



## THE LEARNING NEEDS IN OMAN TV

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### Abstract

*It is often perceived within the Gulf countries; public sector organisations follow a bureaucratic process and organisational structures. It is revealed that redundant old programs telecasted in the channels led by Oman T.V affects its viewership which in turn dissatisfies its viewers and other key stakeholders. This study aims to evaluate the learning needs in Oman TV and, the need for developing Oman TV as a Learning Organisation underpinned by the seminal works of Senge (1990). The lack of qualified television personnel appears to be another major issue and barrier for the development of television production in Oman. Omani television suffers from a shortage of skilled producers, directors, actors and actresses and scriptwriters. Hence, a need exists to examine the diversity of factors impeding the growth of Oman T.V and the pertinent need for developing and fostering a learning culture and learning organisation for Oman T.V. This study adopts a quantitative research design based on 300 administered questionnaires among 495 of Oman TVs staff at various levels within the organisations structure. The findings of this study illustrate that the transition Oman TV senior management should consider taking 3 main steps towards the journey of becoming a learning company (Pedler et al., 1997), and involve the middle management and the other junior employs within the organisation. These three steps are (1) to establish a unified Vision for Oman TV to adopt a learning organisational structure and culture; (2) to build strategies and short term clear plans to accomplish this vision, and lastly (3) to implement these plans and strategies by creating awareness among the general staff about the potential and perceived benefits of developing a learning company to motivate staff and to support management to implement these changes using various mechanisms thus, allowing them to prepare themselves by redefining the organisational culture, structure and performance.*

**Keywords:** Organisational learning, Organisational performance, Oman TV

## INTRODUCTION

This research aims at examining the learning needs in Oman TV and the need for developing Oman TV as a Learning Organisation. This study aims to explore the factors that influence learning at Oman TV with an intention to measure the relationship between the factors within the work environment (independent variables) with organisational performance. This study also intends to analyse the factors within the workplace that affect organisational performance and to ultimately, examine the way through which Oman Tv could emerge as a learning organisation and thus, recommend ways in which Oman TV could emerge as learning organisation within sustained growth and performance.

Various researchers have focused on the concept of organisational learning in order to make models for incorporating individual and organisational learning (Kim, 1993). This led the way to take the topic into two major aspects, in which one perception was to observe the organisational learning while the other accounted the learning organisation, supporting on the process of how a firm must aim to grow and expand its abilities to get familiarized with the modifying trend (Tsang, 1997). Various researchers focus on learning organisation which is followed by the real-time professionals (Argyris and Schon, 1996) and expressing to form a firm (Nyhan *et al.*, 2004; Ortenblad, 2001).

Organisational learning refers to the set of jobs that occur within a 'Learning organisation' (LO). According to Finger and Woolis (1994), Organisational learning represents the set of processes which necessitates the changes in organisations whereas LO means the active promotion and co-ordination of learning activities in an organisation. LO hence could be denoted as the organisation which perceives through its members and create collective advantages through effective internal and external change handling. In the present business situation, almost all industries need to experience change which is steered by the necessity of survival which includes competition within organisations, suppliers, customers and technology. Hence, it could be concluded that Organisational Learning paves way for the development of Learning Organisation. With the necessary background for the study provided the context of the present paper needs examination. The context of learning organisation in Oman T.V is considered. Oman T.V, also known as Sultanate of Oman Television was founded in the year 1974 within its broadcasting initiated from Muscat. Later, the organisation began broadcasting from two stations namely Salalah and Muscat by forming a satellite network across the nation in both remote and populated areas (Oman Television, 1997). Though the organisation has witnessed several decades as a media broadcasting agent, several other companies emerged successful and have embraced tremendous success over the years which when compared to Oman TV is high. Al Jazeera TV network, headquartered at Qatar was founded in the year 1996

and has been a competitor for Oman T.V. With a western model framework, Al Jazeera has been a successful news channel that reveals controversial issues in the Islamic world with news, documentaries and talk shows (Nasr, 2013).

