

TEACHERS' PERCEPTION OF LEARNING ORGANIZATION CULTURE IN  
REGARDS TO TEACHING AND LEARNING PRACTICES IN A PRIVATE  
SCHOOL IN TURKEY

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Approval of the Graduate School of Social Sciences

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## ABSTRACT

### TEACHERS' PERCEPTION OF LEARNING ORGANIZATION CULTURE IN REGARDS TO TEACHING AND LEARNING PRACTICES IN A PRIVATE SCHOOL IN TURKEY

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The purpose of this study is to gain insight into how private school teachers in Turkey perceive learning organization culture and how they reflect this concept to their teaching and learning practices. This research claims that; a school must understand and implement the five disciplines of a learning organization asserted by Peter Senge and leadership plays an essential role in creating and maintaining this culture. In-depth interviews with an open-ended structure were used to address the intended research problem. In this research, semi-structured interviews were carried out with 24 participants on their working life experiences concerning their perseverance of learning organization. The gathered qualitative data were interpreted by the thematic analysis method. Results showed that teachers often identify the learning organization as self-updating, inferring errors, getting feedback and applying effective production methods. In addition, it was determined that the participants perceived the learning organization from different perspectives and reflected this to the teaching practices in different ways.

**Keywords:** Learning Organization, Private Schools, Teaching Practices

## ÖZ

### TÜRKİYE’DE BULUNAN ÖZEL BİR OKULDAKİ ÖĞRETMENLERİN ÖĞRETİM VE ÖĞRENME UYGULAMALARI AÇISINDAN ÖĞRENEN ÖRGÜT ALGILARI

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Bu çalışmanın temel amacı, Türkiye'deki özel okul öğretmenlerinin öğrenme örgütü kültürünü nasıl algıladıklarına ve bu kavramı öğretme ve öğrenme uygulamalarına nasıl yansıttıklarına dair derinlemesine bilgi edinmektir. Bu araştırma, bir okulun ya da bir öğrenen örgütün, Peter Senge'in öne sürdüğü beş disiplini anlaması ve uygulaması gerektiğini ve bu kurumun profesyonel bir öğrenen örgüt olabilmesi için liderliğin önemli bir rol oynadığını savunur. Amaçlanan araştırma problemini çözmek için açık uçlu bir yapıya sahip derinlemesine görüşme yöntemleri kullanılmıştır. Bu durum çalışmasında, 24 katılımcıyla, öğrenen organizasyonun kalıcılığına ilişkin çalışma hayatı deneyimleri hakkında yarı yapılandırılmış bir görüşmeler yapılmıştır. Elde edilen nitel veriler tematik analiz yöntemiyle yorumlanmıştır. Sonuçlar; öğretmenlerin öğrenen örgütün sıklıkla kendini güncelleme, hatalardan sonuç çıkarma, geri bildirim alma ve etkili üretim yöntemleri uygulama olarak tanımladığını ortaya koymuştur. Ayrıca katılımcıların öğrenen örgütü farklı açılardan algıladıkları ve bununu farklı biçimlerde öğretim uygulamalarına yansıttıkları tespit edilmiştir.

**Anahtar Kelimeler:** Öğrenen Örgütler, Özel Okullar, Öğretim Pratikleri

*To My Family*



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## **LIST OF ABBREVIATIONS**

LO: Learning Organization

SLO: Schools as Learning Organizations

ELT: English Language Teaching

CST: Classroom Teachers

YLT: Young Learner's Teaching

## CHAPTER 1

### INTRODUCTION

This chapter consists of five parts: the first part, which is the background to the study, provides a theoretical framework for the study. In part two, the statement of the problem was revealed aiming to answer the related research question. In part three, the purpose of the study is provided to help the readers familiarize themselves with the context because it has a significant role in gaining an in-depth understanding of what this study aims to reveal. In part four, the significance of the study is explained to justify the need for the study. Finally, in part five, operational definitions are presented.

#### 1.1. Background of the Study

*The ability to learn prodigiously from birth to death sets human beings apart from other forms of life. The highest purpose of school is to unlock, release, and foster this incredible capacity. Schools exist to promote learning in all their inhabitants. Whether we are teachers, principals, professors, or parents, our primary responsibility is to promote learning in others and ourselves. (Barth, 2002, p.9 )*

As Barth indicates in his quote, learning is what differentiates human beings from other lives, and school is the essential source to accomplish this. Even though the learning process starts within an individual, it reaches a broader term like an organization. Peter Senge (2006), the professor at the Massachusetts Institute of Technology, defined learning organizations as the organizations where people continually widen the capacity to form results they truly want. He also adds that; learning organizations are where new and expansive patterns of thinking are encouraged. Also, it is where collective aspiration is set free and where people are continually learning how to learn together as a team.



OECD (2016) describes learning organization as a place where the beliefs, values, and norms of employees are accumulated in order to support sustained learning; where a “learning climate,” “learning culture” or “learning atmosphere” is nurtured to make essential for every individual to be involved in the idea “learning to learn”. Therefore, today, learning organizations have become a crucial concept in all kinds of organizations. Especially in educational institutions, this topic has been gaining importance each day because schools stand for fostering the skill of learning. OECD (2016) refers to schools as a learning organization as having a shared vision that points to a direction and serves as a motivating factor for ongoing action to achieve individual and school goals. In other words, it claims that schools as learning organizations have the ability to change and adapt to new environments and circumstances while its members, individually and together, learn their way to realizing their vision. The necessity of the transformation of our schools to become a learning organization is inevitable and irreversible in the rapidly changing and developing world due to the competitive structure.

Social and political developments, technological innovations, and enhancing possibilities of reaching information, force educational organizations to change and development like other organizations (Serdyukov, 2017). Especially private schools strongly emphasized this because they believe that; investment in teacher’s learning will highly result in student’s achievement. Many private schools are working to become learning organizations hoping that; student’s learning will be improved when educators commit themselves collaboratively to teaching and learning. This will compel them to take action to develop students' learning and achievement. Therefore, it is doubtful to keep pace with these alterations teaching by dictating, ordering, or practicing, which do not reflect the opinions of everyone from the bottom to top. Thus, this is an essential factor to follow the 21<sup>st</sup>-century requirements.

In many contexts, these requirements include an organizational structure in which individuals improve themselves continuously. The 21<sup>st</sup> century requires a new set of competences beyond the apparent information and communication technology (ICT) literacy. These skills include; communication, collaboration, multicultural skills, creativity, critical thinking, problem-solving, productivity in a globalized world,

learning to learn skills, self-direction, planning, flexibility, risk-taking, conflict management, and a sense of initiative and entrepreneurship (Voogt & Roblin, 2012).

As a result, organizations focused on being able to adapt to the changing environments and stay ahead of their competitors. Besides, they must aim to improve workforce skillset and improve communication ability among employees. This is since those who have access to teacher networks, enriched professional roles, and collegial work feel more efficacious in gaining the knowledge they need to meet the needs of their students. As a result, they feel more positive about staying in the profession (Darling-Hammond, 1996).

Through utilizing different names like “learning system” (Schön, 1971), the concept of ‘learning organization’ has become popular in the 21<sup>st</sup> century. Today, both school administrators and teachers hear and read about learning organizations than in the past. The continuous changes and improvements in the organizations are becoming essential, because, the world today is changing continuously. So, it is one of the methods that help people stay up-to-date with the latest knowledge that is relevant to their organization. It enables people working in an institution to earn much knowledge, which increases the development, production, and performance at work and helps to solve problems and to express an opinion. This concept suggests life-long learning, which becomes an often-used one in the field of education. The fundamental goal of schools should be the advancement of the self-directed learner by developing the students' life-long learning skills (Coppieters, 2005). This study will gain insight into how private school teachers perceive learning organization culture and how they reflect this concept to their teaching and learning practices. For this reason, it will contribute an initial piece to an emerging body of research that investigates such relationships. This is because it serves organizations many advantages and increases both their dynamic knowledge refurbishment and learning capacity, depending on their organizational goals (Ege et al., 2017).

Due to the necessity of the term in different fields, the definition is being used interchangeably, which addresses different structures. Currently, most of the studies restrain from taking a step further to the outcomes of being a learning organization.

They ignore the fact that learning organization has a reaching point, which is teacher practices. As learning inside a learning organization cannot only be associated with administrators or teachers, but the final point should also be considered. The literature provides many studies about how individuals perceive this concept. However, perceiving should not be enough. Also, because there is no settled definition of the context, it becomes hard to describe from a single point of view. Even though related concepts such as organization culture or organizational learning have specific definitions in many well-known dictionaries, learning organization fails to have an outlined definition, which causes problems while representing the term.

In case of Turkish education context, there have been many studies related to learning organization, most of which arise from analyzing individuals' perception about how their school or classroom is, in terms of reflecting learning organization (Celep et al., 2011; Güçlü & Türkoğlu, 2003; Savaş, 2013; Yılmaz & Turgut, 2016). However, it is essential to analyze what teachers do to reflect on their teaching practices, which constitutes the final fallout of the concept.

In short, the rapid change and the ambiguity of the future result in essential changes in the management of different kinds of businesses, which implicated the necessity to abandon the classical organization model and to convert to learning organizations. Therefore, the most important determination to be made in an organization; is to identify which kind of group will be shown by. Also; to take initial steps to transform to be a learning organization. In order to have a learning organization values, such as shared vision, effective communication, openness, motivators, continuous education, personal development, and continuous improvement should be embedded to its culture and needed precautions should be taken in order to fulfill the deficiencies (Darling-Hammond, 1996; Dymock & McCarthy, 2006; Garvin, 1993; Hitt, 1995). Many motivational factors occur inside a learning organization culture, which will foster the teacher workforce and thus will be linked to students' achievement in the end. These issues should be enlightened with the help of perceptions and experiences. This study mainly analyzes how teachers perceive and reflect the Learning Organization concept on their practices to improve student learning and success. Therefore, this study is to

explore the work experiences of private school teachers concerning the culture of the learning organization.

## **1.2. Statement of the Problem**

After gaining popularity, many private schools across the world are adopting the Learning Organization model for a culture of learning, with the expectation of increasing student learning and achievement. However, professional development structures and training opportunities are required to have a research or evidence base for improving learning before the implementation. Recently, there have been lots of studies about learning organizations and how educators perceive it. The essential part is to figure out how they use this concept after they perceive it. To be able to do that, other dimensions should be considered, like the teacher's practice or the areas of student achievement.

As for the Turkish educational perspective, the rules and regulations are frequently updating itself. However, it is crucial for all types of schools, both private and public ones, to follow the new directions. For Turkish schools, it is getting harder to both keep up with these changes and stay in this competitive field. In this case, this study intends to find out the degree of learning organization in schools about how they are open to learning and how they reflect this openness to their practices in teaching. In order to find out whether involvement and collaboration inside an organization would improve teacher effectiveness in their practices, this study will seek to understand teachers' perceptions of learning organization and how it is reflected in their actual teaching practices.

## **1.3. Purpose of the Study**

The primary purpose of this study is to gain insight into how teachers in a private school context perceive learning organization culture and how they reflect their understanding of their teaching and learning practices. Therefore, it focuses on

measuring the efficiency of the term learning organization shows itself in education, apart from the other fields. It is aimed to determine what results are obtained when the daily activity of human being reaches organizational levels and to provide data to help the future education breakthroughs.

The most significant purpose of school is to unlock, release, and foster the incredible capacity of human growth. Whether they are the teachers, principals, professors, or parents, the school's primary responsibility is to promote learning in others and themselves. As Peterson et al. (1996) indicate, restructuring of a school by itself does not change student learning or teacher practice. Therefore, learning organizations are significant because they promote innovation, improve succession, changes administrator roles to coaches, and fosters team collaboration. The essential term in today's education world is "students," so educators should consider all the ways to put them in the center even it underlies changing the whole school culture or even the community. The teachers are for students, so teachers should find a way to improve new methods and practices with the help of administrators to increase student learning. This study is conducted with the idea that a learning organization structure created by five disciplines defined by Senge (2006) will affect school success positively. It is crucial to determine the deficiencies to structure schools to build for learning organization approaches and to create resources for the field based on the results. On the other hand, the results can contribute to the new project and study ideas that aim to increase organizational learning capacity in schools. It can be concluded that; this study is significant for all educators to understand how teachers can lead to a change in teaching practices, which then affecting student learning. The following research question, therefore, guided this study:

- How do private school teachers perceive their school to be a learning organization; in what ways, do they reflect their perception on to their teaching practices?

#### **1.4. Significance of the Study**

In today's developing world, schools like many institutions are strengthened within themselves. Since the training area and the backbone of the society are students and teachers, being an example on the way to raising them beyond the current level will contribute to the field of education. Today, in Turkey, the legislators, educators, and parents want an education system to prepare all children for success. However, most of them ignore the fact that it can only be accomplished if teachers continue to learn with students simultaneously. The popularity of becoming a learning organization in private schools, especially in private ones, are increasing day by day (Kools & Stoll, 2016).

As Barth (2001) indicates, there are two kinds of schools: learning-enriched schools and learning-impooverished schools. He supports the teachers and students go hand in hand as learners – or not go at all. However, a more comprehensive research base is needed to understand better learning organization and teachers' perseverance on its effectiveness, which will influence student learning. Most of the studies intend to ignore the results of the learning organization and focus on perseverance. However, it is essential to keep in mind the teachers' practices when we consider a learning organization. Therefore, examining how private school teachers in Turkey perceive learning organization culture and how they reflect this concept to their teaching and learning practices is significant to contribute to the field.

#### **1.5. Definitions of Terms**

**Learning Organization:** Such an organization is a place "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together.", according to (Senge, 2006).

**Organizational Culture:** The term considered to be the shared values, beliefs, and assumptions that exist among employees within a company that help guide and coordinate behavior (Schein, 1983).

## CHAPTER 2

### LITERATURE REVIEW

This chapter enables an extensive review of the literature on learning organization and teaching practices. The chapter is constructed under three parts. In the first part, the emergence and historical development of learning organization, principles of a learning organization, schools as a learning organization, and learning organization in Turkey are covered. The theoretical part includes the concept description and the argumentation of its scientific and practical relevance. In the second part, teaching practices in Private schools are covered. In the third part, related studies were given that backup the concept. The chapter finalized with a summary of all these items to show the relation.

#### 2.1. Learning Organization

The idea of “learning organization” in the context of management theory was unearthed in by Argyris and Schön in 1978. However, in 1990, with the publication of Peter Senge’s best-selling book *The Fifth Discipline*, it became a popular management theory. Peter Senge (1990), the professor at the Massachusetts Institute of Technology, defined learning organizations as the organization[s] where people continually widen the capacity to form results they truly want, where new and expansive patterns of thinking are encouraged. He also adds the fact that it is where collective aspiration is set free and where people are continually learning how to learn together as a team. On top of Senge’s description of the term, Pedler et al. (1991) describe the term as the learning company, which is a vision of what might be possible, and it does not occur only by training individuals. He believes that it can only happen as a result of learning



at the whole organization level. In a learning culture, an organization facilitates the learning of all its members and continuously transforms itself. Lunenburg and Ornstein (2012) stated that a learning organization is a strategic commitment to capture and share learning in the organization on behalf of the individuals, teams, and the organization itself. They also added that it could be accomplished through alignment and the collective capacity to sense and analyze the changing environment, to reach the new knowledge through continuous learning, and to embrace this knowledge in systems and practices in order to transform this knowledge into productions. Garvin, Edmondson, and Gino (2008) describe the concept as a location where workers improve upon creating, acquiring and transferring knowledge.

Thinking outside the education world, Citibank CEO Walter Wriston (as cited in Senge, 1990) claimed that the person who finds out how to nurture the collective genius of the people in his or her organization would omit the competition away and thus create a natural learning environment. On the other hand, Dixon defines the learning organization: An organization that uses its members to create a process that will increase the performance improvement (Dixon, 1994). Doğan (2002) defines it as creating, acquiring and transferring knowledge, reflecting concepts, and having the capacity to change behaviors in an organization. As can be understood, the definition of the term has widely described among many scholars. Researchers who come from business-related disciplines, like Senge, and educational-related authors, like DuFour et al. (2006), agree that even though the model is called a “learning organization” the concept and ideas reflect potential for organizations to attain sustainable, long-term improvement. As for Garvin (1993), a learning organization is an organization skilled at creating, acquiring, and transferring knowledge.

Today, organizations prefer to work with people who can bring new perspectives, research and learn, think systematically, question and criticize, are innovative and progressive, have strong communication skills, can work with teams, and have high self-realization needs. As a result, in the field of education, schools started believing that they could no longer rule the administrative system if management inside the school follows a defined top-down hierarchical ruling. So, like other fields, they began to seek solutions. Overall, as Harris and Jones (2018) indicate that countless

publications, workshops, and websites followed, and the idea of the school as a learning organization became mainstream.

Since the emergence of original conception, there has been a range of ideas within the field of education. These ideas turned into terms that traverse the same intellectual territory. These terms can mainly be listed as professional learning communities, the learning school, the learning organization, the learning community, resulting in some conceptual overlap. All these concepts have been argued and as a result, composed some conceptual confusion.

## **2.2. Principles of Learning Organization**

For the past few decades, school leaders have taken note of this concept of learning organizations. They have embraced the belief that the capacity to improve an organization (school or district) lies from itself. However, developing this idea inside an organization is not an easy task. Even though most of the writers of the area mentioned the critical points in an organization, learning begins with the individual. Then, it spreads to the whole organization, and they can only maintain continuity through their employees' commitment. Therefore, they can build an organizational memory and then transform into a learning organization.

### **2.2.1. Senge's 5 Principles on Learning Organization**

While this study draws from several recent studies on learning organizations, the researcher's notion of the learning organization is heavily influenced by the work of ground-breaking articulated book, *The Fifth Discipline*. Senge (2006) believes that learning organizations are possible because not only it is people's nature to learn, but also people love to learn. Senge (2000) suggests that people can learn because leaders in learning organizations are designers, teachers, and stewards who lead every member of the organization in managing the tenuous relationship between vision and current reality. The adult collaboration ideas described by Senge, although not directly

connected to schools (student learning, curriculum, instruction, or assessment), focus on adults working together to achieve common goals and improve practice and, as a result, student achievement. The underlying rationale for Senge's learning organizations was that modern-day, successful organizations would be adaptive in their approaches to overcome the problems. For this to happen, Senge argued, the organization must address their employees' motivation and capacity to learn across all levels of the organization. Senge (2006) describes a model of five interdependent disciplines necessary for an organization to seriously pursue learning. He identifies systems thinking as the "fifth discipline" because he believes that thinking systematically is the critical bone level in the learning and change process.

- Systems thinking: A conceptual framework that sees all parts as interrelated and affecting each other.
- Personal mastery: A process of personal commitment to a vision, excellence, and lifelong learning. He describes it as developing a capacity to clarify what is most crucial to us and achieve it
- Shared vision: Sharing an image of the future you want to realize together.
- Team learning: The process of learning collectively; the idea that two brains are smarter than one. Senge indicates that team learning is developing a capacity for collective intelligence and productive conversation
- Mental models: Deeply ingrained assumptions that influence personal and organizational views and behaviors (Senge, 2006).

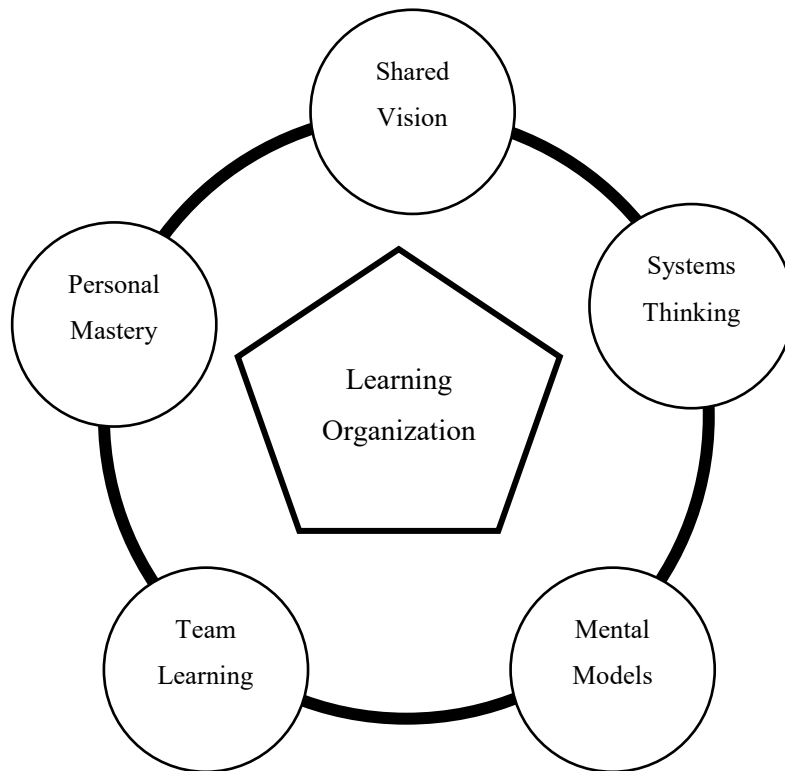


Figure 1. Peter Senge's 5 Discipline

As shown in Figure 1, for Senge (2006), these five disciplines represented the intersection of theory and practice to develop the core capacity of learning within an organization. He provides five interacting principles that form a learning organization: *shared vision, systems thinking, personal mastery, mental models, team learning, and.*

In *Schools That Learn*, which is a book directly focused on education by Senge et al. (2012), stating that teachers, administrators, and other stakeholders should comprehend how to compose their capacity, which is they must experience the capacity to learn. From his point of view, real developments will occur when implementors design the change themselves. Through learning, people make meaning of their experience and information. Learning helps people to create and manage knowledge that builds a system's intellectual capital. He argues that fiat, commands, or regulations are not the sources to renew and re-create schools, but establishing the principles of the learning organization is.

The keystone of the learning organization is the learning individual. If teams of learners are created, the learning organizations will enable individuals to transform into the learning individual, eventually. Senge (2006) states that learning organizations learn utilizing learning individuals. However, he adds that individual learning does not guarantee an organization's learning, and learning organization does not occur without individual learning.

Learning organizations are characterized by total employee involvement in the process of collaboratively conducted, collectively accountable change directed towards shared values or principles (Watkins & Marsick, 1992). Learning enables people to make their experience and information meaningful. It helps people to create and manage knowledge that builds a system's intellectual capital. Watkins and Marsick (1999) have developed a model of the learning organization around seven action imperatives. They explain the initiatives that are implemented in learning organizations. The action imperatives can be interpreted in terms of what must change to help schools become learning organizations. In this research, the Action Imperative of Learning Organization is referred to set a backbone to Senge's ideas and to look through a different perspective other than Senge's. This is because, dimensions and underlying key characteristics are intended to provide practical guidance on how schools can transform themselves into a learning organization and ultimately enhance student outcomes. Each one are discussed according to researchers reflection in Table 1.

In his book, Garrett (2000) states that the following prerequisites should be fulfilled for establishing a learning organization:

- Acknowledging organizations as complex human systems
- Comprehending that organizations are process-oriented rather than structure-oriented
- Comprehending the importance of feedback for both high and low-rank positions
- Realizing the requirement for the unification of strategic organizational accession and active and political learning

- Acknowledging unexpected incidents as new opportunities and taking advantage of them
- Acknowledging that management should be a profession

Table 1. Characteristics of Learning Organizational Culture

<i>Dimension</i>	<i>Definition</i>
<i>Continuous Learning</i>	Making learning a part of the workplace and providing necessary actions and opportunities for individuals to educate and develop themselves continuously.
<i>Inquiry and Dialogue</i>	Via productive reasoning skills and personal expressing, the culture is progressing since it enables the parties to question, give feedback, and experience the incidents.
<i>Team Learning</i>	Developing individuals employing collaborative working and getting different perspectives and methods to gather for in-depth and meaningful learning.
<i>Embedded system</i>	To be able to establish the learning environment, efforts should be given, and access to different sources should be enabled inside the work.
<i>Empowerment</i>	To give individuals the responsibility to include in vision and, thus, being able to make decisions to boost their motivation in learning, which they feel necessary for their growth.
<i>System Connection</i>	The work of individuals is for the organization, and they accomplish their tasks depending on the conditions of their environment because they cannot be set aside from the big picture. They are connected.
<i>Strategic Management</i>	Providing the necessary directives and modeling and influence others to support the learning strategies of the individuals.

Source: Adapted from Marsick and Watkins (2003)

Also Kools and Stoll (2016) defined seven overarching ‘action-oriented’ dimensions to explain the characteristics of the school as a learning organization. These are:

- Developing and sharing a vision centered on the learning of all students;
- Creating and supporting continuous learning opportunities for all staff;
- Promoting team learning and collaboration among staff;
- Establishing a culture of inquiry, innovation, and exploration;

- Establishing embedded systems for collecting and exchanging knowledge and learning;
- Learning with and from the external environment and a more extensive learning system;
- Modeling and growing learning leadership.

On the other hand, Dar-El (2000), grounds all these understanding as three foundations, which are:

- A culture based on transcendent human values of love, wonder, humility, and compassion.
- A set of practices for generative conversation and coordinated action.
- A capacity to see and work with the flow of life as a system.

However, Dar-El (2000) asserts that these foundations are ‘unscientific’ and cannot be defined, which fails to be scientifically measured. He adds that this problem is also actual for the five learning disciplines.

Therefore, the dimensions and underlying key characteristics are presented in this part to provide practical guidance on how schools can transform themselves into a learning organization and ultimately enhance student outcomes. While Senge’s ideas form the backbone of this study, new theories are presented in this section to support his ideas. It can be seen that Senge’s disciplines and influenced many theories, as stated above.

### **2.3. Teaching Practices in Private Schools**

To develop learners who are critical thinkers, Dewey (1915) advocated the development of a model of schooling, which embraced the social dimension of learning to promote flexible adaptation. He expressed the importance of this critical for human advancement in a democratic society. As also stated in Fifth Discipline, Schön (1983) describes the practice in general context as a trail of the ‘*virtual world*’. In other words, he says that practice is an established depiction of the world we observe. As Sanders et al. (1996) and numerous studies indicate, educators make a

significant difference in students' education, and teaching practices are essential to understand and improve education. They are closely linked to the teachers' strategies for coping with challenges in their daily professional life. They contribute to their general well-being and, most importantly, they form the learning environment and influence both the teacher and learner motivation and achievement. Evans (2002) asserts that the teacher development process may enhance the status of the profession as a whole and improve teachers' knowledge, skills, and practice. Being able to say what they do and why, to improve their teaching/learning environments, enables teachers to grow professionally and personally.

Brookfield (2017), suggests that we use four lenses to get different perspectives on our practice, and in so doing, to be able to comprehend better what we currently take for granted. These lenses are:

- Autobiographies – self as learner and teacher,
- Our students' eyes,
- Our colleagues' experiences and perspectives
- Theoretical literature.

To give a specific example; The Society of Health and Physical Educators in 2009 came up with grids organized the practices into five separate sections: 1. Learning Environment, 2. Instructional Strategies, 3. Curriculum 4. Assessment 5. Professionalism (Appropriate Instructional Practice Guidelines, k-12: A Side-by-Side Comparison, 2009). Mainly the professionalism section is linked to the learning organization, which shows the idea that they included the concept to the planning as a part of the procedure.

According to Cishe et al. (2017), teachers holding post-positivist paradigm and social practice theories view emphasize on facilitating student inquiry. They prefer to give students the chance to develop solutions to problems on their own and allow students to play an active role in instructional activities. Reflection on teaching is making future wiser decisions based on studying of one's practice and accumulation of belief, action, and outcome (Bullough & Gitlin, 2001). Thus, developing reflective practice and continuous learning is the backbone of the highest professional capacity in education.



