

Effect of Organizational Learning Culture on Teachers' Self-Efficacy at the Secondary Level

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Abstract: The study aimed to find out the effect of organizational learning culture on teachers' self-efficacy at the secondary level. An organizational learning culture is a process to measure how quality dimensions such as inquiry and dialogue, continuous learning, team learning, empowerment, systems connection, providing leadership, and integrated systems were implemented within the school. Teacher self-efficacy is defined as how quality factors such as engagement of students, strategies for instruction, and management of the classroom were implemented by teachers. Multiple sampling techniques were employed to obtain data from teachers (N=729) selected randomly through involving two tools; the Dimension of Learning Culture questionnaire (DLCQ) developed by Watkins and Marsick (1996) and the Teacher Sense of Self Efficacy Scale (TSES) developed by Tchannen and Hoy (2001). The study revealed that organizational learning culture was above average, while the teacher self-efficacy was also found an above average. The study determined a moderate relationship between both the variables ($r=.41$) and a 32% variance in teacher self-efficacy could also be explained through an organizational learning culture. The study involved a small sample size, future studies might be conducted involving a larger sample size to get a more vivid picture.

Key Words: Teacher Self-efficacy, Organizational Learning Culture, Secondary Education

Introduction

The study was designed to examine the effect of school learning culture on teachers' self-efficacy. The culture of a learning organization can be defined as the organizational principles, beliefs, and practices that help to integrate all organizational activities and functions and deal with conflicts, shocks and other crises which further affect employee performance (Huang et al., 2020). The teachers play important role in developing the school learning culture by transforming their school into friendly learning culture in which both head teachers and teachers learn together to support learning and create opportunities for overall continuous learning, communication, team

learning and inquiry (Senge, 1990; Marsick & Watkins, 2003). School learning culture empowers their teachers through different learning strategies and strategic leadership that are essential to enhance the self-esteem of the teachers, help the students to enhance their success, and ensure sharing of the experiences, values, beliefs, assumptions, and knowledge by teachers through collaborative communication and learning (Akram et al., 2013; Watkins & Marsick, 1996).

To make the organizational learning culture effective, it is required to produce opportunities for continuous learning for all the staff members (Kools & Stoll, 2016), develop a culture of feedback (Hasan,

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2020), improve the collaboration among members (Huang et al., 2020), establish an embedded system to capture and sharing learning (Tobin et al., 2006), empower the team members (Hesbol, 2019), interlinking the organization with the external and internal environment (Akram et al., 2013), and provide strategic leadership through which organization moves towards the new direction (Yang et al., 2004). By maximizing teacher self-efficacy, teachers improve their classroom management skills (Masra et al., 2020), engage their students in instructional activities (Sofiyani, 2022), and make better their instructional strategies for quality education (Kurt, 2016). Both the school learning culture and their teachers' self-efficacy are interlinked constructs and have much significance for the organizational effectiveness because school learning culture is an essential factor to enhance the self-efficacy of teachers which further maximizes the level of motivation and competency of teachers that ensure producing the quality learners by the institutions.

Multiple studies were conducted all over the world that examined the organizational learning culture which further correlated and predicted the self-efficacy of teachers through the organizational learning culture (Darban et al., 2020; DeMarco, 2020; Hesbol, 2019; Jaafari & Soleimani, 2012; Nugroho, 2022; Tobin et al., 2006; Song et al., 2018) that confirmed the significance and associations of both variables. In Pakistan, there might be a single study that was conducted by Akram et al. (2013) to compare the organizational learning culture only by using the model of Watkins and Marsick (1996). The study at hand reviewed various models of organizational learning culture used globally to examine learning cultures such as the learning organization model (1998), the Garvin model (1993), the learning organizations assessment model (2016), and Watkins and Marsick organizational model (1996) through employing quality dimensions (Kools & Stoll, 2016; Garvin, 1993; Goh, 1998;

Watkins & Marsick, 1996). The study at hand used the Watkins and Marsick model (1996) based on quality dimensions such as inquiry and dialogue, continuous learning, team learning, systems connection, empowerment, integrated systems, and providing leadership to examine school learning culture. In Pakistan, there might not be a single study that examines the effect of school learning culture measured by using the Watkins and Marsick model (1996) based on quality dimensions of teacher self-efficacy. Therefore, it is direly required to conduct a study on both these variables to fulfil the gap in Pakistan.

