (Elkjaer, 2004). A team acts, receives feedback, and then adapts its behavior moving forward as part of the team-level learning process. They contend that the community takes part in debates and group activities to progress in their field and create skills to build the repository necessary for team learning. Through classroom instruction, a school generates and arranges knowledge about its roles and culture. Though at different rates, every decision involves learning from the school.

To achieve the overarching goal of transforming schools into learning organizations, school administrators must cultivate staff dedication to comprehensive school learning (MacBeath, 2005). The

collaborative exchange of knowledge among multiple schools, termed global-level learning, facilitates the enhancement of operational efficiency and productivity by assimilating innovative concepts and expertise from other institutions. The core objective of a learning school includes establishing connections between schools and their environment and furnishing strategic leadership for learning, with a specific focus on the global dimension of organizational learning (Akram et al., 2013). Since OL is inherently a process of generating new perspectives, it serves as a source for the production of new organizational knowledge (Basten & Haamann, 2018). According to Basten and Haamamm (2018), OL can be seen as a management endeavor that involves planning and controlling. The topics on which it focuses include organizational strategy generation, capture, and internalization.

Organizational Learning Theory

Organizational learning theory claims that the study of sociology, business, and management has been influenced by the incredibly broad field of this theory. Senge (2006) outlined five elements of LO in his book 'The Fifth Discipline', which include shared vision; overarching goal; mental models; and personal mastery. Organizational learning theory is based on the idea that mistakes should be recognized and corrected to learn from them (Thomas & Machado, 2022). When implemented, it can help educational institutions achieve their ultimate objective of becoming learning organizations (Akram et al., 2013). Some of the common factors of low-quality education are physical infrastructure, human resources (unqualified teachers), and finances (high school fees). Consequently, one of the factors influencing academic performance in the school system is providing high-quality facilities, which may raise learning standards that impact student achievements (Sari, et al., 2020).

Physical Infrastructure

Resourceful infrastructure is one way to support high-quality education (Akbar, et al., 2022), resulting in a well-balanced physical and soft infrastructure, which is crucial for equitable growth and eventually poverty reduction. The literature largely acknowledges the contribution of both hard and soft infrastructure to fostering equitable and sustainable development (Akbar et al. 2022). It is estimated that 70 to 80 percent of the population in developing countries live in rural regions where, communities lack access to essential infrastructure services. As a result, funding for educational infrastructure is crucial for excellent instruction in private (Catholic) schools.

Human Resources

Human resource development is an endeavor to improve the quality of human resources by strategically arranging staff or employee management, education, and training to produce the best possible outcome (Widiastuti, et al., 2020). School is a formal educational setting with the responsibility of educating students and fostering their efficacy to produce a qualified and marketable human resource (Sari, et al., 2020). To improve the country, teachers must be competent and qualified. Instructors have the most important institutional influence on students' educational experiences; hence, lack of access to effective instruction is likely to be a major factor in learning inequality.

The institution is responsible for the teachers' needs and promotes a conducive environment. According to Mosbiran et al., (2021), the instructors' motivation to execute their duties might rise when they feel good. Thus, it can be inferred that the aspect of well-being has a significant role in accelerating the satisfaction level of the workers with their jobs, resulting in high-quality education. Students' success is crucial because it inspires both the students and teachers to work harder during the learning and teaching process, ultimately leading to higher educational standards. Motivation is frequently seen as an encouragement for those aiming for academic success (Widiastuti, et al., 2020). Excellent education is to be acknowledged to meet the expectations of many interest groups in the economic, social, and environmental dimensions.

Catholic schools in Pakistan are struggling to remain practical and compete with other schools. They are striving to increase students' strength, remain affordable to lower-income students, and contribute to providing a high-quality education (Malik, 2011). Providing quality education is the core responsibility of the state and therefore, private schools try to facilitate the government to provide facilities such as physical,

human resources, and financial (Shaturaev, 2021). Organizational learning provides the groundwork for the creation of new organizational knowledge because it is essentially a process of creating new perspectives (Basten & Haamann, 2018). Individual, group, and global organizational learning can take place in schools. The DLSQ will not significantly affect group or classroom learning in Pakistani schools until it is integrated into routines and given a new interpretation. The conceptual framework used in this study was taken from Thomas and Machado (2022) that consists of four components that expand on our understanding of Catholic School Knowledge Performance (CSKP).