So, reflection can occur in different ways and for different purposes according to the goal. To address this integrity, schools should emphasize seven dimensions of individual wellness because students' needs should be considered according to their well-being, as shown in the figure below. This model was developed by Hettler in 1976 that included six dimensions of health (Hettler, 1976). Later some researchers added the environment to the model. Interim objective goals are stated to be the teachers' professional development and continuous revision of the curriculum.

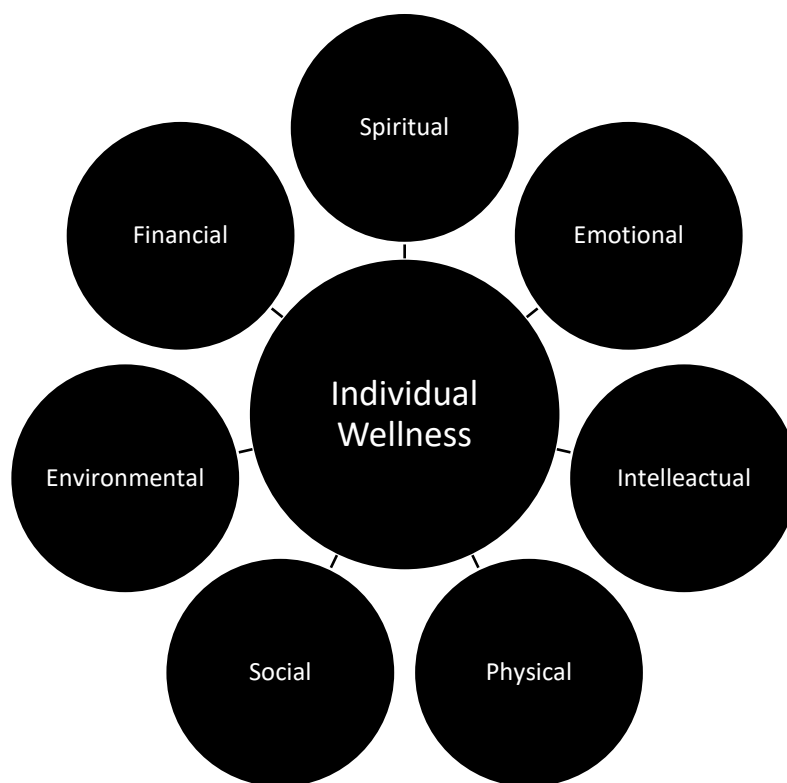


Figure 2. Seven Dimensions of Wellness

## 2.4. Research on Learning Organizations

### 2.4.1. Schools as Learning Organization

Apart from the general definition of the term, the terms should be more defined in the educational context. As Kools and Stoll (2016) assert, the school as a learning organization (SLO) has been steadily growing since the 1990s. It is less extended than

the learning organization literature, which mostly deals with organizations in the private sector, and like in other sectors, the concept lacks clarity. In the school context, which is the framework of this study, the term refers to the information that is difficult for teachers and students to reach alone being easily acquired using team spirit; schools are learning to learn; enforcing students to learn how to learn and to educate these individuals to behave effectively. In other words, school as a learning organization should possess the capacity to change and adapt routinely to new environments and the new circumstances as its members, individually and together, learn their way to realizing their vision. This is because educators need to learn how to learn because they must be knowledgeable and wise enough to change (Easton, 2008). However, when the terms are considered from a general perspective, not just in the educational context, the literature gives us many studies that show the outcomes of the learning organization. An example study results suggested that a learning organization positively affects knowledge performance, which positively and strongly affects financial performance (Kim, Watkins, & Lu, 2017). A learning organization has a significant indirect effect on financial performance that was proven by the result that knowledge performance fully mediates the relationship between them. Therefore in a more global context, it can be seen that the outcomes of the learning organization are broader.

In education, when learning organization is mentioned, it is assumed that administrators play a critical role in establishing this culture. Leithwood (2008) concluded that 'leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. As for the administrators' context, Hamzah et al. (2011), stated in their study that the existence of teacher practices for a powerful learning organization and consistent support by transformational principals would enable schools to achieve continuous improvement and excellence in terms of teacher and student learning.

In this study, because the context is private schools, it is crucial to understand private schools and what purpose they serve. Generally, Turkish private schools are considered ask-12 when they met the criteria. It can be said that a teacher who is designated to educate children between kindergarten and 12<sup>th</sup> grade, anywhere

between the ages of five and eighteen are considered as a k-12 teacher. Teachers are responsible for fostering students' ability to learn independently, and for teaching them the information and skills necessary to succeed in the future.

Harris and Jones (2018) emphasize the considerable time, effort, and resource that is needed to turn any school into an authentic and sustainable learning organization. Overall, learning in an organization happens when consciously enhancing people's ability to learn. This is available when learning takes place on both individual and organizational levels as well as developing sustainable systems that would support this process.

Another study focused on the impact of high school teachers' perceptions of how they consider their schools and how this reflects their problem-solving strategies. With 320 participants in the state of Kuwait, they concluded that high schools that are perceived as learning organizations, who specifically encourage inquiry and communication, result in improving teachers' problem-solving strategies (Alazmi, Alazmi, & Alqahtani, 2013).

Another work was done by O'Keefe and Stewart (2004), through creating practical programs that enable students and educators to develop conflict resolution skills using the "five disciplines". They asserted that if educators help students to focus on and practice conflict management skills in the school environment, their skills will become naturally acquired, and they will use this type of thinking style in their future lives.

Apart from learning organization in general, the study focused on teacher practices and how they deliver this understanding to their students. Therefore related international studies were examined to analyze different findings. It has been concluded that many studies that were mentioned in this part put emphasis on principals and teachers but fail to discuss the learning level in students. Similar studies in Turkey are presented below.

## **2.4.2. Learning Organizations in Turkey**

Although its emergence corresponds to the late 1970s, the learning organization has gained momentum as a research theme, particularly in the last two decades. It has been associated with a set of variables such as school culture, organizational learning, professional learning communities, and so on, both international and national level. However, in Turkey, the phenomenon is relatively newer. It can be seen that there have been some references to the concept in the past years, and much research has been done relating to teacher perseverance and learning organization. A study conducted by Yılmaz and Turgut (2016) among 370 teachers in Konya concluded that there is a significant relationship between teachers' perceptions of organizational identity and schools' quality of being a learning school. Also, it was seen that there is a significant positive relationship between identification, goal value sharing, and communication, image sub-dimensions of teacher's organizational identity and team learning, mental models, shared vision, personal mastery sub-dimensions of learning school.

Celep, Konakli, and Reçepoğlu (2011) investigated primary school teacher's organizational learning perceptions based on their experiences and thoughts by referring to educational practices, supportive leadership, communication, and education technology, information sharing, and cooperation dimensions of organizational learning. Their findings concluded that perceptions about organizational learning differ meaningfully according to the teacher's age and their tenure of office. It can be asserted that we can develop schools' organizational learning ability only if we create systems which make accessible and support managers', teachers', students', parents' and other education workers' learning course.

As Can (2011) concluded in his study, about the activities that aim to develop a learning organization in schools which are in three different provinces (Gaziantep, Kayseri, and Kahramanmaraş) in Turkey, the satisfaction of the students, teaching staff, parents and the environment should be given importance together and all stakeholders should support expectations and actions for ongoing learning.

To give an example from a higher education environment, Ağaoğlu (2006) induced research in Eskişehir Anadolu University aims to determine whether the schools of education have the learning organization features. She finalized her study by saying that the university has the favorable organizational culture and structure required for transformation into a learning organization and that the vision and mission of the school are shared by most of the instructors. However, she touched upon the fact that most of 145 the instructors believe that the strategies implemented for the transformation of the school into a learning organization are not sufficient, but there are favorable characteristics for transformation.

Another study conducted by Savaş (2013), aimed to determine the levels that effect Science teachers' working for Gaziantep National Education Administration, on the perception of a learning organization paradigm on job satisfaction. Findings showed that the perception of general job satisfaction of teachers' learning organizations predicts their job satisfaction strongly and positively. However, Receptoğlu (2013) found that teachers' perceptions of organizational learning do not change according to gender, tenure of office, and principals' use of position power while teachers' perceptions change according to their ages. Similarly, Güçlü and Türkoğlu (2003) conducted their study about the perception level of the principals and teachers of primary school as regards to learning organizations, around Ankara and they found out that primary school administrators level of perseverance is higher than the teachers when it comes to 5 disciplines of the learning organization. Also, both teachers and administrators indicated that personal mastery is a distinct failure of fulfillment in their school, but they are willing to join team learning.

To link the learning organization to teacher practices, it is essential to review the previous studies. An example can be given about the practice teaching of the teachers, done by Kasapoğlu (2015). It revealed the problems about practice teaching, which are; lack of useful mentoring, lack of implementation of school experience and practice teaching, limited or no interaction between mentor teachers and pre-service teachers, limited or no collaboration between universities and partner schools, perceived incompetence of pre-service teachers doing practice teaching, the difficulty of placing pre-service teachers at partner schools, the limited time for preparing and practicing,

limited or no systems built for the selection and placement of faculty coordinators and instructors, limited or no opportunities provided in public schools, practice teaching which is not seriously taken by the people responsible for school experience and practice teaching, and the unawareness of mentor teachers of the purpose of school experience. Under these results, it can be said that the schools are away from being a learning organization, and the consequences are inevitable.

Another study in Turkey aimed to determine the level of realization of the characteristics of a learning organization at formal primary schools according to administrator and teacher perceptions based on using the dimensions of five disciplines in a learning organization. Fifty-eight administrators and 240 teachers working in the city of Istanbul, Bayrampaşa district, participated in this study. It concluded that perception of the characteristics of the learning organization in primary schools showed high level for administrators and medium level for teachers. Also, both parties found the sources as inadequate to be a learning organization to foster this concept; they feel that they need various encouragements (Güleş & Çağlayandereli, 2012).

A qualitative study by Yıldız and Yumuşak (2011) compared the perception of teachers working in private and public schools about learning schools and concluded that in the process of building learning schools, the young teachers who were new to the profession were more willing, dedicated and hard-working in terms of the formation of the disciplines of the learning school. It can be said that the teachers with higher professional seniority have a high level of resistance to new learning, changes, and practices of school principals who are younger than them in the context of the mental model discipline.

Considering these all studies, there have been many research themes about learning organizations in the Turkish context. However, they arise from analyzing individuals' perceptions about how their school or classroom is in terms of reflecting learning organization. In other words, it cannot go beyond perception, while it is essential to analyze what teachers do to teach their students. Therefore, it is meaningful to explore their practices, which constitutes the final fallout of the concept.

## **2.5. Summary**

Learning organization can shortly be summarized as a culture that enhances the ongoing development of staff, healthy and secure collaboration, and communication between teams and individuals, and constructive feedback loops. This type of culture fosters an environment of mutual gain, where the staff is challenged to learn and develop while simultaneously providing the organization with the talent and knowledge it needs to adapt and grow in a continually changing environment. The organization helps its people grow, and in turn, people help grow the organization.

The teaching practices of the teachers are crucial in a school because being an effective teacher is a challenge, and every student is unique. However, by using a combination of teaching strategies one can address students' varying learning styles and academic capabilities as well as making the classroom a dynamic and motivational environment for students, which all learning organization in education world focus to achieve.

As a result, it can be said that there are many studies about learning organizations, both international and nationwide. Most of them focus on how teachers perceive this concept inside their institutional culture. However, it would be more meaningful to go beyond their culture and environment and try to figure out the consequences of this term.

## CHAPTER 3

### METHODOLOGY

In this chapter, methodological procedures are presented. A case study design was used in this qualitative research. The reason why the case study was chosen is that it contains detailed aspects. In this process, the sampling and participants are clarified along with data collection procedures and data analysis phases. In the final touches, the role of the researcher in the study and ethical consideration is discussed.

#### 3.1. Research Design

The research question of this study is, “How do teachers working in private schools perceive their school to be a learning organization, and in what ways, do teachers reflect their perseverance of learning organizational culture on to their teaching practices?” This qualitative research utilized a case study design that aims to understand how private school teachers perceive the concept of “Learning Organization” and how they reflect this to their teaching and learning practices. As a result, in this study, the focus was given to the teachers. To address this research question, qualitative research was conducted, which is the most appropriate choice since it deals with detailed descriptions and in-depth analysis of their understanding among a specific group of people (Creswell, 2012).

Qualitative research intends to generate knowledge grounded in human experience, has established a unique place in the research literature (Sandelowski, 2004). Yıldırım and Şimşek (2011), describes the qualitative research method as a type of research method in which events are presented realistically and holistically in their natural environment. As the essential factor in shaping the behavior of people is their intuitive



understanding and the environment at that moment, the qualitative research design was used in this research. Qualitative research can help researchers to access the thoughts and feelings of research participants, which can enable the development of an understanding of the meaning that people ascribe to their experiences. Rather than testing a fixed hypothesis, it focuses on analyzing the dialectic procedure of the questions that have been asked and the given answers. Lastly, Glanz (2005) emphasizes the fact that questions are being answered verbally to analyze how participants' perseverance and interpretation of their nature. Thorne (2000) indicated that the most complex phase of qualitative data is data analysis. He also added that it receives the least thoughtful discussion in the literature. However, many have argued that researchers need to be clear about what they are doing, why they are doing it, and include a clear description of analysis methods (Braun & Clarke, 2006; Thorne, 2000). In other words, qualitative research might not seem an easy task, but it clarifies readers about how researchers analyzed their data. Besides, it gives the idea of what assumptions informed their analysis, evaluating the trustworthiness of the research process.

In this research, to address the particular situation, a specific school was chosen who describes itself as a 'learning organization,' and the degree of teachers' perception working in that school was explored and how it reflects their teaching method was discussed. The semi-structured interviews have been done, and voice recording was put in to use. According to the flow of the meeting, some additional questions were asked to make the idea clear. About the qualitative research Bradshaw et al. (2017) indicated that it is a design that is linked to acquiring the information directly from the organizations that get involved in a specific fact.

According to Yıldırım and Şimşek (2005), a case study is a research method used in cases where there is more than one evidence or data source and the boundaries between the content is not clearly defined and it is used in a current phenomenon. Likewise, (Creswell, 2013) describes it as a qualitative research approach in which the researcher deeply examines one or more situations with multiple sources of data collection tools (observations, interviews, audiovisuals, documents, reports) over time, defining situations and contextual themes. Also for Baxter and Jack (2008), a case study is a

case using different sources of information expressed in a way to investigate a context. As a particular case in this study, a private school in the capital city of Turkey was chosen and interviews about how the learning school culture is perceived by the teachers and how they reflect on their practices based on their experiences were investigated.

This study was designed as the only case study of the case study types. In a single case study, the researcher focuses only on one topic and chooses a limited situation to explain the topic (Creswell, 2013)

### **3.2. Context of Research**

The data collection process was conducted in one of the private schools in Ankara. This school was chosen because it was identified as possessing different dynamics and cultures of a learning organization. Therefore, the study calls upon a respectable amount of population. As a result, the population of this study is the teachers working in private schools in Turkey. It is located in a wide-open space in that university campus. This school has four other campuses around Turkey and provides academic support to other different schools around the country. They represent themselves as, with approximately 1000 teachers, 300 support staff, and 7000 students.

Leithwood and Louis (2000) indicate that the essential factors in a learning organization that is related to school vision and mission. Therefore, in this research, it is essential to analyze the context of the research depending on its mission, vision, and, additionally; principles, and objectives. Their mission includes to educate their students as individuals who are faithful to Atatürk's principles and who are equipped with the knowledge, skills, and values essential for contemporary life, and to do this in an environment where the development of individual characteristics is given importance and where opportunities of self-realization are created. Also, their vision is to become an internationally well-known school that makes a difference.

This school expresses its principles and objectives as:

- To raise loving and modern individuals, who feel a powerful bond to the principles and the fundamental hallmarks of the Republic of Turkey,
- To be aware of the fast-changing and developing conditions of the world and to adapt to this with valuable contributions,
- To go beyond a traditional concept of education,
- To limit the number of students to enable the same amount of care and attention to each of them. Thus, to fasten their rate of learning,
- To identify the students' areas of interest and to develop their social skills,
- To meet their psychological, physical and mental needs to raise individuals who can think critically and creatively to solve problems, make decisions and carry out research,
- To provide teachers with the necessary background to actively make and implement decisions,
- To render the communication between student, parent, and teacher continuous and active,
- To run seamless education-teaching programs from grades k-12 in a manner that minimizes exam stress and anxiety,
- To become an “exemplary school” both in national and international platforms.

Also, this school explains its values:

- Ideology of Atatürk
- Development
- Communication and Collaboration
- Self-Realization
- Leadership
- Responsibility and Caring
- Transparency, Trust, and Self-Confidence
- Creativity and Productivity

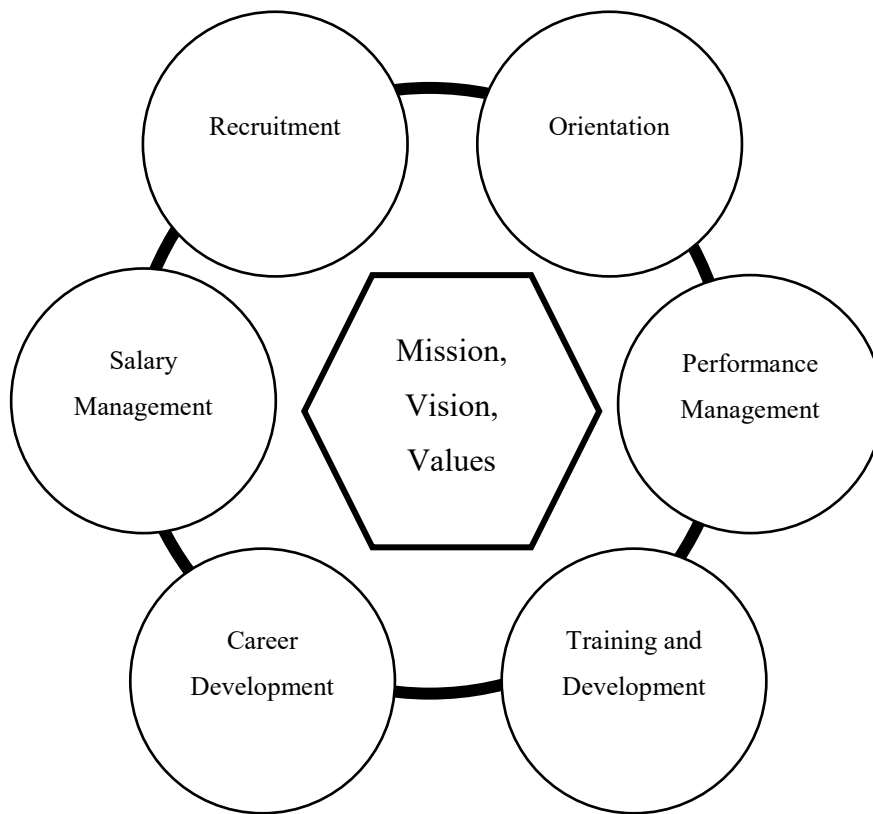


Figure 3. Human Resources Component of the School

In Figure 3, the essential components of this school’s mission, vision, and values can be seen. During the research period, the researcher reviewed some documents of the school to gain a more comprehensive insight into it. Alongside analyzing the mission, vision, principles, objectives, and values, the researcher revised The Strategic Plan, Quality Handbook of 2018-2019, Student Handbook, and Education Framework. Also, the organizational chart and assessment and evaluation principles were paid attention both before and after the data collection stages. All of the facts, procedures, rules, and regulations are clearly stated for all stakeholders.

In the Quality Handbook of 2018-2019, the school states it is Professional Development Principles as a separate section, supporting that the professional development is essential to adapt to the fast-changing world of the 21<sup>st</sup> century, to follow a creative and reformist system and to go beyond traditional approaches in education. It dives into three sections which are: Internal Training and Seminar, External Training and Seminars, Performance Management System. Table 2 shows the

explanations of these three sections. It claims that to strengthen the schools' capacity to drive innovation and to reach more exceptional results, the school offers a wide variety of internal and external personnel and professional development programs for teachers. For administrators, to help them improve their skills and to advance in their management career, professional courses are also designed. Staff can also be asked to complete mandatory training required by law.

Table 2. Professional Development Principles of the School

<b>Internal Training and Seminars</b>	<b>External Training and Seminars</b>	<b>Performance Management System</b>
The results of the performance management system highlighting the areas for improvement are taken into consideration while planning professional development trainings. Other internal trainings and seminars might be held to inform staff of changes in the curriculum, new technology, and exemplary national and international practices.	Staff who volunteer to attend training courses conducted by external organizations are requested to get the approval of the principal or the manager first. The final decision is left to the discretion of the Founder Representative. Staff can also be requested by the administrators to attend external training programs that provide benefits to both the school and the employee.	The Performance Management System is an official program used to facilitate the attainment of individual and corporate goals by ensuring the standardization of the assessment and evaluation of staff performance and professional needs on an annual basis. Performance Management System aims to: <ul style="list-style-type: none"> <li>– promote positive employee relations,</li> <li>– identify employees' professional development needs and create professional development plans,</li> <li>– assess employee performance utilizing established performance measures,</li> <li>– achieve school goals by promoting continuous professional development,</li> <li>– develop a professional learning culture across schools,</li> <li>– motivate and help employees reach their goals and improve their performance.</li> </ul>

Under these descriptive statements that can be connected to the concept of the Learning Organization, the researcher decided to use this school as a target data collection source. The reason behind this is because the researcher found many affirmative factors that can support the triangulation of this study.

### **3.3. Research Participants**

The study aims to delve into the perceptions of private school teachers from different profiles. Therefore teachers from different backgrounds were asked to complete the interview to gather the necessary data. Teachers are chosen in the second term of the 2018-2019 Academic Year. There are two conditions for the sample. The first is to be a teacher who works at a private school. The other necessary condition is that the school accepts and defines itself as being a learning organization. The study group of this research was determined by using a typical sampling method in convenience sampling methods. According to Lavrakas (2012), convenience sampling is a type of nonprobability sampling in which people are sampled since they are convenient and available sources for research to proceed. It includes research subjects who are being selected for a study because they could be recruited quickly. Convenience sampling is a kind of non-probability or nonrandom sampling in which members of the target population, as Dörnyei (2007) mentions, are selected for the study if they meet specific practical criteria, such as geographical proximity, availability at a particular time, easy accessibility, or the willingness to volunteer. Due to this reason, participants were required to be working in an institution that expresses itself as a “Learning Organization.” Yıldırım and Şimşek (2011), stated typical as “if an application is to be introduced, it should be studied by identifying one or more of the situations in which the application exists.”

Under this suggestion, a school was chosen that meets the criteria of this sampling requirements. In addition to knowledge and experience, Bernard (2002) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Interviews were conducted with the teachers and administrators who volunteered to participate in the study. The participants were English language teachers, classroom teachers, and kindergarten teachers. Two different groups of participants were used in this study. The study group of this research included 21 teachers and three administrators of the target school that has been mentioned in the research environment, excluding the pilot interview.

Table 3. Demographic Information of the Participants

<i>Participant Code</i>	<i>Gender</i>	<i>Age</i>	<i>Educational Background</i>	<i>Teaching Experience [years]</i>	<i>Experience in Current School [years]</i>	<i>Teaching Branch</i>
<i>P1E</i>	Female	32	B.S.	10	8	ELT
<i>P2E</i>	Female	38	B.S.	10	4	ELT
<i>P3E</i>	Female	38	B.S.	11	5	ELT
<i>P4E</i>	Female	26	B.S.	3	1	ELT
<i>P5E</i>	Male	43	M.S.	19	3	ELT
<i>P6E</i>	Female	43	B.S.	21	21	ELT
<i>P7E</i>	Female	37	B.S.	15	13	ELT
<i>P8E</i>	Female	37	B.S.	14	6	ELT
<i>P9E</i>	Female	31	B.S.	9	2	ELT
<i>P10E</i>	Female	30	B.S.	8	1	ELT
<i>P11C</i>	Female	29	M.S.	7	1	CST
<i>P12C</i>	Female	37	M.S.	16	10	CST
<i>P13C</i>	Female	34	B.S.	11	7	CST
<i>P14Y</i>	Female	36	B.S.	13	8	YLT
<i>P15C</i>	Female	34	M.S.	12	10	CST
<i>P16C</i>	Male	30	M.S.	9	5	CST
<i>P17C</i>	Female	32	B.S.	9	5	CST
<i>P18Y</i>	Female	47	B.S.	24	23	YLT
<i>P19Y</i>	Female	38	M.S.	15	6	YLT
<i>P20C</i>	Female	55	B.S.	32	30	CST
<i>P21Y</i>	Female	27	B.S.	4	2	YLT

*B.S.: Bachelor's Degree, M.S.: Master's Degree*

*ELT: English Language Teaching, CST: Classroom Teacher,*

*YLT: Young Learner's Teacher*

The study group consisted of 21 teachers, of whom 10 are English teachers, and 11 are Turkish classroom teachers. 4 out of 11 of these classroom teachers are teaching at the kindergarten level. Three of these teachers held the responsibility of being the department head, which are; English Department, First Graders Department, and

Kindergarten Department. They have the position to be the bridge between the teachers and the administrators. The ages of all these teachers vary between 26-55 years, and the average age of teachers is approximately 36 years. The teaching experience of the teachers who participated in the research ranged from 3-32 years. The average teaching experience of these teachers is approximately 13 years. The working experience of them in this school vary between 1-30 years. The average years of experience in this school are approximately eight years. Eighteen of the participants were female, and 2 were male. The participant teachers are all Turkish citizens, and their mother tongue is Turkish. Table 3 presents the demographic information of the teachers.

The second group of the study consists of three female managers. One of the three managers is the main vice-principal, and the others are vice-principal of 1<sup>st</sup> graders and vice-principal of Kindergarten. The ages of the managers ranged from 38-49, and the average age was 42 years. The management experience of the managers participating in the research ranged from 2-10 years. The average management experience is 5. All of the executives have been working in this school for more than ten years. The main vice-principal is responsible for all the teachers that are working on that level, which is 120 teachers. The number of teachers that First Graders' Vice-Principal and Kindergarten's Vice-principal is more than 30 and 50, respectively. Table 4 presents the demographic information of the managers.

Table 4. Demographic Information of Administration Participants

<i>Participant Code</i>	<i>Gender</i>	<i>Age</i>	<i>Educational Background</i>	<i>Administration Experience [years]</i>	<i>Experience in Current School [years]</i>	<i>Teaching Branch</i>
<i>P22Adm.</i>	Female	40	B.S.	3	14	CST
<i>P23Adm.</i>	Female	49	B.S.	10	25	ELT
<i>P24Adm.</i>	Female	38	M.S.	2	9	YLT

*B.S.: Bachelor's Degree, M.S.: Master's Degree*

*ELT: English Language Teaching, CST: Classroom Teacher,*

*YLT: Young Learner's Teacher*



### **3.4. Data Collection Instrument**

In this study, qualitative in-depth interviews with semi-structured question types were used to address the intended research problem. Interview, in short, is described as a process of collecting data based on surveying and analyzing the thoughts of either the individuals or group of individuals (Glanz, 2005). While the strength of this interview type is the increasing comparability of the answers and facilities organization and analysis of the data, the weakness is that it may limit the naturalness and relevance of question and answering process due to standardized wording structure (Fraenkel, Wallen, & Hyun, 2015). The researcher developed a semi-structured interview guide, and expert opinion shaped the final structure of the interview questions. The questions were prepared in line with the literature review and expert opinions on the five disciplines (personal mastery, shared vision, team learning, mental models, and system thinking), which Senge (2006) foresees for schools as a learning organization.

The data collection instrument consists of an interview protocol developed by the researcher based on the theoretical framework. The data collection instrument consists of 4 stages for both teachers and the administrators: 1. Demographic information sections, 2. Organizational Culture, 3. Perception of the Learning Organization, 4. Teaching Practices. To see the interview, please see Appendix A for teachers and Appendix B for administrators.

