

Seven Components of OLC in Afghanistan: Strengths and Weaknesses in Organizational Performance

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¹ This Study is derived from M. Moneer SHAGHASI's Master Thesis Study "The Impact of Organizational Learning Culture on Organizational Performance in Afghanistan".

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Abstract: Organizations currently operate in a volatile and ever-changing environment. Organizational learning culture (OLC) has a moderating role in increasing organizational performance both in financial and non-financial terms. OLC has seven dimensions, and it is important to test which of the seven components of OLC have superior or poor effects compared to others for improving organizational performance. Even though there is divergent literature about the relationship between OLC and organizational performance, but this is the first research to undertake such an in-depth examination for Afghanistan. The study is based on a questionnaire with respondents from the public and private sector as well as representatives of donor projects in Afghanistan. The study findings prove that there is a significant difference between the public and private sector representative's attainments from and contributions to OLC. As a result, the OLC in terms of organizational performance differs from public to manufacturing sectors. The lack of interest in continuous learning, dialogue, and inquiry are the major challenges that lower the impact of other OLC components in an organization, such as system connection and employee satisfaction.

Keywords: continuous learning, inquiry and dialogue, team learning, embedded systems, empowerment, systems connection, leadership, and Organizational Performance.

1. INTRODUCTION

Organization's learning culture directly or indirectly impacts organizational performance, and it has a favorable impact on effectiveness, employee satisfaction, and innovation. Organizational Learning (OL) is a process in which supervisors, managers, and leaders attempt to improve organizational members' abilities to understand, manage, and perform successfully. Learning Culture (LC) demonstrates leadership and accountability for each unit of an organization, and it has a significant influence on accomplishing objectives, mission, and vision.

The real picture of development in an organization is learning culture. It impacts effective career development by fostering a culture of continuous learning, which directly impacts productivity, competitiveness, goal orientation, and employee productivity. When it comes to developing desirable behavioral and cognitive gains, an ineffective corporate culture presents several obstacles.

Organizations that can transform themselves into more intelligent, lucrative, and learning-capable entities will be capable of surviving in the coming millennium. This new organizational structure will be referred to as a "learning organization" since it will have more expertise, stability, speed, strength, and learning capability. The overarching goal of this study is to examine organizational learning culture and its influence on organizational performance. Furthermore, the major objective of this article is to focus on organizational learning culture and demonstrate its importance in enhancing organizational performance.

Afghanistan has been struggling with a capacity-building process as well as its peacebuilding, and this study focuses on the importance of organizational learning culture in the attainment of organizational performance. There have been many donor projects, financial aid programs, and infrastructure investments undertaken in Afghanistan, but it has never been questioned either it was possible to have better results or other ways to overcome the challenges that Afghanistan struggled.

Therefore, this study investigates the mediating role of organizational culture through the relationship between organizational learning culture and organizational performance. The second section of the study introduces the OLC literature and its dimensions. The third section will discuss the current situation of OLC in Afghanistan and its challenges. In the last section, the data analysis of the survey results will be interrelated with the study's control factors to better understand the impact of socioeconomic indicators on OLC and organizational performance.

2. ORGANIZATIONAL LEARNING CULTURE (OLC)

As described by Kerlavaj et al. [1], Organizational learning is the way an organization builds on its knowledge through its knowledge gathering and use of it, and then transmits information in order to improve organizational success, innovation, and sustainability within the organization. According to Bapuji and Crossan [2], organizational learning culture has been meaningful for businesses to survive and compete in the market over the last few decades. According to Guta [3], detecting mistakes and fixing them was the original concept of organizational learning. According to Ahmad [4], organizational learning has two ways of interaction. The learning process in an organization began with the employee's or individual's use of knowledge to guide behaviors and respond to organizational changes, taking into consideration the employee's or individual's use of knowledge to direct actions and adapt to organizational changes. Individuals can learn something new and better understand themselves through organizational learning culture, which directly or indirectly impacts organizational performance, both financial and non-financial.

