

DETERMINATION OF REGULAR AND VOCATIONAL HIGH SCHOOLS' ORGANIZATIONAL LEARNING LEVELS

Mahir BİBER*, Sezer KÖSE BİBER**
Burak ŞİŞMAN***, Sevinç GÜLSEÇEN ****

ABSTRACT

In this study, it is aimed to determine the organizational learning levels of regular and vocational high schools in accordance with the views of administrators, teachers, students and parental guardians and to compare the results acquired from the views. This study is believed to be important in terms of determining the levels of organizational learning and serving as an example to the other schools and to the researches to be done in the future.

General scanning model was used for the study. With the objective of comparing organizational learning levels of Regular and Vocational High Schools, two schools for each range of first, mid-rank and last rank in ÖSS (Student Selection Exam) were chosen among the regular and vocational high schools in Istanbul province and the study was held together with 12 schools. A questionnaire, improved by Kale (2003), was applied to the administrators and teachers serving in these schools and to the students being educated in these schools and their parents. Through the questionnaires, the schools' levels of the organizational learning were evaluated from the aspects of organizational learning school structure, team work and cooperation, politics and sources, school leadership and knowledge and skills.

The results put forth that in all dimensions of organizational learning of regular and vocational high schools, a mid-level organizational learning exists and the views of the administrators, teachers, students, and parents show a meaningful differentiation related to organizational learning.

Keyword: Information Management, Organizational Learning, Learning Organization, School

DÜZ VE MESLEK LİSELERİNİN ÖRGÜTSEL ÖĞRENME DÜZEYLERİNİN İNCELENMESİ

ÖZ

Bu araştırmada, düz ve meslek liselerinin örgütsel öğrenme düzeylerinin yönetici, öğretmen, öğrenci ve veli görüşlerine göre belirlenmesi ve bu kişilerden elde edilen görüşlerin karşılaştırılması amaçlanmıştır. Çalışmanın, okullarımızın örgütsel öğrenme düzeylerinin belirlenmesi ve yapılan iyi uygulamaların diğer okullara ve bu konu ile ilgili yapılacak çalışmalara örnek teşkil etmesi bakımından önemli olduğuna inanılmaktadır.

Araştırmada genel tarama modeli kullanılmıştır. Düz ve meslek liselerinin örgütsel öğrenme düzeylerinin karşılaştırılması amacıyla İstanbul ilindeki düz ve meslek liselerinden ÖSS sınavı sonuçlarına göre ilk, orta ve son sırada yer alan ikişer okul seçilmiş ve araştırma toplam 12 okulda gerçekleştirilmiştir. Bu okullarda görev yapan yönetici ve öğretmenler ile bu okullarda öğrenim gören öğrenciler ve bu öğrencilerin

* Lec. Dr. İstanbul University, Hasan Ali Yucel Faculty of Education Department of Primary Mathematics Education, Lecturer, mahir.biber@gmail.com

** Lec. İstanbul University, Hasan Ali Yucel Faculty of Education Department of Computer Education and Instructional Technology, Lecturer, sezer@istanbul.edu.tr

*** Res. Ass. Dr. İstanbul University, Hasan Ali Yucel Faculty of Education Department of Computer Education and Instructional Technology, Research Assistant, burak@istanbul.edu.tr

**** Prof. Dr. İstanbul University Head of Informatics Department, gulsecen@istanbul.edu.tr

velilerine, Kale (2003) tarafından geliştirilen anketler uygulanmıştır. Kullanılan anketler aracılığıyla okulların örgütsel öğrenme düzeyleri örgütsel öğrenmenin okul yapısı, takım çalışması ve işbirliği, politikalar ve kaynaklar, okul liderliği ile bilgi ve beceriler boyutlarında değerlendirilmiştir.

Elde edilen sonuçlar, düz ve meslek liselerinin örgütsel öğrenmenin tüm boyutlarında orta düzeyde bir örgütsel öğrenmeye sahip olduğunu, araştırmaya katılan yönetici, öğretmen, öğrenci ve velilerin örgütsel öğrenmeye ilişkin görüşlerinin önemli düzeyde farklılaştığını ortaya koymaktadır.