TV channels such as those from Al Jazeera have gained dominance in the middle-east whereas Oman T.V which is a public organisation suffers from the serious effects of redundant programs telecasted in their channels. Furthermore, despite the great interest provided to television by the government, the achievements in these areas have been relatively limited. This is because Oman TV has limited financial revenues and thus could not spend large amounts of money on television at the time where more crucial areas, such as education, health and state security, needed more attention. However, there are some aspects through which a performance of an organisation could be steered. For instance, the researcher has examined the importance of learning organisation to a great extent and infers the fact that if Oman T.V is a learning organisation, it might improve its stance in course of time and stay competitive despite other leading channels in the region. However, it is imperative to examine whether Oman T.V is indeed an organisation that embraces learning or is a learning organisation; if not what can be done to transform Oman T.V into a learning organisation; else we will examine the factors that hinder the learning motives of Oman T.V. However, this requires a careful examination of previous literature on the importance of learning organisation, the factors that transform an organisation as a leaning organisation and the vision of previous researchers who have developed models for learning organisation.

It is revealed that redundant old programs telecasted in the channels led by Oman T.V affects its viewership which further turns its staff and employees unhappy. Financially there is a bureaucratic route which decisions must follow. To put it another way, it takes a long time for decisions to be approved. The lack of qualified television personnel appears to be another big problem for the development of television production in Oman. Omani television suffers from a shortage of skilled producers, directors, actors and actresses and scriptwriters. Moreover, there is an inadequate fundamental base for television productions. Hence, a need exists to examine what affects the growth of Oman T.V and the need for Learning Organisation for the improvements in Oman T.V.

The government of Oman led to the development of a three-stage plan wherein the first station was established in Muscat; the second station was established in Dhofar. Finally, both the stations were merged which hence possessed the capability to provide signals to populated areas through satellite and microwave signals. However, in the year 1974, at 3 p.m. the Muscat station went on the air. The station broadcast Sultan Qaboos' speech on the occasion of the official opening of colour television in Oman (Al-Mashekhi, 1996).

Oman, being a vast country with very difficult geographical aspects, faces many transmission problems. Indeed, there have been many complaints by citizens from remote regions that they cannot receive signals from Omani television. Such a problem can be solved but needs substantial funds and investment in order to send strong signals to every corner of the country. However, as the Minister of Information argued, in response to a criticism based on the fact that other countries have achieved full coverage of their countries despite similar difficulties, Oman has limited financial resources and, thus, must consider and give priority to more crucial matters.

The vision, mission, and onus are explained beyond doubt in a learning company (Pedler *et al.*, 1997). Sadly, Oman TV suffers from not having such objectives and it is high time for this organisation to take up a learning attitude. The pain point is that this did not happen post the elaborate surveys. Hence, it can be said that Oman TV is not a learning organisation and painstaking effort is needed to convert this television network into an accommodative, cooperative, and extrovert organisation, of course, with superb learning attitude. Learning involves participation in the practices of a community. This focus has been developed to include the different and changing forms of participation in the various communities with which actors engage (Fahy *et al.*, 2014). The concept and practice of organisational learning and its effect on the overall performance of business entities had been a subject of enquiry for researchers in recent times with various results published. Organisational learning is an effective strategy for sustaining and improving a firm's competitive edge and performance (Bello and Adeoye, 2018). The private firm scored better on the organisational learning capability and on all the dimensions of learning organisation than the public firm (Bhaskar and Mishra, 2018).

The indicators for assessment in Oman TV are not aligned with the growth of the Oman television network. These indicators or factors are construed in the Oman Civil Service Ministry and are available for all governmental enterprises. TV industry is a unique domain and hence the evaluative factors should also be unique. There is no proper appraisal available at the Oman TV and the ones available do not give a clear picture of the exact performance measures of Oman TV's staff thus, it automatically becomes difficult to estimate the Oman TV performance levels. Although, with the little information gathered after thorough surveys and from the other researcher's points of views it was gathered that the performance of Oman TV is weak in its entirety.

There was a survey published in a local newspaper discussing the Oman TV's performance where majority of TV viewers mentioned that the TV journalists do not have factual information due to the lack of investigations behind their news stories and are receiving the

news from unauthorized or unreliable sources. Also, they mentioned that there is redundancy found in the type of programs telecasted since the last 20 years.

Others mentioned that their TV reports and announcers are not consulting or making use of the latest medium of communication that is Information technology and Internet. They also mentioned that with the type of news telecasted it is clear that there is no freedom of media due to the lack of discussions about the local prevailing issues, as obvious through the lack of news on the latest public uprising.