2.1 Determinants of Organizational Learning Culture (OLC)

According to Akhtar and Arif [5], and Basim et al. [6], organizational learning has several dimensions, with most researchers focusing on the following seven dimensions: 1) embedded system (ES), 2) team learning (TL), 3) continuous learning (CL), 4) dialogue and inquiry (D&I), 5) empowerment (EMP), 6) leadership (LDP), and 7) system connection (SC).

2.1.1 Continuous Learning

According to London and Smither [7], continuous learning in an organization is essential since management is frequently concerned about beliefs, values, and expectations via knowledge acquisition and transmission. Organizations provide all of the necessary tools, capital, and support to enable continuous learning and improve work environments. Self-development is another important factor of continuous learning, which is guided by line supervisors, managers, and professionals who give coaching, consultation, and feedback for self-development. Organizations must offer workers chances for continual learning through training, orientations, rotations, on-the-job training, and other means in order to increase employee engagement and creativity in positively transforming the business. According to Johnson [8], constant learning is part of employee responsibility. Supervisors are in charge of coaching and creating accountability mechanisms, at the same time, managers are accountable for providing feedback to their subordinates on any changes in the company. As stated by Kolodny et al. [9], Continuous learning is less difficult to implement in companies than reinforcing, and the three learning techniques are as follows: 1) local reinforcement learning (LR), which only has links with food; 2) reinforcement learning with chaining (RLC), which is more concerned with the global model; and 3) continuous learning (CL), which requires statistical data. The last strategy differs from the first and second, and as a consequence, continuous learning is more successful in an organization than reinforcement learning.

2.1.2 Team Learning

According to Lazarevic and Lukic [10], team learning occurs when two or more individuals discuss the ongoing process of actions and countermeasures. Hill et al. [11] stated that individuals exchange experience, information, ideas, and perspectives through team learning, leading to more effective results with favorable returns on employee performance. Individual learning and team learning are linked, so as an individual's learning output improves, so does the learning of the team and the organization's performance. Organizational structures are being updated to team-based structures these days, and organizational effectiveness is becoming more and more dependent on team competencies. The team will attain the organizational objective if they operate and learn appropriately [12]. In an organization, team learning is a continual

process for exchanging information, taking accurate action, generating new ideas, correcting errors, and sharing experience in order to improve the company's performance. As opposed to individual learning, team learning collects information or data, communicates it, processes it, establishes agreements among team members on how to process it, and takes remedial action. Asking questions, conducting research, providing comments or viewpoints, seeing many possibilities, and making a collaborative decision for any action are all examples of team learning. It is the foundation for individual learning, and it establishes pathways for individuals in an organization to learn, grow, make good changes, set personal goals, and accomplish organizational goals [13]. Team members must be involved in learning activities as a consequence of excellent judgments, quality improvement, and understanding the requirements and wants of consumers in a company [14]. Hanaysha [15] defined teamwork as widely regarded as a necessary element of effective management and a useful tool for improving overall organizational performance.

2.1.3 Employee Empowerment

According to Hanaysha [15], Employee empowerment is the employee value within the organization's workforce to make decisions and complete tasks efficiently. Leadership in an organization must delegate authority and responsibility to employees in order to control company resources, make decisions through delegating authority to attain the desired goals, innovate, and be creative. It is a critical strategy for an organization to assist and advance its employees. Employees may be empowered if they are confident and comfortable with their reasonable performance expectations. Employee empowerment may take several forms, including job enrichment, performance-based incentive schemes, and opportunities for career advancement. Employee empowerment may also be achieved through employee training, the provision of technical skills, and the encouragement of collaboration rather than competition. According to Conger and Kanungo [16], In terms of this hierarchical dynamic, empowerment refers to the process through which a leader or management distributes control with subordinates. In this context, power is defined as the possession of institutional authority or control over organizational capital. According to Boudrias et al. [17], empowering individuals is necessary to focus on the individual's role in the organization, such as 1) giving value in their work, 2) believing they can perform their job duties, 3) having a sense of self-determination regarding straightforward strategies for achieving optimal outcomes, and 4) believing they will make a significant difference in the organization's results. There are two approaches to employee empowerment: 1) a structural view in which leaders/managers share authority with employees, and 2) a psychological perspective associated with motivation, encouragement, and incentives. To summarize, management must trust their employees, transfer responsibility, provide independence, monitor and regulate employee successes, and empower staff to complete tasks on schedule.