While composing the interview questions, the researcher was inspired by some relevant study questions from both qualitative and quantitative studies. The first one is DLOQ (Dimensions of the Learning Organization Questionnaire) developed by Marsick and Watkins in 1997 (Watkins & Marsick, 1997). It was designed to measure learning culture in organizations. The intent is to capture the employee's perception regarding the seven dimensions to help the organization get a clearer understanding of where they are versus where they need to be. The seven dimensions are of the positive nature and cultural aspects of a supportive learning organization, which encourages dynamic organizational learning processes.

The second source was the diagnostic survey of the learning organization introduced by Garvin in 2008. This diagnostic survey was designed to help the participant determine how well their institution functions as a learning organization. This survey relies on three different building blocks. Firstly, there must be a supportive learning environment for the organization. Secondly, concrete learning practices must take place, and thirdly leadership should reinforce learning.

Furthermore, the three building blocks are defined to have the following characteristics. The supportive learning environment is characterized by psychological safety, appreciation of differences, openness to new ideas as well as ensuring time for reflection. Concrete learning processes and practices consist of experimentation, information collection, analysis, education, and training, and finally, information transfer. The leadership that reinforces learning building blocks consists of topics connected to the leadership of the managers (Garvin et al., 2008).

The literature presents many quantitative data collection sources. However, the researcher supported the idea that behavioral and social experience should go beyond numerical scales to gain a deeper understanding. In order to carry out qualitative research effectively, the researcher needs a good 'semi-structured' set of questions to keep the data process on track. This framework needs to be operationalized to ensure that 'why' questions are frequently being asked to reach to the final destination.

### **3.5. Data Collection Procedures**

The procedure process started with getting approval from the Middle East Technical University Human Subjects Ethics Committee (Appendix E). Before the interview questions were prepared, national and international literature on the research subject was searched. After the literature review, the research problem and sub-problems were determined based on the experiences and the problems encountered in the researcher profession. Qualitative studies were examined related to the subject. After the conceptual basis of the subject was established by the literature study and information was obtained, and the problem of the research was determined, the questions that could

be included in the interview questions were determined. Interview questions were created separately for teachers and administrators. Two pilot interviews were implemented, and four expert opinions were used to figure out possible validity and reliability scores of the study. Based on these pre-interview phases, related editing was conducted to the interview questions by the researcher before the actual data collection process to make the process more understandable.

Later, the target audience was contacted both by e-mail and verbal invitation, and new participants were reached by snowball sampling. Before the interview, the participants were given the interview questions and asked to do some research on the relevant topic to avoid confusion. After the pre-interview stages took place, the interviews were conducted one by one after getting the Interview Consent Form (Appendix D) signed. The researcher collected the research data at the desired place and time of the participants (school canteen, teachers' room, laboratory, parents' meeting room, school hairdresser, school, or park). To prevent data loss during the interviews, the participant's interview was recorded with a voice recorder. Teachers and administrators did not answer the question they did not want to answer. During the interview, it was stated that a recording device would be used. Also, it was stated that the records kept at the end of the interviews could be listened to by the participants, and if necessary, the views in the recording could be partially or entirely removed. Thus, it was tried to prevent the harmful effects of the recorder on the participants. It was also stated that if they do not want to be recorded, the researcher can take notes instead. However, no participant opposed to being recorded. Therefore, the researcher only noted the highlights and specific parts that she would consider essential. When all the research processes terminated, the researcher informed the school about the gathered data and conclusions through a briefing.

In summary, the researcher performed the data collection process in three stages. In the first stage, after the literature review, questions were prepared, expert opinion was taken, and pilot interviews were conducted. In the second stage, the school was identified, and the necessary permissions were received from the administrators for data collection. Finally, by selecting the interview venue, teachers were informed about the research, and interviews were conducted.

### **3.6. Data Analysis**

Interviews were recorded with a voice recorder under the permission obtained from the participants through voluntary participation. The records were transferred to Word document and converted into written form. A code name (P1, P2, P3 ... P23) was created for all participants. The qualitative data was analyzed by the thematic analysis method in the form of coding, classification, and interpretation of common themes. The primary data is the teachers' perception. In this study, it is aimed at revealing the participants' judgments of their lived experiences in a reflexive way. To make sense of the shared incidents, it is essential to look at the experiences through the eyes of the people who have lived them. Data analysis in this research aims at finding out the essence of the shared culture to reach the nature of the lived experiences of the sample instead of generalizing the results to the population.

The researcher has gained knowledge about qualitative research from many different sources. In the analysis of research data, thematic analysis was applied to reach the concepts and relationships that could explain the collected data. According to Yıldırım and Şimşek (2005), the researcher first conceptualized the collected data and arranged them logically according to the emerging concepts and identified themes explaining the data. In the analysis of the data, the researcher followed the thematic coding stages. These are (Robson, 2017): 1. Getting familiar with data, 2. Generating first codes, 3. Identifying contacts, 4. Creating thematic networks 5. Integrating and interpret.

To manage the quantity of qualitative data, the researcher took reminders about acronyms and interviews, as suggested by Miles and Huberman (1994), during the data collection process. The researcher has prepared a summary paper on what to achieve for the interviews. The researcher read the data, interview forms, and reminder notes several times to recognize the data after the data were passed to Microsoft Word as preprocesses. The researcher kept notes about his first thoughts.

After getting acquainted with the data, the researcher produced the first codes. Codes are raw data that can be considered meaningful for a case (Boyatzis, 2008). In this research, an inductive and deductive structure was needed from the data collection

stage. By induction, higher abstraction level concepts were reached, and relations between them were achieved (Baltacı, 2017). While induction is vital in the effort to reach the concepts from the data, it is deductively designed to combine the concepts and create themes. The researcher based the interview questions on the basis and gave colors to the main themes he formed according to the question titles. Organizational culture codes were given **green** color; motivation enhancing factors were given **pink** color, factors that define the institution as learning organization was given **blue** color, the decision-making process was stated with **orange** and reflection of Learning Organization to students' success was colored with **gray**. Here too, deductive is used because the researcher comes from larger pieces of code. These colored codes are written on a separate page and the codes of the same color in the 2nd coding stage are written under each other. An example of color coding is presented below.

Our school is an institution that **attaches great importance to group activities**. We actually **prepare our weekly or family planning in subgroups**. We have groups of 4-5 people for each subject area of each branch. In these groups, each teacher **conducts individual research** and **general arrangements** for the subject to be taught that week. We also come together as a subgroup and **exchange ideas**. If we have different researches and current issues we follow, we share them within ourselves, which increases our motivation in learning. We have **weekly department hours**. Here, consists of stages that we have **general evaluation** of the activities we did and sample shares were made during that week. **Therefore, we aim to give importance to the individual needs and differences of the child.**

Figure 4. Color Coding Example

In the third stage, the researcher tried to determine the themes. By designing this research in an inductive analytical system, the categories were created from the data, and the top categories were reached from the categories. She evaluated the main titles (colors) separately. The researcher kept in mind when determining the first stage of coding and tried to identify candidate themes. At this stage, different codes are devoted to potential themes. The themes were created by making use of repetitions, transitions, similarities, and differences (Robson, 2017). An example of this application is presented below.

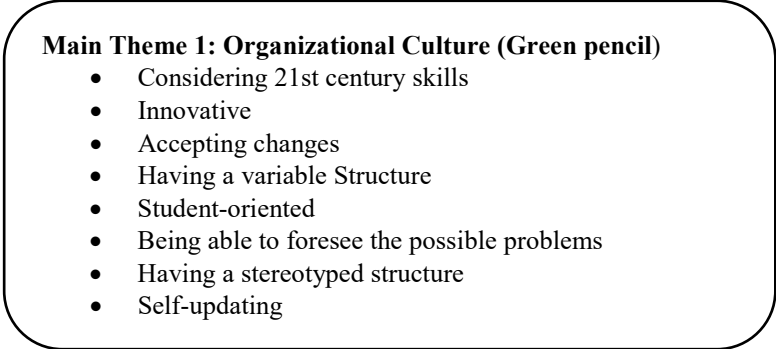


Figure 5. Analysis of Codes in Main Themes

The researcher wrote the possible themes in the paper on which she did coding and gave them a number. The researcher collected the relevant codes under the numbered themes while doing so and gathering them under a table by giving the same number to those who have a similar relationship to the third stage codes. She reviewed the themes and the collection of coded data pieces associated with them and checked whether they were a logical pattern.

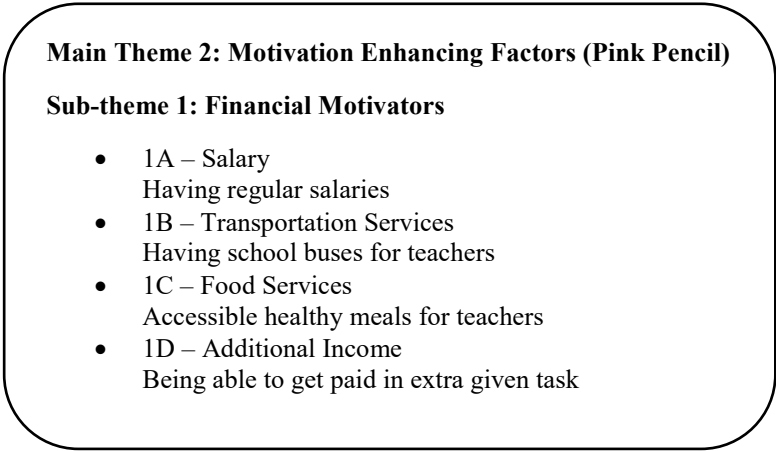


Figure 6. Separation of Codes Under Main Themes into Sub-themes

The themes identified in the fourth stage were compared. By combining themes of the same content, themes that are not felt appropriate are placed under appropriate themes. The number of themes under the main themes varied according to the theme. Later, sub-themes are networked by giving relations. Sub-themes and codes are placed under the central theme. An example of the application is shown above.

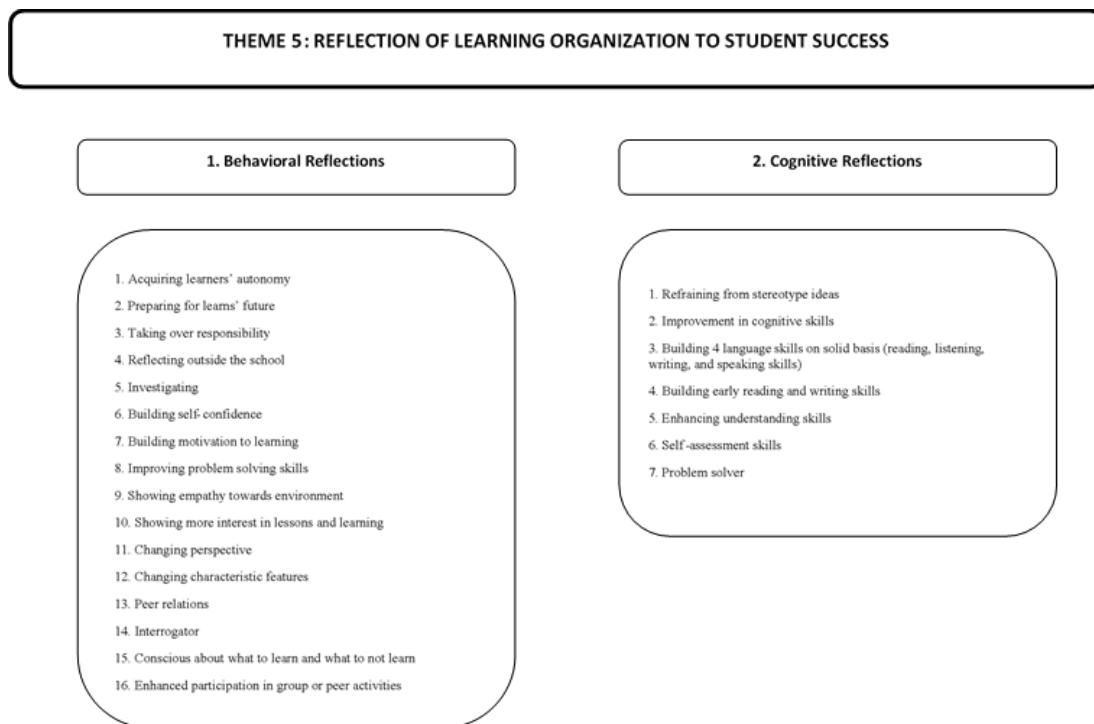


Figure 7. Example of Converting Codes to Network

In the fifth stage of integration and interpretation, the researcher used the tables and linking patterns she prepared. At the end of this process, the researcher explained the findings. At this stage, the researcher also explained the cause-effect relationships between the findings to further strengthen his interpretations (Yıldırım & Şimşek, 2005) and compared them with the literature. An example of the final sculpture of the data is shown above. The researcher provided direct quotations to reflect the views of the teachers she interviewed strikingly.

Lastly, the researcher compared the teacher's data with the administrators to meet the triangulation. The interview of the administrators were not included in the primary data analysis process but was used to confirm or refute with the teachers'. Therefore, the three administrators were considered separately from the primary data.

### 3.7. The Role of the Researcher

Before the data collection process, the researcher worked in three different private schools in Ankara, and one of them is the sample school, where she is currently

working. Due to this fact, the researcher is a co-worker with some of the participants. However, rather than a colleague, she confronted as a researcher identity. As a result, with a view of different intuitions that are close to the concept of 'Learning Organization,' the researcher was able to observe three different educational environments. In other words, she was a participatory observer. DeWalt and DeWalt (2002) described participant observation as the process that facilitates researchers to learn about the activities of the people that are being examined in the natural setting through observing and participating in those activities. In this study, the researcher is an interviewer who does not intervene. However, even though the researcher might have some prejudices, she had a positive attitude towards the conclusions of the study.

As Denzin and Lincoln (2000) describe, the researcher as an instrument of data collection. In other words, data are gathered through this human instrument, but not inventories, questionnaires, or any machine. Therefore, during the interviews, the researcher did not interfere with the views of the teachers and administrators. For the reliability of the study, she put importance on being objective when collecting the data. During the analysis period, she also took advantage of her experiences and also adopted the role of interpreter. Also, before starting the data collection, the researcher preassumed general results about the issue such as learning organization will affect both teachers and students very broadly. However, she drew away from these preconceived notions and focused on gaining both positive and negative results, which either meet the expectation or fail to meet them. Therefore the researcher put honesty at the core of the study. This can be described as following an ethical principle that is linked to conducting a study that affirms the researcher will prevail truthful in all conditions affecting the research (Glanz, 2005).

### **3.8. The Validity and Trustworthiness of the Study**

Validity and reliability are related to the accuracy and reproducibility of the scientific finding. To create a holistic picture of the research situation, the researcher must confirm the obtained data and the finalized conclusions (Yıldırım & Şimşek, 2005).



Based on these, there are some strategies on the validity of the research, which are divided into two; internal validity and external validity.

To increase the internal validity of the research, the relevant literature was examined, and a conceptual framework was developed. As Arastaman et al. (2018) suggest, one way to ensure the validity and increase the credibility or the research findings is by participant control. Credibility refers to the extent to which findings are consistent with reality. It is also accepted as criteria that can be used to evaluate credibility as the equivalent of "internal validity" (Yıldırım & Şimşek, 2005).

The confirmation of the participant is to present the data collected from the participants and the comments related to these data to the participants again and to ask the appropriateness of the comments and the conclusions reached (Yaşar, 2018). In this research, the statements of the people were converted to written form after the interview, and a few of these texts were sent back to the relevant people and asked to check them. The second method is a variation. Diversification is the use of different methods and researchers by cross-checking data. Data diversity, which is a type of variation, can also be validated from different groups of participants and different environments and different sources (Arastaman et al., 2018). In the research, data sources were diversified from data diversification types. Participants with different characteristics (teachers and administrators and teachers from different branches) were included in the study. However, for external validity, participants were selected through purposeful sampling. During the conclusion of the data analysis, triangulation was considered essential, which enhanced the validity as it refers to checking the data using other sources (Fraenkel et al., 2015). To refer to triangulation, two methods were used. Firstly the school leaders were interviewed either to support or revolt teachers' points of view. So their administrators were directed questions that touch upon teachers' perspective. Secondly, the researcher interpreted the essential components of this school, which are mission, vision, and values. Alongside them, the researcher analyzed the Strategic Plan, Quality Handbook of 2018-2019, Student Handbook, and Education Framework.

Long-term contact is one of the strategies that will increase reliability. According to Arastaman et al. (2018), the researcher should have a long-term interaction with data sources. In this study, the researcher spent breaks, coffee breaks, and mealtimes with the participants during the interviews and made field visits. The most crucial advantage of the researcher is the fact that she is working in this institution. So she is acutely aware of the implementations and how teachers follow them. Besides, it is one of the measures that can be taken in terms of credibility to ask the experts who have general knowledge about the research to examine the research in various dimensions, (Yıldırım & Şimşek, 2005). In this study, four expert opinions were used to ensure the validity of the interview questions, and three teachers were interviewed beforehand. Whether these questions are understandable was tested by these interviews.

While reliability refers to reaching the same findings with the same participants in the same context, some measures have been taken to increase external reliability (Yıldırım & Şimşek, 2005). First, the researcher clearly described the data source in the study group. It can help researchers who will conduct similar research in the future to create a sample. Secondly, the school where the research was conducted (the environment in which the participants worked) was defined clearly. In addition to this, the researcher explained the conceptual framework used in the analysis of the data in detail. Finally, how the interviews were conducted, interview times, how the data were recorded, and the analysis method were explained in detail with examples.

However, Lecompte and Goetz (1982) suggested that data for internal reliability be given directly without modification. This is directly related to the descriptive approach of the data. In this research, the data obtained through the interview were presented directly to the readers without any comment. Therefore, direct quotations are included. The relationship between the themes and the sub-themes constituting the themes and the relationship of each theme with the others was controlled, and integrity was achieved. Unrelated themes are excluded. Also, interviews were conducted by the researcher herself. Great importance was taken to provide a meeting environment where participants could feel comfortable and peaceful and to express their views sincerely. To achieve this goal, an appropriate interaction environment was created. Interviews were conducted face-to-face at the time and place of the participants so that

teachers and administrators could express their opinions easily. Biased expressions were avoided while asking questions, and care was taken not to affect the participants by the researcher.

Experts have reviewed the interview protocol, and necessary adaptations and changes have been made accordingly. The researcher asked for permission to use some quotes from participants' interviews to enhance the trustworthiness and transferability of the study. Considering the ethical issues, the participants were assured of the confidentiality of the information that they provided and that their identity will not be revealed to other parties. The quotes from the interviews were chosen accordingly.

### **3.9. Limitations and Delimitations**

Related to the data collection environment, there might be some limitations. The first one can be said as the distraction factor for the participants. Because the data collection was implemented in their natural environment, they can across to some distractions like random student voices, recess bell notification, even though the researcher tried to minimize these factors.

Secondly, the participants' answers might have been affected by their daily incidents or feelings. If a participant experienced some event or incident, this might influence their opinion and hence their answers, which changed the flow of the data.

One other limitation resulted from the fact that data is confined to the perception of school teachers and principals. Since learning organization attributes are not only limited to teachers, it would be ideal to obtain data from guidance counselors, students, and even parents.

Related to delimitation, the data was obtained in 2019 between February and May. Therefore the answerings covered the academic year of 2018-2019. Although the researcher touched upon diversified backgrounds, the study involved merely 24 semi-structured interviews. Additionally, the scope of the study was narrowed to the capital of Turkey, Ankara.

## CHAPTER 4

### RESULTS

In this part of the thesis, the results of the descriptive analysis of the interviews were examined and presented under the headings of the teacher's perseverance of the concept and their practices. Based on the results, data were collected under five main themes which are; *Organizational Culture, Motivation Enhancing Factors, Factors that Define the School as Learning Organization, Decision-Making Process, and Reflection of Learning Organization to Student Success*, which can be seen in Figure 8 below. A general view of the main themes and sub-themes are provided below to illustrate the big picture of the data.

The themes were gathered according to the data collection process in a specific order. At the beginning of each theme, there is a figure representing that theme and the codes related to it. The first theme, organizational culture, is composed of 8 sub-themes. The second main theme of motivational factors is divided into two categories that are financial and psychological motivators. The third theme is the factors that define the school as a learning organization. This includes definitions of learning organization given by the participants, leadership features inside it, activities and practices that are done to reach this goal, and type of feedback gathered in this environment. The fourth theme is the decision-making processes, methods, formal and informal exchange of information. Lastly comes the reflection of the concept of student success, and these are behavioral and cognitive reflections. Since the primary purpose is to gain insight into how private school teachers perceive learning organization culture and how they reflect this concept to their teaching and learning practices, this study directly presents as many quotes as possible in this chapter rather than summing up them roughly.

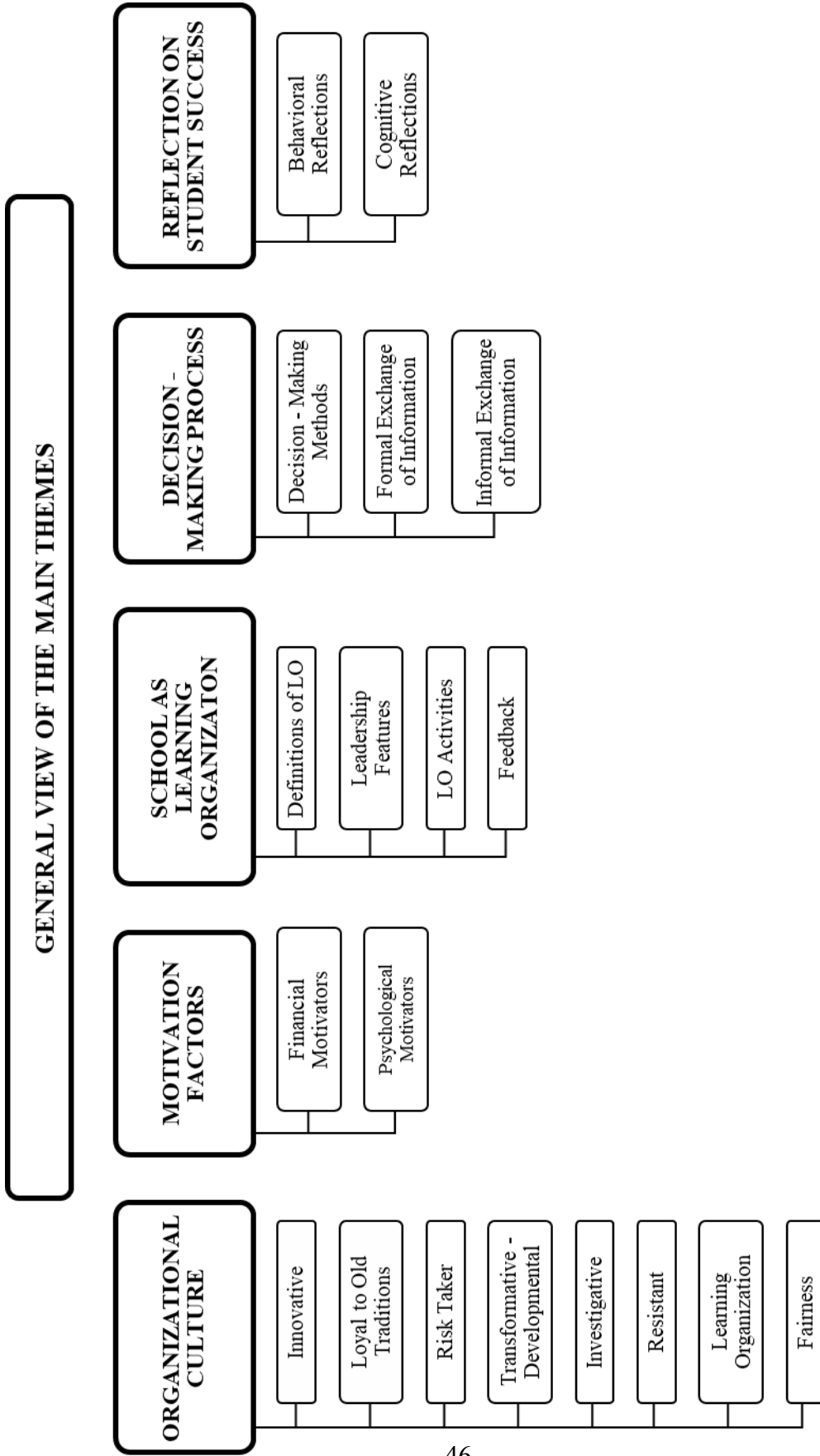


Figure 8. Main Themes on Learning Organization and Teaching Practices

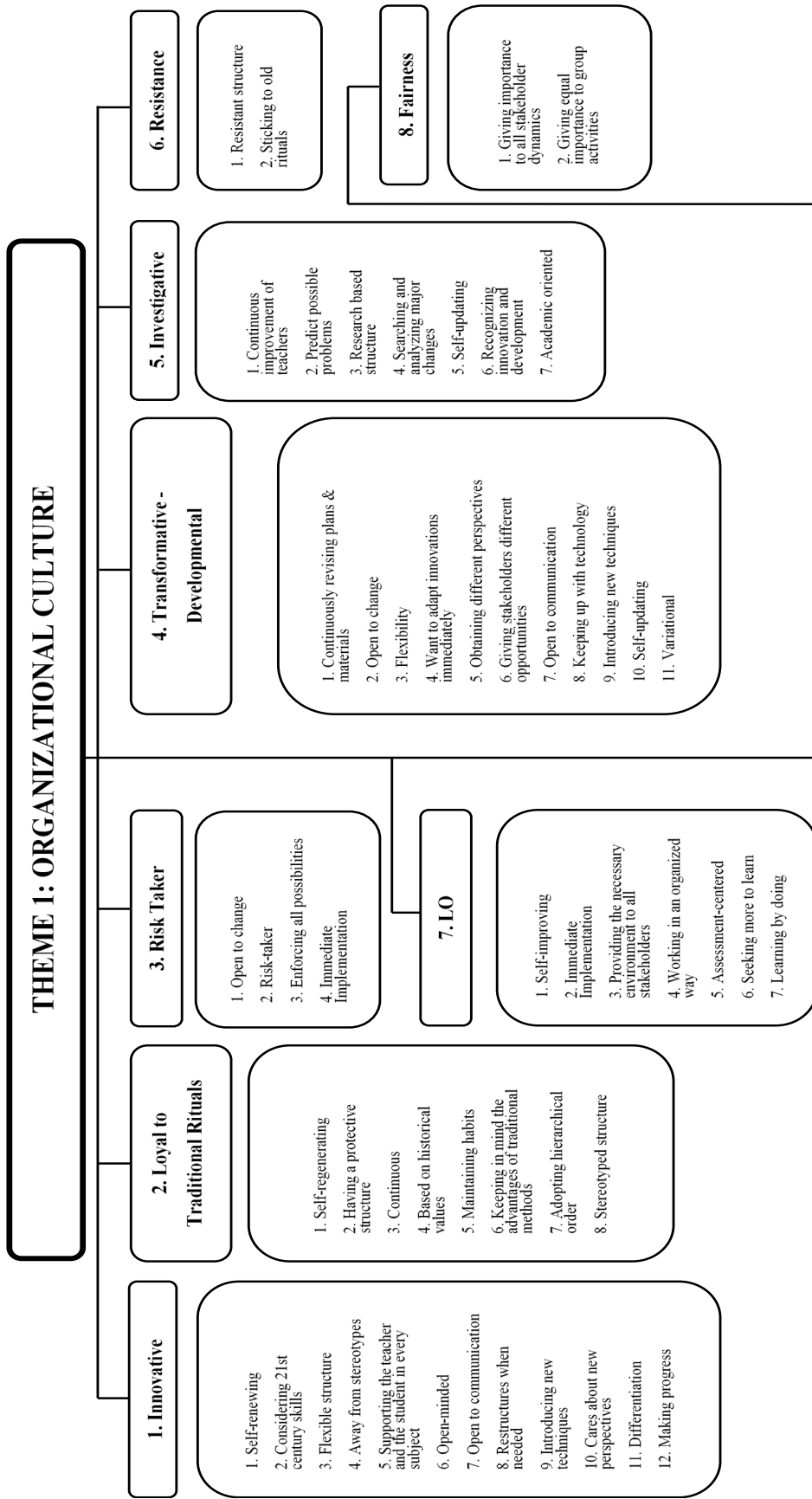


Figure 9. Theme 1 – Organizational Culture

#### 4.1. Organizational Culture

The main logic why the researcher included is to have an overall understanding of how the participants see and perceive the culture inside their organization. In order to reach to the research question ‘‘How do teachers working in private schools perceive their school to be a learning organization and in what ways they reflect their perseverance of learning organizational culture on to their teaching practices?’’, the researcher delves into how teachers understand their culture before relating it to a learning organization concept. Through the top-down method, the researcher tried to drive the participants into the details. However, to do this, she firstly focused on the organization itself. This is because organizational culture is a set of shared assumptions that guide what happens in organizations. They define appropriate behavior for various situations (Ravasi, 2006). Organizational culture affects the way people and groups interact with each other with stakeholders. Also, organizational culture may influence how much employees identify with their organization (Schrodt, 2002).

