

Unlearning During Covid-19: Faculty's Perception Towards Online Learning System

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ABSTRACT

Purpose: The study aims to test the relationship between organizational culture and employee perceived service quality through the mediational role of organizational unlearning and individual absorptive capacity. It aims to study the faculty perception of the online learning system during the covid-19 in developing countries like Pakistan.

Design/method: The design of the study is cross-sectional and a survey is used to investigate the phenomena. Data is collected from the Higher Education Institutions and the target population of the study is faculty members employing the use of online tools or online learning management systems. A total sample of 439 participants is gathered and the mediational effect is checked through AMOS

Findings: Results indicate that if organizational culture provides a medium for its people to unlearn the obsolete practices and policies, the employees can prove themselves to be competent base in enhancing the quality of services being provided.

Originality: The novelty of the research lies in analyzing unlearning and individual absorptive capacity in influencing employee perception. Further, this study contributes to the literature on educational changes that took place during the covid-19 period.

Keywords: Covid-19, Organizational Culture, Organizational Unlearning, Individual Absorptive Capacity, Employee Perceived Service Quality.

Introduction:

Organizations are often in a fix to choose what's better for its employee and themselves in terms of growth, stability, or change. Literature of change has been one of the greatest themes in the arena of social science, among the first scholars (Burns & Stalker, 1961) to highlight the importance of change and its need for implementing new strategies and broader the perspective of adaptation, variation, and evolution. Studies in organizational behavior provide numerous cases

where change has been quoted as a turning point for an organization's survival (Pettigrew, Woodman, & Cameron, 2001; Van de Ven & Poole, 1995). The struggle to pace up with technological changes, global market structure, deregulation, and denationalization resulting in fast pacing environmental complexity (De Meuse, Marks, & Dai, 2011) adds to the stream of studies that how change contributes to an organization's enactment and in which way it either enhances or inhibits its performance.

Under such circumstances, coronavirus 19 (COVID-19) has induced the imperative for educational institutions to "move online" (Santos, Teston, Zawadzki, Lizote, & Machado, 2020) and has raised numerous concerns for educational stakeholders i.e. administrators, teaching faculty, students and parents. (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020) state significant changes have been on the system of Higher education due to COVID-19, thus making online education the only viable source of learning. (Khan, 1997) state online teaching as "an innovative approach for delivering instruction to a remote audience, using the Web as the medium". Whereas (Ally, 2004) defines it as "the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience". Thus, the role of instructor and learner is equally important in an online learning system as it is in the traditional face-to-face method.

The sudden wave of Coronavirus in china hit h to all the major economies of the world. (Toquero, 2020) quotes that Covid-19 was not limited to only Wuhan, China rather it has spread to more than 188 countries. Such circumstances lead to the closure of all multinationals, banks, and even educational institutions. This closure leads to online education where teachers used to record and upload their lectures from various sources, through google classroom, zoom, Microsoft Teams, and various other online tools. Due to the complex business environment, organizations go for a change in four to five years (Lewis, 2000). However, the sudden strike of Covid-19 has caused a drastic shift toward online learning and teaching, especially in underdeveloped countries like Pakistan, where means of academic and administrative tasks have been handled manually (Salam, Jianqiu, Pathan, & Lei, 2017). Educational institutions in Pakistan were told to move toward an online learning management system (LMS) to carry out academic activities (Alhumaid, Ali, Waheed, Zahid, & Habes, 2020), and the majority were suspended for a certain period to conduct classes due to lack of this LMS. Thus, influencing and improvising the academic cycle and practices of institutions completely.

(Hartwig & Billert, 2018) state that as per changing digital scenario, the service interaction from face-to-face has changed to the interaction of "human to technology", thus making it important for service providers to provide high-quality service. According to (Morrison & Robinson, 1997), engaging employees in quality improvement can be beneficial for organizations. Also, (Lee, Lee, & Kang, 2012) state that employee perception about service quality being provided stands as a tool for improving the quality standards. Thus for organizations and educational institutions to improve the quality provided online should take into consideration an employee perspective. Studies (Ali & Ahmad, 2011; Bukhsh, 2007; Farid et al., 2015; Yousuf, 2007) have been carried out in the area of online/e-learning in Pakistan but in normal circumstances. In the context of Covid-19, students' perspective (Adnan & Anwar, 2020) has been untaken in view of online education as well however, the teacher's point of view is equally important.