2.1.4 Embedded Systems

According to Axelsson [18], companies create an embedded system for performance enhancement and dealing with difficult tasks. These companies want to create an embedded system for gathering and sharing information, as well as learning the necessary processes. A computer hardware system with software integrated into it is an example of this type of system. Organizational embedded systems can be standalone or part of a larger system. According to Santos et al. [19], The advantages of embedded systems include improved organizational performance, reduced power consumption and lower costs for introducing new techniques, simple modification, double-sided communication, and the easy and rapid flow of information for both businesses records and future plans. According to Ramya [20], Embedded systems are comprised of three components: 1) hardware, 2) application software, and 3) real-time operating systems (RTOS).

2.1.5 Inquiry and Dialogue

According to Malik and Garg [21], inquiry and dialogues are organizational cultures that refer to concerns and give feedback. Organizations must provide a safe atmosphere in which their employees may communicate their concerns without fear of repercussions. Communication between employees, supervisors, and senior management is critical in every business; poor communication reduces employee concerns and conflicts. Furthermore, good communication strengthens employee strengths, strengthens the relationship between managers and employees, and improves performance and creativity. According to Bund [22], the inquiry needs and requires dialogue. As a result, there must be a mutual understanding between employee meaning and management ensuring. If a company values inquiry, it implies that management has solved complicated problems in the surrounding area. Inquiry cannot take place in an organization without communication. The most crucial aspects are two-way communication, trust, and appropriate action. According to Thompson [23], Individuals and employees in a company will be more engaged, encouraged, and honest towards the organization when they obtain answers to their inquiries, resulting in a favorable influence on organizational performance.

2.1.6 Leadership

Yukl [24] defines leadership as an individual's capacity to influence and encourage subordinates, gain followers, and create an atmosphere conducive to achieving objectives. It's important to recognize that there are two types of leadership: direct and indirect. Direct leadership occurs when subordinates and managers' report to and are influenced by leadership directly, whereas indirect leadership occurs when leaders influence employees through managers and subordinates who are directly accountable to the company leader [25].

Leaders, according to Bush and Kotterman [26],[27], inspire people to share their visions, act on that vision, and implement the vision. As a result, for a company's success, leaders must have strong communication skills in order to communicate to, listen to, and encourage their followers to accomplish what is required, as well as distribute responsibility in try to inculcate confidence. Leaders must also be innovative in order to solve issues, accept and offer feedback, take responsibility for their subordinates, and be adaptable to changes and the adoption of new ideas.

According to Prewitt [28], the first step in creating a learning environment is to observe behavior. You can not create and communicate a learning organization strategy if leaders do not act the way they want others to act. As a result, leaders must be conscious of how consistent their activities are in terms of fostering learning habits and learning culture in all aspects of their relationships with peers and subordinates. Organizations that are committed to becoming learning organizations will first help their leaders and managers shift to a learning organization mindset before inviting their workers to join them [28].

2.1.7 System Connection

The system connection, according to Hussein et al. [29], enables the organization to build a comprehensive way of looking at things and converting them into actions that are tied to the environment, whether internal or external. According to Priefert [30], system connection is the organization's connection to its communities and individuals' comprehension of the complete environment and use of information to alter work habits, while people are supported in recognizing the influence of their job on the entire firm.