Under organization culture, the following codes formed around the main theme, as can be seen in *the* above figure. These codes were categorized under eight different sub-themes which are:

1. Innovative,
2. Being Loyal to Traditional Rituals,
3. Risk Taker,
4. Transformative-Developmental,
5. Investigative,
6. Resistance,
7. Learning Organization,
8. Fairness.

The fact that organization culture addresses a vast number of characteristics showed that this school intentionally or not tried to focus on building an organizational culture that expands to a broad term of definitions. In *Innovative* sub-theme, most of the codes gathered around the idea of self-updating, being flexible when innovation is needed,

being away from typical stereotypes, and renewing itself. The second sub-theme *Being loyal to old traditions* emphasized having an institutionalized system, valuing habits and rituals from past times, and continuous structure. Thirdly, *Risk-Taker* valued being open to change and taking risks for the sake of enforcing all possibilities. The fourth one is *Transformative-Developmental*, which summarized the opinions of continuously changing itself, self-renewing, keeping up with new incidents. *Investigative* refers to being open to research and searching and analyzing significant changes. The sixth one, *Resistance*, gives the idea of having a resistant structure inside the organization and seventh one, *Learning Organization* corresponds with most of the themes, by learning by doing and seeking to learn more. Lastly comes the *Fairness* inside the school, which states that the culture emphasizes giving equal importance to all stakeholders.

Most of the participants gave explanations that can be similar to the terms *Learning Organization*, which is stated as the seventh sub-theme. However, there are some controversies both among the teachers themselves and between the teachers and administrators. As can be seen from the figure, the most preferred descriptors are *Innovative*, *Loyal to Old Traditions*, and *Transformative-Developmental*. Most of the participants put lots of emphasis on *Innovation* and *Transformative-Developmental* facts, but they are people that are *Loyal to Old Tradition Rituals*, as well. The age difference among the participants can explain this. The school welcomes teachers and administrators from different ages, and the elder ones might feel close to old traditions even if they say they are innovative and transformational. Here, we can conclude that on one side, the school does not want to give up on its old culture component but, on the other hand, wants to keep up with the new world's requirements based on their experiences.

Some codes were gathered under a specific theme. However, it can be said that these codes show interchangeable meanings that link one sub-theme to another. For example, in the *Investigative* theme, "Recognizing innovation and development" code was given. This also refers to the themes of *Innovative and Transformative-Developmental*. Likewise, the code 'immediate implementation' was given both in *Risk-taker* and *Learning Organization* themes.



A participant claimed that the institution transformational-developmental characteristics by referring to innovative sides:

*Continuously renewing, developing, and continually revising their plans, taking into account the 21st-century skills for students. Considering students' academic levels and preparing new plans according to them. Therefore, I can say that our school is more dominant about being a transformational institution. (P1E)*

Another, firmly advocated that the school is very transformative:

*It is very transformational. New perspectives are always being tried on new systems and approaches. Therefore, there is no fixed traditional thing, and it is always open to change. (P13C)*

Also, because the school is innovative, transformative, and investigative, some of the participants state that this fact corresponds with being a risk-taker. However, again, this contradicts with the 6<sup>th</sup> sub-theme of *Resistant*. If an institution is loyal to old traditions culture and resistant to change, it is expected unlikely to be innovative, risk-taker, transformative, and, as a result, learning organization. In the following, one can see statements that support this situation by two teachers. While the first teacher thinks that the school has a more transformational side, the second teacher claims that it has a resistant structure:

*I think our school has a transformational corporate culture. In other words, we are in an innovative school that is open to change, open to innovations, preparing and enabling an environment where students can perform every activity appropriate to their level, age, and development. This is a great advantage for students. Therefore, I prefer to say transformational in terms of culture level and culture definition. (P8E)*

*When we look at the institutional culture of our school in general, it can be said that we are in a continuous structure (although we are open to future innovations), there are situations where we are resistant and not open to change. The main reason for this is that teachers do not have sufficient knowledge about differentiation in advance. For this reason, not all teachers can maintain this continuity in detail. It can show resistance to the issues in which she or he does not know what the exact content is. Therefore, I cannot say that there is continuity within the school. (P17C)*

Another teacher expresses this contradiction with her words and questions the situation as:

*The corporate culture in my school is a little continuous. Not only does it want to lose things from the past, but it does something about the future. The school wants to change. It is trying to accept the changes, but it is very resistant to doing so. I think these changes are complicated to accept. So some teachers insist. Why this is useful, what benefits will it give? I think the structure is resistant even if it is about student success or about the institution itself. (P21Y)*

An administrator shows the reason with these words:

*I define it as continuity. I believe that we are a school that depends on our past values (since we are a 30-year school, such an institutional culture is settled, and therefore fundamental values cannot be abandoned); that is why I call it continuity. (P23Adm.)*

Another administrator's point of view shows the balance of each perspective:

*I think that we have a continuous corporate culture, and we are open to change. We attribute it to our traditions. We have values from the past, but we accept changes in the future, and I think we are trying to adapt to this. So I can define continuity here. (P24Adm.)*

To conclude, the teachers show different perspectives towards their school cultures. From the figure, it can be seen that some sub-themes contradict themselves, which creates confusion for culture. While most of the teachers represent their cultures as innovative, transformational-developmental, investigative, and risk-taker, others see it as being loyal to old traditions and being resistant. Some of them being fair to all participants, which comprise a small part of the descriptions. Lastly, all the statements were linked to a learning organization, which is another sub-theme.

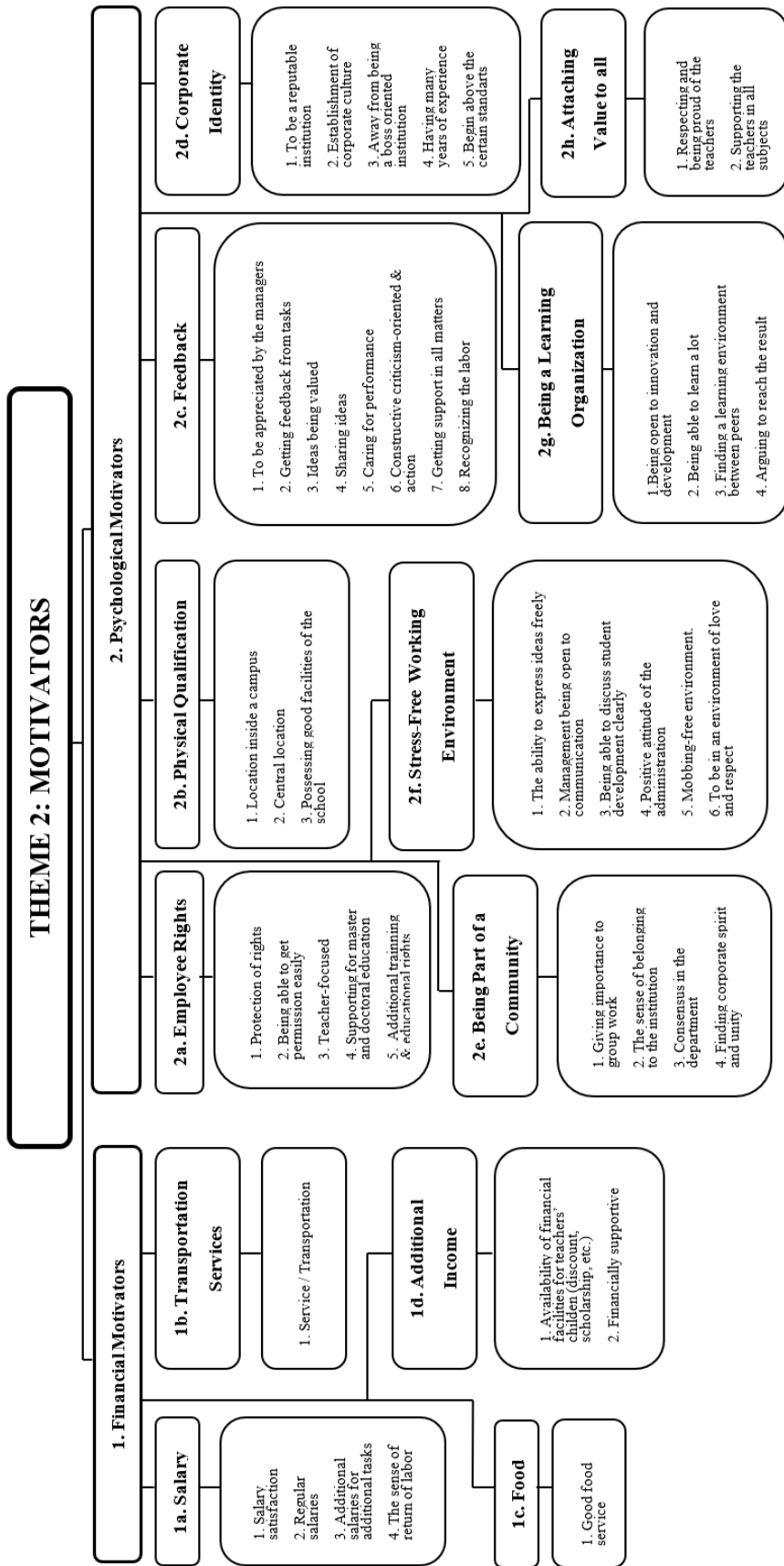


Figure 10. Theme 2 – Motivation Factors

## 4.2. Motivators

The second theme formed from the idea of determining the financial and psychological factors that motivate the participant to work in this organization. All of the teachers sincerely replied about both the financial and psychological motivation precipitating factors, as shown above. In the beginning, the participants touched upon the financial issues such as getting a satisfactory amount of salary, free-of-charge food services, and transportation or getting additional wages depending on their work. However, most of them put much more importance on psychological motivators. The psychological motivators are categorized under eight different sub-themes which are: Employee Rights, Physical Qualities, Feedback, Corporate Identity, Being Part of a Community, Stress-Free Working Environment, Being a Learning Organization, and Attaching Value to all Stakeholders.

Most of the participants mentioned the motivation to financial factors, and they showed their inhibition towards getting the return of their labor in terms of financial equivalence.

A teacher describes this type of motivation factors as:

*First of all, the most satisfactory situation for the teacher is the protection of personal rights and the satisfactory salary of a teacher. Other than that, of course, there are other financial factors. E.g., the physical environment. The school is on campus. There is much open space. This also affects the motivation of the students to the lesson and school. It also affects our perspective as a teacher. They offer good transportation, service to teachers, and the school is in a very central location. Other than that, there are dining opportunities for teachers. (P11C)*

The teachers that have experienced other school cultured generally compared their previous experience to their current experience. These teachers complain about the fact that some schools abuse teachers' labor, which results in a dramatic decrease in teacher motivation and thus learning. They are pleased with the fact that their rights are protected by the school itself, which causes relieve among them. As a result, many teachers expressed their happiness about employee rights, stress-free working environment, and attaching value to all stakeholders. All these can be connected to the

sub-theme of corporate identity because the institution gives weight to these aspects to maintain its corporate identity.

*Frankly, I like the environment of the institution very much. For example, the communication between the group, the communication between the administration and myself makes me very happy at school because I have encountered much mobbing in the institutions where I worked before. This made me anxious both in the class and outside the class. Even my perspective on children was changing almost because of mobbing. There is an atmosphere of love and respect in this institution. It makes me think that I am pleased to be working at this institution. It meets the teacher's expectations financially. It may be better, of course, but for the time being, it meets my expectations. I am a new teacher, and I am seeking a beautiful environment and education. (P21Y)*

Another big treat of motivators is the fact that teachers feel as if they are part of a union. Especially inside their department, they feel they are supported both by their colleagues and their administrators. They value so much to group work, unity, togetherness, team spirit, and consensus in the department. Especially the teachers who spend most of their years working in this school feel the sense of belonging to the institution.

*Financially I think it is financially supportive than other schools. I do not know much about the environment, but right now, I can tell you I have made enough money. Psychologically, especially in the primary school unit, in this school, we are a huge team, and we work very well together. Everyone is very helpful. We have a culture that we established. We are good with friends. Everyone helps each other, and we close the year in an organized way. So the first reason I am staying here is to work with this group. The fact that I feel like coming home to school is significant. This motivates me. So I love working here. Financially, the physical conditions of the school are not adverse. Food and transportation services are well enough. These are the factors that make me stay in this school. (P9E)*

A teacher, who has been working in this institution for over 30 years, expresses the sense of belonging to the institution as:

*I am a person who loves his job very much, and I am a person who loves children very much. This place is now like my second home in 30 years. My psychological factors are my children, my friends, and my institution. These are significant things. I have contributed a lot to the institution in these 30*

*years, surely. I have trained many students. However, this institution is the most significant factor in me being an experienced teacher today. (P20C)*

As seen from the administrators' point of view, not only teachers', but also all stakeholders' motivation is highly valued. This is because they believe that motivation incentives are necessary to maintain happy and efficient schools. Therefore, in the school, they are aware of the fact that the more you distinguish teachers for their experience and expertise, the more valued they will feel. This established a relief both financially and psychologically.

*Financial factors are essential for all of us. We have a regular salary. The payment day never skips. We have private health insurance. This is a significant advantage. We have teacher services as transportation services. The fact that we have free meals from our institution can be considered as another financial factor. Psychologically, I have been in this institution for 14 years - as the years go by, people's commitment to the institution increases. Because you work for this institution. The connections and friendships you have established with each other during this time ensure your bonding with this school. For the other teachers in our school, emotional connections are essential. For example, when I compared the present with the school 14 years ago, I see that many innovations have been made. You also see yourself struggling in this change. So after a while, you see that you cannot leave the institution. (P22Adm.)*

In this theme, it can be seen that there is a separate sub-theme for "Being a Learning Organization," and this shows that being in a learning organization motivates teachers to work in a school. Apart from financial and other psychological factors, a learning organization fosters the learning impulse inside the teacher. Thus, when this comes out, the teacher feels that he or she is learning not only for the school but also for self-improvement. Therefore, the learning-related codes were gathered under being a learning organization. It was associated with innovative, being able to develop oneself via learning among peers, and discussing the problems when necessary.

A teacher puts the learning factor in front of the other factors by saying:

*I cannot say that there is a lot that can satisfy financially because I have a class to teach. I am trying to lead my teachers, and I have much paperwork. I work as if I were doing the work of three people, and this is not a process that satisfies me financially. However, I have learned a lot during these developments, which makes me happy. These will surely give me benefits in different platforms one day, maybe other possibilities, but the part reflected in the class is much more. So, there is a significant difference between 5 years ago me and current me. Even though I criticize my situation a lot, this developed me a lot in many aspects. (P12C)*

As a result, a motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct, and sustain positive behavior over a long period. It involves working towards goals and modifying activities for achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more. In this context, it can be concluded that many aspects address to teacher's motivation. The general ones are categorized under financial and psychological factors. Most of the teachers are pleased with being paid off in turn for their labor in a satisfactory amount. However, not only financial factors are leading the motivation of the teachers, but there are psychological ones, which exceeds them in terms of number wise.

### **4.3. Schools as Learning Organization**

The factors that define the school as a learning organization by the teachers are categorized under four sub-themes. These are; given definitions for a learning organization, leadership features in the school, learning organizations practices done, given feedback to be a learning organization, as shown above.

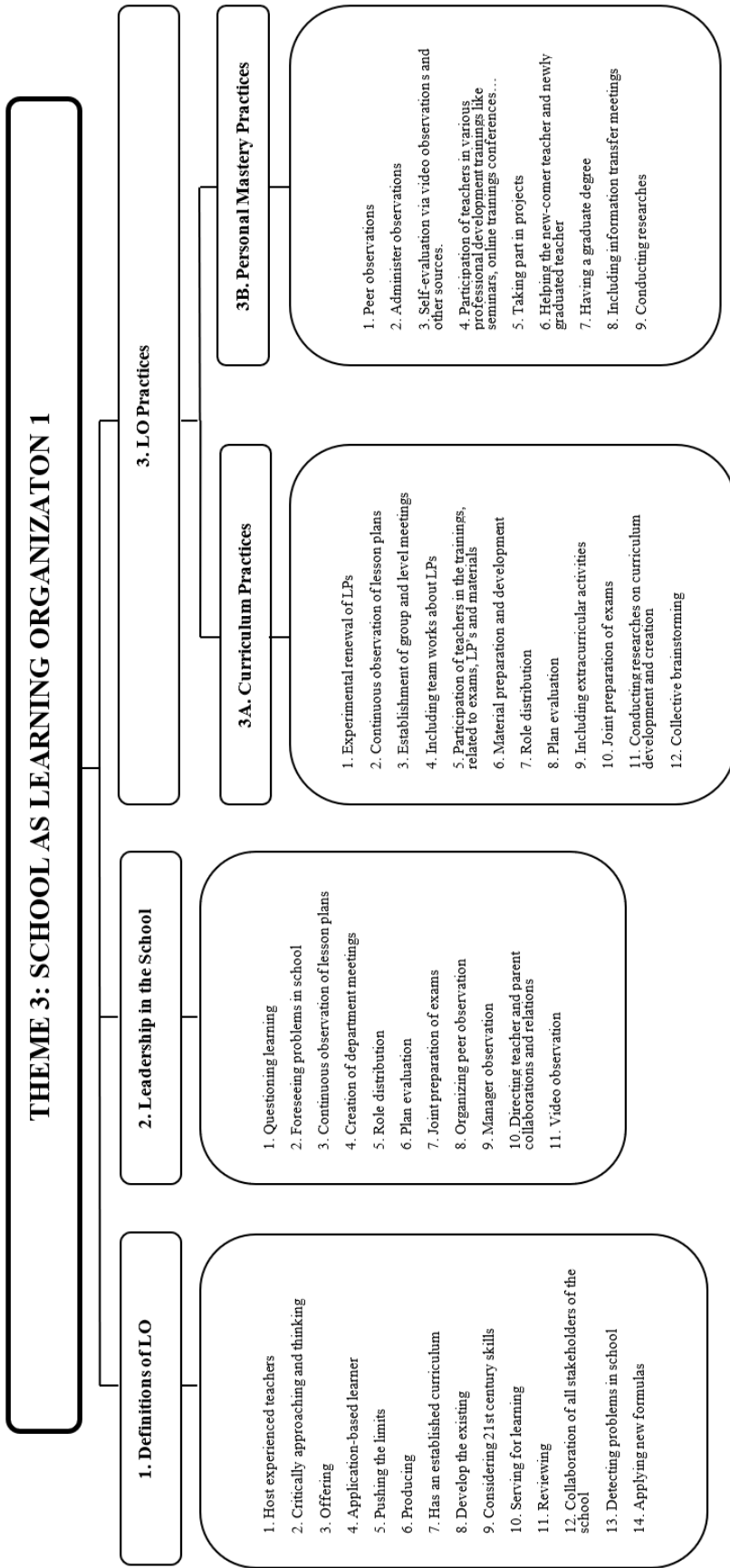


Figure 11. Theme 3 – The School as a Learning Organization (Part 1)

\* Part 2 of this figure is shown on page 76.



### 4.3.1. Definitions for Learning Organizations

The starting point of the fourth theme formed within the understanding of participants' perseverance of a learning organization or a learning school. The main logic why this formulation was created is to investigate the participants' perception of the concept and understand whether they can relate the concept with their workplace. All the participants were able to identify how a learning organization should be, based on their experience and ideas. Most answers gathered by the terms "developing, reviewing the current facts, producing for knowledge, and learning together." Different definitions were made to describe the learning organization; however, most of the participants related the definition with their working place.

A teacher claimed that learning organization means changing and evolving with these words:

*Change and evolve. To follow innovations, whether technological or educational, because the world is changing. Everything is changing. For this, we need to change our methods. We need to learn new things. We need to change what we know. That is what I understand. We should do this as an organization, as a school, as all the employees. (P18Y)*

Another teacher focused on the fact that it learns from its mistakes and creates experiences accordingly:

*The learning school is an organization that can draw lessons from what they have experienced through educational activities and incorporate these lessons into the education process. To be a learning organization, the dynamics within the group must be outstanding. The interaction needs to be good. (P11C)*

Another teacher supports that it is beneficial for the teacher because it makes life easier for them, which will contribute to the student. Additionally, he focused on renewing ourselves to be able to learn unceasingly.

*When you say a learning school, I think it is something that makes teachers' jobs easier. It allows us to adapt to changing conditions. Research is carried out, and as a result, it is tried to be implemented by the head of the department and coordinators. We are trying to adapt ourselves more to this environment with the training given to us. And we are continually trying to renew ourselves.*

*I think this contributes to the students. In this way, we continuously learn, live constant self-changing, adapt ourselves to the environment, class, and the place we work. (P5E)*

As can be seen from the figure above and the given quotes of the teachers, the concept of learning organization shows a great deal of difference among the participants. During the interview, most of the participants used the question phrase, “How can we develop ourselves?” “How can we change ourselves?”. This shows that for most of the developing and changing in an organization is essential in a learning organization. Among all the answers given, mostly positive answers dominated. This shows that most respondents perceive the characteristics of a learning organization in their working environment.

It can be seen that in the first theme of the study, which is the characteristics of organizational culture, the participants related their descriptions of the culture to the learning organization. Therefore the researcher formed a separate category in the first theme, which can have an attribution to this section of the research. When the codes from each section were compared, the researcher came across to both the majority of resemblance and little differences. The similarities are shown below:

- Self-improving - Develop the existing, producing
- Providing the necessary environment to all stakeholders - Offering, serving for learning
- Working in an organized way – Collaboration of all stakeholders
- Assessment-centered - Reviewing
- Seeking more to learn - Applying new formulas, pushing the limits
- Learning by doing – Application-based learning

Another striking finding of the study was the metaphors that both teachers and administrators use to describe the learning organization. In short, metaphors were asked to the participants because they are described as a way to cognitively organize the emotional experiences (Crawford, 2009; Lakoff & Johnson, 1980). As Aragno (2009) asserted, metaphors are more than a linguistic or literary tool; they possess an essential role in cognitively organizing comprehension of the world. When the teachers and

administrators were asked to describe their perseverance of learning organization thought a metaphor, they each gave different images according to their point of view, which is shown in Table 5. The participants gave a broad scope of metaphors ranging from popcorn to organs. Eight participants related the concept with nature and animals, supporting that they are flourishing in time according to their environment and conditions. On the other hand, around 4 participants gave similar metaphors to technological devices, thinking that learning organization updates itself and involves according to its mistakes to compensate them.

A teacher gave human as a metaphor claiming that it always renews and never remains as it is:

*It could be human. It was like when we were kids, from 7 to 70. It seemed to me that we were regularly exposed to the environment where we learn based on many variables, and, as a result, develop ourselves. It can be human or in a cell. The cell is continuously renewed and never remains in its former state. It always turns into a new cell, and the surrounding area affects that. The environment also affects a good or bad sense. (P9E)*

Another gave sponge asserting that it happens automatically, without the need for interference:

*I think it can be like a sponge because it sucked everything into it. It keeps everything inside. A learner places everything permanently in his or her mind. I thought of it as a person. Every child can be working in it, or teachers can be in both of them. I cannot think of another object right now. I would find it, but suddenly the sponge came. The student learns everything in a positive sense, attracts, places. You do not need to intervene in the learner. When you drop it on the water, it can attract everything itself. (P12C)*

An administrator resembled it to a baby as it shows progress while adding step by step:

*I would probably look like a baby. A baby always wants to learn how. First, it makes a sound to talk, and then it wants to walk. Strives to walk. Some then creep and then try to take a step. Always learning individuals can look like such a thing. Always trying to do something. It starts running after walking. As it likes to climb after running, it wants to develop itself continuously, such as both vertically and horizontally. It resembles human, more. We can say that. The development of a human. I can use the metaphor of human development for this. (P24Adm.)*

Table 5. Stated Metaphors about LO by the Participants

<i>Participant Code</i>	<i>Teaching or Administration Experience [years]</i>	<i>Teaching Branch</i>	<i>Metaphor for LO</i>
<i>P1E</i>	10	ELT	Butterfly
<i>P2E</i>	10	ELT	Chameleon
<i>P3E</i>	11	ELT	Flower Plant
<i>P4E</i>	3	ELT	Gear Wheel
<i>P5E</i>	19	ELT	Plant Seed
<i>P6E</i>	21	ELT	Chameleon
<i>P7E</i>	15	ELT	Character & Doing Make up
<i>P8E</i>	14	ELT	Plant Seed
<i>P9E</i>	9	ELT	Human Cell
<i>P10E</i>	8	ELT	Smart Phone
<i>P11C</i>	7	CST	Nature
<i>P12C</i>	16	CST	Sponge
<i>P13C</i>	11	CST	Flower
<i>P14Y</i>	13	YLT	Playing a Game
<i>P15C</i>	12	CST	Navigation
<i>P16C</i>	9	CST	Play Dough
<i>P17C</i>	9	CST	Popcorn
<i>P18Y</i>	24	YLT	Life
<i>P19Y</i>	15	YLT	Tumbler Toy
<i>P20C</i>	32	CST	Technological Instrument
<i>P21Y</i>	4	YLT	Organs
<i>P22Adm.</i>	3	CST	Smart Phone
<i>P23Adm.</i>	10	ELT	Snowball
<i>P24Adm.</i>	2	YLT	Baby

*LO: Learning Organization, ELT: English Language Teaching, CST: Classroom Teacher, YLT: Young Learner's Teacher*

As a result, the perseverance of learning organization differs among each teacher. However, their fundamental understanding unites around “evolving,” “development,” “change,” and “updating.”

As shown in Table 6, the participants gave a different number of rankings to the question of evaluating the school as being a learning organization, and explanations were given accordingly. The total average points given by all the participant is **7.5** out of **10**. This is a number that can be concluded as the school is not a total learning organization, but it is working to be one. Therefore it is close to accomplishing this goal. In this school, while most of the teachers think that they have a learning organization structure in their school and they are delighted with it, all the administrators feel that they are at the starting point of being a learning organization. They add that they need to work hard and spend much time to accomplish this goal. The following quotes are composed of showing that supports this claim.