(Grönroos, 1984) state employee performance is important to fact that shapes the service therefore, employees can identify gaps and cues for service quality given. Thus, the current study takes employees as its unit of analysis. (Lazibat, Baković, & Dužević, 2014) points out that service quality is an important intangible aspect in the educational sector and teacher behavior and perception carry potential impacts. Quality has been identified as an important predictor in accessing the firm's profitability and share (Hays & Hill, 2001). According to (Bitner, 1992) service quality mostly covers the interaction and service delivered by employees. In another instance, (Zeithaml, Bitner, & Gremler, 1996) points out employee perception is important for service quality they state "...employees who actually perform the service have the best possible point for observing the service and identifying impediments to quality. Customer-contact personnel are in regular contact with customer, and thereby come to understand a great deal about customer expectations and perceptions".

(Molan, Martínez-Tur, Peñarroja, Moliner, & Gracia, 2017) identifies employee's service quality perception as a critical factor of competence as it helps to focus on specific aspects of quality being provided to the people who get it. Thus employees' perception of service quality carries a significance on service quality provided to customers. An organization's survival depends on a valuable resource of knowledge. Organizations in a competitive environment may have access to the same information but deliver it differently, this may be due to their ability to translate and utilize information a phenomenon known as absorptive capacity. Among various other actors playing their role in the contribution of organization growth and stability, an important role is played by the culture of the organization itself. It provides a baseline for the development of the value and belief system of an organization. Centralizing upon this notion culture has been one of the key ingredients upon which organizations' success depends. (Dubruc, Peillon, & Farah, 2014) conceptualize a specific corporate culture as a prerequisite for the transformation processes in an organization.

This study thus emphasized digging out the variables that influence a faculty member's perceptions towards ensuring the quality of the system being used in the system. Therefore, it uses contextual (organizational Culture) as well as an individual factor (individual absorptive capacity) which can influence the perceptions of employees through mediational construct (organizational Unlearning) in shaping employees' perception of quality.

Theoretical Baseline:

(Wojciechowski, Pearsall, Murphy, & French, 2016) state that organizations have complex adaptive systems and to have a stable state the organizations need to respond to the ever-changing environment. The theoretical foundation of the current study comes from the roots of change management which is the Lewin Three Step model of Change (Lewin, 1958) consisting of unfreezing, changing/moving, and refreezing. (Levasseur, 2017) spells out that Lewin's model help in overcoming barriers toward change and helps the system cope with the external environment. 3-step change model established on the premise that people and groups are influenced by forces i.e. static /restraining (forces opposing change, maintaining status quo) and driving (promotes change for positive effect), the tension between both of these forces yields out change for the organization (Bozak, 2003; Lewin, 1951).

This study utilizes Lewin's model of change to understand how in the Covid-19 scenario, this model comprehends and matches with the changes in the educational sector especially Higher Education institutions like universities have to comprehend the form of an online learning system.

Study in perspective of Lewin theory takes the stance that the Covid-19 situation has emerged causing the system to unfreeze its current situation and moving towards the changing trends and finally making this change as its absolute component which in Lewinian perspective is known as refreezing.

Literature Review & Hypotheses Development:

Employee Perceived Service Quality (EPSQ):

In analyzing the studies about service quality, a marked diversion can be seen towards the spectrum of customers, however, an important area to analyze comes from the employee's perspective. (Slåtten, Svensson, & Sværi, 2011) define it as "an employee's personal evaluation of the service quality that he or she delivers to customers". Another comes from (Martinez, Barnhill, Otto, & Mosso, 2019) who state as "an employee's perceived service quality (EPSQ) is their judgment of how they handle their job duties and deliverance of customer service". Significant differences have been identified between service perceptions of customers and employees (Dedeoğlu & Demirer, 2015; Gilmore, 2001; Mukherjee, Malhotra, Dean, & Rainnie, 2009) which provide evidence the service quality is multi-facet construct and various organizational factors influences employee performance in service quality of an organization.

(Calvo-Porrà, Lévy-Mangin, & Novo-Corti, 2013), during their investigation of quality perception from students, perspective states that taking into account the faculty perceptions can provide a mode of continuous and self-monitoring system enabling to identify the gaps in quality been provided. (Rapanta et al., 2020) argue that numerous "tips and tricks" have been advised to faculty members about online teaching without contextualizing the background knowledge required, highlighting that faculty perception is important for incorporating an online education system. Thematic analysis from teachers of primary schools regarding online education during COVID-19, outlines motivation, instructional designs, and support acts as strong indicators for success and quality of the education system (Rasmitadila et al., 2020).