Research Questions

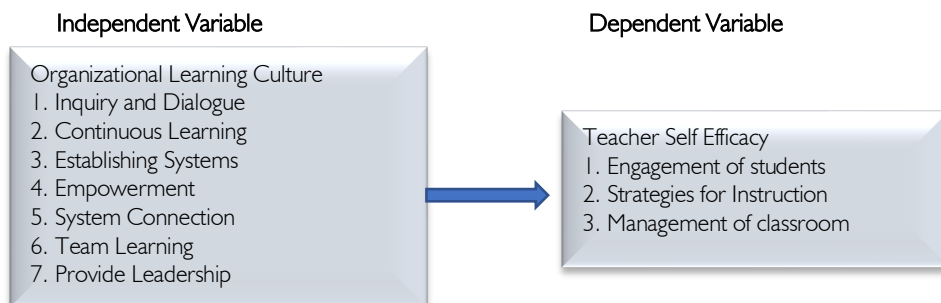
1. What do secondary school teachers perceive about the school learning culture and teachers' self-efficacy?
2. What is the relationship between school learning culture and teacher self-efficacy?
3. What is the effect of the school learning culture on the self-efficacy of teachers?

Conceptual Framework

According to these premises, the following conceptual framework seems appropriate for the current study in which organizational learning culture mainly contributes to enhancing teachers' self-efficacy. Seven quality factors based on the organizational model of Watkins and Marsick (1996) such as inquiry and dialogue, continuous learning, team learning, empowerment, systems connection, provide leadership and integrated systems were used to examine school learning culture. While, teachers' self-efficacy was measured through factors of Bandura's (1977) model; engagement of students, strategies of instruction, and management of the classroom. Based on the provided framework, it was assumed that organizational learning culture would predict and correlate with teachers' self-efficacy.

Figure 1

Conceptual Framework of the Study.



Review of the Related Literature

Organizational Learning Culture

Gronhaug and Stone (2012) provided the concept of school learning culture which plays a significant role in prevailing theories and practices of management. Learning organization is defined by Senge et al. (1990) as in which employees are involved to enhance their capability to produce better results, innovative patterns of thinking are encouraged, collective aspiration is set free, and continuous learning to see the whole together. Worrell (1995) described an organizational culture in which priority is given to an individual's development. Innovative and inaccurate ways of thinking about learning organizational culture were actively identified and corrected. Garvin et al. (2008) described organizational learning which has the ability to acquire, create, and transfer knowledge, and to alter its behaviour to replicate new information and perceptions. Learning organization is described as in which people were associated with a collective vision, and sagacity, understanding the varying environment and also producing new knowledge which used to develop novel products and facilities to meet the needs of customers (Yang et al., 2004). Watkins and Marsick (1997) summarized that a learning organization is characterized by the keen involvement of employees through which teachers are being shared values and principles to get benefits.

Masra et al. (2020) described organizational learning as an association that smooths the learning of all its employees and continuously renovates knowledge from themselves to others. Senge et al. (1990) described that the learning organization holds not only adjustive capability but it also might be creative, and also further provided some quality dimensions: *shared vision, team learning, personal mastery, mental models, and interrelationships*. There are various models were reviewed by the researchers and the organizational model of Watkins and Marsick (1996) was used to examine the learning culture of an organization based on quality dimensions such as inquiry and dialogue, continuous learning, team learning, empowerment, systems connection, provide leadership, and integrated systems which is most suitable in Pakistan context. Further, the detail of that

model is being provided in the following to develop better comprehension.