A teacher who agrees on working in a learning organization describes as:

*I will give 10 points. Because we are in constant change and innovation. We improve ourselves. We take trainings. We receive great support from our school in this regard. Many things change every week. I think there is nothing negative about this concept of learning school. Although a conservative and lazy teacher may see this concept as an unnecessary workload, I never think so. (P3E)*

A department head and administrators define the need for time to accomplish this concept with these words:

*Right now, we are in the beginning; we are taking new steps. Of course, we have always been trying to be a learning school, but we looked after school after training that something different. I would give eight because it is a start right now. That is because we did not reach full standardization. Not everything was standard. Besides, teachers, for example, that is precisely to be held during the seminar period. I think we have received training as the administrator, and the managers know what happened. We have been working on it for a few months now. Nevertheless, I think it would be nice if the group of teachers were involved. I could not catch his standard, so I just broke 2 points from there. (P6E-Department Head)*

*I would give around 6 to 7 because, as I said before, we can sometimes be resistant to learning and innovation. This resistance can force us to reach our goal. Nevertheless, on the other hand, if the teacher believes in the validity of the institutional purpose, he can make the best effort and contribute to the common goal. However, over time, this score can be 8 or 9. I cannot say that we are a full-time school for our school right now. We have exceeded the initial*

*phase of this process. We have willing staff. Everyone is both open and challenging to innovations. I cannot say it was a complete success. There is another way to go. It is vital to maintain the motivation of teachers here. In a nutshell, he is moving between 6 and 7. However, I think it will increase gradually. (P22Adm.)*

Table 6. Stated Rankings for LO by the Participants

<i>Participant Code</i>	<i>Teaching or Administration Experience [years]</i>	<i>Teaching Branch</i>	<i>Given Scores for LO in Current School</i>
<i>P1E</i>	10	ELT	10
<i>P2E</i>	10	ELT	9
<i>P3E</i>	11	ELT	10
<i>P4E</i>	3	ELT	8
<i>P5E</i>	19	ELT	8
<i>P6E</i>	21	ELT	8
<i>P7E</i>	15	ELT	10
<i>P8E</i>	14	ELT	10
<i>P9E</i>	9	ELT	6
<i>P10E</i>	8	ELT	7
<i>P11C</i>	7	CST	7
<i>P12C</i>	16	CST	3
<i>P13C</i>	11	CST	8
<i>P14Y</i>	13	YLT	8
<i>P15C</i>	12	CST	4
<i>P16C</i>	9	CST	6
<i>P17C</i>	9	CST	5
<i>P18Y</i>	24	YLT	9
<i>P19Y</i>	15	YLT	7
<i>P20C</i>	32	CST	9
<i>P21Y</i>	4	YLT	7
<i>P22Adm.</i>	3	CST	7
<i>P23Adm.</i>	10	ELT	6
<i>P24Adm.</i>	2	YLT	8

*LO: Learning Organization*

*ELT: English Language Teaching, CST: Classroom Teacher,*

*YLT: Young Learner's Teacher*

### 4.3.2. Leadership in the School

During the data collection process, leadership features inside a learning organization were also evaluated by the researcher. It is well known that leadership figures play an essential role in an organization. Especially if this organization is trying to build a learning organization that is learning. Therefore, the three administrators of this institution were asked about what leadership qualities do they reflect in the institution to be a learning school and what activities do they feel responsible for. Alongside their explanations, the researcher kept in mind of teachers' comments. Therefore, the related codes were gathered under the sub-theme of leadership features, as shown in Figure 11.

An administrator highlights her leadership style is more dominant over assisting and directing the teachers throughout their journey:

*Well, I am the leader of a level. In this sense, the school offers me the necessary training and support. I, as a level leader, reflect these inputs to my teachers and students with my own experiences that I added to this training, and I see myself as a pioneer here. In line with the training we receive, we make lesson observations, especially for newly appointed teachers. We also exchange ideas on course topics about what needs to be done. Apart from course observations, we help teachers in our school and in our school to get used to school culture and functioning. We also conduct bi-monthly meetings on case studies about parent relations and student problems. We are in a position to direct our teachers. (P22Adm.)*

Another one claims that her leadership style refers more to create opportunities and environments for teachers.

*When we look from above, after observing well, collecting useful data and performing an accurate situation analysis, determining the needs correctly, and creating development opportunities for open spaces in line with these needs. The task of the managers is to create the right opportunities here and to give that support at the points where support is expected from us. Creating opportunities and environments that can make decisions together. I could not answer directly when you said where the teachers were in the decision process. Because I think teachers should be more involved in the decision-making process. The task of the executives must be to ensure this. Evaluating together and taking the decision together in the solution process may be more manageable. (P23Adm.)*

Lastly, the third vice-principal feels the responsibility to guide the teachers like a mentor.

*We all need to get our hands on this. As an administrator, I am responsible for transferring this change process to the teachers during the training process. Of course, it is a big task. As I said that the change is smooth, I think that teachers have a significant role to play in accepting it. First of all, we have to accept that we should pass on the positive aspects of this to our teachers. Yes, I have responsibilities in this sense. What am I doing? I am trying to apply what we learned in training. Because I have mentors. My mentors train me. It is like I'm doing what I have to do. (P24Adm.)*

Based on the leaders' point of view and observations, it can be said that; the leaders are offering a supportive, guidance-based, and directive leadership style. However, based on teachers' comments, there are some opposite views too.

A teacher outlines the fact that administrators are supporting the learning environment but how little effort to actualize it. She uses these words to explain this situation:

*The school thinks about the professional development of the teacher, because we say, for example, which courses we went to each semester, what kind of seminars we went to and what kind of seminars. They care what kind of conferences and seminars we go to. However, at the same time, the number of training that the school sends us is minimal because I think there may be more education within the school. I think that there are few activities to support teachers' skills and to support them to develop a little more. (P21Y)*

So, it should be remembered that individuals learn best when the content is meaningful to them. Also, when they have opportunities for social interaction, and the environment supports learning (Brandt, 2003). Therefore, significant positive relationships exist between transformational leadership and building a learning organization. The findings suggest the leadership style that is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individual consideration is essential to generate learning in the organization (Ishak, 2013).



### 4.3.3. Teaching Practices in Relation to Learning Organization

The essential way to understand whether an organization is learning or not is by analyzing what practices, activities, and implementations it is doing. Therefore, the researcher put much emphasis on the events that are being done in this school to be able to describe themselves as a “Learning Organization.” All the participants expressed their opinions by giving specific ideas about their school, which means they are aware of the practices done inside their school. The school uses a variety of sources and methods to address this area. These activities are coded under two sub-themes, which are Curriculum Activities and Personal Mastery Activities, as in Figure 11.

Starting with the curriculum practices, the school has its procedure that teachers continuously updated during the academic year. They make a significant effort to develop the curriculum and lesson plans. They mainly focus on team activities, role-distribution, renewal of lesson plans, and materials according to experience inside the classroom and evaluation of them.

A teacher summarizes these concepts with these words:

*Everything in our school is carried out as a team activity. In this, I mentioned in the planning studies both as a clan and on a course basis. For example, there are three sub-groups in our branch, classroom teachers: Turkish, mathematics, and life science sub-groups, and as small groups, small teams; we plan to develop these courses. Moreover, other plans are evaluated within the clan. Besides, club work, theme-related work, eco-school work, everything in a team, this school, and have a lovely team. Nice work. Planning is being done. This includes, for example, demonstrations, studies, everything related to specific days and weeks, or the planning made during the course or excursions. Everything is in it. (P13C)*

Another one focuses on team evaluation that enables them to renew the system:

*We make our lesson plans standard. In the whole school, we apply the same lesson plans, the same exams, the same tests at the same level. We come together and give feedback to each other. We change it accordingly. Not to do it the same way after a year. We come together to change in different ways, different methods, and innovations. We are organizing. The old ones go well, we leave. We change those who do not go well. This is a positive thing, but sometimes there are negative aspects. E.g., like the action plans at the school*

*that came into our lives last year. Normally, an action plan means that we provide external help to an average student who has a decline in success compared to in-class activities or exams in our school. We give them additional studies. We live together. We are teaching that kid one-to-one again. These studies have already been doing in this institution since time immemorial, but it turned out to be a little difficult for us to turn it into paperwork. This activity is already an activity done, an activity that has already been said and done for years. Holding and documenting this has caused us plus workload and a waste of time. This -An activity that fits the culture of the school. It is something that develops itself, at least where we touched the children, and what makes them logical. However, it is also a waste of time returning to us. (P9E)*

However, some teachers feel this process as an extra burden for the teachers due to constant changes and criticize the implementation as:

*We have subgroups. Nevertheless, I wish they were removed. Because the groups are already crowded, divided into groups of two. Everyone has a buddy. These two people were doing all the activities of the 6-week Program, and everyone came to the queue every six weeks. Nevertheless, there was no logic in preparing this plan. We only had a horizontal work team. For example, this week is the week of 6-10 May. Adjectives will be taught in Turkish, hours will be covered in mathematics, and seasons will be covered in life information. These three subjects were sure, and we were filling them with worksheets and activities. Nevertheless, now that we have prepared a very detailed plan, it is not a business to be carried out with two people. Subgroup logic seems ridiculous to me; you can think of which subgroup you are. So I am saying Turkish this year. I do not think anything about math. Though when it comes to my plan, it does not fit in my class, I am taking an Initiative to add it out. However, I do not think beyond that under construction. I think this is a process that dulls the teacher. Just like a teacher regularly teaching the 1st and second classes, and being in the same subgroup for two consecutive years is a bad thing for the teacher, although it is a useful practice from above. (P15C)*

In addition to curriculum practices, personal mastery is seen as another relevant source for the practices. As stated in many platforms of the school, such as website, teacher handbook, or strategic plan, the institution gives a great deal of importance to personal mastery practices. These activities mostly composed of inside and outside of the school seminars, conferences, webinars, meetings, presentations. However, peer and administrative observations also play a vital role in personal mastery practices that took part throughout the year.

A teacher exemplifies these practices as:

*For example, the head of our department or our coordinators come to the classroom to observe us. Then they give feedback. I believe this has improved us. Feedbacks have a lot of benefits. We evaluate ourselves after this feedback. I think talking about them makes us evaluate ourselves, which is very beneficial. Apart from observations, seminars are held outside the school. We have seminars both inside and outside of school. There are meetings, seminars, conferences that are being held for us. I evaluate them as positive, contributing to our development, which is very useful for the teachers. This has to continue. All course observations of conferences and seminars must be done. (P5E)*

Another teacher highlights that team-activities and sharing experiences are essential for personal mastery activities:

*As I mentioned before, we were a more academically oriented school in the previous years and always knew it from the outside. There was a structure where children's academic achievements were at the forefront, and their social and emotional development was put in the background. We were an exam-oriented school where exam scores were critical. However, the intelligence areas of children were not taken into consideration in this process. Not all children have to be academically successful. This child needs to steer him on that issue to work powerfully in the field of intelligence, whether in the musical, artistic, or sports field. These could be ignored in the past. However, with the change in the system, a student-centered education model was introduced, and I observe that the number of group activities, especially in the classroom, has increased. As a pre-school field, it was already giving much weight to it. In terms of age development, we have already paid great attention to this. However, it is a promising picture for me to see that in the advanced levels, there is a system where the group works, children's ideas are easily shared, and groups and learning environments suitable for intelligence fields are shaped. Of course, we will see the positive or negative processes of this by experiencing it in time. Because it is a new system, we just entered. (P19Y)*

An administrator exemplifies her point of view with these words:

*The professional development of our teachers is given importance. The implementation starts with the leading personnel to lead them. These are administrative staff, coordinators, and clerks. For example, Pearson Trainings on Performance Education System ET ETUS Seminars reflecting the new technological applications in our school, or other seminars for teachers. Since these are done frequently, I think that the professional development of our teachers is critical. Within department meetings, the department heads are trying to reflect this training to their staff. Also, they take course observations*

*in the performance system, and after each lesson observation, they make critical about what should and should not be in line with this training. They try to support them through individual interviews with the teacher concerned. (P22Adm.)*

#### **4.3.4. The Use of Feedback in the School**

In order to refer to feedbacks they have obtained in this school, the teachers were asked to define the feedback they have gathered from their administrators, peers, and students. They were asked to describe how they use them during their teaching and learning practices. These descriptions were categorized under three sub-themes, as shown in Figure 12, in the third main theme of Factors that Define the School as a Learning Organization.

The participants consider students as a feedback source to change and develop their practices. The feedback retrieved from the students generally composes of their exam results, their feelings and thoughts, analysis of their progress in time, and most dominantly teachers' observations and experiences during the lessons.

*We can apply the feedback we receive from the students based on class, according to the class dynamics, because the ability to do what teaching requires at the time and even a sentence a student says can change the course. So the teacher can grab them immediately, to know what the student is ready for, and to speed up or slow down the program. (P11C)*

*First of all, you get the reaction directly from the child. In a very positive way. The fact that he has included himself. That he is pouring out many things, he has been curiously asking about. They are delightful. Things we can see directly. Associating in the next lessons is a short-term indirect thing, but it is necessary to see the emergence of the practice in later years. (P12C)*

*I think this success is increasing and very useful. Since we think that we are a learning organization school, we think that students keep up with it. How do we test it? How do we see it? Do we see our students making assessments that are appropriate to their level? We understand from students' evaluations whether what we do is going well, whether new things have been learned. These are presented to students with different gains in different forms of assessment at each level, and then we test whether the success of the student increases with the control of the teacher. (P8E)*

## THEME 3: SCHOOL AS LEARNING ORGANIZATION 2

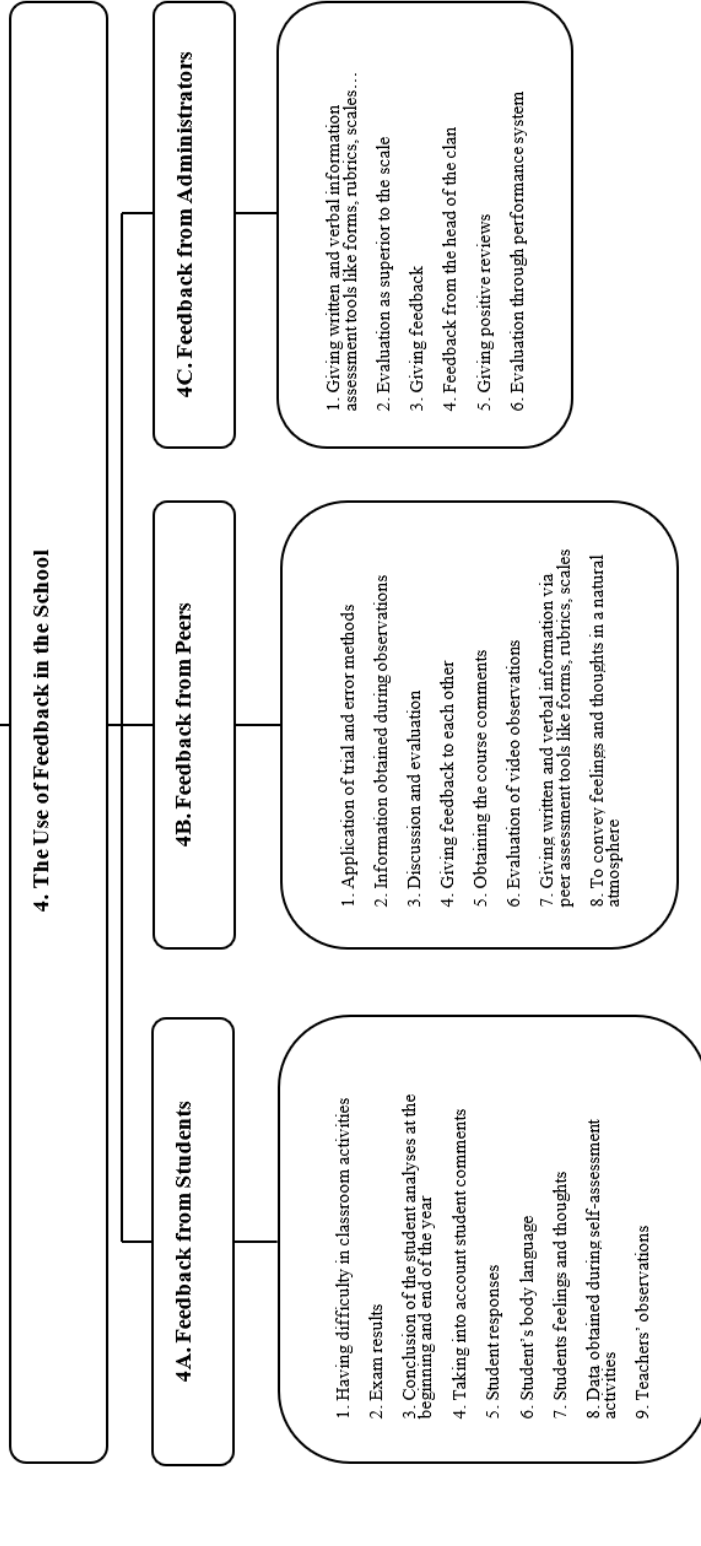


Figure 12. Theme 3 – The School as a Learning Organization (Part 2)

In the area of student learning, every principal said that they felt students were learning in their school, and they know this by looking at various assessments, i.e., test scores, student work, and portfolios.

The participants mostly stated that the feedback they gather from their peers mostly forms around learning new methods and tactics related to their classroom environment. They observe each other's lessons, and they give positive feedback and apply a method they have observed. A teacher describes this process as follows;

*While observing my colleagues, I take into consideration the developmental characteristics of my students and the dynamics of my class. Indeed, if my students are developmentally appropriate, if there is an activity proposal that suits my group dynamics, or if there is a teaching strategy proposal, I am very open to apply this as a teacher. I try to adapt to my schedule and make sure to mention it in class. If a friend of mine tells me an idea that works very well in her classroom, I am a very open teacher to try it in the classroom, and I share what I tried with my other colleagues. (P19Y)*

However, some teachers cannot benefit from this practice claiming that not every teacher is open to sharing or giving feedback. This is the result of the attitudes of suspiciousness and the feeling that she or he is being investigated.

A teacher touches upon this issue using these words:

*We attend each other's lessons with peer observations. This adds a lot to the teacher's background. However, because there are so many teachers and the teachers look at each other in bad a bad way, the system does not work very well in this school. For example, the subject of Social studies did not go well with me. The number of teachers that I can ask about benefitting his or her lesson does not exceed 1-2. (P15C)*

Just like the peer feedback, most of the participants agree to the idea of getting feedback from administrators contributes to the learning environment.

A teacher states that these feedbacks are considered adequate even though they sometimes seem to be impracticable.

*In observations, the head of the department comes, and the director comes. They give us feedback. We also launders notes of the feedback, or we take notes in our minds, and we try to make our courses differently next time according*

*to it. We try to because it is not easy. It is tough to implement it because some things do not fit your teaching style, or it might not suit your character. So it may not be easy, but of course, we do our best. (P2E)*

Another opinion is that these kinds of feedback methods should be increased on the condition that it is teacher-friendly. In other words, some claim that, even though the administrators assert that these are for incorporating learning of teachers and focusing on their right sides of teaching practices, not the wrong sides, the teachers have the idea that they are being monitored according to their skills.

*First of all, I firmly believe that course observations should increase. However, it is not like the control of the upper echelon (it should not be as if the teacher will be given a grade). The teacher should not feel anxious. In this case, the teacher tells a final lesson. I do not think so on my terms. I wanted to watch my class voluntarily with Pearson Trainings, the activities organized by the school itself. I think I am one of the most-watched teachers, and I do it with pleasure. My group heads, peers, colleagues see things that I cannot see on my own, and I try to improve myself under the recommendations I receive and apply them better. Here we need to change the way teachers view their lesson observations. The teacher observes the lesson, lar I will find my deficit, I will get criticism"- should be away from the idea. In this context, they may not even make a joke to children in case they get misunderstood. After all, I believe that the number of in-class observations should be increased by softening the environment. For this, I think that the meeting hours should be reduced and transferred to these studies. When it comes to adapting what I've learned to my lesson, I'm already given feedback in a very comfortable way (up to things to do and not to do, communication and tone adjustment), and I am reflecting on my first practice after the interview. For example, there are some criticisms that some worksheets do not address students. We take care to evaluate them in every study. (P16C)*

The main vice-principal describes the Teacher Performance Development System as follows:

*We have a Teacher Performance Development System that we are trying to improve. In this respect, we direct the teacher to the areas where the teacher should improve himself/herself. (Before the observation, we ask him, "Which direction should I make an observation, what points should we look at.) This in-class observation gives the teacher the message that it will be made for its development. As a result of this observation, if the teacher perceives and evaluates the feedbacks correctly, the professional performance development of the teacher becomes more active. (P23Adm.)*

According to the Quality Handbook, 2018-2019, teacher observations are conducted at least once a semester by administrators and heads of departments. Observation forms are used to provide feedback to the teachers on their performance. The overall performance of teachers and administrators is conducted once a year.

To conclude, the factors that define the school as a learning organization was located under four sub-themes: given definitions, leadership features, learning organization practices, and feedback. The participants were able to relate learning organization with a great variety of definitions, metaphors, and rankings. These descriptions mainly gathered around evolving, developing, changing, and updating. As for the practices done in the school to address the learning organization, the school uses a lot of different methods and tasks to enforce its teachers to be a learning organization. These practices mainly compose of updating curriculum and plans, attending seminars, conferences, and online platforms, conducting researchers, having lesson observations by peers and administrative staff. They are divided into two sections as curriculum practices and personal mastery practices. According to Walker (2002), a sense of learning community at the school level is a piece of evidence in commitment to the growth of the institution and also to activities that take place in this environment. These can be grouped as seminar groups, reflective writing, team research, and discussion. As can be understood from the data, this school builds a bond with this exemplification because it mostly follows the activities expressed by Walker. For Mayfield, M. & Mayfield, J. (2012), it is only when performance feedback becomes an open system continuous loop that organizational learning and development will be improved. In this school, define the feedback they have gathered from their administrators, peers, and students and describe how they use them during their teaching and learning practices.



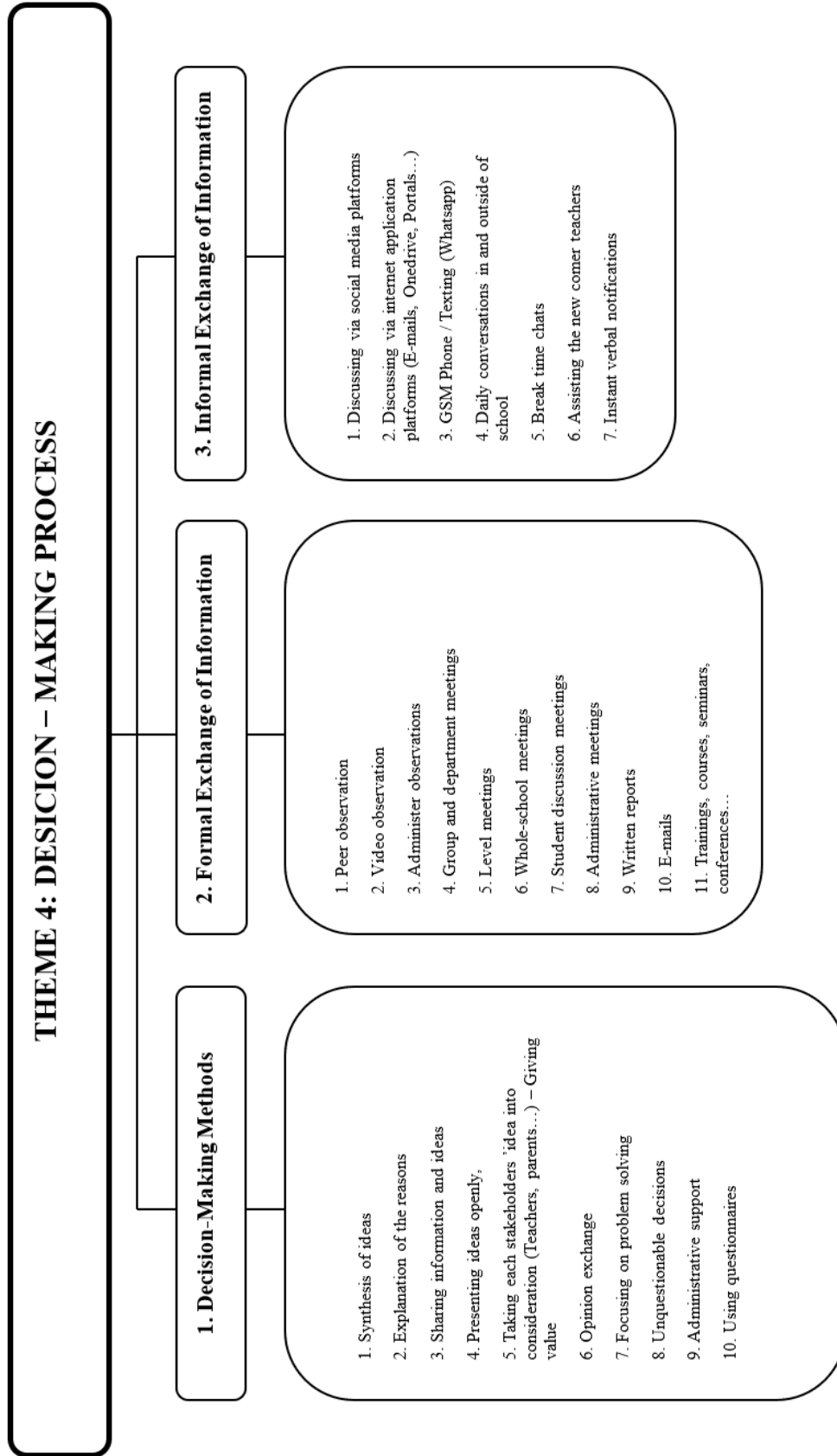


Figure 13. Theme 4 – The Decision-Making Process

#### 4.4. Decision – Making Process

The fourth theme formed from three sub-themes defined by the participants concerning decision-making methods in a learning organization. This theme was created based on the decision-making methods and type of exchange of information phases of a learning organization. The main reason behind why this theme constituted is because sharing information promotes communications and collaboration. As a result, everyone gets to have a chance of getting involved in solving different kinds of problems and, which enables the school to experiment, improve, and increase its capability continuously.

The decision-making methods are gathered under the decision- making processes, as can be seen above. Most of the participants agree on the fact that teachers' opinions are valued in the institution, but they cannot go beyond the academic level. Teachers' opinions and suggestions are more careful when it is about curriculum and student-based. Department meetings play an essential role in transferring teachers' views about any necessary incident. The department head has the responsibility to transfer them to the upper side of the chain of demand. However, administrators clearly state that they have an "Open Door Policy," and all stakeholders are welcomed to share their thoughts and ideas. Both the teachers and administrators agree that teachers cannot be involved in the decisions that should be taken regarding the whole school. However, while many teachers feel that their point of view should be taken in all sense, others stated this situation is meaningful because they cannot see the whole picture, unlike the administrators who need to consider the whole school.