According to Yang et al. [31], system connection is the link directly related to the organizational outcome; however, while learning systems were important in absorbing individual learning activities, they had an indirect impact on the outcome. According to Nazari [32], system connection may be achieved through balancing work and family, convincing people to think from a global perspective, evaluating the consequences of choices on employee morale, and participating in reciprocal interaction with the inside and outside community.

2.2 Organizational Learning Culture and Organizational Performance

According to Jenatabadi [33], organizational performance is frequently measured by the accomplishment or failure to meet set targets and goals. The performance of an organization is measured by its actual output in contrast to the company's desired goals or objectives [34]. Leadership and employee performance are two of the main elements in determining organizational performance. Khandekar and Sharma [35] described that many academics believe that an organization success is dependent on organizational outcomes, which are subjective to assess the positive outcome and objective to measure the return on assets. The result is that both are legitimate in gauging organizational success. Because it is impossible to assess organizational performance, organizational performance may be evaluated based on organizational objectives, which is why modern business requires multi-goal orientation [1]. Profits or any other shareholder interests cannot be considered adequate measures of organizational performance on their own. In today's modern business world, businesses evaluate all stakeholders' assessments and weigh their perspectives on organizational performance. The organization is accountable to all stakeholders, including shareholders, the government, society, workers, suppliers, consumers, lenders, and so on [1].

Organizational learning and organizational performance are related in the sense that the ability obtained via organizational learning, which results in superior knowledge has been connected to high organizational performance. According to Chetana & Mohapatra and Pham & Hoang [36],[37], A learning culture in an organization demonstrates and communicates an accurate picture of growth. As a result, via organizational improvement, organizational learning has a significant link with organizational performance. Guta [3] emphasizes that the organizational learning culture works and influences all organizational functions and activities. According to Ziemak [38], Learning culture in an organization is a continuous journey that organizations require throughout their lifespan to enhance organizational performance in practice and learn how to deal with uncontrolled elements, risks, crises, and shocks. This capacity is determined by how intra-

organizational information sharing and the organization's learning culture are developed [39]. According to Guta and Bapuji and Crossan [3],[2] corporate culture, strategy, organizational structure, and environment were identified as four contextual variables that affect organizational learning, organizational stage, and resource position.

3. ORGANIZATIONAL LEARNING CULTURE AND CHALLENGES TO ORGANIZATIONAL LEARNING CULTURE'S PERFORMANCE IN AFGHANISTAN

Afghanistan has received significant international aid since the Taliban's demise and the establishment of a new government in 2002 [40]. According to the World Bank [41], each donor-funded initiative in Afghanistan includes multiple components. Furthermore, one of them is a support component for employee capacity growth. The objectives of the support components are to assist the government in selected line ministry capacity and performance to carry out their mandates and deliver services to the Afghan people through on-the-job training, short training, long training, master degree programs, and Ph.D. programs conducted within or outside of the country. Furthermore, these initiatives aided the government's efforts to foster a learning culture and strengthen the competence and performance of core line ministries in charge of national priority programs in the following areas [41].

- Donors provide technical assistance to prepare and implement projects and programs with line ministries' support. The idea is to give the driving sets to the Afghan employees and provide technical assistant by donors. The first aim is to accomplish the goal and, secondly, provide a learning opportunity for the employees and build a learning culture,
- Donors provide both short and long-term training for public employees. The idea is to provide direct learning opportunities,
- Donors employing a foreign consultant to use diverse techniques in Afghanistan's governmental and private companies for team learning and continuing employee learning,
- Recruitment of management and professional employees for important positions in chosen line ministries; the goal is to offer civil servants on-the-job training.
- Donors help line ministries, and private sectors find temporary positions for recently graduated technical and non-technical students.
- Donors assist ministry personnel in evaluating outputs and keeping records of all challenges and accomplishments in order to sustain and develop the capability of the selected line ministries. The goal is to foster a learning culture based on lessons acquired in organizations.