Organizational Learning Levels

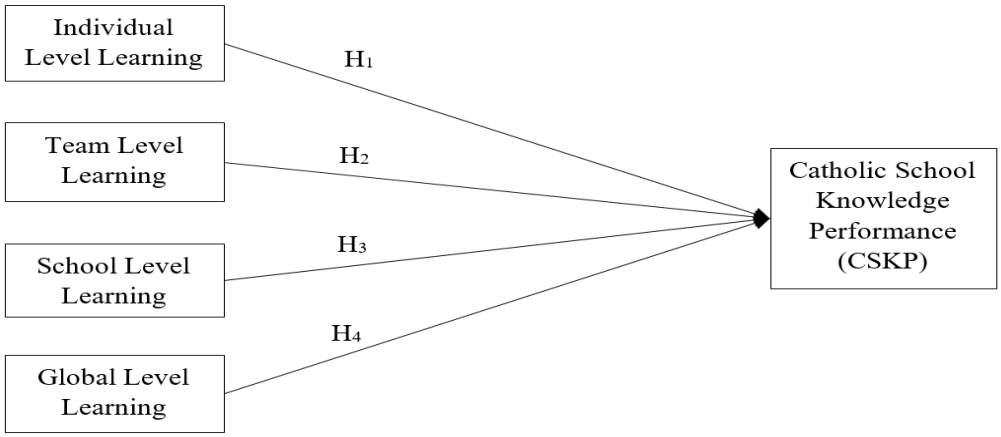

Figure. 1. Theoretical Framework/Model

According to Basten and Haamann (2018), OL's goal is to adjust organizational processes through targeted activities. It is considered as a resource for creating new organizational knowledge since it is a process of creating new viewpoints.

Research Hypotheses

The following hypotheses were formulated for this research study:

- H1. There is a significant relationship between individual-level learning and Catholic schools' knowledge performance.
- H2. There is a significant relationship between team-level learning and Catholic schools' knowledge performance.
- H3. There is a significant relationship between school-level learning and Catholic schools' knowledge performance.
- H4. There is a significant relationship between global-level learning and Catholic schools' knowledge performance.

METHODOLOGY

The Research Design

This cross-sectional survey design adheres to the quantitative paradigm, in which the questionnaire was sent via email and WhatsApp numbers to collect data. In the survey, 282 respondents worked as teachers in Karachi's Catholic schools. The participants of the study were from boys' and girls' schools, and co-education schools working under the banner of the Catholic Board of Education, Karachi. The study used a convenience sampling technique for the selection of participants.

Instrument of the Study

The Dimensions of the Learning School Questionnaire (DLSQ), developed by Akram et al. (2013) intended to evaluate modifications in an educational institution's general ambiance, ethos, operational processes, and organizational framework was deployed for data collection. The purpose of this evaluation was to determine the degree to which people can participate in formal and informal learning experiences that are supported by the school (Akram et al., 2013). It is suitable for the current research which was

tested in the Pakistani context with medium-cost private school teachers (Abbas, 2011).

Reliability of the Instrument

Composite reliability was employed to check the reliability of the instrument used in the study. Composite reliability assesses a measure's internal consistency (Fornell & Larcker, 1981). According to Hair et al., (2020), composite reliability calculates how well latent variables capture a construct. The composite reliability of all the variables (dependent and independent) is displayed in Table 1. Utilizing Dhillon Goldstein Rho, sometimes referred to as Composite Reliability, the model's internal consistency was evaluated. If the dependability of the indicators is between 0 and 1 the model is said to have internal consistency. All of the CR (rho_a) values in Table 1 are larger than 0.7, demonstrating appropriate consistency. Furthermore, in line with Hair et al., (2020) guidelines, the Average Variance Extracted (AVE) criterion should be a minimum of 0.5, and the factor loadings for establishing convergent validity should be at least 0.7. Given that the AVE for each latent variable surpasses the 0.5 threshold, it is indicative that convergent validity has been successfully established.