A teacher who is pleased with the decision-making process of the school is as follows:

*We are in the middle of it. Our approval, nothing goes without what we want, but of course, we need to vote unanimously. Let us assume that there are ten teachers at each level, on a level-by-level basis. Every step has a teacher's decision. We call it an activity, lesson plan, exam, or what we have learned in this lesson, and in all of our small test-style assessments, all of these are consulted with us on issues related to the course and the parent-teacher meeting. Of course, some things go beyond us. Of course, things like service, food, or the dress code introduced by the school administration are not mentioned, but we do it in consultation with the teachers on the issues concerning the lesson and the children. (P9E)*

Another teacher criticizes with these words:

*We participate in the decision-making process and share our ideas in group meetings. However, how important these are is discussed. I do not believe that teachers play a significant role in making important decisions. As there are many workplaces, make decisions - more happening - actually? For example, there are some issues that we are not happy with. We are expressing these. It is in the minutes, but I did not see any improvement - unfortunately - on some issues. Therefore, I do not believe that we have a significant impact on the school's decision-making process. When it comes to decisions about the education and development of children, I think we have a powerful impact on children. I think we are more effective when we are in the classroom - in direct contact with them - and when we support it with sufficient reasons. For example, if there is a lack of students' ability and gains - and we want to make up for it - we have a clearer say. (P10E)*

An administrator verifies this comment as follows:

*I think teachers should be more involved in the decision-making process. The task of the executives must be to ensure this. Evaluating together and taking the decision together in the solution process may be more manageable. (P23Adm.)*

Another administrator summarizes the situations as;

*I think the department meetings are the top of this. On a specific day, they discuss weekly decisions about certain agenda items. Each member expresses his / her opinions here. These are recorded in the minutes. The administration reviews these minutes. In this way, teachers also participate in the school's decision-making process. Besides, meetings are held for various purposes at the beginning, middle, and end of the academic year, where all relevant personnel are consulted to participate in the decision-making process. Finally, thanks to our Open-Door Policy, the contact and exchange of ideas of all personnel with the managers and the top managers are kept open.*

*In summary, if not directly, I would say indirectly that all staff contribute to the decision process. Nevertheless, unfortunately, the direct involvement of teachers in critical decisions to be made at a high level is not much. Because the high-level decisions directly affect many different units, differences of opinion between the units can affect the decision process negatively. Therefore, it can be seen that many of the higher-level decisions come from a specialist or a small board of directors. (P22Adm.)*

#### 4.4.1. Formal Sources to Exchange Information

According to the gathered data, the institution hosts many ways to exchange information among stakeholders. Mostly, teachers feel free to share information inside the organization because they are part of the rituals, and both teachers and administrative staff feel that they productively make use of these sources to provide accurate and productive information flow about the students, program, or new decisions. The formal exchange of information generally includes subgroup and group meetings in the department, committees, administrative meetings, seminar period meetings, different commissions throughout the year activities, reports, e-mails, or training. The teachers feel secure in these environments because they can catch up with the new notifications, and each member in the school gets the right to express themselves.

Two teachers describe this process with these words:

*We talked about our coterie hours, but apart from that, at the end of the year, in the seminar periods, such innovations made in our school are also being held in the seminar period to be aware of all of us. We are all aware. During the year, although not as detailed as the seminar, we are always informed via e-mail. (P14Y)*

*Subgroup and group meetings. In line with these activities, information flow is provided about the programs. We also exchange information about what meetings, seminars, and events are held as a result of the communication of the head of the department to the executives. (P16C)*

An administrator affirms this process as follows:

*Formally, meetings of the chairmen and members of the committee, administrative meetings, seminar periods, and different commissions. We can exchange information directly on these Floors. Besides, the sub-commission studies and measurement hours can be examined within the formal structure I evaluate. In addition to this, working platforms made via computers (which can be done in the common area of each group) can be added. (P22Adm.)*

#### 4.4.2. Informal Sources to Exchange Information

Like formal exchange of information sources, the school has its informal established sources too, which cannot be seen at first glance and is not obliged by the top of the hierarchy. These informal sources to exchange information may not enable the founder's credentials, which result in a lack of authority. However, to understand teachers' practices, it is essential to consider the unseen that is not being mandated by the administrators. Teachers feel more comfort in these platforms because they are more daily-like and away from bureaucracy. They express themselves more sincerity, knowing that no one will judge them, especially from the upper level of the school's hierarchy. Examples to the informal exchange of information platform can be given: daily chattings, use of mobile applications like Whatsapp or internet sources like One-drive sharing platform, or mail groups.

Two teachers describe this process as:

*In the institution, teacher to teacher sharings still proceeds informally. Whatsapp groups are sharing there, here comes Mother's Day, what kind of work will we do about it? It is like sharing the good examples we found. That sharing is continuously there in our lives. We are also definitely talking in our chat environment. (P14Y)*

*Informally, the school is already very comfortable in communicating. We are not having a problem with our friends. In this context, we communicate quickly using technology or sharing our face-to-face classroom activities. We try to share the necessary information during our free hours related to innovation, a different application. School is outstanding in this sense. Our trust in each other, our friendship feeling is excellent. We also use informal communication tools such as WhatsApp group, Mail group, On Drive. There are also examples of weekend meetings. (P16C)*

Based on observations, the administrators state:

*Informally; Teachers' contact among themselves via WhatsApp and e-mail, as well as discussions and sharing in teacher rooms and resting places. (P22Adm.)*

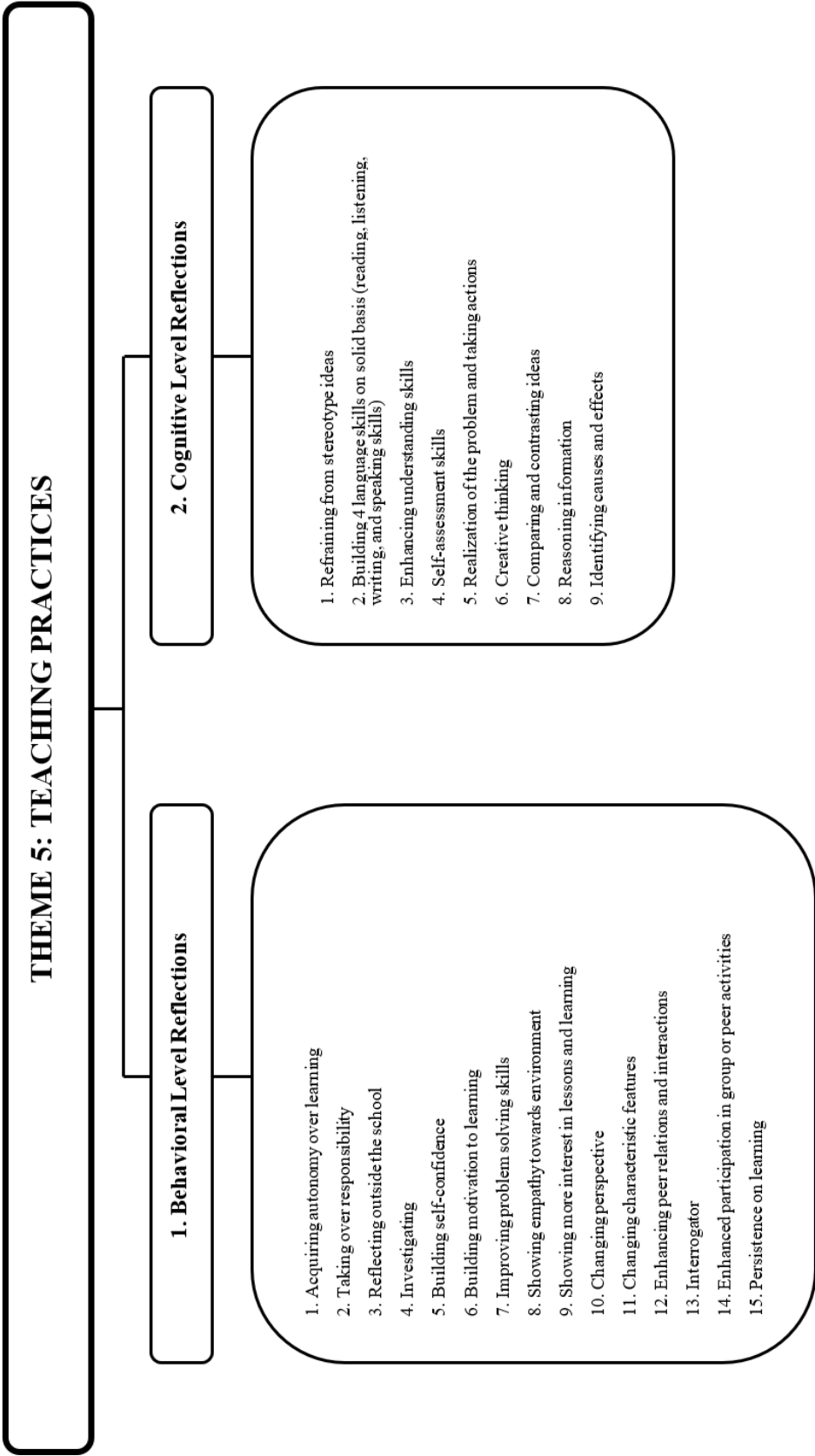


Figure 14. Theme 5 – Teaching Practices

#### 4.5. Learning Organizations and Student Success

The main reason why this theme was formed is that a learning organization cannot function without its results. In a school, this result is called the student success because it is to encourage every student to think creatively, to communicate and work well with other members, to identify and solve meaningful problems and to develop the base of factual knowledge and skills that are the essential for these “higher-order” capacities (Jackson & Davis, 2000). The last theme shaped around the idea of how learning organization practices reflect into student achievement. All the participants agree on the fact that learning organization reflects the student in many ways both inside and outside the school. Both the teachers and administrators are supporting the concept, and they believe that it is essential for student success. Therefore, a big spectrum of reflectional items was described by them to describe this influence, which can be seen above. Secondly, whether there is a direct or indirect effect of a learning organization on student success is analyzed, and the participants explained that students encounter both of them in this environment. The researcher, under this central theme, gathered all this information. They were categorized under two sub-codes: behavioral reflections and cognitive reflections.

A teacher describes this reflection with these words:

*Indirect influences, on the other hand, reflect on what we have learned and, therefore, on children. If the teacher changes, so does the child. I believe that our classes are like the character of each of us. We grow them as we do. When you observe it, so do the students of the old-fashioned teachers who teach rote courses. Give me the paper without questioning anything. You are done. 100. Well done. Give it back. However, the class of the teacher who really interrogates and thinks differently is really - just like him. For example, if you enter four different classes for comparison, you can see this distinction very clearly. (P15C)*

#### 4.5.1. Behavioral Reflections

In terms of behavioral reflections, teachers came up with the conclusion that learning organization affects students positively and result in them gaining a lot of behavioral skills, as indicated in the above figure.

Most of the participants often referred to skills such a self-confidence, interaction, problem-solving. A teacher reflected on these skills as:

*I believe that learning schools have a direct impact on students. To learn by living, touching, feeling, and realizing where they are - by doing - essential. Meeting their needs and working in line with their interests will lead to a significant increase in their academic performance. Indirectly, their life skills develop, their self-confidence grows, they learn to communicate correctly in social life, what is the right time, what problem can I solve, how can I produce different ways of solution ” - as they are - when they are happy and learn by doing things themselves, I think they all have an indirect effect. (P17C)*

Another teacher also agrees on the idea that learning organization is productive for the student and indicates skills such as taking responsibility or taking this culture outside the school environment:

*I think it works. As a result, when you change the system, the child changes into that system and is affected accordingly. In other words, it can be used either directly or indirectly. We are trying to take responsibility, as a result, and of course, it affects him indirectly, but sometimes he can use what he has learned, his skills or something. They can talk to strangers in summer places and learn what they use outside. (P2E)*

One other teacher points it out the skill of expressing themselves and their consciousness about what and how to learn, which means gaining autonomy about learning:

*It contributed to the point where the students expressed themselves better. Previously, we thought that students should express themselves as better as writing studies, visuality. I would say that for Math and Turkish. In other words, while we were going through more paper before, now we are going through more of the relationship with daily life, problem-solving technique, and by going through the lessons in which students reflect their expressions to the course process. According to previous periods, students now know what*



*they are doing and why. Although we are not at the level we want, I think that we are progressing in line with this goal by putting new things on the old one every day. (P16C)*

#### **4.5.2. Cognitive Reflections**

The participants also referred to the cognitive skills of students as a result of learning culture in the organization. These features that are related to students' mental improvements are shown as an equivalent of academic successes.

A teacher explains this by pointing out students' enhancing understanding skills and reasoning the information as follows:

*What we are trying to reflect on our plans is what we apply to students. Therefore, when we present activities that take as many students as possible to the center and enable them to learn by themselves, I see that they are more enthusiastic, more enthusiastic, giving themselves into that work and they can adapt what they have learned to other courses, but I think that the lessons that require only inferential inferences in the form of question and answer that I have described do not constitute a very persistence for the next lessons. Therefore, I think that if the learning organization practices spread more and more, it will affect student achievement much more positively. (P12C)*

Another one indicates that in this culture, students acquired skills like reading and writing skills much earlier and in meaningful context compared to previous ones.

*I believe that the students' reading and writing skills enhanced more solidly and started earlier and more safely. I should note that in the previous years, these qualities remained in the air. I mean, I used to observe that they did not understand what they read before. However, in this new method, I evaluate the techniques and activities that we use to improve understanding skills during reading. Now the children understand what they are reading. It is possible to say that this success stems from the concept of learning school.*

However, some participants mentioned the fact that learning organization culture could not be established due to other aspects like the curriculum of the Ministry of Education in Turkey. Therefore, she claims that student success is limited to be observed.

*I think this is great if the system is fully implemented. This increases your student's success incredibly as a direct impact. But there are many factors preventing this. Like the things we just talked about. For example, in the first place, the MoNE curriculum. Even if it gives me extra time, there's a program you need to keep going. The program is focused on finishing, not teaching-oriented. (P15C)*

An administrator states her point of view from a k-12 private school perspective:

*There are many relevant studies on the success of students in learning organizations. I think so. After all, our school is successful. I think of our students from kindergarten until the end of high school. When I think of the process in k-12, and when we look at the results of high school, we see that all of our students got accepted in a school. Also, according to the feedback we received from the graduates, although they complain at the time, they are very useful. I think that even the students whose achievement level is lower than the average give feedback in this way, I think this shows that we are successful. (P24Adm)*

## CHAPTER 5

### DISCUSSION, CONCLUSIONS AND SUGGESTIONS

In this chapter, the results of the study are being discussed from the perspective of the research question, and related suggestions are given. The presentation of the results here is directly linked to the intended research question of “How do private school teachers perceive their school to be a learning organization; in what ways, do they reflect their perception on to their teaching practices?”. Therefore, the study aimed to explore how private school teachers in Turkey perceive learning organization culture and how they reflect this concept to their teaching and learning practices to demonstrate during their teaching experiences. In general, the researcher aimed to explain how a learning school should be based on the findings.

Throughout the chapter, the results are initially being discussed concerning Senge’s five disciplines that address being a learning organization and his arguments related to the concept. Because Senge’s disciplines carry the backbone of this concept, it is crucial that the findings show harmony with his arguments. To describe his description shortly again in this chapter, being a learning organization requires five new disciplines to come together Senge (2006). These five disciplines should be applied separately within the organization and with the system integrity. The five disciplines of the Senge; system thought, personal mastery, mental models, shared vision creation, team learning, and system thinking. Therefore, it can be concluded that the findings referred to all aspects of his disciplines. Later, the overall connections are made apart from Senge’s ideas, and other topic related findings are presented, respectively. At the end of this chapter, the relevant suggestions are given both to the members of the learning organization and to the future researchers.

The discussion opens with the implications gathered around how the participants perceive the learning organization in their school. Considering the definitions accumulated in this study, the learning organization is a sort of organization that renovates itself by learning. They change utilizing learning and learn to change themselves, in time. Learning can not only occur in individual level, but also can be formed at the level of individual, group, or institution. In general, this definition corresponds with other definitions given by scholars and, most importantly, Senge's. However, when each participant is considered, there are some obstructive findings.

Firstly, based on the given metaphors, it can be concluded that the learning organization concept varies according to the teachers' level of experience. The researcher grouped these levels as 1-9 years as low-experienced, 10-20 years as mid-experienced, and 20-32 years as high-experienced. Based on the gathered data, it can be said that compared to low- experienced and highly-experienced teachers, mid-experienced teachers, gave more vivid, concrete, and striking descriptors for the concept. Teachers with mid-experience are evaluating more effective and perpetual. The reason behind this is, highly-experienced teachers are interpreted as closed to innovation and less-creative due to many years spent in the field. Also, as for the low-experienced ones, it can be deduced that; due to the lack of experience and evaluation sense, new starters might have difficulty in implementing theoretical issues of this concept to their practice.

The participants perceived the learning organization concept differently according to their level of teaching and branches like CST, ELT, YLT. Compared to other ones, it has been implied that English language teachers see learning organizations livelier and changeable as most of their words composed of a *butterfly*, *flower plant*, *plant seed*, *flower*, and *chameleon*.

A summary of these findings is presented below:

Table 7. Descriptions of the Metaphors Given by the Participants

<i>Number of Teachers &amp; Administrators</i>	<i>Category</i>	<i>Metaphors Being Used</i>	<i>Comment</i>
9	Low-experienced (1-9 years)	Baby, gear wheel, human cell, nature, organs, popcorn.	Hard to associate with the concept
12	Mid-experienced (10-20 years)	Butterfly, flower plant, plant seed, flower, snowball.	Vivid, concrete, and invert-oriented.
3	Highly-experienced (20-32 years)	A technological instrument, life, chameleon	Obscure, less-creative.

Secondly, in addition to their metaphors, participants' rankings gave another inference, shown in the below table. While highly-experienced teachers tend to give high scores to being a learning organization, low-experienced ones gave fewer rankings. This can be interpreted as; highly-experienced teachers see learning organization as a process that has a final reaching point. On the other hand, low-experienced and high-experienced teachers differ, which cannot be standardized to a specific level.

Table 8. Rankings Given by the Participants

<i>Number of Teachers &amp; Administrators</i>	<i>Category</i>	<i>Intervals of the Scores</i>
9	Low- experienced (1-9 years)	5-8
12	Mid-experienced (10-20 years)	3-10
3	Highly-experienced (20-32 years)	8-9

As a result, it has been finalized that this system inside a school is beneficial and fruitful among the participants. However, there is a contradiction about managers who manage and implement the concept of learning organizations still think that they are at the forefront of this issue and that more progress is needed. On the contrary, teachers who are already in this environment gave positive comments about the school's level of being a learning organization. This contradiction is because managers are more into the stages and requirements of being a learning organization. Thus, they can see the big picture more detail and as a result, detect the deficiencies or areas that can be improved. While teachers try to meet the expectations of the requirements, they go with the flow. They cannot look through the big picture and assume that the learning organization came to finalized statues.

Thinking inside Senge's frame, the findings implicated different points about mental models that were described as intrinsic assumptions which affect people's characteristics and organizational perspectives and acting (Senge, 2006). The features of an influential learning culture are closely linked to the ongoing strategies employed by the organization to motivate learning. From the findings, it is deduced that in an organization, learning is an essential element for the teachers. In order to reach the 'learning' level, the organization should consider other motivational factors, which can be related to Maslow's hierarchy of physiological needs, safety, love, esteem, and self-actualization (Maslow, 1970). As his scheme suggests, when one's need is satisfied, another emerges and claims satisfaction to be fulfilled. The last level in the pyramid, self-actualization, can be related to learning because it refers to the feeling of enforcing our learning potential. To reach a learning organization level, the schools must first meet the lower-level needs. Therefore, it can be said that constant learning opportunities are one of the motivation outcomes that nurture the organization (Osteraker, 1999). Also, this study suggests that corporate name and identity follow the needs of Maslow's. So, to reach learning organization goals in an institution, essential elements to form a brand and identity must be created. In addition to financial factors, these also play a significant role. The elements that transmit the organization to mental models have a significant role in cognition, reasoning, and decision-making.

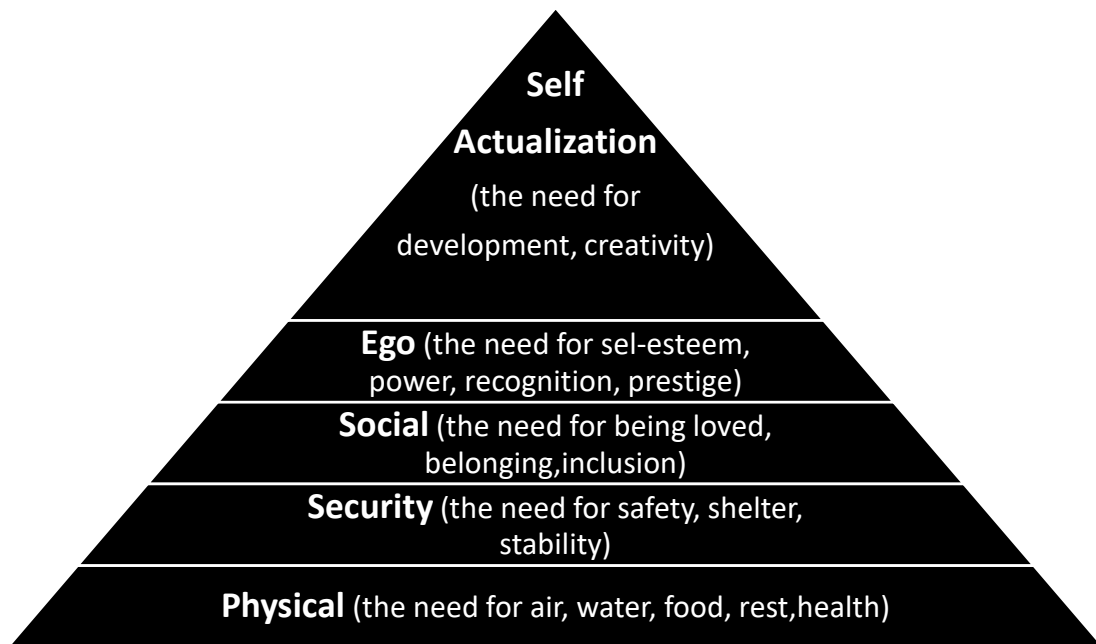


Figure 15. Maslow's Hierarchy of Needs

Concerning mental models, reflections constitute a great deal of learning source in the organization according to the acquired findings. This is because, as the participants implied, it is based on collegial inquiry and their dialogue about the reflection, which covers most of the parts in a learning organization as Hord and Sommers (2008) asserts. They highlight that without reflection in an organization, people tend to do actions that had been experienced before, and they cannot go a step ahead. This is because reflection gives us a background idea of what we are doing and what we should do differently to get positive results. The participants commented that they must think about their work because it helps them to see where they are going. They indicated that thinking about their work enables them to diagnose their errors and work on them accordingly. Therefore, the findings fall into line with other studies that claim the success is linked to reflection because it assists the organizations in taking better decision making processes (Argyris & Schon, 1978; Perkins, 2003; Schön, 1983). However, reflection takes time and effort, which is the unrecoverable factor that will contribute to the mental model of the institution.

Leadership is attributed to a shared vision because leaders should be the ones to establish this learning environment based on shared vision and values. If there is a

shared vision in an organization, employees enter to learning process not because they are forced to but due to the wish to improve themselves. Even though Senge does not give a direct description of leadership in his disciplines, this study gives essential details. They explain how leadership features should be in a learning organization. Therefore this study showed in accordance with Kools and Stoll's (2016) claims that school leaders support individual, group, and organizational learning with an inquiry, problem-solving, and experimentation as critical drivers of change and innovation.

Transforming to a learning organization has become an organizational imperative in the 21<sup>st</sup>-century. Therefore, leadership theories should keep up with this understanding. In this research, the overall understanding of leadership leads to transformational leadership. This theory is described as satisfying basic needs and meeting stronger desires by encouraging followers to enable newer solutions and create a better working environment for people (Patiar & Mia, 2009). Prior research has suggested that transformational leadership and a generative and adaptive culture are some of the most important factors that influence the enhancement of a learning organization (Hsiao & Chang, 2011).

Similarly, it can be concluded with these findings that transformational leadership and learning organizations have significant positive relationships that influence organizational innovation. As Elmore (2000) puts it: the job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization. Besides, creating a shared culture of expectations around the use of those skills and knowledge and holding the various pieces of the organization together in a productive relationship with each other is necessary. Therefore the study is consistent with the idea of transformational leadership, which is supported by Bass (2000). He asserted that the future educational leaders of learning organizations would be transformational, and they will be democratic in their relations with teachers and students. They would also know when they must accept their responsibilities to take charge. He also highlighted that they will deal with different kinds of problems of the 21st century and will help their teachers and students to learn for the century requirements.



Decision-making processes are another supportive topic that can be related to creating a competent learning institution. Creating this contains mixed decision-making methods inside the school. According to school type, this percentage can change based on the different percentage rates of teacher and administrator involvement. However, it can be concluded that a learning organization naturally relies on the formal exchange of information. Nevertheless, the informal exchange of information has as much value as the other. To foster this information flow, schools should encourage them by using social media tools or promoting daily conversations outside the school.

The findings also touch upon the importance of team learning and application to realize organizational learning. It also represents a conceptual framework that describes the new form of leadership that will be needed if the transformation of schools into learning organizations is to occur. Therefore, it can be deduced that motivating stakeholders in schools to work and learn collaboratively and to follow technological advancements about education can be useful in concerting schools to learning organizations. Future studies and discussions aimed at acquiring a deeper understanding of the processes involved in organizational learning include the influences of teachers, students, and communities in each country. It is suggested that educational researchers should explore shortcomings and problems in each country and should seek out, discuss, and design useful methods to improve organizational learning. This argument is in line with the assertion that any school that wants to become a learning organization will depend upon the school principal's ability to create the context and necessary conditions for that learning to take place and thrive (Senge et al., 2012). Based on Senge's description, collective learning is the discipline of alignment and the ability to function as a whole (Senge, 2006). According to the results of the research, teachers can have more applications about professional cooperation with their colleagues, which will model the mind of the learning organization and dominant personal characteristics. An environment should be created for teachers to improve themselves continuously, and school administrators should reinforce teachers. As Yazıcı (2001) supports, when sharing occurs in an environment, mutual interaction is inevitable, which will result in learning more handily. The findings showed that enabling colleagues to share and exchange information and

practice is seen as making the school a fruitful place to learn with and from colleagues (Bekkeres et al., 2018). Teacher collaboration is the key. The new standards have placed on effective collaboration across content areas. The more educators are involved and working together on the ongoing planning and assessment, the more optimistic they are that standards will have a positive impact. To transfer information regularly and to interpret this knowledge impartially, groups should examine and discuss it.

As for the systems thinking, the study overall supports the idea of Senge in *Schools That Learn* book that improvement inside an organization will take place when people responsible for the implementation construct the change themselves (Senge et al., 2012). Through establishing this learning culture, the organization will succeed in maintaining healthy schools, which is described as the harmony of a student, teacher, and principal behavior that endeavors for instructional success (Lunenburg & Ornstein, 2012). As the findings in this study put forward, change in a learning organization is essential, and all the stakeholders should be aware of this fact. Furthermore, as a result, they should both adapt themselves and the culture they are in for their benefit. Just as Harris and Jones (2018) point out, the learning organization means that disruptive change will inevitably proceed. They also added that change is contradictory but also futile if significant organizational development is seen as a real end-game.

For personal mastery, the findings supported that in order to be a learning organization, along with teachers, all stakeholders should possess an understanding of continuous improvement and seeing life from a different perspective. Darling-Hammond (2017) concluded in her research that, which was comparing and analyzing of teacher education of international practice, there are a variety of directions to each to the same ends, and they should be evaluated according to how they foster powerful and fruitful learning systems both for the students and teachers. The findings of this research showed relevance to the study of Parise and Spillane (2010), which suggests that formal professional development and on-the-job opportunities to learn are both significantly associated with changes in teachers' instructional practice and thus compose the backbone of student success. The learning organization is thus a valuable

tool for facilitating knowledge management to improve teaching and learning in schools (Weldy, 2009). Therefore, it has been concluded that learning organization is a method that evaluates student work to assess their needs for never-ending assistance and to determine teachers' need for new learning.

Obtained findings showed that learning organization affects teachers' teaching practices in many aspects, which accordingly reflect students to demonstrate both cognitive and behavioral gains. This study confirms the findings of Peterson et al. (1996) and Ancess (2000) that good practice and improved student outcomes result from the changes in structure. Similarly to Ancess (2000), the findings assert that good practice shows success in improving student achievement. There is a reciprocal influence among restructuring, teacher learning and practice, and student outcomes. Almost all participants have stressed the final goal of learning organizations must target to improve students' behavioral and cognitive attitudes. Therefore, a learning culture is a strategic tool for organizational growth and development. However, a learning culture rarely forms on its own. All the stakeholders inside the organizations need to adopt premeditated strategies to create a set of continuous learning. The more schools nurture personal learning, firstly the teachers, and then the students, the better they will be as a whole.