The lack of innovation is also greatly witnessed and talked about throughout the survey, and a lack of interaction between the television cast and crew and the local viewers for them to be able to understand the needs of their viewer base. The survey results also clearly showed that the public relies mostly on the other TV channels like Al Jazeera, Al Arabia, BBC, CNBC or web resources such as forums and websites for news rather than their own local television network. Thus, it is visible from these comments that the Oman TV Cast and Crew has run out of ideas and are for this reason stuck in a vicious monotonous cycle of redundant programs and the traditional out-dated manner of delivering them. (Oman Media Survey, AL Futon Newspaper, 22<sup>nd</sup> of May 2011). Public firms compared to their private counterparts are far more bureaucratic and need to follow and adhere with stringent legal guidelines. The hierarchical structure in the bureaucracy restricts individual learning confining to specific job responsibly of the given position compared to private ones where employees collaborate indifferent tasks and projects with an in-built mechanism to acquire different skills and competencies (Bhaskar&Mishra,2018).

Learning organisation according to Peter Senge's seminar work that vision is a group of individuals who are constantly improving their potentials to produce what they want to generate having a deep impact. In 1990, Peter Senge's book, The Fifth Discipline brought him rigidly into the fame and publicized the conception of the 'learning organisation'. Learning organisations as described by Senge (1990) are companies wherein individuals are constantly advancing their capabilities to generate the actually expected outcomes, where mutual desires are liberated, where new and extensive designs of thinking are developed, and where individuals are constantly learning to observe the entire cooperatively. This is further extended by Ti Yu (2013) that organisational learning cultures can be realised as a key to enhancing organisational knowledge improvement and performance, and it ought to be controlled for knowledge achievement at all organisational levels.

In conditions of quick modifications, only those companies which are adjustable, effective and cooperative will outshine is the fundamental objective of such companies. It is

debated that for this to occur, the companies require to invent how to extract an individual's capability and dedication to learn at all degrees.

Although all individuals possess the capability to learn, frequently the frameworks in which they will perform are not beneficial to conflict and opinion. The individuals may additionally be deprived of the tools and governing conceptions to be compatible to the conditions they encounter. A basic switch of mind amongst employees is essential for the companies which are constantly advancing their capabilities to generate their future. When employees are questioned about what it feels like being part of a great team or what is the most prominent appeal of the experience. Basically, the employees answer about being part of something larger their selves, of being productive, of being interconnected. For several employees it has become evident that their experiences as actually a part of great teams projects the essential period of life which has been lived to the fullest. Searching for similar manners to recover that spirit few employees spend the rest of their lives (Senge, 1990) . We become capable to delighting ourselves. To both members and companies this is applicable. For a 'learning organisation therefore it is not sufficient to survive. "Survival learning" is significant and in fact essential and it is more frequently denoted as "adaptive learning". But the adaptive learning must be combined with generative learning for a learning organisation, wherein the knowledge improves our capability to produce' (Senge, 1990).

The proficiency of specific fundamental regulations or 'component technologies', is the dimension which discriminates learning from other more conventional organisations. The Peter Senge recognized five which are said to be coinciding to modern learning organisations. These include: Personal mastery, Systems thinking, Mental models, Team learning and Building shared vision.

## RESEARCH METHODOLOGY

The choice to undertake any kind of empirical research always presupposes the careful choice and design of appropriate research methodology. As the present research aims at examining whether Oman TV is a learning organisation, factual knowledge needs to be acquired which is facilitated by adopting a positivist philosophy. The information acquired from such a philosophy is trustworthy; data collection and interpretation are performed wherein the findings of a research that has adopted positivist philosophy are quantifiable. Positivist studies usually adopt deductive approach (Crowther & Lancaster, 2008). After having studied the theoretical perspectives on learning organisation in great detail and formulating a framework for the implementation of learning organisation, the results of this process have been used as the basis

for designing and conducting the empirical research. Moreover, this is done within the sketched context of the aim and objectives.

The aim of this section is to define the method followed for collecting data for the empirical research. Close attention is paid to the method chosen for processing the data to test the applicability of the suggested learning organisation framework. The data required for the study was collected by means of a structured questionnaire survey. The prerequisites for a successful questionnaire are examined, before providing details about the design and development of the questionnaires in question, the contents and the process of distribution followed in getting them completed. There is a focus in the discussion on reliability analysis and validity.