According to Kazemi et al. [42], the following recommendations should be given special consideration in order to enhance the organization's transformation to a learning organization in Afghanistan:

- Given the unique cultural and social characteristics of Afghan society, as well as its difficulties and challenges, policymakers and planners are advised to seriously consider the key components and characteristics of the learning institution as the primary drivers of higher education in this country.
- Organizational managers and decision-makers take steps to plan and implement the necessary training courses in order to improve their staff's learning skills, creativity and innovation, efficient communication, and use of new technologies.
- Steps should be taken to improve organization members' expertise and abilities in innovative and productive teaching approaches and techniques.
- Create the necessary conditions and platforms for effective and update, as well as active employee participation in organizational learning and cultural relations.
- Internships and in-service classes for workers, as well as training sessions for administrators and organization members, may all be used to build a learning culture and employees' skills and abilities.

According to Yusufzada and Xia [43], the Afghan government continues to confront severe problems, including security, corruption, lack of professionalism, lack of the rule of law, institutional political planning, politics, and ethnic segregation. Even the judiciary system as a public institution shows a lack of accountability, cronyism, and power consolidation. As a result, one of the primary problems of successful public government in Afghanistan is identifying how to fulfill the population's fundamental requirements while guaranteeing equitable and rational involvement of all individuals.

3.1 E-Governance

According to Samsor [44], today's worldwide e-government plays a significant role in improving access to public services and allowing individuals to engage in activities more rapidly. Sultani and Arifi [45] define e-government as ICTs utilized for government service delivery, information sharing, correspondence transfers, and the inclusion of various self-contained systems through services via government-to-citizens (G2C), government-to-business (G2B), and government-to-government (G2G) channels. E-government is primarily concerned with the use of information and communication technology in government processes in order to provide "simple, moral, accountable, responsive, and transparent" governance. People may access services and information seven days a week with e-governance. People corporations, as well as state and municipal authorities, would be able to get the required reports without the assistance of lawyers and accountants. Government employees would be able to do their duties in the same manner as their colleagues across the world: on time, accurately, and productively.

The Ministry of Communication and Information Technology (MoCIT) established new government systems and upgraded over 100 public-sector websites, allowing them to make information more accessible, uniform, and trustworthy, resulting in improved transparency. The e-governance department in Afghanistan pledges to provide online and hassle-free services to residents in order to increase transparency and accountability, decrease organization and customer time, reduce costs, eliminate corruption, and meet citizens' demand for government services.

Afghanistan's Ministry of Finance was the first to establish its own website, which was linked to all departments in the city and regions. According to Sargand [46], the Ministry of Finance conducted E-governance initiatives with the assistance of UNDP and the MoCIT. Despite the country's severe challenges, the Afghan government, according to Sultani and Arifi [45], has not received effective and efficient technical and financial assistance from the international community. As a result, there is a significant gap in e-government between Afghanistan and developed countries.

3.2 E-Business

E-business handles relationships, cooperation, communications, electronic data exchange, and workflow procedures with business partners, employees, government, customers, and other business agents as long as all of these activities and tasks are completed electronically [47].

E-commerce applications may help e-business generate revenue and profit. As a result, e-business reduces fixed and variable expenses. Using internet technology, for example, to automate an organization's or firm's duties, such as Enterprise Resource Planning, can assist in reducing fixed and overhead costs. Businesses or organizations utilize technology such as Electronic Data Interchange (EDI), Business to Customer (B2C), and Business to Business (B2B) to assist in reducing the cost of variable manufacturing and distribution processes of products. These technologies enhance efficiency and productivity. There are three categories of information technology (IT) efficiency improvements: 1) those that reduce fixed and overhead expenses, 2) those that reduce the cost of designing and developing a product or service, and 3) Those that reduce the cost of manufacturing, services, and distribution [48]. Afghanistan is one of the least technologically advanced countries in the world, with businesses and communities having limited access to the internet [49]. As a landlocked country, Afghanistan pays a high price for foreign connectivity to neighboring countries, and as a result, fixed broadband penetration remains poor at less than 1% of households. In 2019, more than 90% of Afghanistan's population had mobile network coverage, and 14% of the population in Afghanistan used internet networks [50].

