



Journal of Education & Humanities Research (JEHR)

Institute of Education & Research (IER), University of Balochistan, Quetta-Pakistan
Volume: 10, Issue II, 2020; ISSN:2415-2366; (Print) 2710-2971 (Online)

URL: <http://web.uob.edu.pk/uob/Journals/jehr/jehr.php>

Email: jehr@uob.edu.pk

Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

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To cite this article: *Shahzad, Haider. et al. (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes; JEHR, Volume 10, Issue II*

Received: 07th February, 2021, **Accepted:** 06th March, 2021, **Published:** 18th March, 2021

KEY WORDS

Learning
Organization,
School, Senge's
Model,
Secondary
School Teachers

ABSTRACT

The rapid changes in the world, technological advancement and other factors push an organization to be learning and changing with the needs of the time to overcome the challenges. School being a nursery to groom generations face these challenges more than any other organization. Hence schools need to be learning and changing constantly to meet the needs of the society and the time. The current study was aimed to find out the perceptions and opinions of the teachers regarding their respective schools that whether their school can be called a learning organization or not keeping in view the model of learning organization proposed by Peter Senge. The study was a descriptive which applied quantitative methodology with a survey research method. A total of one hundred and twenty secondary school teachers participated in this study. The data was collected through an adapted questionnaire which was originally developed by Joo Ho Park. The analysis of data was done through SPSS (version twenty) using descriptive analysis, t-test and ANOVA. The results of the study showed that the teachers have persistent opinion about the elements of learning organization model. The findings show no significant difference of perception among teachers regarding their schools as learning organization on the bases of variables like gender and type of school (Public & Private) however the study finds significant difference of perception among the participants based upon their teaching experience.

Introduction

Schools these days are required to learn quicker than any time in recent memory as educators are encouraged to become the workers who possess more knowledge and information as compared to others so as to manage the developing weights of a quickly evolving condition. Globalization, mechanical change and vulnerability have been distinguished as trying components with which an organization needs to bargain and the achievement of the organization in enduring change is estimated by its ability to become or stay a solid learning organization where the learning of each individual is continued (Marquardt, 2002). Aside from the issues of globalization and change, the Pakistani education framework is additionally confronted with the requests of the nation's financial advancement just as those of education changes which mean to improve the quality and standard of the education framework through constant exertion. In this manner, there is a solid requirement for schools to change and adjust to their environment and build up the limit of the school and each individual in that to oversee change and further the advancement of the nation.

An age back, schools would be required to furnish students with the abilities required for the remainder of their lives. In this day and age, they have to get ready students forever and work in a quickly evolving condition, for occupations and for utilizing advancements some of which have not yet been made. Subjective capacities, for example, education and critical thinking are as yet essential yet educators likewise need to help students in building up the solid social and passionate establishment

abilities expected to flourish in an exceptionally powerful work advertise and quickly evolving world. Education today is considerably more about perspectives that include imaginative and basic ways to deal with critical thinking and dynamic, and where students impact what they learn. Their inclinations, inspiration, and in general prosperity are taken in thought for molding their learning (Durmont, Istance, & Benavides, 2010).

Customary models of schooling whose organizational examples profoundly structure schools – the single instructor, the classroom fragmented from different classrooms each with their own educator, and conventional ways to deal with educating and classroom organization, and so forth – are insufficient for conveying these 21st century learning plans, particularly for the most burdened students in the public arena (Schleicher, 2015).

Change is such a phenomenon that is complex and continuous in nature and have multiple dimensions (Kuipers, et al., 2010) and making enduring change is difficult: much of the time, changes have neglected to grab hold in the classrooms or, best case scenario get "received" on a superficial level without modifying practices and convictions (Fullan, 2015). Subsequently, schools are encouraged to learn quick and teachers are asked to become 'knowledge and information workers' so as to manage the developing weights of a quickly evolving condition (Schleicher, 2015).

To react to regularly baffling consequences of change activities and an evident need capacity of numerous schools to start and support their own developments, approach producers,

Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

teachers and researchers have looked for elective systems that could cultivate school-wide change and influence all parts of school culture. Schools need ability to learn routinely from their general surroundings and apply their learning to new circumstances with the goal that they can proceed on a way towards their objectives in an ever-evolving setting, and to have the option to plan kids and youngsters both for the present and their future (Kools & Stoll, 2016). In this setting researchers like Senge, 2012; Schlechty, 2009; Giles and Hargreaves, 2006 have contended for reconceptualising schools as 'learning organizations'. This idea has been effectively drilled in business and industry. The contention is this is the perfect kind of school organization for managing the changing outside condition, for encouraging organizational change and advancement, and even adequacy, for example upgrades in the learning results of students and other significant results.

Despite the fact that the idea of the school as learning organization (SLO) has figured out how to rouse the hearts and brains of a consistently developing group of researchers, teachers and arrangement creators everywhere throughout the world for around 25 years, generally little advancement has been made in propelling the idea – either in research or practice.