### **Research questions**

- 1) What factors influence the process of learning in Oman TV?
- 2) Is there a relationship between the learning factors of work environment and organisational performance in Oman TV?

### **Research hypotheses**

H1: Systems thinking positively influences Organisational Performance of Oman TV

H2: Mental models positively influence organisational performance of Oman TV

H3: Shared vision positively influences organisational performance of Oman TV

H4: Team learning positively influences organisational performance of Oman TV

H5: Personal Mastery positively influences organisational performance of Oman TV

This work utilized both descriptive and inferential statistical techniques, to the data collected in order to describe and analyse the respondent's evaluation of the need for developing Oman TV as a learning organisation. This will further determine if the learning organisation has an impact on the performance of Oman TV. Factor analysis is applied as a data reduction or structure detection method. Percentage Analysis is applied to create a contingency table from the frequency distribution and represent the collected data for better understanding. Descriptive statistics are used to summarize the data, while reliability test was executed to determine the reliability of the variable constructs, and the hypotheses were tested and discussed in this section. Furthermore, tables and charts were used for data presentation.

As mentioned earlier, this paper attempts to identify and evaluate the effectiveness of five provision (system thinking; mental models; the effectiveness of Team Learning; the shared vision and personal mastery) and their impact on the performance of Omani TV as an

organisation. In this study, data was collected through a survey, covering a random sample of an adequate size of 300 respondents, in the Oman during the months of January 2018. Apart of the organisation programs, Sample respondents including administrators, supervisors and employees who were asked to indicate and rate their degree of agreement about 55 statements regarding the factors which affecting the performance of the Oman TV organisation. After data collection, all items were coded and entered into SPSS for processing. Factor analysis was used to determine groups of these construct items that are strongly interrelated. We want to identify the underlying factors which explain the joint variation in these items, and to create new scales representing these underlying factors. The research results are debated and developed with themes processed from the conceptual framework.

## **FINDINGS AND INTERPRETATION**

The study has empirically confirmed the factors of Senge's vision of learning organisation by using a structured questionnaire to elicit information's on the personal mastery, shared vision, team learning, mental model and system thinking. The construct of this variables was established to be consistent and reliable with the acceptable Cronbach alpha index that ranges between 0.7 to 0.9. Also, the five factors were computed into single variable (learning organisation), the variable was measured with the 38 items of the five variables, thus it returns a Cronbach alpha of 0.90, which the author find convenient and confident about the instrument used for measurement. The five hypotheses tasting results are:

### **H<sub>1</sub>: System thinking positively influences organizational performance**

Simple linear regression was carried out to investigate the relationship between system thinking and organizational performance. The result showed that there is a linear relationship between the two variable, which was confirmed with a beta coefficient of 0.79. Simple linear regression showed a significant relationship between system thinking and organizational performance ( $p < 0.000$ ). The slope coefficient for system thinking is 0.79, so the organizational performance increases by 0.79 units for each extra system thinking.

The R-squared of 0.61 indicates that 61% of the variations in organizational performance can be explained by the model containing only system thinking. This is quite high, so the prediction from the regression equation is reliable. It also means that 39% of the variations is still unexplained. So adding other independent variables could improve the fit of the model. However, the f-value of 338.67 and p-value of 0.00 indicates the model is fit and statistically significant at 1%. Which implies that, system thinking is a veritable tool in achieving



organizational performance. The linear regression model line presented as : *Organizational performance = 0.48 + 0.79\*system thinking*.

Therefore, the study reject the null hypothesis, which state that system thinking does not positively influence organizational performance, and conclude that system thinking has a positive influence on organization performance of Oman TV.

The results found that system thinking encourages Oman TV staff to think from a world perspective, encourages everybody to bring the customers' views into the choice creating method, helps workers balance work and family, supports workers who take calculated risks, builds alignment of visions across totally different levels and work teams, considers the impact of selections on worker morale, works with the external community to fulfil mutual desires, encourages folks to urge answers from across the organization when providing solution to issues, leaders typically support requests for learning opportunities and coaching. The result was an extension of previous research results that found that a living synergistic social system has the ability to create the conditions for its own existence. Living synergistic social systems are thinking systems (Maturana & Varela, 1992). In contrast, systems thinking revealed the interactions among the parts of a system produce most of the system's performance. In this case the 80/20 rule applies (Koch, 1998).