E-business hubs may be found in five provinces of Afghanistan's out of 34 provinces: Kabul, Kandahar, Herat, Mazar, and Jalalabad. The early wave of e-commerce was driven by young entrepreneurs or IT specialists who were familiar with the country's expanding IT environment. During COVID-19, Afghanistan's electronic commerce (e-commerce), or the buying and selling of goods and services over the internet, grew at an exponential rate. According to the Biruni Institute [50] in Afghanistan, several internet shopping platforms have been developed, such as farsales.com, which operates both inside and beyond the nation.

4. METHODOLOGY

4.1.1 Aim and Scope of the Study

The study aimed to investigate the impact of organizational learning culture on organization performance in Afghanistan. The independent variable in this study is organizational learning culture with seven aspects, including continuous learning (CL), inquiry and dialogue (ID), team learning (TL), embedded systems (ES), empowerment (E), systems connection

(SC), and leadership (L) as defined by Basim et al. [6] and the dependent variable of the study is organizational performance. Control factors are the demographic variables such as age, education, and experience.

4.1.2 Research Method and Sampling Size

In this study, the researcher employed a closed-ended questionnaire to collect data from respondents, and the questionnaire is divided into two parts. It consists of thirteen closed-ended questions with checklist responses that cover the respondent's demographic and general information such as gender, age, and education level. The Dimensions of Learning Organization Questionnaire (DLOQ) and demographics were used in this research as instruments. The questionnaire employed a 5-point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree). This instrument contains two parts and 86 questions for participants.

Sampling is the method of using a small number of items or portions of a greater population to draw conclusions from the whole population. For this research, a convenience sampling technic is used. According to the organizational structures of the selected organization in Afghanistan, there are approximately 23,190 employees. Using the equation below, the sample size necessary for this investigation is 268 responses. Where N (Population Size) = 23,190, Z (Confidence level) = 1.645, e (Margin of Error) = 0.05, and P (Sample Proportion – uncertain) = 0.05.

$$\text{Sample size, } n = N * \frac{\frac{z^2 * p * (1-p)}{e^2}}{\left[N - 1 + \frac{z^2 * p * (1-p)}{e^2} \right]}$$

The population for this study was employees from public and private organizations located in Afghanistan from Ministries of Public Works, Ministry of Transportation, Ministry of Rural Rehabilitation and Development, Ministry of Finance, Municipalities, organizations of Donor Funded Projects.

4.1.3 Findings

4.1.3.1 Crosstab Analysis of Control Factors for OLC

From 342 respondents, 176 (51.5%) respondents were from Government bodies, where 100 (29.2%) respondents were from the service sector. 36 (10.5%) were selected others, and 30 (8.8%) were from Manufacturing organizations.

In terms of positions, 74 (21.6%) respondents were from senior management, while 151 (44.2%) of them were middle management, and another 58 (17%) were from supervisory roles. 50 (14.6%) respondents were non-management technical or professional employees. Furthermore, 9 (2.6%) respondents were hourly employees.

Most of the respondents from the Manufacturing organization strongly disagreed with the following questions; however, respondents from government services and other organizations strongly agree that:

- In my organization, people openly discuss mistakes in order to learn from them,
- For the last five years, our organizational performance increased with our organizational culture,
- For the last five years, our company income (or project returns for the public sector) increased by our organizational learning culture.

Respondents who had bachelor's degrees and master's degrees strongly agreed that continuous learning increases organizational performance; however, the others mostly selected disagree and strongly disagree.

