

**Research Article**

## **EVALUATION OF LEARNER ORGANIZATION CHARACTERISTICS IN EDUCATIONAL SYSTEM**

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### **ABSTRACT**

The principal objective of the paper underway was to elucidate the characteristics of learner organization in educational system. Research methodology in terms of data collection and purpose was descriptive. Statistical population was selected from 161 high school teachers in Damavand. Random sampling method was applied in selection of participants. Data collection instrument was “Diana Neffe” 2001 questionnaires with 5 point Likert scale and alpha coefficient was 0/89. In individual and group teams, Data analysis was performed by t-test and K-S test. Result suggested that Damavand high school in learner organization characteristics is above average, characteristics like (joint vision, organizational culture, work and team learning, systematic thought, joint leading, developing staff eligibility).

**Keywords:** *Learner Organization, Educational System*

### **INTRODUCTION**

In the third millennium, environmental pressure contributed organizations to gain competitive advantage and adopt contrast method as a learner organization. Organization which can adapt itself with environmental needs and provide necessary tools can survive through creativity and fostering gain necessary ability reach future successful (Eslamieh, 2014).

In learner organization all parts deeply related to each other. As Pitter Druker said these organizations are like orchestra that everyone has its own construction, but important point is that all players deeply pay attention to orchestra leader, and finally you hear a well proportionate music (Khodae, 2008). From Week and Leon (1994) point of view, learner organizations are creative and innovative organizations that have a new perspective to anything and create new thought, new idea and new look. Mumford (1997) said: learner organization have some advantages like: assuring of long term success of organization, increasing innovation and creation, adaptability in organization, individual and organizational preparedness to supplying the customer's need and gaining constant competitive advantages in business world.

According to Pedler (1986) learner organization notion is a desirable yardstick for staffs to think and activate about their present and forthcoming conceptualizations. Different researches about learner organization have been performed with different characteristics. For example, Skandari (2013) evaluate Hamedan elementary school about having learner organization characteristics according to “Park “model, his findings revealed that this elementary school was above mean. Sharifi and Eslamieh (2009) made a research about adaption with learner organization at governmental female high school in Garmsar. The results showed that all of these high schools according to “Piter Sengeh” five dimension model, have all learner organizations characteristic and has a favourable condition. Moghadam (2005) performed a research about evaluating learner organization according to “Week and Leon” in a university. Their results showed that the mentioned university has low level of learner organization characteristic and does not have a favourable condition.

Michael & Higgins (2002) evaluate “Tanyaing Technologic University” as a learner organization. Their results showed that the university has some speciality like (best relation with customers, adaption in

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changes, positive learning method, experiment and curiosity, staffs qualifying, pay positive attention to team working, opportunity developing, free conversation and relation). In today's challenging and rough environment, organizations have uncovered that past competitive advantage cannot survive them. This impose severe pressure on organization, they must learn how to improve themselves with best advantages. In fact, managers and executive managers and researchers know this subject and acknowledge that if organization is to survive ought to master the mentioned ability. So organization should increase learning ability and foster it (DiaSung, 2008; Critner, 2001). Learner organization has more authority for training organization (Mirkamali & Coworker, 2011) and schools must change to learner organization more than any kind of organization (Miskel & Hoy, 2008). In fact, promoting learner organization is a start point of training renovation (Sarkararani, 2004).

Because this social structure has a responsibility to train future offspring who will made future economic, therefore employee in this structure must have skill, speciality, knowledge, innovation and work motivation, all of these are characteristics of learner organization and every organization must possess them. Therefore, this paper evaluates learner organization characteristic in educational system based on a novel approach.

## MATERIALS AND METHODS

### Methodology

The basis of the paper underway is practical in nature and the statistical data has been analysed using descriptive statistics. The statistical population was all Damavand high school teachers. According to Morgan, a total population of 161 was selected using random simple method. we use "Diane Neeffe" (2001) questionnaire to collect data.

This questionnaire has 31 parameters which has been manifested using seven joint dimensions as joint perspective, cultural and work organization, team learning, knowledge sharing, systematic thinking, joint leading and development qualification, evaluate learning degrees in an organization. Questionnaire's standard is five point (Eslamieh, 2014). Validity of questionnaire was formally and virtually confirmed. Its reliability according to Alpha Cronbach's estimated at 0/89. So as to analyse data we have used t-test and K-S tests in individual and team forms.

## RESULTS AND DISCUSSION

### Findings

#### Normality Test

**Table 1: K-S test results**

Dimension	K-S	Sig
Joint perspective	1.673	.132
Organizational culture	1.507	.119
Team work and learning	1.818	.096
Knowledge sharing	1.481	.117
Systematic thinking	1.761	.139
Joint leading	1.214	.105
Staff's developing qualifications	1.224	.100

According to table 1 significant data are above 0/05 and by %95 assuring we can say all data are in normally distributed within curve and therefore, parametric test ought to be used to investigate data.