Watkins and Marsick Organizational Model (1996)

An organizational model was provided by Watkins and Marsick (1996) based on seven quality factors that assimilate two main organizational elements: structure and people through involving interrelated mechanisms of change and progress for the organization. For *continuous learning*, an organization makes effort to offer opportunities for continuous learning for all of its workforce. A culture of experimentation, feedback, and questioning is also ensured through *inquiry and dialogue* within the school. The dialogue involves the participation of staff members in a group to discuss, communicate, or share ideas with a leader to produce solutions for problems. Senge (1990) described that dialogue helps to improve the thinking limits of people that move beyond the situation. Collaborative skills and collaboration are ensured through the effective use of *team learning*. Further, teamwork develops positive feedback and continuous learning through sharing of thoughts and ties the gap between the organization and an individual (Levine & Marcus, 2007). Through teamwork, Organization runs systematically and

successfully in re-orientation of the vision and makes a trail for each individual to perform the goal of the institution (Marsick, & Watkins, 2003). *Embedded system* in which an organization makes efforts to develop systems of sharing learning through providing continuous support to individuals for the attainment of talented intelligence and learning (Doolittle et al., 2008). Furthermore, the distribution of effective thought processes between people requires devotion to achieve a genuine level of learning and emergent skills in an organization for attaining continuous improvement. (Dufour, 2004).

Through *empowering* the workforce, an organization develop and share a common vision and obtain feedback from the employees about the prevailing gaps and new targets. According to Marsick and Watkins (2003), employee empowerment involves controlling one's level of perception, motivation, and personality. This is seen in terms of engagement and self-empowerment. It calls for



responsibility in different situations of the organization to improve recognized structures and values that encourage workers to be tolerant with the help of set themes. The key elements of empowerment are the promotion of accountability, smoothing of an organization's mentioned order, and promotion of decision-making at this time of work. *System connection* leads an organization towards effective actions and global thinking which connect the organization with the external and internal environment. Employee engagement in dealing with customer complaints helps to understand the problem from a different perspective, ultimately leading to the valuable decision and promoting a learning culture (Watkins & Marsick, 1993). *Strategic leadership* assists leaders to think about how to use learning to make innovations and move an organization towards new directions (Yang et al., 2004). Salehzadeh et al. (2014) also endorsed the similar idea that strategic leadership involve long-term thinking of leaders to make changes and improvement in an organization.

Teacher Self-Efficacy

Bandura (1977) suggested that "the usefulness of teachers, is a kind of self-efficacy", described as the results of the academic process in which employees have the belief to achieve at a level of their ability. He recommended that people's beliefs influence their efforts, especially their determination or resilience in the face of adversity. His theory of social cognition along with a triangular model of cause and effect proposed that environment and personal factors are interconnected to shape the behaviour of an individual. Bandura's beliefs about the functioning of human beings forced educators to apply the theory of self-efficacy in the investigation of the usefulness of teachers. The theory of social cognition supposed that teachers who believe they are not succeeding with their students will generally not put much effort into teaching and planning. When they faced this problem at the start of their career, they are easily disheartened, even though they will be aware of the methods. Beliefs in a high level of literacy are essential for satisfactory predictions that further assist an individual to enhance capabilities or competence (Sofiyani, 2022).

Negative beliefs make teachers less competent, even if they have the abilities, are well aware to engage their students and use different methodologies to teach or manage misbehaviour. Useful beliefs enable teachers to influence others through their actions. High-level teachers can influence both students and

peers to obtain educational goals. When teachers believe in themselves, they may succeed in learning and enhance the quality of education (Akram et al., 2013). As the teachers' self-efficacy will be high, they can also discover different teaching strategies while reviewing teaching materials and try to improve their behaviour on a continuous basis (Tobin et al., 2006). Self-efficacy is an awareness of confidence and competence compared to the actual level. Individuals are constantly misrepresenting their core competencies. Teacher self-efficacy is considered an important aspect of effective teaching methods (Masra et al., 2020). In another study, Safitri et al., (2021) argue that the self-efficacy of a teacher is consistently interlinked with positive and productive teaching and student outcomes. Teachers must have the mindset to rely on themselves, their students' discipline, and classroom guidance.

Effect of Organizational Learning Culture on Teachers' Self-efficacy

Tobin et al. (2006) examined how organizational learning culture is the predictor for the self-efficacy of teachers by collecting data from head teachers and teachers. The study revealed through running the multiple regression analysis that teachers' self-efficacy could be explained through the organizational learning culture and suggested conducting future studies on organizational learning culture by predicting the organizational effectiveness. In another study, Jaafari and Soleimani (2012) conducted their study, aimed to investigate the relationship between organizational learning and teachers' self-efficacy by collecting data from teachers with the help of questionnaires. The study revealed a significant association between both teachers' self-efficacy and organizational learning, and organizational learning also predicted the self-efficacy of teachers. Similarly, Kurt (2016) also gave a model to explain teacher leadership through two main variables: organizational learning culture and teacher self-efficacy through using questionnaires to collect data and revealed both organizational learning culture and teacher self-efficacy strengthen teacher leadership which confirmed the association of both variables for organizational effectiveness.