4.1.3.2 The Impact of OLC Components to Organizational Performance in Afghanistan: Strengths and Weaknesses

The reliability test results for the Organizational are valid for 30 items with a (.987) Cronbach's Alpha and (.745) R 2 value. The degree of change in the dependent variable for every 1-unit of change in the independent variable is represented by the beta coefficient, and in another expanded study of this research, the regression model is evaluated. According to the results, 1-unit development in CL will increase organizational performance by (.330) unit where the expected impacts of each component for OLC are D&I (.218), TL (.193), ES (-0.04), EMP (.092), SC (-.286) and LDP (.321) [51].

Because regression analysis alone cannot reflect the weaknesses and strengths of a particular issue, this study integrates the crosstab analysis with the regression results to interpret the impact of socioeconomic factors on OLC and organizational performance.

- First of all, the majority of respondents are from Government organizations. Secondly, overall middle-level management is the majority of respondents, both for the private and public institutions. Furthermore, the positions of the respondents reflect that the sampling size is capable of explaining the diverging views across different management levels since all levels of employees were participated in the survey.
- According to the cross-tab analysis, there is a magnificent difference between the public and private sectors in terms of the impact of OLC.
- The public sector seems to be more tolerant of mistakes, whereas the manufacturing sector is less tolerant of any defect through organizational activities. This means that the public sector benefits more than the private sector from dialogue and inquiry, which is an important component of OLC with (.218) coefficient. This is one of the weaknesses that the manufacturing industry have.
- Therefore, the manufacturing industry is not capable of increasing their performance via OLC, while it is the opposite in the public or donor services and organizations.
- As a result, it is neither an abrupt nor an improbable outcome for the public and donor organizations to increase their financial gains through OLC while the manufacturers and private sector representatives were generating no financial gains from OLC.
- Lastly, continuous learning is mostly recognized as an efficient factor to increase organizational performance by the employees having a bachelor or higher degree, while employees with lower degrees do not support continuous learning. Suppose this result is interpreted together with the regression analysis. In that case, it is most likely the nation not to benefit from the strong impact of continuous learning in the attainment of improved organizational performance.
- The prejudice of the private sector representatives and low educated employees towards continuous learning and OLC is the weakness that the population have.
- Opposed to the manufacturing industry and private sector representatives, the public institutions are the catalyst of improved organizational performance through OLC, especially for continuous learning. Hence, the public organizations are the strengths of Afghanistan for OLC and increased organizational performance, both in financial and non-financial terms. Because leadership is in the second rank in terms of the impact that the seven components have on organizational performance, the public authorities should focus on building a leadership that supports OLC.
- The lack of continuous learning, dialogue, and inquiry are not only the weaknesses in OLC for Afghanistan, but it is most likely to generate negative impact on organizational performance via system connection and employee satisfaction. Especially, the dissatisfaction of the educated population is another issue that must be taken into consideration seriously since this is the population creating the core of OLC and increased organizational performance, both in financial and non-financial terms.

5. CONCLUSION

Organizational learning culture is an important tool for organizational performance both in financial and non-financial terms. However, this topic is underestimated when discussing about the Afghan economy. There are several reasons for this in which security is the major problem. But it must not be underestimated that this problem is followed by other challenges which are heavily related with organizational learning cultures like fighting against corruption and ethnic segregation, or lack of professionalism, the rule of law, and institutional political planning. The judiciary system, for instance, has a lack of accountability, nepotism, and consolidation of influence which at the end, affects organizational performance in financial terms by the mediating role of non-financial factors. These challenges can only be overcome by building an organizational learning culture across the nation.

Study findings supports that the public sector for long years, somehow, has been working to overcome these challenges, and its contribution to building organizational learning culture was relatively more significant than the other stakeholders. The prejudice towards organizational culture is the major challenge that Afghanistan has. However, the results support that this prejudice loss its impact as the level of education increases. Consequently, for the peace and capacity-building process of Afghanistan, policies focusing on the moderating role of OLC must be at the core of Afghanistan's development plan.

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