*Research Question:* To what extent does Damavand high school have learning characteristics?

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**Table 2: Team and individual t-test results**

Test Value = 3							
Dimension	Mean	Std. Deviation	Std. Error Mean	t	df	Sig	Mean Difference
Joint outlook	3.43	.683	.0538	7.98	160	.000	.430
Organizational culture	3.15	.846	.0667	2.30	160	.022	.154
Team and work learning	3.59	.883	.0696	8.51	160	.000	.592
Knowledge sharing	3.39	.758	.0597	6.67	160	.000	.398
Systematic thinking	3.23	1.110	.0875	2.71	160	.007	.237
Joint leading	3.70	.852	.0671	10.48	160	.000	.704
Staff's developing qualifications	3.27	.912	.0719	3.83	160	.000	.275

According to table, 2 since t value with free level 160 for tests count in two domains 0/05 are greater than critical t (1/96). Thereby theory based on any difference between observed mean and social mean (3) is rejected and it can be completely confirmed that (%95) that Damavand high school lie above mean in terms of learning characteristics organization.

## Discussion

The findings of the research underway reveal that Damavand high schools are above mean in learner organization characteristics. The findings of the present research goes in keeping with the results reported by Eskandari (2013), Sharifi and Eslamieh (2009) Micheal and Hings (2002). In order to elucidate joint perspective, its notable that as a learner organization characteristic dimension refers to existence of common view and objective towards future. Adopting joint perspective in organization contribute to long-lingering properties to organization. (Sharifi and Eslamieh, 2009) and many other researchers have proposed that one of the key parameters in making learner organization in schools is promoting joint perspective. According to Robertson (1999), the present research also showed that Damavand high schools are above the mean as far as this characteristic is concerned and are in a favourable manner, which means that in high schools there is a high attention to joint perspective and staff have the opportunity to reach this objective.

In order to develop such objective in schools we recommended support for schools and teachers to have favourable opportunity to reach joint perspective and reach best objective in schools. According to these results, organizational culture with 3/15 mean is less desirable than other dimensions. Organizational culture consists of beliefs, values and norms which govern organization and guided staff's behaviour in different organization condition. Edgar (2006) have proposed that the cause of innovation failure and organizational failure in learning and changing to learner organization is the lack of attention to organizational culture. The results also showed that making proportionate culture that accord with organization makes an organization a learning one (Wang & Yang, 2007, Aksu & Ozdemir, 2005, Levin 2001), it's necessary that all schools especially Damavand high schools attempt to repair and make organizational culture. Thereby, this paper recommended teachers ought to be supported and their ideas should be encouraged and rewarded with spiritual and material prize. In addition, the results recommended a change in strict rules and regulations because such rules may block innovation and creativity. However, a change in rules may provide teachers more flexibility in their decision-makings.

Teamwork and learning in millennium organizations is conferred of great importance. Encouraging and motivating ability in teams has so powerful effect in making learner teams in organizations (Marquart, translated by Zaly, 2006) such procedures increase team learning in schools, so we recommend providing scientific and researchable environment between teachers. Knowledge sharing as another characteristic of

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learner organization is a learning process and all organization members can share their knowledge and information to promote (Eslamieh and Mollaeian, 2013). To encourage knowledge sharing between school's teachers, two procedures are critical: 1- learning ability, a pleasant opportunity studying and participating in internal and external conference for all teachers ought to be provided. 2- Learning opportunity and contraction must be provided by organized scientific meeting. Systematic learning is important in learner organization and is powerful instrument in facilitating organizational learning. This kind of thinking teaches individual that there is no problem outside of organization and all problems are inside (Eslamieh, 2014). Increasing systematic thinking in teachers help teachers find out their important roles in schools and all schools must pay a close attention to systematic thinking.

According to results, joint leading with 3/70 mean has greater favourability among other characteristics of learner organization. In millennium organization, leading plays an important role and is a significant dimension of learner organization character. According to Senge (1990), creating learner organization is not only difficult but also accepted by all people who recognize it. Important limitation in creating learner organization is leading subject, leader must introduce character to individual who do not understand sharing (Sharifi & Eslamieh, 2006).

Therefore according to importance of leading role in creating learner organization in Vargas (2015) research also pay more attention to this event, it is recommended school managers become leader and do their managing duties by this innovation become more and more. Staff's developing qualification is the last dimension of these characteristics. In this research, it has best condition. In fact, one of the ways of obtaining sustainable competitive advantage is Staff's developing qualification to reach organization's objective in best possible way. Service training course in certain intervals to increase knowledge level is one of the best approaches to promote teachers. Finally, this paper suggested professional teachers have to be instructors in this service-training course.

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