Hasan (2020) examined how both self-efficacy and organizational learning predict the performance of the workforce and organizational culture. The study revealed that organizational culture and performance could be explained through both self-efficacy of

employees and organizational learning which confirmed the association of both variables for the performance of the workforce. In another study, Song et al. (2018) investigated the relationship between organizational learning culture, work engagement, self-efficacy, and job performance. Further, the study also examined the mediating role of teachers' self-efficacy and engagement for work on the relationship between the job performance of teachers and organizational learning culture. Overall, the study found that learning culture is the predictor of teachers' self-efficacy and work engagement. Moreover, Nugroho (2022) also found that teachers' self-efficacy could be explained through the school learning culture.

Huang et al. (2020) also made a study to investigate the effect of organizational learning culture on the professional learning of teachers by involving the mediating role of teachers' self-efficacy and revealed that organizational learning culture through the mediating role of teachers' self-efficacy predicted the professional learning of teachers which confirmed the importance of both variables. An important relevant study was conducted by Hesbol (2019) that actually examined the association between both head teacher self-efficacy and school learning culture which is essential for school performance. The study revealed a strong relationship between both variables that maximize organizational performance. Similarly, Schechter and Atarchi (2014) provided a valid framework to evaluate the school learning culture that was also correlated with the teachers' self-efficacy and commitment.

In another study, Masra et al. (2020) also examined how organizational learning culture and self-efficacy of teachers predicted teachers' effectiveness by collecting data from lecturers of colleges. The study findings showed that organizational learning culture predicted the self-efficacy of teachers, while both variables further also predicted the teachers' effectiveness. The association between both school learning culture and teachers' self-efficacy was also examined by DeMarco (2018) and data were gathered through using of questionnaires. The study found a moderate relationship among both variables which confirmed how school learning culture is essential to enhance the self-efficacy of teachers.

Sofiyani (2022) designed the study to find out how organizational culture and teacher self-efficacy contribute to teacher performance. The data were

collected through questionnaires using a causal quantitative design. The study revealed that both the learning culture of the organization and teachers' self-efficacy contributed to maximising the performance of teachers. However, the study did not examine the relationship of school culture with teacher self-efficacy but provided evidence that both variables mainly contribute to teacher effectiveness which confirmed the association of both variables for effective organization. Similarly, Darban et al. (2020) also evaluated the association between learning culture and teacher self-efficacy and revealed a significant correlation between both these constructs, while the self-efficacy of employees was also predicted through organizational learning culture which indicated the significance of organizational learning for self-efficacy.

Kools and Stoll (2016) provided an important model of organizational learning culture based on seven factors such as sharing and developing vision through focusing on students (1), supporting and creating learning opportunities for staff continuously (2), promoting collaboration and team learning among workforce (3), promoting a culture of inquiry, innovation and exploration (4), building embedded systems for sharing the learning and knowledge (5), learning from environment and system (6), and growing and learning leadership. This framework actually is deliberated to provide assistance on how schools can renovate organizational learning which might improve student results.

In Pakistan, school learning culture of low and high-performing schools were compared by Akram et al. (2013) and revealed that high-performing schools were better in terms of an organizational learning culture as compared to low-performing schools. Another study which actually gave the extension in the above-mentioned work was conducted by Thomas et al. (2016) through finding a significant difference among girls, boys and co-education on the factors of a school learning culture and revealed that girls' schools were on top for the organizational learning culture while boys schools were on the last position.

Safitri et al. (2021) also examined the association of organizational learning culture with teacher self-efficacy by gathering data from teachers by using questionnaires which further revealed that both variables are interlinked with each other. Another study was conducted by Yusdarti and Aulia (2020) to investigate the effect of teacher self-efficacy on

organizational learning culture which revealed that organizational learning culture could be explained through teacher self-efficacy, indicating the linear dependence of both variables. In a similar way, Sumirah et al. (2021) also investigated that teachers' self-efficacy and organizational learning culture are the predictors of teachers' motivation towards achievement, and revealed both self-efficacy and organizational learning culture are the predictors of teachers' motivation to obtain targets that endorsed the idea that both variables are highly correlated which further strengthen teacher effectiveness and school progression.