Like the participants, Kansikas and Murphy (2010) relate learning organization to innovation, and they claim that it can enhance the quantity and quality of these alterations. They also focus on the fact that the innovation pace itself is an essential step for goal setting and goal achievement in learning, as can be seen in this study. The teacher practices are highly related to innovation and innovative practices. However, in the findings, the tendency in the schools to take every innovation is criticized. Results agree on Hord and Sommers's (2008) idea that change in a school is not ignored but should not be implemented without full implementation and assessment

In today's' fast-changing world, educational institutions feel the need to keep up with advances to be successful in giving graduates that can survive in the 21<sup>st</sup> century. As a result, the role of the teacher in learning organization needs should not be ignored. Teachers need to spend effort not only on specific content that students have to learn

but also on the best methods and tools that ensure the learning will happen. To do this, educators should think outside the box, be strategic, accept failure, be aware of the system, and promote a learning culture. However, most importantly, they should locate the student and their learning needs at the center of their teaching mission. As Elmore (1995) has pointed out, “Most school reformers and practitioners take for granted that changes in structure produce a change in teaching practice, which in turn produce changes in student learning” (p.23). The study shows the importance of the literature because it helps to explain how teachers working in challenging educational contexts can collectively address any challenges schools encounter during continuous learning and reflection to enhance student achievement. It should be understood that the education style of upcoming generations should go very beyond traditional public schools. As Bao et al. (2006) state, this is because adult control of learning is gradually decreasing and replaced with a collaborative approach. This means; both the students and teachers take responsibility and initiative to learn together.

As a result, this research gives many details about how learning organizations should be. In order to be a learning organization, a school should admit that this is an ongoing and never-ending process that includes all its members. In order to do that learning organization should first refer to each motivational factor starting from physical ones to self-actualization. Like other organizations, schools are nothing without their leaders. Therefore, leaders inside a learning organization should continuously look at new options to encourage every stakeholder to learn. They should adopt the characteristics of transformational leadership and from mixed decision-making methods that involve everyone to participate actively. Learning organizations should go beyond the formal exchange of communication types and should reflect on informal sources, as well. This is because, even though they are non-observable, they are more sincere as they represent individuals’ real ideas and experiences. Continuous improvement in terms of personal mastery and practices should be the backbone of the organization.

Even though *The Fifth Discipline* was not targeted for an education audience, the educators had little difficulty in transferring ideas into this field, where the verification of this claim can be seen in this study’s results. The results were quickly applied to

Senge's ideas because they are still on track. He claimed that thinking systematically is the main lever in learning and changing the stage of an organization. However, Senge's ideas are deficient in terms of getting a reflection from the practice and experiences, which this study puts forward. For the 6<sup>th</sup> discipline, Reflective Organization can be put forward. It can give the organization its' background idea of what it is doing and what it should do differently to get better results. Without Reflective Organization, people tend to do actions or put regulations that had been experienced before, and they cannot go a further step ahead. They need to think, reflect, evaluate, and live the concept. With this 6<sup>th</sup> discipline, Lunenburg and Ornstein's (2012) metaphor of DNA or hologram to describe these systems would be completed. The understanding of "whole is greater than the sum of its parts" can be applied here (p.22).

To conclude, the learning organization highlighted that the "product" of education is human beings themselves who can continue learning throughout their life span and devote their knowledge to society. Organizations continuously navigate how to manage their assets effectively in a productive manner to maintain and enhance organizational performance. This study suggests that such organizations that learning and development activities are areas they should focus on to improve performance. As Nonaka (1991) indicates, organizations should always possess the ability to create new knowledge and spread it across the organization in order to stay competitive. Another argument of Senge's is that learning is an individualistic concept, and being in a competition fastens the learning procedure (Lunenburg & Ornstein, 2012). Even though this study mainly used Senge's disciplines to support this claim, it also offers other proof with Watkins and Marsick (1997). It is facilitating a learning culture through their positions organizations to move forward in an uncertain future. These dimensions are; creating continuous learning opportunities, promoting dialogue and inquiry, creating systems to capture and share learning. Also, empowering people toward a collective vision, encouraging collaboration and team learning, connecting the organization to its environment, and having leaders who support learning.

The findings from this study revealed that the daily interaction among teachers provides support from each other that they need to achieve the goals of teaching and

learning. It is concluded that a shared point of view fosters learning. In order to form a learning organization in education contexts, school leaders should encourage teachers to be committed to personal learning in order to teach effectively for student achievement, which shows consistency with Moloi's study (2010). In general, when teachers perceive their institution to a learning organization, the students will succeed based on the reflections (Hang Chan, 2009; Weldy, 2009). According to our research findings, teachers' perceptions about organizational learning differ according to managers' use of managerial power in change initiatives, teacher's liability to the teamwork, and whether technological advancements are followed or not.

### **5.1. Implications for all School Stakeholders**

- The organizations should analyze where they are and try to take steps towards accomplishing their goals by taking risks. As Senge says, "All great things have small beginnings" (Senge et al., 2012, p. 323). Time should be spent on the actual issues and events of the organization. To transform into a learning organization, a strategy must be built inside the organization. It should determine what its problems are beforehand. Most importantly, an organization should inform all stakeholders (teachers, parents, students, or other personnel). Regular meetings can be held for everyone, and each party should have the right to speak.
- The school, alongside with its all stakeholders, should frequently assess its success in being a learning organization. To do this, educators should evaluate the degree of being a learning organization at the student level. It is essential to understand that learning takes place in every level of individuals, and the reflections can be seen in many areas. However, if we do not assess this reflection, it would be pointless to foster the idea of learning inside a school. Thus, tests, questionnaires, or interviews can be done. Reflection on the work and having detailed assessments will guide where an organization is.

- The results of this study are remarkable because it holds leadership perspectives based on teachers' thoughts. By modeling desired behaviors—open-minded questioning, thoughtful listening, consideration of multiple options, and acceptance of opposing points of view—leaders are indeed likely to foster higher learning. However, learning-oriented leadership behaviors alone are not enough, as stated by Garvin (1993). Senior managers of organizations should know their role in the creation of the learning organization, and they should have the knowledge and skills necessary to unearth it. Leaders should refrain from mandates as they disappear in time with new actions. They should form positive environments for teachers to work together in the future. They need to be present and involved in every aspect of learning, to motivate people and give them the resolve and confidence they need to press on to their colleagues. In short, to ensure higher levels of success and efficiency in learning organizations, a more transformational leadership model should be used than the transactional model.
- Teachers are the starting point of schools as learning organizations. Although they have sufficient academic knowledge, they lack creative teaching methods and techniques. If individuals learn, they distribute the learning because they share. Therefore, both principals and teachers should continually look for sources to learn from one another based on their experiences. Teachers should see the big picture of the school and evaluate the system according to their understanding. Teachers can get training and seminars about the concept on how to reflect this concept to their students. Additionally, both principals and teachers should research the idea and come up with new ideas. They can enroll in practice-oriented master programs in Educational Administration or to Curriculum and Instruction to improve their understanding of the concept.
- Also, to meet the targets and expectations of the learning organization both in public and private schools, mid-experienced teachers and administrators

can be preferred. As can be understood from the findings, mid-experienced teachers perceive the concept active and alive.

- Lastly, by putting students to the center, all efforts should focus on learning organization targets. As the last theme of this study suggests, organization culture should shape according to students' reflection. Each student should be evaluated and considered based on their wellness criteria.

## **5.2. Implications for Future Research**

Even though the study focused on teachers' perception of learning organization in relation to their teaching and learning practices, several other findings can be generated. The study guided the researcher to suggest the following research areas.

- This study may show empirical results about teachers' practices about learning organization. However, it only covered private schools with one example. Therefore, considering the limitation of this study, the results of qualitative research cannot be generalized. Further quantitative research can be carried out to increase the generalizability of the results.
- Comparative research can be conducted among different types of organizations to look thought from a broader perspective. This research was conducted in a private school. Therefore, other research can be done in public schools, as well. As a result, research in public and private secondary schools can be compared. Learning organizations can be identified, and researches can be done with the graduates of these schools about whether they experience the advantages of their schools in social, academic, or career life.
- Due to the nature of the case study, the researcher was supposed to rely on the interpretations of the participants and interpret those interpretations in this study. Observations and field-notes may provide further details to study a similar research question. A study can be conducted about teachers and administrators working in public and private schools related to school



perceptions and critical thinking skills of students in these schools. Similar theories, terms, and concepts can be related to this area, such as organizational learning, professional learning communities, or learning communities to enable a deep understanding of the issue. More researches should be done between schools – universities to foster university-school collaboration. This will enable schools to have more theoretical background and universities to observe practices more.

- This study was conducted focusing on administrators and teachers. However, the outcomes reflected the students as well. Therefore it can be suggested that more research can be held, including the students' level. Students can be considered as a part of the study in order to gain a broader idea about the issue.

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## APPENDICES

### APPENDIX A: TEACHER INTERVIEW QUESTIONS

#### ÖĞRETMEN GÖRÜŞME FORMU

##### BÖLÜM I

##### (DEMOGRAFİK BİLGİLER)

#### KİŞİSEL BİLGİLER

1. Cinsiyetiniz:  Kadın  Erkek
2. Yaşınız: .....
3. Eğitim Durumunuz:  Lisans  Yüksek Lisans  Doktora
4. Mezun olduğunuz lisans bölümü: \_\_\_\_\_
6. Öğretmenlik deneyiminiz (yıl olarak): \_\_\_\_\_
7. Bu okulda çalışma süreniz: \_\_\_\_\_
8. Hizmet verdiğiniz öğretim düzeyi:  
 Okul Öncesi  İlköğretim  Ortaöğretim  Lise
9. Branşınız: \_\_\_\_\_

##### BÖLÜM II

##### (KURUM KÜLTÜRÜ)

**Soru 1:** Okulunuzdaki kurum kültürünü nasıl tanımlarsınız? Neden?

**Soru 2:** Okulunuzda öğretmenlerin mesleki gelişimini destekleyici faaliyetleri nasıl değerlendiriyorsunuz? Örnekler üzerinden anlatır mısınız?

**Soru 3:** Çalıştığınız kurum ile ilgili sizi en çok motive eden maddi ve manevi etkenler nelerdir?

**Soru 4:** Okulunuzda öğretim pratiklerini geliştirmek amacıyla ne gibi takım faaliyetleri yürütülmektedir?

**Soru 5:** Okulunuzda öğretmenler karar alma süreçlerine nasıl dahil olur? Bu süreci anlatır mısınız?

### **BÖLÜM III (ÖĞRENEN ÖRGÜT)**

**Soru 6:** Öğrenen örgüt ve ya öğrenen okul dediğimde aklınıza ne geliyor? Açıklar mısınız?

- Peki öğrenen örgütü metafor üzerinden tanımlamanızı istesem neye benzetirdiniz? (nesne, eşya, karakter vb.) Neden?

**Soru 7:** Okulunuzun yukarıda verilen öğrenen okul kültürü çerçevesinde ne gibi faaliyetler yaptıklarını gözlemlediniz? Bu faaliyetleri nasıl değerlendirirsiniz?

**Soru 8:** Kurumunuzun öğrenen bir okul olmasında kendinizi hangi faaliyetlerde sorumlu hissediyorsunuz?

**Soru 9:** Okulunuzda yeni program ve aktiviteler ile ilgili öğretmenlerin bilgi alışverişi yapabilmeleri için nasıl bir ortam sağlanır?

**Soru 10:** Biraz önce verdiğim tanım çerçevesinde, okulunuzu öğrenen okul olarak değerlendirseniz, 10 üzerinden kaç puan verirsiniz? Neden?

## BÖLÜM IV

### (ÖĞRENEN ÖRGÜTÜN ÖĞRETİM PRATİKLERİNE YANSIMASI)

**Soru 11:** Okulunuzda öğrenen örgüt uygulamalarının öğrenci başarısına etkisini nasıl değerlendiriyorsunuz?

**Soru 12:** Öğrencilerden öğretim uygulamalarınıza dair aldığımız geribildirimleri nasıl uygulamaya koyarsınız?

**Soru 13:** Meslektaşınızdan ve ya yöneticinizden öğrendiğiniz öğretim uygulamalarını kendi öğretim şeklinize nasıl uyarlıyorsunuz?

**Soru 14:** Sizce okulların öğrenen okul olmasının öğrenmeye doğrudan ve dolaylı olarak nasıl etkisi vardır?



## APPENDIX B: ADMINISTRATOR INTERVIEW QUESTIONS

### YÖNETİCİ GÖRÜŞME FORMU

#### BÖLÜM I

#### (DEMOGRAFİK BİLGİLER)

*İzinizle konuyla ilgili sorulara başlamadan önce kişisel bilgileriniz hakkındaki soruları yöneltmek istiyorum:*

#### KİŞİSEL BİLGİLER

1. Cinsiyetiniz:  Kadın  Erkek

2. Yaşınız: .....

3. Eğitim Durumunuz:  Lisans  Yüksek Lisans  Doktora

4. Mezun olduğunuz lisans bölümü: \_\_\_\_\_

6. Öğretmenlik deneyiminiz (yıl olarak): \_\_\_\_\_

7. Bu okulda çalışma süreniz: \_\_\_\_\_

8. Hizmet verdiğiniz öğretim düzeyi:

Okul Öncesi  İlköğretim  Ortaöğretim  Lise

9. Branşınız: \_\_\_\_\_

10. Yöneticilik deneyiminiz (yıl olarak): \_\_\_\_\_

## **BÖLÜM II**

### **(KURUM KÜLTÜRÜ)**

**Soru 1:** Okulunuzdaki kurum kültürünü nasıl tanımlarsınız? Neden?

**Soru 2:** Okulunuzda öğretmenlerin mesleki gelişimini destekleyici faaliyetleri nasıl değerlendiriyorsunuz? Örnekler üzerinden anlatır mısınız?

**Soru 3:** Çalıştığınız kurum ile ilgili sizi ve diğer paydaşları en çok motive eden maddi ve manevi etkenler nelerdir?

**Soru 4:** Okulunuzda öğretim pratiklerini geliştirmek amacıyla öğretmenler arasında ne gibi takım faaliyetleri yürütülmektedir?

**Soru 5:** Okulunuzda öğretmenler karar alma süreçlerine nasıl dahil olur? Bu süreci anlatır mısınız?

## **BÖLÜM III**

### **(ÖĞRENEEN ÖRGÜT)**

**Soru 6:** Öğrenen örgüt ve ya öğrenen okul dediğimde aklınıza ne geliyor? Açıklar mısınız?

Peki öğrenen örgütü metafor üzerinden tanımlamanızı istesem neye benzetirdiniz? (nesne, eşya, karakter vb.) Neden?

**Soru 7:** Okulunuzun yukarıda verilen öğrenen okul kültürü çerçevesinde ne gibi faaliyetler yaptıklarını gözlemlediniz?

**Soru 8:** Kurumunuzun öğrenen bir okul olmasında hangi liderlik özelliklerinizi yansıtıyorsunuz? Kendinizi hangi faaliyetlerde sorumlu hissediyorsunuz?

**Soru 9:** Okul yöneticileri, okulunuzda yeni program ve aktiviteler ile ilgili öğretmenlerin bilgi alışverişi yapabilmeleri için nasıl bir ortam sağlıyor?

**Soru 10:** Biraz önce verdiğim tanım çerçevesinde, okulunuzu öğrenen okul olarak değerlendirseniz, 10 üzerinden kaç puan verirsiniz? Neden?

#### **BÖLÜM IV**

##### **(ÖĞRENEN ÖRGÜTÜN ÖĞRETİM PRATİKLERİNE YANSIMASI)**

**Soru 11:** Okulunuzda öğrenen örgüt uygulamalarının öğrenci başarısına etkisini nasıl değerlendiriyorsunuz?

**Soru 12:** Öğretmenlerinizin öğrencilerden aldığı geribildirimleri öğretim uygulamalarına nasıl koyduklarını gözlemlediniz?

**Soru 13:** Öğretmenlerinizin meslektaşlarından ve ya yöneticilerinden öğrendiği öğretim uygulamalarını kendi öğretim şekillerine nasıl uyarladıklarını gözlemlediniz?

**Soru 14:** Sizce okulların öğrenen okul olmasının öğrenmeye doğrudan ve dolaylı olarak nasıl etkisi vardır?

## APPENDIX C: INVITATION TO INTERVIEW

### Görüşmeye Davet Formu

Merhabalar,

ODTÜ Eğitim Yönetimi ve Planlaması bölümünde danışmanım Yrd. Doç. Dr. Serap Emil ile “Özel Okul Öğretmenlerinin, Öğrenen Örgüt Kültürünün Öğretme ve Öğrenme Uygulamaları Açısından Algıları ” üzerine yüksek lisans tez çalışması yürütmekteyim.

Çalışmanın hedef kitlesi Türkiye’deki özel okullarda görev yapmakta olan öğretmenlerdir.

Araştırmaya katılmayı kabul ederseniz, en fazla 1 saat sürecek olan görüşmemizde, genel olarak akademik hayatınız ve çalışma ortamınız üzerine yöneltilen açık uçlu soruları cevaplandırmanız beklenmektedir.

Bu çalışmada cevaplar ile katılımcıyı ilişkilendirecek kişi ya da kurum adı, fakülte, bölüm vb. bilgiler gizli tutulacaktır. ODTÜ İnsan Araştırmaları Etik Kurulu’ndan etik onayı alınmıştır.

Katılımınıza dair olumlu veya olumsuz dönüş yapmanızı, olumlu dönüşünüz halinde size uygun bir tarihi belirtmenizi rica ederim.

Daha fazla katılımcıya ulaşabilmem için yardımınızı rica ediyorum.

Saygılar,

Deniz SARNEL

deniz.sarnel@metu.edu.tr

05XX XXX XX XX

## APPENDIX D: INFORMED CONSENT FORM

### Araştırmaya Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Bölümü öğrencisi Deniz Sarnel tarafından Yrd. Doç. Dr. Serap Emil danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

#### **Çalışmanın Amacı Nedir?**

Araştırmanın amacı özel okullarda çalışan öğretmenlerin öğrenen örgüt kültürünün öğretme ve öğrenme uygulamaları açısından algıları üzerine bilgi toplamaktır.

#### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, görüşme yapacağınız araştırmacının size yönelttiği açık uçlu soruları cevaplandırmanızdır. Görüşmede yer alan sorular genel olarak iş hayatınızdaki çalışma koşulları üzerinedir. Görüşmeler yaklaşık 1 saat içinde tamamlanmaktadır.

#### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik ve ya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

**Katılımla ilgili bilmeniz gerekenler:** Görüşme, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, görüşme sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi

yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşme yaptığınız kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

**Araştırmayla ilgili daha fazla bilgi almak isterseniz:**

Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Yönetimi ve Planlaması Bölümü öğretim üyelerinden Yrd. Doç. Dr. Serap Emil (E-posta: [semil@metu.edu.tr](mailto:semil@metu.edu.tr)) ya da yüksek lisans öğrencisi Deniz Sarnel (E-posta: [deniz.sarnel@metu.edu.tr](mailto:deniz.sarnel@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.***

İsim Soyad

Tarih

İmza

## APPENDIX E: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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Sayı: 28620816/66

20 Şubat 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Serap EMİL

Danışmanlığını yaptığınız **Deniz SARNEL**'in "K-12 Öğretmenlerinin Öğretim ve Öğrenme Uygulamaları Açısından Öğrenen Örgüt Kültürü Algıları" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 057-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

  
Prof. Dr. Tülin GENÇÖZ

Başkan



Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

  
Prof. Dr. Yaşar KONDAKÇI (4.)

Üye



Doç. Dr. Emre SELÇUK

Üye



Doç. Dr. Pınar KAYGAN

Üye



Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

## APPENDIX F: TURKISH SUMMARY / TÜR KÇE ÖZET

### TÜR KİYE'DE BULUNAN ÖZEL BİR OKULDAKİ ÖĞRET MENLERİN ÖĞRETİM VE ÖĞRENME UYGULAMALARI AÇISINDAN ÖĞRENEN ÖRGÜT ALGILARI

#### GİRİŞ

##### Araştırmanın Amacı ve Önemi

Barth'ın belirttiği gibi öğrenme, insanları diğer canlılardan ayıran şeydir ve okul bunu başarmanın temel kaynağıdır (Barth, 2002). Öğrenme süreci, bir birey içinde başlasa da organizasyon gibi daha geniş bir terime ulaşır. Sosyal ve politik gelişmeler, teknolojik yenilikler ve bilgiye ulaşma olanaklarının artırılması, eğitim kurumlarını diğer organizasyonlar gibi değiştirmeye ve gelişmeye zorlamıştır (Serdyukov, 2017). Hızlı çevresel değişim ve geleceğin belirsizliği, farklı organizasyon türlerinin yönetiminde, klasik organizasyon modelini terk etme ve öğrenen organizasyonlara dönüşme zorunluluğunu doğuran önemli değişikliklere yol açmaktadır. Birçok kuruluş gibi özellikle özel okullar bunu vurgular çünkü öğretmene yapılan yatırımın, öğrenci başarısı ile sonuçlanacağı fikrindedirler.

Sonuç olarak, kuruluşlar değişen ortamlara uyum sağlayabilmek ve rakiplerinin önünde durmaya odaklanmıştır. Ayrıca, işgücü becerisini geliştirmeyi ve çalışanlar arasındaki iletişim becerisini geliştirmeyi hedeflemişlerdir. Bunun nedeni, öğretmen ağlarına erişimi olanların, zenginleştirilmiş profesyonel rollere ve ortak çalışmalara sahip olmalarıdır. Dolayısıyla, öğrencilerin gereksinimlerini karşılamak için ihtiyaç duydukları bilgileri edinmede ve mesleklerinde kalma konusunda daha olumlu hissetmelerinden kaynaklanmaktadır. Her ne kadar tarih boyunca farklı isimlerle hitap edilse de, öğrenen örgütün gereksinimleri az farklarla değişmiştir. Bir organizasyonda



değişim ve gelişimin esas olduğu çünkü dünya yapısının durağanlıktan uzak olmasındandır. Bu kavram, eğitim alanında sıkça kullanılan yaşam boyu öğrenmeyi önerir. Okulların temel amacı, öğrencilerin yaşam boyu öğrenme becerilerini geliştirerek kendi kendini yönlendiren öğrencinin ilerlemesi olmalıdır (Coppieters, 2005).

Günümüzde, ilgili çalışmaların çoğu, öğrenen bir organizasyon olmanın sonuçlarına ulaşmaktan kaçınmıştır. Öğrenen örgütün öğretmenlerin uygulamaları olan bir ulaşma noktasına sahip olduğu gerçeğini görmezden gelinmektedir. Bir öğrenen organizasyon içindeki öğrenme, yalnızca yöneticiler veya öğretmenlerle ilişkilendirilemeyeceğinden, aynı zamanda öğrencilerin öğreniminde büyük rol oynayan öğretim pratikleri de dikkate alınmalıdır. Literatür, bireylerin bu kavramı nasıl algıladıklarına dair birçok çalışma sunar. Fakat kişilerin algı düzeyinde kalmış olup, öğrenen örgüt olmanın sonuçlarını göz ardı etmektedir. Birçok yabancı araştırmalarda da olduğu gibi ülke içinde de durum böyledir. Türkiye’de de bireyin okul veya sınıfının nasıl olduğu hakkındaki algılarını, öğrenme organizasyonunu yansıtmak amacıyla analiz eden, öğrenme organizasyonu ile ilgili birçok çalışma yapılmıştır. Bir okulun öğrenen organizasyon olduğunu düşündüğümüzde, öğretmenlerin ders için uygulamalarını göz ardı etmemek esastır. Sonuç olarak, bu çalışma, öğrenen organizasyonun öğretim uygulamaları ve öğrencilerin öğrenmesi ile nasıl ilişkili olduğuna dair bilgi açıklığını kapatmayı hedefler. Bunun nedeni bu sistemde bulunan öğretmenlerin hangi faaliyetleri yürüttüğünü tespit etmektir.

Günümüzün eğitim dünyasında temel odak öğrencilerdir. Bu nedenle eğitimciler, tüm okul kültürünü ve hatta topluluğunu değiştirmenin temelini oluştursa bile, onları merkeze koymanın tüm yollarını göz önünde bulundurmalıdır. Bunun yapmanın en önemli yollardan biri de, onların öğretimini geliştirecek pratiklere yer verilmesidir. Bu çalışma, Senge (2006) tarafından tanımlanan beş disiplinin yarattığı bir öğrenen organizasyon yapısının okul başarısını olumlu yönde etkileyeceği düşüncesiyle yürütülmüştür. Okulları, öğrenen organizasyon yaklaşımları için inşa etmek ve sonuçlara dayandırarak alan için kaynaklar oluşturmak, yapılandırmak ve eksiklikleri belirlemek çok önemlidir.

Bu çalışmanın temel amacı, Türkiye'deki özel okul öğretmenlerinin öğrenme örgütü kültürünü nasıl algıladıklarına ve bu kavramı öğretme ve öğrenme uygulamalarına nasıl yansıttıklarına dair derinlemesine bilgi edinmektir. Bir kurum içindeki katılımın ve iş birliğinin öğretmenlerin uygulamalarındaki etkinliğini artırıp arttırmayacağını bulmak için, bu çalışma öğretmenlerin öğrenen organizasyona olan bağlılık derecesini belirlemeye çalışır. Bu nedenle, aşağıdaki araştırma sorusu, bu çalışmaya rehberlik etmiştir:

- Özel okul öğretmenleri okullarını bir öğrenen örgüt olarak nasıl algılıyorlar; bu algılarını nasıl öğretmenlik uygulamalarına yansıtıyorlar?

## LİTERATÜR TARAMASI

### **Öğrenen Organizasyonlar**

Bir yönetim teorisi bağlamında 'öğrenen örgüt' fikri, 1978'de Argyris ve Schön tarafından ortaya atılmıştır. 1990'da Peter Senge'in "Beşinci Disiplin" isimli kitabının yayınlanmasından sonra ise bu teori, "Öğrenen Örgütler" olarak tanımlanmış ve günümüzde birçok araştırmacı tarafından kabul görmüş ve popüler bir yönetim haline getirilmiştir. Senge (2006), öğrenme organizasyonlarını, insanların gerçekten istedikleri sonuçları oluşturma kapasitesini sürekli olarak genişlettiği organizasyonlar olarak tanımlar. Ayrıca öğrenen örgütler, yeni ve geniş düşünme modellerinin teşvik edildiği, insanların sürekli bir ekip olarak nasıl öğrenileceğini ve ne tür ortamların oluşturulması gerektiğini de eklemiştir. Garvin, Edmondson ve Gino (2008) ise, kavramı, işçilerin bilgi yaratma, edinme ve aktarma konusunda geliştirdikleri bir konum olarak tanımlar.

### **Öğrenen Örgüt ilkeleri**

Bir organizasyon içinde fikir geliştirmek kolay bir iş değildir. Alanın yazarlarının çoğu, bir organizasyonda öğrenmenin bireyle başladığının ve birçok açıdan göz önüne alınması gerektiğini vurgular. Bu çalışmada her ne kadar Senge'in öne sürdüğü beş

disiplin üzerinden gidilse de literatürdeki başka diğer ilkeleri savunan bilim insanlarının geliştirdikleri başka ilkelere de yer verilmiştir. Senge tarafından açıklanan yetişkin iş birliği fikirleri, okullarla doğrudan bağlantılı olmasa da (öğrenci öğrenimi, müfredat, öğretim veya değerlendirme), ortak hedeflere ulaşmak ve uygulamayı geliştirmek ve sonuç olarak öğrenci başarısını sağlamak için birlikte çalışan yetişkinlere odaklanır.

### **Senge'in 5 Öğrenen Örgüt İlkesi**

Senge (2006) bir örgütün öğrenmeyi ciddi bir şekilde sürdürmesi için birbirine bağlı beş gerekli disiplinin modelini açıklamaktadır.

Sistem düşüncesi: Tüm parçaları birbiriyle ilişkili ve birbirini etkileyen olarak gören kavramsal bir çerçevedir.