Table 1. Regression analysis of system thinking on organizational performance

	<b>Coefficient</b>	<b>t-stat</b>	<b>Sig.</b>
Constant	.48	5.05	0.00
System thinking	.79	18.40	0.00
F-stat	338.67		0.00
R-squared	0.61		

## **H2: Mental model positively influences organization performance Oman TV**

The simple linear regression result as shown in table 13 reveals a positive and statistically significant influence of mental model on organization performance of Oman TV. The regression model is presented as : *Organization performance = 1.00 + 0.57\*mental model*.

This result implies that, a unit change in the mental model will cause an increase of about 0.57 units' changes in organizational performance. The R square of 0.41 indicates that mental model has about 41% explainable variations in organization performance. To ascertain the fitness of the model, an f-value of 151.25 and p-value of 0.00, indicate that the model is fit and significant at 1% level. Results from this study instructed that mental model acknowledges individuals for taking initiative, provides staff of Oman TV workers selections in their work

assignments, invites them to contribute to the organization's vision, and offers individuals management over the resources they have to accomplish their work. One variable that has recently received much theoretical attention concerns the influence of team members' mental models on team-related processes and behaviours (Klimoski & Mohammed, 1994; Kraiger & Wenzel, 1997; Rentsch, Heffner, & Duffy, 1994; Stout, Salas, & Kraiger, 1996). According to Cannon-Bowers, Salas, and Converse (1993), shared mental models help explain how teams are able to cope with difficult and changing task conditions. Mental models allow people to draw inferences, make predictions, understand phenomena, decide which actions to take, and experience events vicariously (Johnson-Laird, 1983).

Table 2. Regression analysis of mental model on organizational performance

	Coefficient	t-stat	Sig.
<b>Constant</b>	1.00	10.21	0.00
<b>Mental model</b>	0.57	12.30	0.00
<b>F-stat</b>	151.25		0.00
<b>R-squared</b>	.41		

### H3: Shared vision positively influences organization performance Oman TV

From table 3, it could be deduced that there is a positive influence of shared vision on organization performance of Oman TV. This as reveals by the result in table 13 shows a slope coefficient of 0.72 for shared vision, which indicate that a unit change in shared vision will translate to an increase of 0.72 unit change in organization performance. This result is also found to be statistically significant at 1% level. This model is presented as : Organization performance = 0.64 + 0.72\*shared vision

This model with the R square of 0.59, f-value of 313.83 and p-value of 0.00, indicate that shared vision could explain about 59% variation in organization performance. Therefore, the author accept the alternative hypothesis and conclude that shared vision positively influence organization performance in Oman TV. The positive relationship between shared vision and organization performance extended that vision in an organization will boost employee self-confidence and better performance. Vision is an over-reaching concept that enlightens the organization's values, guiding philosophies, and tangible image (Collins and Porras, 1991). Visioning provides the organization with a clear sense of direction, a powerful selection of power, and it gives an individual with the sense of being empowered in something essential (Goodstein et al., 1993). An effective organizational vision and mission statement translates directly into an organization's success which can be measured by continued competitive

advantage, improved sales, solid leadership, greater employee commitment, increased shareholder value (Wilson, 1992).

Table 3. Regression analysis of mental model on organizational performance

	Coefficient	t-stat	Sig.
<b>Constant</b>	0.64	7.15	0.00
<b>Mental model</b>	0.72	17.72	0.00
<b>F-stat</b>	313.83		0.00
<b>R-squared</b>	0.59		

#### H4: Team learning positively influences organizational performance of Oman TV

Table 4. Regression analysis of team learning on organizational performance

	Coefficient	t-stat	Sig.
<b>Constant</b>	.69	6.4	0.00
<b>Team learning</b>	.69	13.91	0.00
<b>F-stat</b>	193.44		0.00
<b>R-squared</b>	.47		

A simple regression was used to determine whether Team learning positively influences organizational performance of Oman TV. The model is presented as :Organizational performance = .692+ .687\*team learning.