Aprilia et al. (2021) also investigated that the learning culture of a school is the predictor of the self-efficacy of learners through collecting data from teachers and students. The study revealed that a learning culture of the school was correlated significantly with the self-efficacy of students, while self-efficacy could also be explained through a school learning culture. In another study, Mirheidari et al. (2012) investigated the association between learning organization and teacher self-efficacy by using a tool to collect data from teachers. The study revealed a positive correlation between both variables, while teachers' self-efficacy was predicted through organizational learning which strengthens the idea that organizational learning enhances the self-efficacy of teachers that mainly contributes to organizational effectiveness. Overall, various studies examined the effect of organizational learning culture on teachers' self-efficacy, but, Pakistan, might not have conducted a study on organizational learning culture based on quality dimensions by adopting the model of Marsick & Watkins (2003) which further used to examine its effect on teacher self-efficacy. Akram et al. (2013) only made the comparison for implementing the organizational learning culture among low and high-achievement schools by using this model which indicated the existing gap in the literature and direly required to fill the gap in the Pakistan context.

Research Methodology

All male and female SSTs of public schools from Sahiwal divisions were the population of the given study. A multistage sampling technique was used to collect data. In the first stage, the district Pakpattan was selected randomly from the Sahiwal division (Sahiwal, Okara, and Pakpattan). There were 120 high schools (70 Male and 50 Female) in the district of Pakpattan. In the second stage, the researcher collected data from all 800 secondary school teachers of 120 high schools in district Pakpattan. The response rate of the data collection was 92% which is acceptable for social sciences. The Dimensions of a Learning Organization Questionnaire involves 43 items developed by Watkins and Marsick (1996) and was used to examine school learning culture which was further translated into Urdu by Akram et al. (2013). The scale involves factors: inquiry and dialogue, continuous learning, team learning, empowerment, systems connection, providing leadership, and integrated systems to examine the learning culture of an organization. The reliability of the scale was .89 which was highly accepted in social sciences.

The Teacher Sense of Efficacy Scale (TSES) developed by Tschannen and Hoy (2001) was employed to examine the self-efficacy of teachers. This questionnaire consists of 24 items involving three factors: engagement of students, strategies for instruction, and management of the classroom. The response scale was revised from 9-points to a 5-point Likert scale (1 = not at all to 5 = a great deal). Its reliability was 0.90. Its replicable psychological characteristics, the greatness of the behaviour to capture the role of teachers, and the ability to predict significant changes in teacher performance (Tschannen & Hoy, 2001).

Data Analysis

In the quantitative research design, the data were analyzed by entering data into SPSS version 20. The details of the analysis are provided in the following.

Table I

School Learning Culture and Teacher Self-Efficacy--Descriptive Statistics (N=729).

DOLQ & TSES	N	Min	Max	Mean	SD
DOLQ	729	1.14	5.00	3.36	0.67
Continuous Learning Inquiry and Dialogue	729	1.17	5.00	3.57	0.69

Team Learning	729	1.00	5.00	3.38	0.78
Establishing Systems	729	1.00	5.00	3.51	0.68
Empowerment	729	1.00	5.00	3.52	0.83
Systems Connection	729	1.00	5.00	3.47	0.79
Strategic Leadership	729	1.00	5.00	3.98	0.74
Overall DOLQ	729	1.26	5.00	3.55	0.58
TSES					
Student Engagement	729	1.25	5.00	3.77	0.68
Instructional Strategy	729	1.25	5.00	3.87	0.64
Classroom Management	729	1.50	5.00	3.99	0.64
Overall TSES	729	1.38	5.00	3.88	0.60

Table 1 showed that the most demonstrating factor of school learning culture was strategic leadership (M=3.98, SD=0.74), while the least demonstrating factor was continuous learning (M=3.36, SD=0.67). Overall, school learning culture which was rated by teachers (M=3.55, SD=0.58) revealed an above average on all the seven factors. On the other hand,

the study revealed the most dominating factor of teacher self-efficacy was classroom management (M=3.99, SD=0.64), while the least dominating factor was (M=3.77, SD=0.68). Overall, teacher self-efficacy which was also rated by teachers (M=3.88, SD=0.60) found an above average on all three factors.