Individual Absorptive Capacity:

Studies (Lane, Koka, & Pathak, 2006; Liu & Woywode, 2013) recognize that in facilitating an organization to fully develop its abilities, employees act as a vital source. According to (Minbaeva, Pedersen, Björkman, Fey, & Park, 2003) focusing on the abilities of employees as the key source for utilization of knowledge reciprocates benefit for a firm's knowledge flow. Initially, the construct has been recognized at the organizational level and little recognition has been given to the individual aspect of AC i.e. its composition and dimensions (Chauvet, 2014). (Lowik, Kraaijenbrink, & Groen, 2017) analyses the antecedents and effects that individual absorptive capacity casts off. The study recognizes the mediational role IAC plays between cognitive styles, prior knowledge diversity, and innovative behaviors. In identifying the underlying mechanism, it shows that IAC helps develop the creative and innovative behaviors among individuals based on the prior knowledge characteristics and supports the heterogeneity among people can generate to multiple innovative outcomes.

Organizational Unlearning:

Unlearning has been occupying its position in studies evolving from time to time with various notions. Investigating the nature of the dominant logic of an organization (Bettis & Prahalad, 1995;

Prahalad & Bettis, 1986) entails it in the form of mental maps, structures, and systems that are hard for organizations to unlearn especially if they are successful. (Akgün, Byrne, Lynn, & Keskin, 2007b) OU is not only a mechanism that involves a change of beliefs but rather a tool that shapes the cognitive patterns for achieving anticipated knowledge and competitive outcomes. Learning cycles and forgetting overlapping prove to provide a fruitful lens for establishing an organizational routine (Mariano & Casey, 2016). Similar results yield from a study by (Aydin & Gormus, 2015) addressing how forgetting and coaching techniques provide a pathway for organizational survival. With the evolution of unlearning, the advent of new shreds of evidence has led us to believe that there are still unseen aspects of unlearning. Studies do provide grounding for exploring underlying mechanisms and interrelated organizational aspects which can guide the process of unlearning such as through dysfunctional old routines, constituents related to organizational and institutional context for example leadership, power, etc. (Fiol & O'Connor, 2017).

Organizational Culture:

In the study of (Siguaw, Simpson, & Enz, 2006), culture is labeled as an important facet for enhancing the innovative orientation of a firm. In this similar vein, culture incorporates an informative environment driving towards employee and organization's growth and productivity. (Sánchez-Cañizares, Ángel Ayuso Muñoz, & López-Guzmán, 2007), denotes culture as the central nucleus for incorporating an intellectual capital model of an organization. (Mohanty & Rath, 2012), identifies culture as playing a key role in shaping employees' attitudes and behaviors, through beliefs and norms, and tolerance. Similarly in another study (Yaseen & Liaquat, 2015). OC has been identified as a strong predictor of developing citizenship behavior among its members. Thus, culture is labeled as a "strong facilitator" in shaping and inducing extra effort behavior in employees.

Learning of an organization does get influenced by the cultural norms and values being followed in an organization. As (Al Saifi, 2015) states ". . . organizational culture shapes the process by which new knowledge is created and distributed in organizations". The culture here plays the role of a disseminator of knowledge in an organization. Similarly, (Caniëls, Neghina, & Schaetsaert, 2017), stated that organizations having a culture of knowledge-sharing provides its people with an opportunity to disseminate and exchange knowledge. Organizational culture is infused in all activities of an organization casting a powerful impact on each, it deeply affects how a firm carries out its operations ((MITIĆ, VUKONJANSKI, TEREK, Gligorović, & ZORIĆ, 2016). Organizational culture helps to create an organizational environment, by supporting its employee's perception, and peer and supervisor support.

Organizational Culture and Employee Perceived Service Quality:

Culture acts as a programming system for humans that helps to compare and distinguish one set of people and behaviors from the second one (Hofstede, 1994). "Culture" acts as one of the predominant constituents in enhancing an organization's transformation and learning capabilities (Strese, Adams, Flatten, & Brettel, 2016). Studies (Daft & Weick, 1984) provide strong evidence that culture enacts a strong base for establishing "cognitive maps" of the organization through its norms, myths, stories, and sagas. Such maps lead the way to technological and innovative orientations. (Cohen & Levinthal, 1990b) established symbols or language can help to emancipate an effective communication among individuals of organizations, which helps to expedite the ability to tap into knowledge sources. Values and beliefs of an organization's culture are reflected through

its employees, casting its effects through structure, practices, and behaviors (Hofstede, 1994; Zammuto & O'Connor, 1992).

Aligning with the Lewin Model of change, (Bartunek & Woodman, 2015) suggests that change is polyphonic in nature and it is vital to add outlooks to the change model, therefore taking into account the organizational factors and change agent's perspectives that influence change. Culture as being a strong catalyst for driving people's perceptions, attitudes, and behaviors, casts upon strong influence on change agents' perception process about the quality they are creating and providing. Thus, it can be stated:

H1: Organizational culture has a positive relationship with Employee perceived service quality.