Anahtar Kelimeler: Bilgi Yönetimi, Örgütsel Öğrenme, Öğrenen Örgüt, Okul

INTRODUCTION

In today's information society, the interest and the will to learn have been increasing rapidly day by day. Definition of learning has been tried to be explained for ages. Behavioral theories state that learning is a matter of setting a relation between the observable stimuli and the behavior; while cognitive theorists state that learning is an interior process and cannot be observed directly (Erden and Akman, 1998). Shuck (1996) also remarks that learning is a social experience built by the interaction and the dialogue in times of sharing ideas. In that case, the result of learning is the collection of information and experience. As a result, the values and behaviors of the humans have gone through a permanent change. Learning can be studied in three stages as personal level, group level, and organization level. Personal level of learning defines itself as a person's reaching the new information or the collected information from the environment through intuition and cognitive process, and perceiving, understanding, interpreting them and setting experiences and adjusting the behaviors according to the results. Group level learning expresses the sharing's of the people with the personal learning level within a group, interpreting them together and reaching an understanding of being a group. The concept of organizational level of learning states the transformation of the attained common values and the perception into a valid system or in a method, a procedure, an expected behavioral pattern, a common database reachable for everyone for the sake of the whole organization (Koçel, 2007 cited by; Erigüç and Balçık, 2008). In other words, organizational learning is considered as the period of getting the information and improving the skills requisite for the people working together in a group to have a better understanding of the doings and function effectively as a result (Barutçugil, 2002). Organizational learning as a concept first came up in the midst of 1970s and defined as the realization of the mistakes and correction of errors. When the development process and the premises are taken into account, organizational learning with a considerably ancient history constitutes one of the basic paradigms effective in management science studies. It is possible to come up with many definitions related to organizational learning when related literature is scanned. Two leading researchers of the field Argyris and Schon (1978) describe organizational learning as the realization of the mistakes and correction of the errors. Filol and Lyles (1985) define organizational learning as the period of organizational activity development by the way of acquiring a better knowledge and perception while Stata (1989) evaluates the same concept as 'integration of various management mediums and methods into the system of the company in order to facilitate organizational improvement and change'. In another definition Dodgson (1993) states that organizational learning is building and organizing the information and the routines around company activities and

culture and developing organizational performance by means of enhancing the usage of skills in company's business volumes.

In order for the organizational learning to occur, a bridge from individual learning level to organizational learning level is needed to be set in the organization. This bridge is only possible through three factors, which are communication, transparency, integration. Communication is considerably important for the individuals and parties to understand each other and for the union within the organization during the transition from individual learning levels to organizational learning levels. However a lasting and a multifaceted communication by itself is not enough for the transition to organizational learning. Common knowledge should be clear and transparent for all the members of the organization. Integration, the last factor for the completion of organizational learning, enables us to unify information and integrate it (Düren, 2002 and Yazıcı 2001 cited by; Erigüç and Balçık, 2008).

Organizations are accepted as the structures changing and improving constantly through interaction; thereby they are seen as a continuous learning system. Learning organization philosophy also forms the basis of the new organizational understanding of the information age. It is because learning organizations should consider learning and improving oneself as a period aimed to be preserved a lifetime just like individuals (Yazıcı, 2001 cited by; Yıldırım, 2006). At this point accepting the changes within the environment and applying them is not enough by itself, ensuring a lasting success for organizations is only possible by creating new opportunities, evaluating past failures and achievements, and improving learning skill (Erigüç and Balçık, 2008).

In an organization, learning may occur in an individual level as well as in a group or organizational level. In organizations as an open system, learning takes place in a system level. This type of learning states more than an individual learning of the employees (Güney 2007). Scientists believe that by managing individual learning and group learning, information can become institutive; and organizational learning, which saves information in storages other than human beings like routines, systems, structures, cultures, and strategies, comes into being (Crossan et al., 1999; Nelson and Winter, 1982, Walsh and Rivera, 1991 cited by; Vera, Crossan and Apaydın, 2011).