Kişisel ustalık: Vizyon, mükemmellik ve yaşam boyu öğrenmeye kişisel bağlılık süreci. Bizim için en önemli olanı açıklığa kavuşturmak ve bunu başarmak için kapasite geliştirme olarak nitelendirilir.

Paylaşılan vizyon: Birlikte gerçekleştirmek istediğiniz geleceğin imajını paylaşmak

Takım öğrenme: Toplu öğrenme süreci; İki beynin bir taneden daha akıllı olduğu fikri. Senge, takım öğreniminin ortak zekâ ve üretken konuşma için bir kapasite geliştirdiğini gösteriyor

Zihinsel modeller: Kişisel ve örgütsel görüş ve davranışları etkileyen derin kökleşmiş varsayımlardır (Senge, 2006).

Bu ilkeler dışında, araştırmacı, konuyu daha derinlemesine incelemek ve başka kişilerin fikirleriyle kıyaslamak için literatürdeki bazı diğer ilkelere de yer vermiştir. Watkins ve Marsick (1999), öğrenme organizasyonlarında uygulanan bu tür girişimlerle ilgili yedi eylem zorunluluğu etrafında bir öğrenme organizasyonu modeli geliştirmiştir. Benzer şekilde Garrett (2000), öğrenen örgüt oluşturmada gereken ön koşulları belirlemiştir. Buna ek olarak Kools ve Stoll (2016), okulun bir öğrenen organizasyon olarak özelliklerini açıklamak için "eyleme yönelik" boyutlara ilişkin yedi tanım ortaya atmıştır. Senge'in disiplininin yukarıda belirtildiği gibi birçok teoriyi

etkilediği görülmektedir. Sonuç olarak Senge'in fikirleri bu çalışmanın bel kemiğini oluştursa da kavramı desteklemek için başka ek teorilere de yer verilmiştir.

### **Özel Okullardaki Öğrenim Faaliyetleri**

Yabancı ülkelerde ve özellikle de Türkiye'de bulunan özel okullar eğitim şeklinin artmasıyla yarış haline girmişlerdir. Sanders ve arkadaşları (1996) ve çok sayıda çalışma gösteriyor ki, eğitimciler öğrencilerin eğitiminde önemli bir fark yaratıyor ve öğretim uygulamaları eğitim süreçlerini anlamak ve geliştirmek için çok önemli. Okullardaki öğrenim faaliyetler genel refahlarına katkıda bulunurlar ve en önemlisi, öğrenme ortamını oluştururlar ve hem öğretmeni hem de öğrenci motivasyonunu ve başarısını etkilerler. Evans (2002), öğretmen geliştirme sürecinin, mesleğin durumunu bir bütün olarak iyileştirebileceğini ve öğretmenlerin bilgi, beceri ve pratiğini geliştirebileceğini ileri sürmektedir. Ne yaptıklarını ve nedenlerini öğretme / öğrenme ortamlarını geliştirmek için öğretmenlerin profesyonel ve kişisel olarak gelişmeleriyle doğrudan ilişkilidir.

### **Öğrenen Örgütle İlgili Araştırmalar**

Terimler sadece eğitim bağlamında değil, genel bir bakış açısıyla ele alındığında, literatür bize öğrenen organizasyonun sonuçlarını gösteren birçok çalışma sunmuştur. Genel çerçeveden bakıldığında öğrenen örgüt kavramının geniş bir alana yayıldığını söylememiz mümkündür. Örnek bir çalışma sonucu, bir öğrenen kuruluşun bilgi performansını olumlu yönde etkilediğini, ayrıca finansal performansını da aynı şekilde etkilediğini göstermiştir (Kim, Watkins & Lu, 2017).

Eğitimsel alanda yaklaştığımızda, öğrenen okullar ilgili gerçekleştirilmiş dikkat çeken birçok araştırmayla karşılaşmaktayız. Genel çıkarıma göre bütün paydaşların bu sistemi geliştirmede aktif rol oynaması gerektiğiyle karşılaşırız. Hamzah, Yakop, Nordin ve Rahman (2011) yaptıkları çalışmada, güçlü bir öğrenme organizasyonu için öğretmen uygulamalarının varlığının ve dönüşüm ilkeleriyle tutarlı desteğin okulların öğrenme açısından sürekli gelişim ve mükemmelliğe ulaşmalarını sağlayacağını belirtir. Bunun nedeni, eğitimcilerin öğrenmeyi öğrenmeleri gerektiğidir çünkü değişmek için bilgili ve akıllı olmaları gerekir (Easton, 2008).

“Beşinci Disiplin” kullanarak O’Keefe ve Stewart (2004) tarafından bir başka çalışma daha yapılmıştır. Eğitimciler, öğrencilerin okul ortamında, çatışma yönetimi becerilerine odaklanmalarına ve pratik yapmalarına yardımcı olurlarsa, becerilerinin doğal olarak kazanılacağını ve bu tür düşünme tarzlarını gelecek yaşamlarında kullanacaklarını iddia etmişlerdir. Türk literatürü incelendiğinde ise genellikle öğretmen algılarına ve çalışılan kurumun ne derece öğrenen örgüt olduğunu ele alınır.

### **Literatür Özeti**

Hem uluslararası hem de ulusal öğrenme kuruluşları hakkında birçok çalışma olduğu söylenebilir. Çoğu, öğretmenlerin bu kavramı kurumsal kültürlerinde nasıl algıladıklarına odaklanır. Ancak, kültür ve çevrelerinin ötesine geçmek ve bu terimin sonuçlarını bulmaya çalışmak daha anlamlı olacaktır.

## **YÖNTEM**

### **Model**

Bu araştırma sorusunu ele almak için, belirli bir insan grubu arasında paylaşılan bir olgu etrafında yaşayan deneyimlerin ayrıntılı açıklamaları ve derinlemesine analizleri ile ilgilendiği için en uygun seçenek olan nitel araştırma yapılmıştır (Creswell, 2012). Nitel araştırma yönteminin durum çalışması ile desenlenen bu çalışmada, öğrenen kültür algıları incelenip, öğretmenlerin bu algıyı nasıl öğretim pratiklerine yansıttıkları araştırılmıştır. Durum çalışması, “güncel bir olguyu kendi yaşam çerçevesi (içeriği) içinde çalışan, bulunduğu içerik arasındaki sınırların kesin hatlarıyla belirgin olmadığı ve birden fazla kanıt veya veri kaynağının mevcut olduğu durumlarda kullanılan bir araştırma yöntemidir” (Yıldırım & Şimşek, 2005). Durum çalışması, araştırmacının zaman içerisinde sınırlandırılmış bir veya birkaç durumu çoklu kaynakları içeren veri toplama araçları (gözlemler, görüşmeler, görsel-işitseller, dokümanlar, raporlar) ile derinlemesine incelediği, durumların ve duruma bağlı temaların tanımlandığı nitel bir araştırma yaklaşımıdır (Creswell, 2013).

Nitel araştırma, arařtırmacıların, katılımcılarının düşüncelerine ve duygularına erişmelerine yardımcı olabilir, bu da insanların deneyimlerine atfettiđi anlamın anlaşılmasını geliřtirebilir. Sabit bir hipotezi test etmek yerine, sorulan soruların ve verilen cevapların diyalektik prosedürünü analiz etmeye odaklanır.

### **Örneklem**

Bu çalışma, özel okul öğretmenlerinin algılarını farklı profillerden incelemeyi amaçlamaktadır. Bu nedenle, farklı alanlardan öğretmenlerden gerekli veriler toplanarak, görüşmeyi tamamlamaları istenmiştir. Öğretmenler, 2018-2019 Akademik Yılı'nın ikinci döneminde Ankara'da bulunan bir özel okuldan seçilmiştir. Dolayısıyla, bu araştırmanın çalışma grubu uygun örnekleme yöntemlerinde tipik bir örnekleme yöntemi kullanılarak belirlenmiştir. Bu çalışmada iki farklı katılımcı grubu kullanılmıştır. Araştırmanın hedef kitlesi öğretmenler olsa da yöneticilerin bilgi ve fikirleriyle konunun doğruluđu test edilmiştir. Bu araştırmanın çalışma grubu, pilot çalışma hariç, araştırma ortamında belirtilen 21 öğretmen ve hedef okulun üç yöneticisini içermektedir. Katılımcılar İngilizce öğretmenleri, sınıf öğretmenleri ve anaokulu öğretmenleridir. Katılımcıların yaşları ve deneyim süresi farklılık göstermektedir.

### **Veri Toplama Aracı**

Bu durum çalışmasında, öğrenen organizasyonun kalıcılığına ilişkin çalışma hayatı deneyimleri hakkında yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Amaçlanan araştırma problemini çözmek için yarı yapılandırılmış soru tipleri ile derinlemesine nitel görüşmeler yapılmıştır. Arařtırmacı görüşme rehberi geliřtirmiş ve uzman görüşü, sorularının son yapısını şekillendirmiştir. Sorular, Senge'in (2006) bir öğrenen örgüt olarak okullar için öngördüđu beř disipline (kişisel ustalık, paylaşılan vizyon, takım öğrenme, zihinsel modeller ve sistem düşünme) ilişkin literatür taraması ve uzman görüşleri doğrultusunda hazırlanmıştır.

### **Veri Toplama Süreci**

Veri toplamak için öncelikle Orta Dođu Teknik Üniversitesi İnsan Konuları Etik Kurulu'ndan (Ek E) etik onay alınmıştır. Katılımcılar, verdikleri bilgilerin gizliliđi

konusunda bilgilendirilmiş olup (Ek C), mülakat soruları öğretmenler ve idareciler için ayrı ayrı oluşturulmuştur (Ek A ve Ek B). Gerekli pilot çalışmalar uygulanmış ve çalışmanın geçerlik ve güvenilirlik puanlarını belirlemek için dört uzman görüşü kullanılmıştır. Hedef kitleye hem e-posta hem de sözlü davet ile, yeni katılımcılara da kartopu örnekleme ile ulaşıldı. Görüşmeler ses kaydı aracılığıyla tamamlandıktan sonra görüşmeler yazıya aktarılmıştır. Her biri yarım-bir saat süren görüşmelerde ek yazılı notlar alınmıştır. Özetle, araştırmacı veri toplama sürecini üç aşamada gerçekleştirmiştir. İlk aşamada, literatür taramasından sonra sorular hazırlanmış, uzman görüşü alınmış ve pilot çalışma yapılmıştır. İkinci aşamada okul tespit edildi ve veri toplama için yöneticilerden gerekli izinler alındı. Son olarak, görüşme yerin seçilerek, öğretmenlere araştırma hakkında bilgi verildi ve görüşmeler yapıldı.

### **Veri Analizi**

Ön işlemler olarak, görüşmeler hakkında hatırlatıcı notlar almış, verilerin bilgisayar ortamına aktardıktan sonra verileri tanımak için birkaç kere verileri, görüşme formlarını ve hatırlatıcı notları okumuştur. Edinilen nitel veriler, ortak temaların kodlanması, sınıflandırılması ve yorumlanması şeklinde tematik analiz yöntemiyle analiz edilmiştir. Ses kaydı ve notlarla yazıya aktarılan görüşmeler tematik kodlama yöntemiyle analiz edilmiştir. İlk olarak, araştırmacı veriyle tanıştıktan sonra ilk kodları üretmiştir. Daha sonra görüşme sorularını temele alarak soru başlıklarına göre oluşturduğu ana temalara renkler vermiştir. Üçüncü aşamada araştırmacı temaları belirlemeye çalışmıştır. Araştırmanın analizci tümevarımsal bir dizgede desenlenmesiyle verilerden kategoriler oluşturmak ve kategorilerden üst kategorilere ulaşılmıştır. Dördüncü aşamada belirlenen temalar karşılaştırılmıştır.

### **Araştırmacının Rolü**

Araştırmacı, üç farklı özel okul deneyimine sahiptir ve şu anda verilerin toplandığı okulda görev yapmaktadır. Dolayısıyla sistem hakkında bilgisi olup sadece gözlemci rolüyle verileri toplamıştır. Her ne kadar araştırmanın sonuçlarının olumlu ve birbiriyle bağlantılı çıkacağı yönünde olumlu önseziye sahip olsa da, süreçlere tarafsız bakmayı hedeflemiştir

## BULGULAR

Görüşmelerin tematik analizinin sonuçları incelenmiş ve öğretmenin kavram başlıkları altında sunulmuştur. Elde edilen bulgular kodlar ve alt temalarla bu beş ana tema altında toplanmış olup, sonuçlar bir bütün içerisinde açıklanmıştır. Bu bölümde, çalışmanın bulguları örgüt kültürü, motive edici faktörler, okulu öğrenen organizasyon olarak tanımlayan faktörler, karar verme süreçler ve öğrenen organizasyonun öğrenci başarısına yansımaları olarak sunulmuş ve tartışılmıştır.

Genel sonucun sonunda görüşme verilerinden çıkan temalar, görüşmelerden alınan alıntılarla birlikte analiz edilmiş, tartışılmış ve daha sonra analizden elde edilen bulgular araştırmanın araştırma sorusuna dayanarak raporlanmıştır. Oluşturulan beş ana tema mantık çerçevesinde, okul kültürünü anlamaya ve motive etmeye, daha sonra da konseptle nasıl bağdaştırdıklarıyla birlikte öğretim pratiklerine yansımalarından sona ulaşmıştır.

### **Tema 1 – Örgüt Kültürü**

Örgüt kültürünün çok sayıda özelliğe hitap etmesi, bu okulun kasıtlı olarak ya da geniş bir tanım terimine genişleyen bir örgüt kültürü oluşturmaya odaklandığını gösterir. Yenilikçi alt temasında, kodların çoğu, kendini güncelleme, yenilik gerektiğinde esnek olma, normal kalıplardan uzak durma ve kendini yenileme fikri etrafında toplanmıştır. İkinci alt tema eski geleneklere sadık kalmak, kurumsallaşmış bir sisteme sahip olmayı, geçmişten gelen alışkanlık ve ritüelleri değerlendirip sürekli bir yapıya sahip olmak üzerine vurgu yapmıştır. Üçüncüsü, risk alma alanının tüm olasılıkları uygulamak uğruna değişime ve risk almaya açık olmasına değer verilmiştir. Dördüncüsü, sürekli değişen, kendini yenileyen, yeni olaylara ayak uydurarak sürekli kendini değiştiren fikirlerini özetleyen dönüşümsel-gelişim olarak tanımlanabilir. Araştırmacı, büyük değişimleri araştırmaya ve analiz etmeye açık olmak anlamında yorumlamıştır. Altıncı olan, direnç, organizasyon içinde dayanıklı bir yapıya sahip olma fikridir. Öğrenen organizasyonu tanımlayan faktörler, daha fazlasını öğrenmek ilk temaların çoğuna bağdaştırılır. Son olarak, kültürün tüm paydaşlara eşit önem vermesinin altını çizen



okul içindeki adalet kavramı gelir. Sonuç olarak, öğretmenler okul kültürlerine yönelik farklı bakış açıları göstermektedir. Bazı alt temaların kültür için kendileriyle çeliştiği görülebilir. Öğretmenlerin çoğu kültürlerini yenilikçi, dönüşümsel-gelişimsel, araştırmacı ve risk alan biri olarak temsil ederken, diğerleri onu eski geleneklere sadık ve dirençli olarak görüyorlar.

### **Tema 2 – Motive Edici Faktörler**

Başlangıçta, katılımcılar yeterli miktarda maaş alma, ücretsiz yemek hizmeti alma, ulaştırma ya da çalışmalarına bağlı olarak ek ücret alma gibi finansal konulara değinmiş olup, çoğu psikolojik motivasyona çok daha fazla önem vermiştir. Psikolojik motivasyonlar, sekiz farklı alt başlık altında toplanmıştır: çalışan hakları, fiziksel nitelikler, geribildirim, kurumsal kimlik, topluluğun bir parçası olmak, stresiz çalışma ortamı, öğrenen bir organizasyon olmak ve tüm paydaşlara verilen eşit değerler.

### **Tema 3 – Okulu Öğrenen Organizasyon Olarak Tanımlayan Faktörler**

Bu tema dört farklı alt temalar üzerinden şekillenmiştir. Öğrenen organizasyonun tanımları, okuldaki liderlik özellikleri, öğrenen organizasyon uygulamaları, yapılan öğrenim organizasyonuna geri bildirim verilmesi. Verilen tanımlamalardan, benzetmelerden ve numaralandırmalardan temel anlayışları “gelişen”, “gelişme”, “değişim” ve “güncelleme” etrafında birleşir. Öğretmenlerin çoğu okullarında bir öğrenen organizasyon yapısına sahip olduklarını düşünürken ve ondan çok memnun olduklarını dile getirirken, tüm yöneticiler bir öğrenen kuruluş olmanın başlangıç noktasında olduklarını düşünmektedir. Bu hedefi gerçekleştirmek için çok çalışmak ve çok zaman harcamak gerektiğini eklemiştir. Bulguları desteklemek amacıyla katılımcılara yöneticileri de ekleyerek, liderlikle ilgili yardım ve yönlendirme özelliklerinin ağır bastığı ortaya çıkmıştır. Öğretim pratiklerine ilişkin yorumlamalar göze alındığında, öğretmenlerin bunları müfredat faaliyetleri ve kişisel gelişim faaliyetleri olarak ikiye aldığı sonucuna ulaşılmıştır. Geri bildirimlere atıfta bulunmak için, öğretmenlerden yöneticilerinden, akranlarından ve öğrencilerinden topladıkları geri bildirimleri tanımlamaları istenmiştir. Sonuç olarak, öğrenen örgütü her en kadar farklı terimlerle ifade edilse de ortak tanımlar çerçevesinde tamamlanmıştır.

#### **Tema 4 – Karar Verme Süreçleri**

Bu temanın oluşmasının temel nedeni, bilgi paylaşımının iletişimi ve iş birliğini teşvik etmesidir. Katılımcıların çoğu, öğretmenlerin görüşlerinin kurumda değerli olduğu konusunda hemfikirdir, ancak akademik seviyenin ötesine geçemezler. Öğretmenlerin görüş ve önerileri, müfredat ve öğrenci temelli olduğundan yöneticilere göre bu aşamada daha geri planda kalmaktadırlar.

Kurum, paydaşlar arasında bilgi alışverişinde bulunmak için birçok yol barındırmaktadır. Çoğunlukla, öğretmenler ritüellerin bir parçası oldukları için kurum içindeki bilgileri paylaşmakta özgürdürler. Hem öğretmenler hem de idari personel, öğrenciler, program ya da yeni kararlar hakkında doğru ve üretken bilgi akışı sağlamak için bu kaynakları verimli bir şekilde kullandıklarını düşünürler. Bölümdeki alt grup ve grup toplantılarını, komiteleri, idari toplantıları, seminer dönemi toplantılarını, yıl boyunca yapılan farklı komisyonları, raporları, e-postaları veya eğitimi içerir. Enformel bilgi alışverişi örnekleri ise şu şekilde verilebilir: günlük sohbetler, Whatsapp gibi mobil uygulamaların kullanımı veya One-drive paylaşım platformu gibi internet kaynakları veya posta grupları. Öğretmenlerin uygulamalarını anlamak için, yöneticiler tarafından zorunlu kılmayan görünmeyenleri değerlendirmek önemlidir. Dolayısıyla enformel iletişim kaynakları da bu yönde büyük önem taşır.

#### **Tema 5 – Öğrenen Organizasyonun Öğrenci Başarısına Yansıması**

Tüm katılımcılar, öğrenen organizasyonun öğrenciyi okul içinde ve dışında birçok yönden yansıttığı konusunda hemfikirdir. Davranışsal yansımalar açısından öğretmenler, öğrenen örgütün öğrencileri olumlu yönde etkilediği ve birçok davranış becerisi kazanmalarına neden olduğu sonucuna varmıştır. Katılımcılar ayrıca organizasyondaki öğrenme kültürünün bir sonucu olarak öğrencilerin bilişsel becerilerine de değinmiştir. Öğrencilerin zihinsel gelişmeleriyle ilgili olan bu özellikler, akademik başarılarla eşdeğer olarak gösterilmiştir.

## SONUÇ VE ÖNERİLER

Araştırma sorusunda yola çıkarak şu sonuca varabiliriz: özel okul öğretmenleri öğrenen örgüt sisteminin okulun geneline olumlu etki ettiği görüşündedir. Öğrenen örgüt edinilen bilgilere göre Senge'in fikirleri bir öğrenen örgüt kurmada hala geçerli olup, örgüte büyük fayda sağlamaktadır. Bu çalışmada çıkarılan tanımlamalar göz önüne alındığında, öğrenen organizasyonlar, öğrenerek kendini yenileyebilen bir organizasyon türüdür. Öğrenmeyi kullanarak değişiyorlar ve zaman içinde kendilerini değiştirmeyi öğreniyorlar.

Senge'in çerçevesinden baktığımızda, zihinsel modeller motivasyonla bağdaştırılabilir. Bulgular, bir organizasyonda öğrenmenin öğretmenler için vazgeçilmez bir unsur olduğu ve "öğrenme" seviyesine ulaşmak için kuruluşun Maslow'un fizyolojik ihtiyaçlar hiyerarşisi ile ilgili olabilecek diğer motivasyon faktörleri göz önünde bulundurması gerektiği sonucuna varılabilir (Maslow, 1970). Dolayısıyla, birçok araştırmada da belirtildiği gibi, sürekli öğrenme fırsatları, organizasyonu besleyen motivasyon sonuçlarından biridir (Osteraker, 1999).

Bulgular başarının yansıma ile bağlantılı olduğunu iddia eden diğer çalışmalarla aynı çizgidedir, çünkü kurumların daha iyi karar alma süreçleri almalarına yardımcı olur (Argyris & Schon, 1978; Perkins, 2003; Schön, 1983). Bulgulardan çıkarılan liderlik modeline göre dönüşümsel liderlik yapısı öğrenen organizasyonlarda istenen liderlik modelidir. Önceki araştırmalarda dönüşümsel liderliğin ve üretken ve uyarlanabilir bir kültürün, bir öğrenen örgütün gelişimini etkileyen en önemli faktörlerden bazıları olduğunu göstermiştir (Hsiao & Chang, 2011). Benzer şekilde, bu bulgularla, dönüşümsel liderliğin ve örgütsel öğrenmenin örgütsel inovasyon üzerinde önemli pozitif ilişkilere sahip olduğu sonucuna varılabilir. Liderlik paylaşılan bir vizyona atfedilir, çünkü liderler bu öğrenme ortamını paylaşılan vizyon ve değerlere dayalı kılınlar olmalıdır.

Karar verme süreçleri, etkili bir öğrenim kurumu oluşturmakla ilişkili olabilecek diğer bir destekleyici konudur. Bununla birlikte, bir öğrenen örgütün doğal olarak biçimsel

bilgi alışverişine güvendiği sonucuna varılabilir. Enformel bilgi alışverişi de diğeri kadar değerlidir. Okullardaki bireyleri iş birliği içinde ve ortaklaşa çalışmaya ve öğrenmeye teşvik etmenin ve eğitim ile ilgili teknolojik gelişmeleri takip etmenin, okulları öğrenen organizasyonlara dönüştürmede etkili olabileceği ileri sürülebilir.

Araştırmanın sonuçlarına göre, öğretmenlerin meslektaşlarıyla daha fazla mesleki iş birliğine sahip olması, öğrenen organizasyonun aklını ve baskın kişisel özellikleri modelleyecektir. Öğretmenlerin kendilerini sürekli geliştirebilecekleri bir ortam yaratılmalı ve okul yöneticileri öğretmenleri güçlendirmelidir. Elde edilen bulgular, öğrenen örgütün, öğretmenlerin öğretim uygulamalarını birçok yönden etkilediğini ve buna göre öğrencilerin hem bilişsel hem de davranışsal kazanımlar gösterdiğini yansıtmaktadır. Öğrenen örgütün, hiç bitmeyen yardım gereksinimlerini değerlendirmek ve öğretmenlerin yeni öğrenmeye olan gereksinimlerini belirlemek için öğrenci çalışmasını değerlendiren bir yöntem olduğu sonucuna varılmıştır.

Kişisel ustalık için, bulgular, öğrenen organizasyon olabilmek için, öğretmenlerle birlikte, tüm paydaşların sürekli gelişim ve yaşamı farklı açılardan görme konusunda bir anlayışa sahip olmaları gerektiğini destekledi. Elde edilen bulgular, öğrenen örgütün öğretmenlerin öğretim uygulamalarını birçok yönden etkilediğini göstermiştir. Bu nedenle Hamzah, Yakop, Nordin ve Rahman (2011), güçlü bir öğrenme organizasyonu için öğretmen uygulamalarının varlığı ve dönüşüm ilkelerine bağlı olarak tutarlı destek verilmesi, okulların öğretmen ve öğrenci öğrenme açısından sürekli gelişim ve mükemmelliğe ulaşmalarını sağlayacaktır. Kuruluşların içindeki tüm paydaşların bir dizi sürekli öğrenme oluşturmak için önceden belirlenmiş stratejileri benimsemeleri gerekir.

Ancess (2000), benzer şekilde, bulgular iyi uygulamanın öğrenci başarısını arttırmada başarı gösterdiğini iddia etmektedir. Okullar kişisel öğrenmeyi ve ekibindeki insanları ne kadar çok beslerse, ilk önce öğretmenlerin ve sonra öğrencilerin iyileşeceğinin kanısındadır. Bu bütünlüğü ele almak için, okullar bireysel iyiliğin sekiz boyutunu vurgulamalıdır çünkü öğrencilerin ihtiyaçları refahlarına göre değerlendirilmelidir.

Araştırma bulgularına baktığımızda, okullardaki bireyleri işbirliği içinde ve ortaklaşa çalışmaya ve eğitim konusundaki teknolojik gelişmeleri takip etmeye teşvik etmenin,

okulları öğrenen organizasyonlara dönüştürmede etkili olabileceği ileri sürülebilir. Öğrenen organizasyondaki değişim esastır ve tüm paydaşlar bu gerçeğin farkında olmalıdır. Ayrıca, sonuç olarak hem kendilerini hem de içinde buldukları kültürü kendi çıkarları için uyarlamaları gerekir. Senge'in fikirleri günümüzde de hala geçerli olsa da, bu çalışmanın öne sürdüğü uygulama ve deneyimleri derinlemesine düşünme konusunda yetersizdir. 6. disiplin için, Yansıtıcı Organizasyon öne sürülebilir. Kuruluşa, olumlu sonuçlar elde etmek için ne yaptığı ve ne yapması gerektiği konusunda arka plan fikri verebilir.

### **Tüm Okul Paydaşları İçin Öneriler**

- Okul, tüm paydaşlarıyla birlikte, bir öğrenen organizasyon olma başarısını sık sık değerlendirmelidir. Böylece testler, anketler veya röportajlar yapılabilir.
- Öğrenen organizasyonlarda daha yüksek düzeyde başarı ve verimlilik sağlamak için, işlem modelinden daha dönüşümlü bir liderlik modeli kullanılmalıdır.

### **Gelecekteki Araştırmalar İçin Öneriler**

- Bu çalışmanın kısıtlılıkları göz önüne alındığında, nitel araştırmanın sonuçları genelleştirilemez. Sonuçların genelleştirilebilirliğinin arttırılabileceği çalışmalar yapılabilir.
- Araştırma sadece bir çeşit okulu ele aldığından başka okullarda da araştırmalar yapıp karşılaştırmalar gerçekleştirilebilir.
- Bu durum çalışmasında, araştırmacı katılımcıların yorumlarına güvenir ve yorumları yorumlar. Fakat gözlemler ve saha notları aynı araştırma sorusunu incelemek için daha fazla ayrıntı sağlayabilir.

## APPENDIX G: TEZ İZİN FORMU / THESIS PERMISSION FORM

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### TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) :

Teachers' Perception of Learning Organization Culture in Regards to Teaching and Learning Practices in a Private School in Turkey

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master  **Doktora** / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
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