Organizational Culture and Organizational Unlearning:

According to (Becker, 2010) if the organization wants to archive the absolute potential from a change such as in the case of new technology, then an important element of "human" i.e. the people who will be influenced most by the change. (Freiling & Fichtner, 2010) state that an organization possesses multiple resources as its jewels, where culture plays its role as a "facilitator" in processing and integrating these resources to gain a competitive advantage. (Leroch & Annie Tubadji, 2014) claim that in different cultures the way individuals acts, adapts, and react varies whether reviewed from sociological or psychological phenomena. They further endorse the notion that "culture matters" and it is important to see the consequences culture casts upon. Thus, culture plays role in shaping expectations and evaluation model of individuals.

The phenomenon of unlearning has been recognized as a multi-focus aspect involving both individuals and organizations. Relating to individual perspective it is a process of letting go, abandoning, or giving up on old beliefs and ways by embracing and accepting new ideas, actions, or behaviors, (Baxter, 2000; Bridges, 1991; Duffy, 2003). Whereas in the organizational context, it is considered as a process (Hedberg, 1981; Prahalad & Hamel, 1994) a system for continuous improvement of new knowledge processes thus enhancing performance standards in terms of delivery knowledge sharing and improvement. Thus, the common notion that emerges from these perspectives is that unlearning is a phenomenon, which guides the establishment of organizational routines, values, and expectations about performance, and quality standards whether it's for organizations or individuals. (Cameron & Quinn) study of culture portrays it as an emblem of values, interpretations, and approaches that categorizes a firm, and dominant culture in an organization casts a strong influence upon its members, lending values and acting by them. Thus culture can be taken as a strong contextual factor that contributes to the relationship of unlearning. (Leal-Rodríguez, Eldridge, Roldán, Leal-Millán, & Ortega-Gutiérrez, 2015) in exploring the cultural and unlearning context, claim that culture facilitates the learning processes of a firm, and unlearning is one of the steps of learning in an organization. He further states that culture points out that research is needed from the perspective of OC and OU. Thus it can be hypothesized that:

H2: Organizational culture has a positive relationship with organizational unlearning.

Organizational Unlearning and Individual Absorptive capacity

Unlearning got its prominence through (Hedberg, 1981) "How to unlearn to learn" which states this phenomenon as the understanding process which required new knowledge but at the same time it needs to get rid of the obsolete or misleading knowledge. This statement provides an account that

OU is about establishing new knowledge but discarding one that is of further no use for an organization. Therefore, unlearning can be claimed as a driving force in the implementation of change in an organization (Akshik & Parirokh, 2016). Another notion about knowledge acquisition and assimilation is known as absorptive capacity. (Kim, 1998) states that AC refers to the capability of learning and capacity of problem-solving skills facilitating an organization to espouse and embrace knowledge and form new knowledge structures and processes. According to (Jantunen, 2005), the aspect of absorptive capacity refers, to a continuous reconfiguration of firms' "knowledge-based assets", thus emphasizing the development of knowledge policies and processes rather than knowledge pillories.

Thus, unlearning aims at pinpointing inadequate knowledge and replacing it with a modified one. This helps managers propose to enhance knowledge effectiveness for organizational processes when responding to an unexpected marketing situation and enables them to get rid of a plethora of knowledge. It is believed that organizations cannot perform the task of exploration and exploitation of knowledge until it gives up or eliminates the existing knowledge base and structures (Akgün, Byrne, Lynn, & Keskin, 2007a; Holan & Phillips, 2004). Therefore, it can be hypothesized that:

H3: Organizational Unlearning has a positive relationship with Individual absorptive capacity

Individual Absorptive Capacity and Employee Perceived Service Quality:

In literature, studies often relate individual absorptive capacity to creative performance, for instance, (Da Silva & Davis, 2011) states an individual ability to recognize knowledge and realize it helps in the creation of innovative ideas. Service quality on the other hand requires support from both back and front-end activities for quality operational service (Yasin et al., 2002; Yavas and Yasin, 1999, 2001; Czuchry et al., 2000). Thus, an organization's ability to exploit its knowledge resources for gaining a competitive edge comes from the improving quality state of the organizational processes. This can therefore influence an employee's perception about ways service quality referring that IAC helps firms to incorporate knowledge bases and practices which seek to improve service standards and quality.

(Cohen & Levinthal, 1990b) state an organizational innovative capacity provides an opportunity to be proactive, and generate new opportunities; likewise, the user's absorptive capacity would also contribute to analyzing and exploiting new ideas for effective service quality and organizational performance. (Hurmelinna-Laukkanen, 2012) underlined that investing in AC many times needs participation in the value network that helps in knowledge exchange among employees and refine ideas. (Harvey, Jas, & Walshe, 2015) an organization's investment in AC is facilitate itself for future avenues because of awareness of knowledge resources it has detail picture of how to use those information for making improvements and effective strategies.