Successful organizations are the ones which achieve applying the learning process continuously and dynamically. As it is understood, learning organization approach is improved in order to help the organizations on this subject (Öneren, 2008). According to Senge (2002) learning organization is 'the organization in which people improve their capacity constantly, put forth new and pushing thoughts, learning how to learn together with the aim of getting the results they really desire'. As it is seen from the definition, we can say that the most important source of every organization in a competitive environment is the qualitative and knowledgeable individual (Drucker, 1998). Starting from this point of view, the significance of the educational institutions, which are responsible for the raise of qualitative human power needed for the administration of organizations, can be seen obviously. In this context it is a fact that educational institutions are the places where new information is produced and most used, education organizations must change their traditional structures and apply information management process and practice organizational learning.

According to Çalık, (2010) the most important parts of the individual life are spent in educational organizations. The behaviours, thoughts and life philosophy of the people are shaped in education organizations in other words in schools. Çelik (2002) says that transmission of

organizational inheritance is only possible through the transmission of culture. School is also an organization hence it can transmit its own philosophy, its values, norms, traditions and missions by sharing organizational culture. In schools with an established learning culture, change is much more successful since organizations and the employee members of the organization feel more ready for the change. Learning organizations desire the change instead of resisting it. On the other hand in organizations with lower learning capacity there may be resistance against change. The main reason for this resistance is ignorance (Patır Coşkun, 2008).

The scientists seeing education as a social system accept that there are three factors in this system: student, teacher, teaching programs; but in a learning school system there is no differentiation of learners and teachers. Every one of the participators from administrator to the personnel, from guardian to the student is a learner (Çermik and Turan, 1997). The rapid changes in technology in recent years, force the schools to renew themselves and direct them to review their objectives. Classical teaching methods are replaced by new learning in which the student is active. Novelties require change in schools and in learning atmosphere. As an education institution, schools must have a multifunctional structure which is open to innovations. They must encourage the information to be produced, used and improved. There should be a secure environment provided by the team work and they should be accessible for the whole day and they should meet the society's need of new information while improving authentic and creative thought of students (Kösterelioğlu and Kösterelioğlu, 2008). This enforces schools to change their traditional face, to apply information management process and to actualize organizational learning. During this process scientific research is exceedingly required to study the organizational levels of educational institutions. But unfortunately it is obvious that the number of the studies based on the organizational learning is not adequate. It is aimed to determine the organizational learning levels of regular and vocational high schools in accordance with the views of administrators, teachers, students and parental guardians and to compare the results acquired from the views. This study is believed to be important in terms of determining the levels of organizational learning and serving as an example to the other schools and to the researches to be done in the future. Hence, the problem sentence is defined as 'what are the organizational learning levels of regular and vocational high schools in accordance with the views of administrators, teachers, students and parental guardians?' Sub-problems of the research are as follows:

From the aspects of organizational learning school structure, team work and cooperation, politics and sources, school leadership and knowledge and skills;

What are the organizational learning levels of regular and vocational high schools according to the views of administrators, teachers, students and parental guardians?

Is there a meaningful difference between the averages regarding administrators, teachers, students and parental guardian views?

METHOD

Research Model

General scanning model is used in this research. General scanning models are scanning regulations made upon the whole population or a group of sample with the aim of reaching a general conclusion in a population which is composed of several elements (Karasar, 2002). In addition the research is a descriptive study as it is considered to reveal the situation without any interference into the research variance by the researchers.

Population and Sample

The population of the research is formed by the administrators, teachers, students and parental guardians of two chosen regular and vocational high schools from each range of the first, mid and last ranks out of 2009 ÖSS equally-weighted results from the province of Istanbul. The teachers and the students who are decided to take part in the sample are chosen by weighing the school types according to the percentage in the population by the way of incidental sampling. Due to the small numbers of the administrators serving at these schools, all of them are accepted to the sample. All of the chosen students' parental guardians are also participated into the sample. Accordingly, the sample of the study consisted of 4370 people. The information related to the research sample and population are presented below:

Table 1. Research Population

School Type	School Rank	School	Admins		Teachers		Students		Parents	
			Population Number	Sample Number	Population Number	Sample Number	Population Number	Sample Number	Population Number	Sample Number
Regular High School	First	Fenerbahçe High School	5	3	60	18	1000	100	1000	100
		İntaş High School	3	2	45	14	850	85	850	85
	Mid	Halkalı Mehmet Akif Ersoy High School	4	3	26	8	943	93	943	93
		Sabahattin Zaim High School	3	2	43	15	975	99	975	99
	Last	Heybeliada H.R.G High School	3	2	45	13	300	30	300	30
		Samandıra High School	6	3	52	14	2150	215	2150	215
Total			24	15	271	82	6218	622	6218	622
Regular High School	First	Şişli Industrial Vocational High School	12	6	199	60	4873	489	4873	489
		Inönü Industrial Vocational High School	8	5	159	46	3970	397	3970	397
	Mid	Gültepe Industrial Vocational High School	9	4	102	31	1994	200	1994	200
		Küçükyalı Industrial Vocational High School	8	4	109	33	1748	175	1748	175
	Last	Nuh Kuşçulu Industrial Vocational High School	9	5	32	10	647	65	647	65
		Güllübağlar Industrial Vocational High School	7	4	52	15	758	77	758	77
Total			53	28	653	195	13990	1403	13990	1403
Number of Population and the Sample			77	43	924	277	20208	2025	20208	2025

Data Collection Tools

In the research administrator, teacher, student and parental guardian questionnaires developed by Kale (2003) intended for the identification of organizational learning levels, are used. Every questionnaire is a five-point Likert Scale progressing 0 to 5. Administrator and teacher questionnaires are made of 65 items, guardian questionnaires are of 25 items and student questionnaire is of 45 items. A study has been held by Kale (2003) in order to define the reliability and validity of the scale. With this study, it is found out by the expert opinion and field scan that the scales have the content validity.

Table 2. Data Collection Tools Reliability Coefficient

Questionnaire Type	Total Item Number	Cronbach-Alpha Reliability Coefficient
Administrator and Parent Questionnaire	65	.98
Student Questionnaire	45	.97
Parent Questionnaire	25	.86

In order to define the construct validity of the scales, factor analyses have been done related to each item with the Principal Component Analysis which is developed by Kale (2003) and in the end it is proven that questionnaires are reliable and valid evaluation instruments. The requisite permission to use the exact questionnaires is taken from the developer by the researchers.

Analysis and Interpretation of the Data

Five-point Likert rating scale is used in the research. The rating items of the scale are: (0) No idea, (1) strongly disagree, (2) Poorly agree, (3) Reasonably agree, (4) Strongly agree, (5) Completely agree. The item 'No idea' is left to the end by the developer not to affect the responses of the respondents and separated from the other items in the evaluation. These options are given a score between 0 to 5 in data analyses. The score interval of the scale is defined by Kale (2003) as:

$$\text{Score Interval} = \frac{\text{Highest Score} - \text{Lowest Score}}{5}$$

And score interval coefficient is found as .80. According to this, Scale evaluation interval is defined by Kale (2003) as shown in Table 3.

Table 3. Data Collection Tools' Evaluation Intervals

Interval	Option	Interval Value	Evaluation
1.00-1.80	Strongly Disagree	Very Poor	Inadequate
1.81-2.60	Poorly Agree	Poor	Low Level
2.61-3.40	Reasonably Agree	Fair	Medium Level
3.41-4.20	Strongly Agree	Good	High Level
4.21-5.00	Completely Agree	Very Good	Very High Level

Statistical analyses of the collected data have been held with the help of SPSS 20.0 Package Program by using frequency, arithmetic average, one-way analysis of variance.