Learning Organization

The idea of the learning organization started to pick up prominence in the late 1980s. While the writing is divergent, it is commonly concurred that the learning organization is a need, is reasonable for any organization and that an organization's learning ability will be the main

economical upper hand later on. So as to remain and create at the market, organization forces the idea of learning organization (LO) where the organization at all levels expands the capacity of getting and sharing information so as to create upper hand (Jokic, Cosic, Sajfert, Pecujlija, & Pardanjac, 2012). As indicated by Senge, (2011), a learning organization is a spot, where individuals "constantly convey their abilities, satisfy their actual focuses, in which better approaches for believing are upheld and new basic expectations are conveyed, so organizations, in which individuals are learning how to learn together.

A learning organization is a gathering of individuals who have wicker a steady, upgraded capacity to learn into the corporate culture, an organization wherein learning forms are dissected, screened, develop, and joined with set points and objectives (Dawood, Mammona, Fahmeeda, & Ahmed, 2015). Hansen, Jensen, and Nguyen, (2020) Found that little bit extra efforts are required in order to transform an organization into a liable learning organization. On the basis of the findings of their research it can be argued that learning organizations are already very much near to be called a responsible and liable organization. Varshney, (2019), in the while advocated on the basis of findings of her study that the employees who perceive their organization as a learning organization tend to be more vibrant, committed to their job and have much satisfaction towards their job in comparison to the workers or employees who don't think their organization of a learning organization.

Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

Based on the findings of her mixed method case study, Stevens (2019) concluded that the discipline of team learning was most dominant in professional development of teachers while the discipline of shared vision remained the least rampant. It was also found that the experience of teachers, in terms of various demographic subgroups, remained unique.

School as Learning Organization

School as a learning organization develop as a respond

to the difficulties that followed the reform of the school

The educational organizations need to make learning a long-lasting or even lifetime action approach so that the effects of rapid present-day change may be minimized (Lahn, 2016) In an organization which is termed as a learning organization, all the people of organization are involved in learning (Retna & Ng, 2016) in order to accelerate the process of change and improvement (Ng, 2003). In schools, the LO has particular significance because an educational institute becomes a place for training and creativity, where learning processes are carried out that bring major improvements to the organisation. In addition to these qualities, a learning organization is perceived as an efficient organisation for the development, acquisition and transformation of information and knowledge (Davis & Lopuch, 2016). School as a learning organization is a school that has been created as a reaction to the troubles that followed the changes at either nearby or worldwide level.

School that have capacities as learning organization with regards to quick

worldwide change is the one that has a framework and structure that permits workers at all levels to team up, improve and apply new information (Jokic, Cosic, Sajfert, Pecujlija, & Pardanjac, 2012). This limit with respect to joint learning characterizes the procedure of organizational learning in schools. In changing schools into solid learning organizations, there are a few hidden standards which can be rehearsed by educators. These elements are very much enunciated by Senge, (1990) in his well-known idea of Learning Organization

Senge's Learning Organization Concept

The idea of the learning organization and its structure can be authored to Peter M. Senge. In light of the encounters aggregated in the field of pioneer preparing, the specialist of the MIT arrived at the determination that another development in corporate authority could be the idea of the learning organization. When building up the model, he thought that it was crucial to arrange for how the unavoidable decay following the early, serious flares of intrigue (curiosity impact) could be moderated. He contended that there are five qualities of Learning Organization: Personal Mastery, Mental Models, Shared Vision, Team Learning and System Thinking.

Personal Mastery

The personal mastery is the objective that we are attempting to accomplish. The act of personal improvement incorporates making a personal vision, distinguishing the present reality, settling on decisions and overseeing imaginative strain. Individuals learn to make and use reason and instinct. It is a self-duty forever time

Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

learning and life structure a piece of a learning organization. every part attempts to be the most fantastic individual and battle for confirmation and energy and must be increasingly reasonable for what's to come.

The Mental Models

Mental models are profoundly instilled suppositions, speculations, pictures or portrayals that influence our comprehension of the world and our exercises, which we are typically not mindful, for example mental models decide the manner in which we think, the manner in which we work in group and the manner in which we work. The self-reflection process begins for the execution, where everybody must be in profoundly knowledge for speculation and organizing the organizations model.

Sharing thoughts / Visions

Vision is typically the objective that the individual needs to accomplish. From a fundamental point of view, it is a drawn out objective that takes us through life (Jokic, Cosic, Sajfert, Pecujlija, & Pardanjac, 2012). People have rights to share unique thoughts, recommendations and visions in light of the fact that, the each unmistakable has the assorted visionary part of a specific portion of activity. Common vision of the organization should be manufactured dependent on singular individuals from the organization's vision. This implies people assemble a feeling of responsibility inside a specific work gathering, they build up a typical picture and alluring future and the standards and practices that will bolster the accomplishment of wanted objectives.