The R Square for the model is 0.47 which indicate 47% from the variation, and the p-value indicates that it is statistically significant. The deduction from this model is that, the model is fit and team learning is a significant factor that can influence organization performance. Also from the result, the slope coefficient of team learning (0.69), which is also significant at 1% level implies that, a unit change in team learning will cause an increase of 0.69 units change in organization performance. Therefore, the author accepts the alternative hypothesis and conclude that team learning influence organization performance.

The implication of this result is that encouraging employees and managers to think from a global perspective, the existence of trust amongst employees, reward for learning and maintaining an up-to-date database of employee skills will promote better organizational performance as measured by increased viewers and increased happiness of employees by listening to others' views and encouraged to ask "why" regardless of rank. Anytime the staff made their opinion known on an issue, it's pertinent to know the opinion of others. This will

enable equality of respect and building of sustainable trust among the organization staff, which will culminated in the staff having freedom to adjust their goal as deemed fit. The findings revealed from this study provided additional evidence to that reported in literature namely that team learning positively and significantly influences organizational performance (van Gils and Zwart 2004; Alegre and Chiva 2008; Goh and Ryan 2008;Panagiotakopoulos 2011). The findings from this study also provided a different viewpoint in regard to the influence of team learning on performance since it used a different set of indicators of organizational learning and performance to those used in other studies. Organizations rely on team learning to solve complex problems, create new knowledge, and to improve the performance of ad-hoc or task specific project teams. Conversely, failures in learning often stifle the ability of organizations to perform (Kayes, 2004). As the above cases illustrate, team learning is no longer relegated to the classroom but is essential to the success of organizations. We focus on the internal processes of team learning as a process of knowledge creation (Kayes, Kayes & Kolb, 2005) that leads to improved organizational performance. Our thinking is consistent with Van Der Vegt and Bunderson (2005), who found that research and development teams in the Norwegian oil and gas industry that were able to critically ask questions and examine their work processes improved their performance this study identified that trust was an important indicator of organizational learning and that employee happiness.

##### **H5: Personal Mastery positively influences organizational performance of Oman TV**

Table 5. Regression analysis of personal mastery on organizational performance

	<b>Coefficient</b>	<b>t-stat</b>	<b>Sig.</b>
<b>Constant</b>	.72	6.95	0.00
<b>Personal mastery</b>	.69	14.33	0.00
<b>F-stat</b>	205.40		0.00
<b>R-squared</b>	.49		

The study used simple regression to test this hypothesis and the simple regression result shows the effect of Personal mastery to organizational performance of Oman TV. The R Square of 0.49 and a p-value of 0.00, indicate the fitness of the model, and thus implies that personal mastery could explain about 49% explainable variations in organization performance. The linear regression from the analysis is presented as : Organization performance = 0.72 + .69\*personal mastery

The regression suggests that, with a slope coefficient of 0.69 for personal mastery, a unit change in personal mastery will positively influence a change in organization performance by 0.69 units, and it is statistically significant. Therefore, the author accepts the alternative hypothesis and conclude that personal mastery positively influence organization performance in Oman TV. This result showed that personal mastery has a positive and significant relationship to organizational performance and was one of the major antecedents of organizational performance. A rational decision making process, a measured system of performance, clarity of strategic direction and trust between employees as aspects of Oman TV were related to organizational performance as measured by encouraging employees to think from global perspective, existence of trust among employees, reward for learning and maintaining an up-to-date database of employee skills. In today's knowledge society, personal mastery (personal and professional development), organizational learning and innovation are three key capabilities that enable the firm to identify, create, exploit, renew, and apply knowledge flows in new ways to obtain improvement in organizational performance (Nonaka and Takeuchi, 1995).

Personal mastery is the capability to grow and learn on personal level. It concentrates on the aspects of learning in the learning organization that belong to the individual. It enables us to delve deeper into our personal vision, into what we truly desire, concentrating all our efforts on developing our personal and professional skills and capabilities (Senge, 1990; Senge et al., 1994).

The act includes invention as well as the work required to bring an idea or concept into final form. This capability is closely linked to organizational learning and personal mastery (Leonard-Barton, 1992; Senge, 1990). Although, most of the previous research was carried out in developed countries. In this study, a similar pattern of a personal mastery and organizational performance relationship was found. In, this study showed that personal mastery efforts to create trust amongst employees are an important aspect. A trust that has been embedded in an organization as a major aspect of organizational performance was found to be positively related to the propensity of employees to engage in organizational performance.