FINDINGS AND INTERPRETATION

In this section findings related to the sub-problems and interpretations of these findings take place. The collected findings concerning the first sub-problem 'What are the organizational learning levels of regular and vocational high schools according to the views of administrators, teachers, students and parental guardians?' are handled within the dimensions of school structure, team work and cooperation, politics and sources, school leadership and knowledge and skills. For the dimension of school structure, findings related to the views of administrators, teachers, students and parental guardians about regular and vocational high schools are shown in Table 4:

Table 4. Organizational Learning Levels Related to the Dimension of Regular and Vocational High Schools' Structure

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,45	1,03	Low Level
	İntaş High School	186	3,01	1,15	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	2,87	1,13	Medium Level
	Sabahattin Zaim High School	215	3,08	1,17	Medium Level
	Heybeliada H.R.G. High School	75	2,19	1,00	Low Level
	Samandıra High School	447	2,58	1,02	Low Level
	TOTAL	1341	2,74	1,11	Medium Level
Vocational	Şişli Industrial Vocational High School	1044	3,08	1,17	Medium Level
	Inönü Industrial Vocational High School	845	2,62	1,24	Medium Level
	Gültepe Industrial Vocational High School	435	2,63	1,11	Medium Level
	Küçükyalı Industrial Vocational High School	387	3,13	1,08	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	3,01	1,06	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,23	1,03	Medium Level
	TOTAL	3029	2,70	1,13	Medium Level

Upon examination of the Table 4, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of school structure are at medium level. When the organizational learning levels of regular high schools are examined, 3 of the schools are classified as medium level while another 3 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of school structure generally, it is clear that there is no big difference between the levels of organizational learning.

Findings related to regular and vocational high schools according to the views of administrators, teachers, students and parental guardians from the aspect of teamwork and cooperation are presented at Table 5:

Table 5. Regular and Vocational High Schools' Level of Organizational Learning Related to Teamwork and Cooperation

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,53	1,02	Low Level
	Intaş High School	186	3,03	1,14	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	2,95	1,20	Medium Level
	Sabahattin Zaim High School	215	2,95	1,21	Medium Level
	Heybeliada H.R.G High School	75	2,06	1,05	Low Level
	Samandıra High School	447	2,57	1,18	Low Level
	TOTAL	1341	2,71	1,18	Medium Level
Vocational	Şişli Industrial Vocational High School	1044	2,95	1,21	Medium Level
	Inönü Industrial Vocational High School	845	2,76	1,20	Medium Level
	Gültepe Industrial Vocational High School	435	2,72	1,20	Medium Level
	Küçükyalı Industrial Vocational High School	387	3,19	1,27	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	2,88	1,15	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,17	1,14	Medium Level
	TOTAL	3029	2,73	1,19	Medium Level

Upon examination of the Table 5, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of teamwork and cooperation are at medium level. When the organizational learning levels of regular high schools are examined, 3 of the schools are classified as medium level while another 3 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of teamwork and cooperation generally, it is clear that there is no big difference between the levels of organizational learning.

Findings related to regular and vocational high schools according to the views of administrators, teachers, students and parental guardians from the aspect of politics and sources are presented at Table 6:

Table 6. Regular and Vocational High Schools' Level of Organizational Learning Related to Politics and Sources

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,58	0,99	Low Level
	Intaş High School	186	2,89	1,03	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	2,77	1,13	Medium Level
	Sabahattin Zaim High School	216	2,97	1,10	Medium Level
	Heybeliada H.R.G High School	75	2,01	0,93	Low Level
	Samandıra High School	425	2,29	1,03	Low Level
	TOTAL	1341	2,59	1,08	Low Level
Vocational	Şişli Industrial Vocational High School	1044	2,97	1,10	Medium Level
	Inönü Industrial Vocational High School	845	2,63	1,08	Medium Level
	Gültepe Industrial Vocational High School	435	2,59	1,03	Medium Level
	Küçükyalı Industrial Vocational High School	387	2,93	1,14	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	3,00	1,06	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,12	1,06	Medium Level
	TOTAL	3029	2,69	1,04	Medium Level

Upon examination of the Table 6, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of politics and sources are at medium level. When the organizational learning levels of regular high schools are examined, 3 of the schools are classified as medium level while another 3 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of teamwork and cooperation generally, it is clear that vocational schools' organizational learning level is at a higher level than regular high schools.