Table 2

Relationship of School Learning Culture with Teacher Self-Efficacy.

DOLQ and TSES	Student Engagement	Instructional Strategy	Classroom Management	TSES
Continuous Learning	0.350**	0.253**	0.277**	0.321**
Inquiry and Dialogue	0.271**	0.163**	0.231**	0.243**
Team Learning	0.146**	0.085**	0.116**	0.127**
Establishing Systems	0.322**	0.267**	0.288**	0.319**
Empowerment	0.338**	0.234**	0.271**	0.307**
Systems Connection	0.356**	0.242**	0.341**	0.342**
Provide Leadership	0.310**	0.287**	0.272**	0.316**
Overall DOLQ	0.380**	0.278**	0.327**	0.412**

** $p=0.01$ level (2-tailed Sig.)

Table 2 revealed the significant and positive relationships between all five factors of school learning culture and all three factors of teacher self-efficacy. Finally, overall, the study explored the moderate

relationship which was positive and significant between the overall learning culture of schools and teacher self-efficacy ($r=.41$).

Table 3

Multiple Regression Analysis: Predicting Teacher Self-Efficacy through Organizational Learning Culture.

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	52.136	7	7.448	25.212	.000*
Residual	212.994	721	.295		
Total	265.130	728			

Table 3 showed that all seven factors of school learning culture significantly combined the predict teacher self-efficacy ($R^2=.32$, $F(7, 721)= 25.212$, $p=.000$). R

square value revealed that, overall, 32% variance in teacher self-efficacy was explained through all seven dimensions of the school learning culture.

Table 4

Factor-Wise Regression Analysis.

Model	Un-Standardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
Constant	2.384	.131		18.267	.000
Continuous Learning	.194	.036	.217	5.360	.000
Inquiry and Dialogue	.016	.041	.018	-.379	.012
Team Learning	.181	.035	.235	-5.215	.000
Establishing Systems	.116	.043	.131	2.682	.007
Empowerment	.050	.044	.070	1.144	.004
Systems Connection	.115	.045	.152	2.548	.011
Provide Leadership	.118	.044	.146	2.670	.008

Dependent Variable: Teacher Self-Efficacy

Further, based on Table 4, all seven factors of a school learning culture, individually, significantly predicted the teacher self-efficacy as a continuous learning ($\beta=.217$, $p=.000$), inquiry and dialogue ($\beta=.018$, $p=.012$), team learning ($\beta=.235$, $p=.000$), establishing systems ($\beta=.131$, $p=.007$), empowerment ($\beta=.070$, $p=.004$), system connection ($\beta=.152$, $p=.011$), and provide leadership ($\beta=.146$, $p=.008$).

Discussion

The study aimed to examine the effect of organizational learning culture on teacher self-efficacy at the secondary level. The study revealed that the implementation of organizational learning culture on each dimension was above average, while the self-efficacy of teachers was also found an above average. The study further also found a moderate relationship between both the learning culture of the organization and teacher self-efficacy ($r=.41$) that were consistent with various studies (Aprilia et al., 2021; Darban et al., 2020; DeMarco, 2018; Hasan, 2020; Hesbol, 2019; Jaafari & Soleimani, 2012; Mirheidari et al., 2012; Safitri et al., 2021; Schechter & Atarchi, 2014; Sumirah et al., 2021) confirmed that organizational learning culture is most essential to enhance the teachers' self-efficacy. The study also found that 32% variance in self-efficacy of teachers could be explained through the organizational learning culture which was also in line with multiple studies (Aprilia et al., 2021; Darban et al., 2020; Hasan, 2020; Jaafari & Soleimani, 2012;

Masra et al., 2020; Mirheidari et al., 2012; Nugroho, 2022; Tobin et al., 2006; Song et al., 2018; YUSDARTI & Aulia, 2020) provided evidence that organizational learning culture mainly contributes in the teachers' self-efficacy. Overall, the findings of the study at hand confirmed previous models, theories and findings that organizational learning culture was correlated and the predictor of teachers' self-efficacy.