Reliability and Validity

Composite Reliability

Composite Reliability (CR) assesses a measure's internal consistency (Fornell & Larcker, 1981). According to Hair et al., (2020) composite reliability calculates how well latent variables capture a construct. The composite reliability of all the variables (dependent and independent) is displayed in Table 1 below. Utilizing Dhillon Goldstein Rho, sometimes referred to as Composite Reliability, the model's internal consistency was evaluated. If the dependability of the indicators is between 0 and 1 the model is said to have internal consistency. All CR (rho_a) values in Table 1 are larger than 0.7, demonstrating appropriate consistency.

Table 1

Measurement of the Outer Model

	Items	Factor loadings	Cronbach's alpha	CR(rho_a)	AVE
Individual Level Learning	ILL1	0.744	0.810	0.834	0.570
	ILL2	0.808			
	ILL3	0.706			
	ILL4	0.838			
	ILL5	0.664			
Team Level Learning	TLL1	0.820	0.902	0.911	0.717
	TLL2	0.853			
	TLL3	0.871			
	TLL4	0.849			
	TLL5	0.839			
School Level Learning	SLL1	0.839	0.836	0.844	0.670
	SLL2	0.811			
	SLL3	0.771			
	SLL4	0.850			
Global Level Learning	GLL1	0.702	0.913	0.928	0.746
	GLL2	0.907			
	GLL3	0.905			
	GLL4	0.889			
	GLL5	0.898			
Catholic School Knowledge Performance	CSKP1	0.888	0.895	0.906	0.707
	CSKP 2	0.879			
	CSKP3	0.795			
	CSKP4	0.747			
	CSKP5	0.885			

Items Removed: SLL5: below indicator items 0.5

Discriminant Validity

As per the standard set by Fornell and Larcker (1981), a variable ought to demonstrate greater variability with respect to the items that make up its own set than it does with respect to the items linked to other variables (Hair et al., 2020). Table 2 indicates that the values along the diagonal, which represent the square root of the Average Variance Extracted (AVE), are expected to be higher than the correlation coefficients across the various constructs.

Table 2
Correlations of Discriminant validity (Fornell-Larcker Criterion)

	ILL	TLL	SLL	GLL	CSKP
ILL	**0.841**				
TLL	**0.767**	**0.864**			
SLL	**0.693**	**0.694**	**0.755**		
GLL	**0.779**	**0.788**	**0.684**	**0.818**	
CSKP	**0.634**	**0.697**	**0.586**	**0.642**	**0.846**

**The diagonals are the square root of the AVE of the latent variables and indicate the highest in any column or row*

RESULTS & FINDINGS

Haier et al. (2020) suggested using PLS-SEM with complex and exploratory models. When evaluating the proposed hypothesis, the t-value significance threshold should be larger than 1.96 and the p-value less than 0.05. Table 3 shows that whereas H2 did not support the outcome, H1, H3, and H4 did. This resulted from the Path Coefficient that the PLS Algorithm generated.

Table 3
Inner Model and Hypothesis Testing Results

Hypothesis	Relationship	(M)	(SD)	T Value	P Value	CI		Decision P < 0.05
						2.5%	97.5%	T > 1.96
H1	ILL --> CSKP	0.201	0.069	2.831	0.005	0.077	0.345	Supported
H2	TLL --> CSKP	0.093	0.078	1.136	0.256	-0.046	0.257	Not Supported
H3	SLL --> CSKP	0.356	0.088	4.209	0.000	0.180	0.523	Supported
H4	GLL -->CSKP	0.281	0.090	3.105	0.002	0.095	0.453	Supported

Using the bootstrapping approach on SmartPLS 4, hypothesis testing was carried out. The specified signification level of 0.05 (signification level = 5%) was applied to the SmartPLS 4 bootstrapping result. As previously mentioned, if the t-value is more than the 1.96 threshold value and the p-value is less than 0.05, the hypothesis is supported. In contrast, the hypothesis is not supported if the t-value is less than 1.96 and the p-value is greater than 0.05. Table 3 presents the bootstrapping-based hypothesis testing outcomes. Using Average Variance Extracted (AVE), the t-value and p-value are displayed.

Testing Hypothesis 1

First, Individual Level Learning (ILL) has a significant effect on CSKP (t-value = 2.831 > 1.96; p-value = 0.005 < 0.05). In this, the t-value is greater than 1.96 and the p-value is less than 0.05, therefore 1st hypothesis (H1) is supported.