Likewise, an individual AC would assist in the formation of cognitive maps to identify gaps in quality processes and practices. According to (Vega-Jurado, Gutiérrez-Gracia, & Fernández-de-Lucio, 2008) and (Fosfuri & Tribó, 2008) potential, AC works in the form of an interface for the firm and its dynamic external surroundings providing an opportunity to of adjusting with the changes taking place and exploring new ways and reshaping existing knowledge bases whereas realized AC works as baselines for an organization to work on improving and making new resources i.e. introducing new services or products. The aforementioned discussion indicates that IAC affects how employees perceive work processes in its organization quality and what efforts can be made to improve the quality provided by the firm. Thus, it can be hypothesized:

H4: Individual absorptive capacity has a positive relationship with employee perceived service quality

Serial Mediation: Organizational Culture, Organizational Unlearning, Individual Absorptive Capacity, and Employee perceived Service Quality:

(Slåtten et al., 2011) claim that employees play a crucial role in bringing excellence in service to an organization. (Shah, 2011) also endorse that employees are important constituents of an organization and the success of organizations depends upon the strategy and how they are engaged in achieving organizational goals. A supporting statement comes from (Abou Elnaga & Imran, 2014) pinpointing personnel of organizations as a valuable resource as they act as the inevitable source of knowledge and their abilities and skills cannot be imitated by the rival firms.

(Tsang & Zahra, 2008) states that unlearning leads the learning process driving towards efficacious revolutions and enhanced value. So under the flagship of the organizational unlearning pathway can be provided to employees to bracket knowledge that is not essential and to utilize existing useful knowledge for the generation of new knowledge bases essential for embracing innovation and transformation. According to (Aledo Ruíz, Gutiérrez, Martínez-Caro, & Cegarra-Navarro, 2017; Leal-Rodríguez, Eldridge, Ariza-Montes, & Morales-Fernández, 2015) for employees to renew and recommence the knowledge structures and bases it is pertinent that firms provide them opportunities and encourage them to unlearn which acts as a mechanism for workers to refine their abilities and restructure themselves and organization. Referring to that unlearning context would help an employee to remove the obsolete learning processes and policies and contribute to the establishment of an improved quality system through the acquisition of new knowledge structures. In similar veins, an argument is also seen in the literature (Goll et al., 2007; Cohen & Levinthal, 1990a; Todorova & Durisin, 2007) advocating that context of analyzing and delineating unwanted knowledge structures can be useful for the organization to adapt and learn new knowledge basis, ultimately leading to enhance organization's effectiveness i.e. quality or performance.

Generically, how an employee's ability to differentiate between useful or obsolete knowledge would influence his/her quality perceptions is understandable, however, an underlying calculus is still required to elaborate the capabilities through which employee perceptions about service quality are molded. Therefore, an organization requires a programming mechanism that can lead toward the exploration of internal and external knowledge sources and leads, which has a strong influence on employee's perception and helps to have effective service quality results. (Hofstede, 2011), view of culture as "programming", helps to characterize culture as a tool, which provides its members a context for learning and shaping perceptions and values by creating a room for enhancing one's capability to acquire and assimilate knowledge through its internal and external resources.

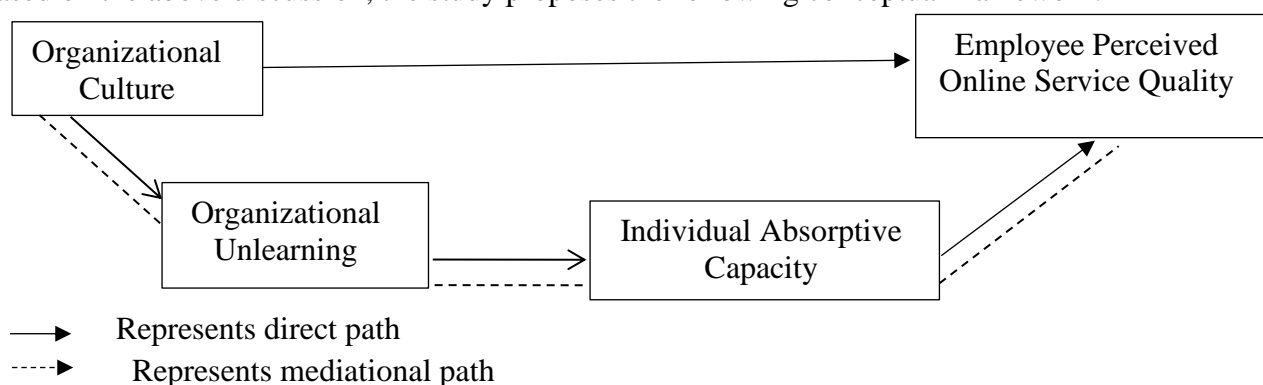
(Lee, Chen, & Shiue, 2017; Zheng, Yang, & McLean, 2010) characterizes culture as a strong influencer and contextual factor in shaping perceptions. According to (Park, Suh, & Yang, 2007) user's absorptive capacity is not limited to pre-existed stocks of knowledge capabilities rather it leads to the creation of new ones. He further argues that exploitation of new knowledge aids its user in understating and creating new knowledge pattern. (Chauvet, 2014) also endorsed that IAC helps to analyze the knowledge bases for creation of knowledge and relational processes in the organization. These arguments provides a perspective that IAC aids employees to bridges up