Findings related to regular and vocational high schools according to the views of administrators, teachers, students and parental guardians from the aspect of school leadership are presented at Table 7:

Table 7. Regular and Vocational High Schools' Level of Organizational Learning Related to School Leadership

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,42	1,01	Low Level
	Intaş High School	186	3,08	1,12	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	3,02	1,22	Medium Level
	Sabahattin Zaim High School	216	3,12	1,14	Medium Level
	Heybeliada H.R.G High School	75	2,27	1,05	Low Level
	Samandıra High School	447	2,45	1,24	Low Level
	TOTAL	1341	2,71	1,21	Medium Level
Vocational	Şişli Industrial Vocational High School	1044	3,12	1,14	Medium Level
	Inönü Industrial Vocational High School	845	2,61	1,19	Medium Level
	Gültepe Industrial Vocational High School	435	2,66	1,13	Medium Level
	Küçükyalı Industrial Vocational High School	387	3,00	1,26	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	2,96	1,14	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,20	1,11	Medium Level
	TOTAL	3029	2,68	1,14	Medium Level

Upon examination of the Table 7, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of teamwork and cooperation are at medium level. When the organizational learning levels of regular high schools are examined, 3 of the schools are classified as medium level while another 3 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of teamwork and cooperation generally, it is clear that there is no big difference between the levels of organizational learning. Findings related to regular and vocational high schools according to the views of administrators, teachers, students and parental guardians from the aspect of knowledge and skills are presented at Table 8:

Table 8. Regular and Vocational High Schools' Level of Organizational Learning Related to Knowledge and Skills

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,61	1,03	Medium Level
	Intaş High School	186	3,06	1,20	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	3,01	1,17	Medium Level
	Sabahattin Zaim High School	216	3,05	1,18	Medium Level
	Heybeliada H.R.G High School	75	2,30	1,06	Low Level
	Samandıra High School	447	2,41	1,23	Low Level
	TOTAL	1341	2,72	1,17	Medium Level
Vocational	Şişli Industrial Vocational High School	1044	3,05	1,18	Medium Level
	Inönü Industrial Vocational High School	845	2,65	1,25	Medium Level
	Gültepe Industrial Vocational High School	435	2,85	1,15	Medium Level
	Küçükyalı Industrial Vocational High School	387	2,95	1,20	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	2,96	1,20	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,24	1,18	Medium Level
	TOTAL	3029	2,72	1,20	Medium Level

Upon examination of the Table 8, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of teamwork and cooperation are at medium level. When the organizational learning levels of regular high schools are examined, 4 of the schools are classified as medium level while another 2 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of teamwork and cooperation generally, it is clear that there is no big difference between the levels of organizational learning. Findings related to regular and vocational high schools according to the views of administrators, teachers, students and parental guardians from all aspects are presented at Table 9:

Table 9. Regular and Vocational High Schools' Level of Organizational Learning Related to All Dimensions

School Type	Schools	n	\bar{X}	SS	Organizational Learning Level
Regular	Fenerbahçe High School	221	2,51	0,90	Low Level
	Intaş High School	186	3,04	0,96	Medium Level
	Halkalı Mehmet Akif Ersoy High School	197	2,93	1,06	Medium Level
	Sabahattin Zaim High School	216	2,44	0,97	Low Level
	Heybeliada H.R.G High School	75	2,17	0,86	Low Level
	Samandıra High School	447	2,44	0,97	Low Level
TOTAL		1341	2,69	1,01	Medium Level
Vocational	Şişli Industrial Vocational High School	1044	3,04	0,99	Medium Level
	Inönü Industrial Vocational High School	845	2,66	1,05	Medium Level
	Gültepe Industrial Vocational High School	435	2,69	0,98	Medium Level
	Küçükyalı Industrial Vocational High School	387	3,02	1,07	Medium Level
	Nuh Kuşçulu Industrial Vocational High School	145	2,96	0,98	Medium Level
	Güllübağlar Industrial Vocational High School	173	3,18	0,98	Medium Level
TOTAL		3029	2,71	0,98	Medium Level