Testing Hypothesis 2

Second, Team Level Learning (TLL) has a significant effect on CSKP (t-value = 1.136 < 1.96; p-value = 0.256 > 0.05). In this, the t-value is less than 1.96 and the p-value is greater than 0.05, therefore, 2nd hypothesis (H2) is not supported.

Testing Hypothesis 3

Third, School Level Learning (SLL) has a significant effect on CSKP (t-value = 4.209 > 1.96; p-value 0.000 < 0.05). In this, the t-value is greater than 1.96 and the p-value is less than 0.05, therefore, 3rd hypothesis (H3) is supported.

Testing Hypothesis 4

Fourth, Global Level Learning (GLL) has a significant effect on CSKP (t-value = 3.105 > 1.96; p-value = 0.002 < 0.05). In this, the t-value is greater than 1.96 and the p-value is less than 0.05, therefore, the 4th hypothesis (H4) is also supported.

Predictive Relevance of the Model

Quality analysis of the model is carried out by evaluating its prediction accuracy. Cross-validated redundancy, which is represented by Q2 and is the percentage of the total sum of squares caught by the model, is used to assess the predictive relevance (Hair et al., 2020). The value of Q2 should be bigger than zero. Additionally, R2, which measures how well the independent variable explains the dependent variable, is assessed. Blindfolding is a way to calculate the value of Stone-Geiser Q2 (Stone & Geiser, 1974), which represents the criterion of evaluation of predictive significance with cross-validation of the PLS path model. The value Q2 in the path model is obtained by means of the blindfolding procedure.

Table 4

Predictive Relevance of the Model

	R Square	R Square Adjusted	Q^2 (=1-SSE/SSO)
CSKP	0.693	0.685	0.268

The coefficient of determination, or R-squared, is a measurement of how well a model predicts the future. It calculates the fraction of a latent endogenous variable's variance that is explained by the other exogenous variables. R2 has a value that runs from 0 to 1, with a higher value denoting more predicted accuracy. The value of R square 0.693 in the Table above indicates a moderate predictive accuracy and Q2 0.268 indicates a moderate effect size.

Discussion

Akram et al., (2013) contend that organizational learning plays a pivotal role in the transformation of schools into learning organizations. Empirical evidence from a study on Karachi's Catholic schools reveals a statistically significant impact of the Individual and Institutional Learning (ILL) effect on knowledge performance. This finding aligns with the research, wherein the influence of teacher empowerment on teachers' commitment to their profession and student achievement was systematically explored. In Karachi, Pakistan, private schools other than Catholic schools rejected Thomas and Machado's hypothesis. A sample of 356 professors at the Payam-e-Noor University, Ilam branch completed the School Participant Empowerment Scale (SPES), developed by Short and Rinehart in 1992, and the Organization Commitment Questionnaire (OCQ), developed by Mowday et al. in 1979. The six dimensions of decision-making, professional development, status, self-efficacy, and autonomy were identified through structural equation modeling. The results are also in line with comparable studies.

According to Bennett and Bennet (2004), schools need to learn because what worked yesterday might not work tomorrow. In their pursuit of enhancing classroom and school activities, ensuring teacher and student satisfaction, and achieving overall improvement, Catholic schools consistently introduce new programs and increasingly integrate stakeholder feedback and suggestions compared to the preceding year (Akram et. al., 2013). The programs should be sustained since this satisfies the organizational learning individual level of learning. The report also suggests that Catholic schools in Pakistan keep encouraging teachers to be honest with one another and help them see failures as opportunities for improvement. They should continue to create an environment where teachers respect one another, pay attention to one another, and inspire one another to learn. It is imperative for members of Catholic schools to perpetuate the cultivation of trust, facilitating candid feedback and collaborative decision-making on classroom or school-level activities. Sustaining this integral aspect of their organizational ethos, Catholic schools should reinforce teachers' collaborative initiatives by allocating time, providing tools, and offering rewards for their contribution to collective learning (Akram et. al., 2013).