between identification of old and new knowledge its assimilation and exploitation into new ones which can enhance their understandings about organization's quality standards and processes.

Thus, being a strong catalyst for driving people's perceptions, attitudes, and behaviors, culture through its mechanism of perception formation can help individuals to differentiate between the obsolete basis and current basis of the knowledge thereby, influencing the potential and underlying perceptions. So culture, through OU and IAC can turn around an employee's perception about the basis of quality leading to enhancing or reducing the relation between organizational unlearning and absorptive capacity. Therefore, it is hypothesized that:

H5: Organizational unlearning and Individual absorptive capacity mediates the relationship between organizational culture and employee perceived service quality.

Based on the above discussion, the study proposes the following conceptual framework:



Methodology: Tests & Analysis:

The study is correlational and adopts a cross-sectional design, the primary unit of analysis is individual i.e. faculty members of higher education institutions who taught using online management systems or online tools. Data is collected through scales adopted from the previous studies. Organizational Culture is measured through a scale developed by (Zeitz, Johannesson, & Ritchie Jr, 1997) consisting of 26 items with 5-dimensions such as job challenge, trust, social cohesion, innovation, and communication. 18-items were taken from a scale designed by (Cegarra-Navarro & Dewhurst, 2006) for the unlearning context based on dimensions of lens fit examination, consolidation of emergent understandings, and changing individual habits changing framework. In the case of IAC (Lowik, Kraaijenbrink, & Groen, 2016) scale has been utilized consisting of 14-items belonging to dimensions of recognition, assimilation transformation, and exploitation. Scale for EPSQ is adapted from the study of (Uzunboylu & Ozdamli, 2011) consisting of 26-items with 3 Sub-dimensions namely 'AB, Appropriateness of Branch; A-MTF, Aim-Mobile Technologies Fit; FMA and TSAC, Forms of M-learning Application and Tools' Sufficient Adequacy of Communication. The dimensions went through EFA and CFA and thus renamed as aim of online learning, appropriateness of online learning system and quality of form and adequacy of online learning system

The target population for the study was faculty members of higher education universities who were teaching online during the period of Covid-19, using online learning tools or systems. Data was collected through google-link resulting in a sample size of 439 respondents for analysis purposes, SPSS 21 was used for descriptive tests whereas the mediation test was conducted through

the SEM technique in AMOS 21. Normality in the current study is analyzed through means of kurtosis and skewness. Table 1 represents the reliability of the constructs used in the research along with normality i.e. value of kurtosis and skewness indicating it as normal data as it is in the range of <3 and <0.

Table 1: Normality & Reliability Statistics

		EPSQ	OC	OU	IAC
Reliability		.867	.924	.967	.980
Kurtosis	Statistic	.373	2.250	.831	-.521
	Std. Error	.233	.233	.233	.233
Skewness	Statistic	.878	.663	.417	.780
	Std. Error	.117	.117	.117	.117

After the descriptive analysis, data is subjected to exploratory and confirmatory factor analysis through SPSS and AMOS. KMO and Bartlett’s test of sphericity reported in Table 2 represents data to be adequate to proceed with further tests of mediation.

Table 2: KMO and Bartlett’s Test of Sphericity

Latent Variables				
	EPSQ	OC	OU	IAC
KMO	0.947	0.917	0.873	0.925
Bartlett's test of sphericity	(5233.248)	(4487.317)	(2717.341)	(2830.237)
	df 153	df 190	df 136	df 91
Significance Level	0.000	0.000	0.000	0.000

Initially, the model begin with 84-items after EFA and CFA, items with low loadings and cross-loadings were dropped resulting in the final model with 59-items. In the current study, the serial effect was measured through plugins of serial mediations, bootstrapping was also used to generate an empirical representation of the indirect effect of the distribution of the sample. The structural model of the study is represented in figure 2 along with model fit indices in table 3.