Tobin et al. (2006) revealed that the learning culture of an organization is the predictor of teachers' self-efficacy that were consistent with the study at hand. In another study, Jaafari and Soleimani (2012) also found a strong association between both school learning culture and teachers' self-efficacy and the self-efficacy of teachers were also predicted through organizational learning. Similarly, Hasan (2020) also explored through his study that organizational culture and performance could be explained through the self-efficacy of employees which confirmed the association of both variables for the performance of the workforce. Song et al. (2018) also revealed that the learning culture of an organization is the predictor of teacher self-efficacy. Moreover, Nugroho (2022) also found that teachers' self-efficacy could be explained through the school learning culture. Kurt (2016) also gave a model to explain teacher leadership through two main variables such as the learning culture of an organization and the self-efficacy of teachers which further revealed that both variables were strengthening teacher leadership and confirmed the association of both variables for organizational

effectiveness. These studies confirmed and also in line with that, both variables are correlated and organizational learning culture is the predictor of teachers' self-efficacy.

Huang et al. (2020) also revealed that the learning culture of an organization involving the mediating role of teachers' self-efficacy predicted the teachers' professional learning which confirmed the significance of both variables. Hesbol (2019) found a strong relationship between both variables that maximize organizational performance. Similarly, Schechter and Atarchi (2014) provided a valid framework to evaluate the school learning culture that was also correlated with the teachers' self-efficacy. Masra et al. (2020) also explored that organizational learning culture predicted teacher self-efficacy, while both variables further also predicted the teachers' effectiveness. The association between the learning culture of the school and the self-efficacy of teachers was also examined by DeMarco (2018) who found a moderate relationship between both variables which confirmed how school learning culture is essential to enhance the self-efficacy of teachers. Sofiyani (2022) also revealed that both the learning culture of the organization and teachers' self-efficacy contributed to maximising the performance of teachers which confirmed the association of both variables for effective organization. These various studies were also consistent with the study at hand.

Darban et al. (2020) also found a significant correlation between these constructs, while the self-efficacy of employees was also predicted through organizational learning culture which indicated the significance of organizational learning for teacher self-efficacy. Safitri et al. (2021) also found that both these variables are interlinked with each other. In another study, Yusdanti and Aulia (2020) confirmed that organizational learning culture could be explained through teacher self-efficacy, indicating the linear dependence of both variables. In a similar way, Sumirah et al. (2021) also revealed both self-efficacy and organizational learning culture are the predictors of teachers' motivation which endorsed the idea that both variables are highly correlated. Aprilia et al. (2021) also confirmed that school learning culture was positively correlated with the self-efficacy of students, while self-efficacy could be explained through a school learning culture. In another study, Mirheidari et al. (2012) revealed a positive correlation between both variables, while the self-efficacy of teachers was

predicted through the learning culture of the organization which strengthens the idea that organizational learning enhances self-efficacy. The provided studies also confirmed the findings of the given study.

Kools and Stoll (2016) provided an important model of organizational learning culture based on quality factors, similarly, the study at hand also used the Marsick and Watkins (2003) model based on the important factors to examine the organizational learning culture. In Pakistan, there might be only one study that was conducted by Akram et al. (2013) which actually compared the organizational learning culture through also using the Marsick and Watkins (2003) model. Overall, provided studies explored and established facts about the substantial role of organizational learning culture to enhance teacher self-efficacy which further mainly contributes to maximising the school's effectiveness and student achievement.

Conclusion

The study mainly focused to examine the effect of organizational learning culture on teachers' self-efficacy. The study found that the learning culture of the organization was implemented in institutions, while the self-efficacy of teachers was also above average. The study further also confirmed the moderate relationship between organizational learning culture and teachers' self-efficacy ($r=.41$) and 32% variance could also be explained through the organizational learning culture which further also confirmed previous findings and theories.

Recommendations

The study provided evidence about the significant and substantial role of organizational learning culture to enhance the level of teachers' self-efficacy which further maximizes the overall school performance. Therefore, the study recommended to policymakers take steps towards effective implementation of learning culture in institutions that mainly contribute to enhancing the level of teachers' self-efficacy which further motivate the teachers to make efforts to improve student learning and school outcomes. Furthermore, the study was conducted involving a small sample size and suggested that future studies might be conducted using a larger sample size to get vivid results.

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