Team learning did not have a statistically significant impact on CS knowledge performance, according to the study. This result is in line with research study conducted by Thomas and Machado (2022), who found that a related theory was also disproved in a study conducted at private schools in Karachi, Pakistan. On the other hand, this idea conflicts with studies done by other researchers in different settings (Song et

al., 2009). The observed outcomes can be ascribed to the distinctive educational milieu in Pakistan, where teachers predominantly adhere to the directives of school principals (Thomas & Machado, 2022). Akram and Shah (2018) posit that Pakistani school principals, influenced by substantial pressure, prioritize personal responsibilities and teachers' accountability over fostering teamwork and collegiality (Khan & Ali, 2002). Principals in Catholic schools in Pakistan are urged to acknowledge their staff's expertise and promote collaborative efforts to enhance student achievement (Khan & Ali, 2002). Conversely, those adopting an authoritative management approach may opt for unilateral instructions, neglecting strategic involvement of colleagues and external connections. The recommendation emerges that principals in Catholic schools should transition from mere administrators to instructional leaders focused on fostering collective learning, thereby positively influencing the knowledge performance of schools.

A statistically significant effect of SLL on knowledge performance at Karachi's Catholic schools was demonstrated by the study. These findings concur with other studies. In fostering school-level learning, Catholic schools can institute dynamic two-way communication strategies. This approach allows teachers the latitude to innovate in their classrooms and share their insights with administrators and fellow educators (Thomas & Machado, 2022). Catholic schools continue to place a strong emphasis on making it easier and faster for teachers to obtain the information they need to do their jobs. They can keep up-to-date databases of teachers' abilities and keep developing tools to gauge performance gaps between present and desired levels. Catholic schools reward instructors who take the initiative, a practice that can be strengthened by continuing to provide teachers a choice in the tasks they are given.

A statistically significant effect of GLL on knowledge performance in Karachi's Catholic schools was shown by the study. These findings correlate with those of other studies (Akram and Shah, 2018). To support global-level learning, school administrators can set up a system to reward teachers' initiative, encourage them to take calculated risks, provide them with opportunities for professional advancement, and ensure that all decisions affecting the entire school are consistent with the schools' basic values. The principals/heads keep teachers informed about the school's policies, delegate authority to assist in carrying out the policies, provide mentorship to people they are in charge of and make sure that the school's actions are in line with its core values. They must consistently work to strengthen and increase the efficiency of these areas.

CONCLUSION

Organizational learning has a significant impact on knowledge performance at the individual, team, school, and global levels. In Catholic schools, teachers recognize the talents they need for upcoming assignments. The Catholic schools in Karachi understand the value of a collaborative learning environment to achieve educational goals. The study provides recommendations, limitations, suggestions for future studies, and conclusions. The findings demonstrate that teachers in Catholic schools recognize the talents they need and the administration can assist them to ensure their efforts are put to good use. Organizational learning is important for CS knowledge performance and teachers should recognize their talents, support each other, and inquire 'why' to understand the impact of individual-level learning.

Limitations

Despite the valuable insights gained from this study, it is crucial to acknowledge the inherent limitations that may impact the overall robustness and applicability of the findings. There were many restrictions on this investigation.

- 1Since the study was quantitative, it was unable to paint a complete picture and did not offer qualitative information that may have provided in-depth knowledge of the subject.
- Since the data from the survey were gathered only from Catholic schools in Karachi, the results may not accurately represent respondents' current beliefs. Due to the convenience sampling method used, the study's conclusions cannot be generalized to the full population.
- The researcher conducted a study in Catholic schools and did not include other institutions such as colleges.

Recommendations

The findings of the study underscore critical recommendations for policymakers and educational administrators to enhance the overall learning environment within schools.

- Policymakers need to promote OL and its effects on knowledge performance. These rules must be comprehensive and include every pertinent aspect of organizational learning.
- To provide instructors with the most up-to-date instructional technology, methodologies, and assessment approaches, the school administration must set aside a dedicated budget for continuing professional development.
- Schools must make investments in creating facilities and infrastructure that are welcoming to all learners.
- Policymakers need to promote organizational learning and its effects on knowledge performance, and a longitudinal study could be conducted to assess the varying perceptions of teachers toward organizational learning in Catholic schools in Pakistan.

Competing Interest

The authors had no competing interests.

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