Table 3: Model Fit indices of Measurement Model

Measures	Values
CMIN/DF	1.947
GFI	0.921
CFI	0.931
TLI	0.927
IFI	0.931
RMSEA	0.046
PCLOSE	0.993

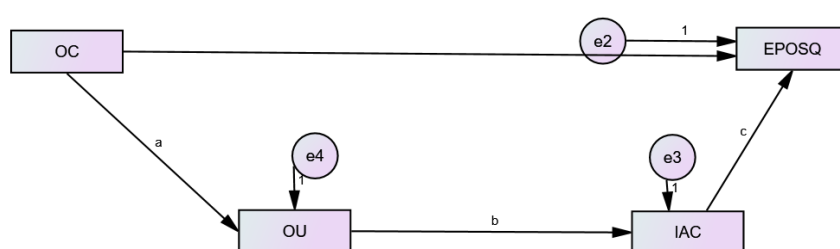


Figure 2: Structural model of the study

Results & Discussion:

Hypothesis 1 proposed that organizational culture has a positive relationship with employee perceived service quality in the case of the online learning system, the results show that the proposed relationship is true and exists. Table 5 provides the statistical analysis of the proposed model, the p-value is 0.001 indicates the significance of the relationship, and estimates with a value of .299 show that cultures influence the perceptions of their employees positively. Thus a culture with a high level of trust, social cohesion, innovation, communication, and job challenges impacts an employee’s perception of the service quality it is providing to people. All the dimensions of OC positively affect the EPSQ with job challenge and social cohesion having high estimates of 0.377 and 0.144 respectively, indicating that culture with strong social and mutual binding with a challenging environment can help better in molding and modeling it’s people mental models and perceptions. Therefore, if HEI desires its faculty members to better analyze the quality of education, it should be providing and creating a culture of mutual growth and shared understanding.

As the culture has taken in this study is composed of measure of trust, and social cohesion which positively contributes to employee perception, an extensive study by (Cho, Kim, Park, & Cho, 2013) conducted on the quality of knowledge-intensive businesses also aligns with the results showing that trust and mutually shared vision helps in understanding the culture and more prone to shapes an employee’s perception in the context of its organization. Thus, faculty members of Higher education Institutions would contribute more towards better quality education and services, when nurtured in a culture of trust, communication, and social cohesion.

Table 5 Statistical analysis

Hypothesis	Relationships	Estimates	Lower Limit	Upper Limit	P-value	Results
H1	OC-----EPOSQ	.299	.234	.377	.001	Supported
H2	OC-----OU	.806	.765	.641	.001	Supported
H3	OU----- IAC	.575	.503	.641	.001	Supported
H4	IAC----- EPSQ	.594	.517	.659	.001	Supported
H5	OC--OU-IAC-- EPSQ	.446	.366	.526	.001	Supported

In the case of Hypothesis H2, organizational culture has a positive relationship with organizational unlearning with a significance value of 0.001. Table 5 depicts that the estimates show a high relationship between both variables with 0.806, thus cultural support can influence an organization to unlearn the obsolete knowledge and resources. All of the OC dimensions positively influence the OU, the highest relation is job challenge which is 0.547 followed by social cohesion which is 0.334 respectively. Therefore it can be concluded that culture with enriching job challenges and social cohesion can help its members to bracket the obsolete skills and knowledge and move towards a new set of skills that are beneficial for personal and organizational growth.

Hypothesis 3 is also significant with p values of .001 and an estimate of .575 showing that unlearning can help individuals to enhance their absorptive capacity. Thus unlearning the old practices can help an individual to identify their true potential and utilize their abilities, thereby enriching their capabilities. Results yield interesting insights as to the two-dimension of OU, consolidated understanding and lens fitting have a positive relationship with IAC with an estimate of .884 and .208 respectively. Whereas the third dimension of changing habits holds a significant but negative relationship with an estimate of -.244, one possible explanation in the context of online teaching is that individuals, if change their teaching habits, might face difficulty in assimilating, transforming, and exploiting new avenues of teaching.

Results (P-Value - 0.001 and estimate .594) from table 5 exhibit that H4 is supported by having a significant and positive relationship exists between individual absorptive capacity and employee perceived service quality. Thereby showing that if individuals possess capabilities that enable them to analyze the quality being provided and they can contribute to enhancing and preserving it. All four dimensions of IAC had a positive relationship with EPSQ except for assimilation which had a negative estimate of -.810. Thus, an individual's ability to assimilate the knowledge base is negatively related to its perception of quality, an instance of which comes from the study by (Harvey et al., 2015) who in their work identified one of the firms lacking assimilation ability because the members were not able to get proper directions from its leadership. The senior board members despite evidence never moved beyond the acquiring stage thus casing lower absorptive capacity and performance standards.