Upon examination of the Table 9, it is inferred that the organizational learning levels of the regular and vocational high schools related to the dimension of teamwork and cooperation are at medium level. When the organizational learning levels of regular high schools are examined, 2 of the schools are classified as medium level while another 4 of them are classified as low level. When the organizational learning levels of vocational high schools are examined, it is well understood that all schools are at medium level. Upon examining the total average of both school types from the dimension of teamwork and cooperation generally, it is clear that there is no big difference between the levels of organizational learning. The findings related to the second sub-problem of the research 'Is there a meaningful difference between the averages regarding administrators, teachers, students and parental guardians' views?' are presented in Table 10:

Table 10. The Results of One-Way Variance Analyses Related to the Views of Administrators, Teachers, Students and Parental Guardians from the Aspects of Organizational Learning

Dimensions	Source of Variance	Totals of Squares	sd	Average of Squares	F	p
School Structure	Between Groups	290305,00	3	96768,33	2128,78	.000*
	In-Group	198419,99	4365	45,45		
	Total	488724,99	4368			
Teamwork and Cooperation	Between Groups	277977,50	3	92659,16	2226,21	.000*
	In-Group	181637,90	4365	41,62		
	Total	459615,40	4368			
Politics and Sources	Between Groups	155982,06	3	51994,02	772,12	.000*
	In-Group	293666,59	4365	67,33		
	Total	449648,65	4368			
School Leadership	Between Groups	787879,38	3	262626,46	1869,84	.000*
	In-Group	613079,42	4365	140,45		
	Total	1400958,65	4368			
Knowledge and Skills	Between Groups	110267,13	3	36755,71	519,21	.000*
	In-Group	309002,71	4365	70,79		
	Total	419269,85	4368			
All Dimensions	Between Groups	6564128,16	3	2188042,72	1680,47	.000*
	In-Group	5676901,80	4365	1302,04		
	Total	12241029,9	4368			

* $p < .05$

Upon examination of Table 10, it can be seen that there is a meaningful difference at a level of $p < .05$ related to the views of administrators, teachers, students and parental guardians on all dimensions. In order to find, amongst which groups have the difference obtained; Scheffe Multiple Comparison Test has been applied. The results are presented at Table 11

Table 11. The Results of Scheffe Multiple Comparison Test Related to the Views of Administrators, Teachers, Students and Parental Guardians on Organizational Learning Dimensions

Groups	Dimensions of Organizational Learning											
	School Structure		Teamwork and Cooperation		Politics and Sources		School Leadership		Knowledge and Skills		All Dimensions	
	Difference Direction	p	Difference Direction	p	Difference Direction	p	Difference Direction	p	Difference Direction	p	Difference Direction	p
Admin (1)	1>2	.000*	1>2	.000*	1>2	.000*	1>2	.000*	1>2	.000*	1>2	.000*
	1>3	.000*	1>3	.000*	1>3	.000*	1>3	.000*	1>3	.000*	1>3	.000*
	1>4	.000*	1>4	.000*	1>4	.000*	1>4	.000*	1>4	.000*	1>4	.000*
Teacher (2)	2<1	.000*	2<1	.000*	2<1	.000*	2<1	.000*	2<1	.000*	2<1	.000*
	2>3	.000*	2>3	.000*	2>3	.000*	2>3	.000*	2>3	.000*	2>3	.000*
	2>4	.000*	2>4	.000*	2>4	.000*	2>4	.000*	2>4	.000*	2>4	.000*
Students (3)	3<1	.000*	3<1	.000*	3<1	.000*	3<1	.000*	3<1	.000*	3<1	.000*
	3<2	.000*	3<2	.000*	3<2	.000*	3<2	.000*	3<2	.000*	3<2	.000*
	3>4	.000*	3>4	.000*	3>4	.000*	3>4	.000*	3>4	.000*	3>4	.000*
Parental Guardian (4)	4<1	.000*	4<1	.000*	4<1	.000*	4<1	.000*	4<1	.000*	4<1	.000*
	4<2	.000*	4<2	.000*	4<2	.000*	4<2	.000*	4<2	.000*	4<2	.000*
	4<3	.000*	4<3	.000*	4<3	.000*	4<3	.000*	4<3	.000*	4<3	.000*

* $p < .05$

Concluding from Table 11, there is a meaningful difference of $p < .05$ among the views of administrators taking part in the research, when compared to the views of teachers, students and parental guardians. And for the views of the teachers, there is also a meaningful difference of $p < .05$ when compared to the views of students and parental guardians. Another finding is that: students' views also differentiate at a meaningful value of $p < .05$ in comparison with the views of parental guardians. In the light of the views, administrators have a more positive opinion about organizational learning in comparison with the views of teachers, students and parental guardians. Moreover the fact that parental guardians have a more negative opinion about organizational learning compared to the teachers, students and administrators, needs attention.