This result showed that personal mastery had a positive and important relationship to organization performance, as measured by encouraging staff treat as equals, in spite of rank, culture, or alternative variations. To revise their thinking as a results of group discussions or data collected, focus each on the group task and on however well the group is functioning, assured that the organization can act on their recommendations; rewarded for his or her achievements as a team; maintains associate degree up-to-date information base of worker skills; creates systems to live gaps between current and expected performance; makes its lessons learned offered to any or all employees; measures the results of the time and resources

spent on training; permits individuals to urge required data at any time quickly and easily; and, uses two-way communication on a daily basis, like suggestion systems, electronic bulletin boards, or city hall/open conferences. This finding indicated that a rational decision making process, a performance measurement system, an organizational structure that supports trust among employees as the indicators for their care for employee welfare, their ability to perform better and their ability to plan and implement solutions.

## CONCLUSION

This paper has examined the learning needs in Oman TV. For this reason, the research indicated that much work is needed to enable Oman TV to become a learning organisation. Staff believed the creation of a learning organisation should be approached in much the same way as any other business project; it should be planned and broken down into manageable units with key milestones along the way. From the researcher's observation during the field work and their technical analysis it was observed that the Oman TV is in desperate need of a change and in reference to the comments from its staff and management, a slight consent from them for this change has been felt. Due to which the researcher believes that the solution to all the above registered issue might just be the Oman TV shift towards becoming a learning organisation in order to enhance its performance by increasing the satisfaction levels of its staff and viewers. However, to start this transition Oman TV top management needs to take 3 main steps towards the journey of becoming a learning company and involve the middle management and the other junior employs in it. These three steps are;

1. To establish a unified Vision for Oman TV to become learning organisation.
2. To build strategies and short-term clear plans to accomplish this vision.
3. To implement these plans and strategies, there is need to create awareness among the general staff about the benefits of a learning company in order to motivate them to help the management implement these changes and to prepare themselves to accept this new system.

Oman TV needs to re-establish its hiring policies in lights of these new changes that need to be brought by but until then it also needs to conduct an internal survey, in order to assess the core competences of their employees and accordingly shift them to their relevant departments. As of now there are many employees that have qualified for something else and are working in a completely non-relevant department. The employees that re found to have no competences or enough qualification must be sent for further training and education in order to sharpen their skills, either at good external institutes or it can also consider opening an in-house training center in order to keep best and timely training facilities available around the clock.

Also, it needs to start propagating the need to develop learning groups via the platform of Knowledge Centre in order to build a proper knowledge society in Oman in order to improve its learning base and the knowledge base of its public. As part of a practical training experiments would be if the visiting culture would begin at Oman schools and colleges where students would be allowed and taken to different organisations or maybe organisation can come together to form a student job fare where they could be taught about the different kind of professional fields available in the market and according they can choose to learn about the field of their interest. They can learn about what courses they can take to get a job in a certain filed and understand how the professionals in that field work and what did they study to get to where they are today. All this will help eradicate a lot of confusion between future young entrants to the professional markets and the hiring companies, such as Oman TV. The following points needs to be put into consideration for Oman TV in becoming a learning organisation:

- Individuals are personally responsible for their own development, in that development is not something that is done to them.
- The stuff are encouraged to question assumptions and constructively challenge the norm.
- Shared vision should be there all the time.
- Top management support is given to the development and learning.
- Problems and mistakes are formally viewed as learning opportunities, so everybody's experiences are transformed from problem solving exercise to organisational learning initiations.
- Clear objectives should be there.
- A good promotional system is needed and should be related to the performance.
- Barriers in the way of the learning process in both individuals and the environment should be removed.
- Continuous evaluation of learning should be there all the time.
- Team learning should be encouraged with all emphasis being placed on collaboration, rather than on competition.

Based on the findings of this empirical paper, future research could explore the diverse learning needs at Oman TV from a qualitative perspective due to the methodological limitations inherent in this study. Furthermore, as this organisation (i.e. Oman TV) is a public owned institution, there is potential to develop a comparative case study with a private sector media organisation. Lastly, there is further scope to explore underpinning cultural factors inherent in the Middle East that underpin cultural norms within the organisation.

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