Thus individual's negative relationship to the knowledge base or not coping with the changes can create a lapse in perceived quality. In the perspective of Lewin 3 step model of change, unfreezing, moving and refreezing, unfreezing the cultural deep beliefs is an important constituent of change which requires a culture with continuous accepts the change and embraces it because in that particular sense a system can eradicate previous old practices (Garcia-Lorenzo, 2020).

The study proposes to measure both direct and indirect effects between organizational culture and employee perceived service quality. Results from table 5 indicate that the direct effect between OC and EPSQ has a significant relationship with an estimated value of 0.299. The mediating effect/indirect effect is measured through organizational unlearning and individual absorptive capacity between the relationship of organizational culture and employee perceived service quality which shows a significant effect with a p-value of 0.001 and an estimated value of .446. Thus the mechanism of OC and EPSQ gains momentum with underlying factors and shows a stronger effect than the direct relationship. The upper limit and lower limit are .366 and .526 showing no zero lies between thus, the relationship is significant.

Hence, in the emergence of the covid-19, organizations especially the Higher Education sector in Pakistan moved towards the step of online education, a task that was new and different. To better provide education HEIs must seek to voice of its people as the teaching faculty is more in interaction with students and can better provide the issues being faced at both ends. HEI should provide an atmosphere and setting which contributes toward mutual understating, trust, and innovation, which helps to get rid of obsolete structures and systems for better quality.

(Albalawi & Badawi, 2008) state that e-learning can be beneficial if it addresses the readiness of who is teaching it, so in the Pakistani Context is important to take the parameter into consideration of faculty members. (Mishra, Gupta, & Shree, 2020) claim that culture is a parameter of “social construction”, which helps in reframing and changing the direction of its people and management. Thus, if an employee’s perception is to be changed then culture is a strong determinant and to endorse the cultural shift underlying process of unlearning and identifying individual potential and capabilities is an important step.

Implications, Limitations, Future Directions:

The notion of online education or learning system leads to the introduction and formation of a new work system for a developing country like Pakistan. Aligning with the model of a hybrid work system can be analyzed for implementation in multiple sectors i.e. banking, medicine, and services where physical attendance can be assigned for practical tasks and work from the system for theoretic assignments.

Online education/learning can be called a new venue of learning, which requires not only institutional support but also the facilitator’s understanding. Employees’ perception for analyzing the quality standards and levels of learning systems can help to develop interdisciplinary approaches for a hybrid work system or a Flexi-system. In the post-covid period, organizations can offer multiple work set-ups like split or shift–week models, enabling firms to reduce operational costs.

The study helps to suffice the uniqueness and need of behavior to be studied at the current moment in the realm of organizational behavior. However, in the context of research, some limitations can question its applicability. First, there may be various other exogenous variables that can help understand the dependent variable. The use of multiple independent constructs can be beneficial in providing detailed insight into the dependent variable. Second, due to Covid-19, the study has used convenience sampling which limits its generalizability. The study has attempted to implore the possible outcomes of unlearning only in the educational sector which does not suffice the purpose and needs to account for other sectors as well. The current research has opted for the cross-sectional design whereas keeping a longitudinal perspective has helped to map out both pre and post effects in perceptions taking over the employees and institutions as a whole.

Third, the current study has tested the model in the educational sector whereas its application in other sectors such as telecommunication, and manufacturing can provide more insights into the applicability of constructs and organizational behavior. Fourth, this study has used only one independent variable, whereas the application of other constructs such as supervisor support, organizational context, and other factors can yield more insights. Fifth, the study attempted to test the underlying mechanism process, i.e. mediational pathways. However, there is still a gap to explore potential moderators for future avenues. Finally, the sample size of the study can be enhanced along with a change of sampling technique i.e. probability sampling to increase its generalizability. A comparison of government, semi-government and private sectors can be generated to identify sectors where covid-19 has impacted more and influenced the system.

Conclusion:

Both direct and indirect effects are evident from the results, indicating that culture shapes and characterizes the mental models of its people. Along with culture, the mediators used played a significant role in devising the mechanism for cultivating the perception of its people about quality standards and values. It is hoped that the results of the study will help managers, policymakers, and institutional heads to incorporate means that promote the quality status of the organization. The study thus concludes with result that in the prevalence of the covid-19 scenario, organizations should pay heed to not only their profits, and market shares instead they should focus on the main stakeholder of the organizations. Employees being one the key strategic resource and first-hand users of service producers are in a better position to judge the quality being produced. While every sector is facing the threat of Covid-19, the educational sector is equally suffering from it. But this unprecedented threat is also giving rise to an unprecedented opportunity for online learning, making knowledge accessible and a global house. The need of the time is to understand the barriers or structures which hinder its growth and foster a culture that creates a multiplier effect of generating individual capabilities.

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