CONCLUSION, ARGUMENT AND SUGGESTIONS

Within the context of the research it is well understood that there is a medium level of organizational learning in all dimensions of it in regular and vocational high schools. This condition reveals that organizational learning levels of regular and vocational high schools are similar to each other. In our country, the students who fail the University Entrance Exam are sent to these schools and this situation causes them to show a lower performance as the parents see these schools as a last resort and the teachers and the administrators expect the least from them in the current system of education due to this way of thinking these results come out. Additionally, official education institutions have inadequate conditions and this inadequacy is felt especially in these types of schools, what is more, the wage and the working conditions of the teachers are considerably poor; all of these above have effect on this situation.

When the findings are reviewed, certain regular high schools have lower organizational learning levels. This is a sign of undeveloped situation of organizational learning in some regular high schools of our country. This result can be interpreted by considering the place of regular high schools in the current educational conditions, it should also be taken into consideration that choosing the schools from the province of Istanbul plays a role in the acquired results. Due to the overpopulation of Istanbul, the number of the student per class is very high, most of the schools do not have better economic and environmental conditions, parents of the students live in hard conditions and under these conditions they do not give enough importance to the education they should get. Bearing all that in mind these schools have a student profile who has the least expectation from the future and fails the exams therefore the teachers educating these students have little will and belief to do their job effectively.

Another result obtained in the context of the research vocational schools hold a better level than regular high schools in terms of organizational learning from the aspect of politics and sources. If the aim of a school is to increase the success of its students, first the administrators and other employees should have the professional competency on suitable education and curriculum program and develop higher expectations (Kale, 2003:45). In this sense, school politics of vocational high schools is in a better condition compared to regular high schools in terms of organizational learning and available sources are enhancing learning and supporting professional improvement . The study carried out by Patır Coşkun (2008) also supports the results.

It can be seen that the views of administrators, teachers, students and parental guardians on organizational learning differentiate meaningfully. The studies carried out by Kale (2003) and Patır Coşkun (2008) also support the results. It is concluded from the research that the views of administrators on all dimensions of organizational learning have the highest averages while the views of parental guardians have the lowest averages. Current situations of the educational institutions make it meaningful. In a learning school, all the employees are open to lifelong learning; besides learning is foregrounded rather than teaching and learning activity takes the students interests and needs as a base in a learning school (Fındıkçı, 1996, s.11). Administrators are seen as responsible for the healthy maintenance of the schools. This affects their view upon organizational learning in a positive way compared to the others. The results obtained in a study which conducted by Banoğlu and Peker (2012) shows that in all disciplines of the organizational learning, school adminis-

trators have a high level of perception reveals. The result obtained in this study is closely related with the level of organizational commitment of school administrators, too. In this respect, the results of a study which conducted by Izgar (2008) also support this conclusion. When the society opinion about regular and vocational high schools, student profile of these schools, physical and economic conditions of these schools and general success of these schools are taken into consideration, parental guardians living under hard condition with less attention to education send their children to these schools. On this basis we can explain the fact that parental guardian views have a lower level of organizational learning in comparison with the others.

Suggestions below are made according to the results obtained from the research;

The results show that organizational learning level of both school types, more in regular high schools, is not adequate and need improvement.

It is essential to qualify the teachers serving in regular and vocational high schools, to improve education strategies and student affairs, to adopt a school culture supporting a continuous development, to qualify administrators as innovative and contributing leaders. The studies on organizational learning levels of high schools may extend to the different types of high schools.

It is necessary to change the negative opinion about regular and vocational high schools by working on quality enhancing strategies and to take them out from the status of being a mandatory choice as a last resort.

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