Team Learning

Each team part is greedy to learn and share their thoughts between rest of the individuals which flood the validity and innovativeness of representatives which eventually expand the organizations structure and assists with accomplishing the organizational objective. Team level learning is the learning gathering of qualified people who trade various encounters and make new information. Team learning and team individuals need to effectively pose inquiries, talk about mistakes that include experimentation and reflection and look for outside input (Jokic, Cosic, Sajfert, Pecujlija, & Pardanjac, 2012)

Systems Thinking

Inside systems thinking, Senge, (2011) depicts, that organizations are systems, which are associated by an undetectable netting of sound activities. Here, systems thinking is a calculated structure, so it is a lot of data and instruments, which was created inside the most recent ten years cantering the objective of perceive and comprehend far reaching plans for transform them after this Prepare to acknowledge examples and acknowledgment as an option of segregated occasions. The System Thinking need a few orders to make dynamic a learning organization acknowledgment, to interconnect the whole team and to abstain from accusing one another and to comprehend the issues may happen on the activities taken during tasks.

Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

Statement of the Problem

There is scarce data available on the perception of teachers about learning organization in spite of increasing and gradually support among researchers, policy makers and teachers in order to reconceptualise the notion of school as a learning organization. It has also been perceived that teachers lack awareness about the effects and impacts of learning organization on different variables. Therefore, it is deemed necessary to find out the perception of teachers about their schools in terms of learning organization in district Lasbela.

Research Questions and hypotheses

Keeping in view problem statement and going through the li, this research tries to find the literature, it is observed that there is a plethora of research on learning organization or school as learning organization but a research gap was found that there is scarcity of literature on perception of teachers about their respective schools as learning organization. Therefore, the aim of this research was to find out the perception of secondary school teachers about their school as a learning organization.

Based on the research objective, following research questions were developed:

1. What is the perception of secondary school teachers about their school as a learning organization?
2. What is the difference in perception of secondary school teachers about their school as learning organization based on various demographic subgroups i.e.

gender, school type and teaching experience?

To find out the answers to the research questions, following hypotheses were formulated:

1. There is no significant difference in the perception of male and female teachers about their school as a learning organization as per Senge's model of a learning organization.
2. There is no significant difference of perception among teachers of the public and private sectors about their school as a learning organization as per Senge's model of a learning organization.
3. There is no significant effect of experience (years of service) of teachers on teachers' perception about school as a learning organization as per Senge's model of a learning organization.

Research Methodology

Based on research objectives and questions, the researcher adopted a quantitative method research design and adopted survey research method. All teachers, serving in public or private sector secondary schools of either gender in District Lasbela formed the population for this study. A multistage sampling technique was applied to figure out the sample and sample size. Through stratified were identified sampling, schools and two strata were drawn i.e. Public Sector Schools and Private Sector Schools. A further selection of schools out of these strata was done randomly and 19 Public Sector and 5 Private sector secondary schools were selected. After stratification and random selection of schools, a ratio

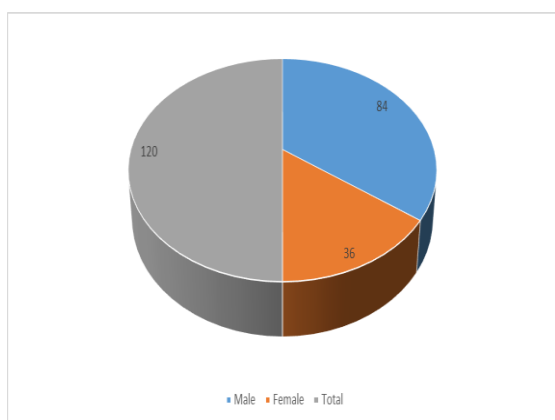
Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

was applied as there is a huge difference in the number of schools for boys and girls. Out of 29 boys' schools, 14 schools were included in the study and 5 girls' schools out of 9 were selected whereas 5 private schools out of 10 private sector secondary schools were selected. An adopted questionnaire originally used by Park, (2008) with little modifications was distributed among all 120 participants. All 120 questionnaires duly filled were received back. Before collecting data, short piloting was done to check the reliability and validity of the questionnaire. Reliability was checked using Cronbach's alpha. The α value for the instrument was .875 which is acceptable. Data was analyzed using SPSS through descriptive statistics while to test the hypotheses, independent t-test was employed.

Discussion and Results of the study

The collected data was analysed through SPSS (version 20) using various techniques i.e. descriptive statistics, comparing means (t-test) and analysis of variance (ANOVA). The breakdown of participants' demographic profile is given in following figures.

Figure 1: Gender of Participants



A total of 120 participants participated in this research. Out of 120 participants, there were 84 male participants which constituted 70% of

the participants while there were 36 female participants which constituted 30% of the respondents.

Figure 2: Experience of Participants

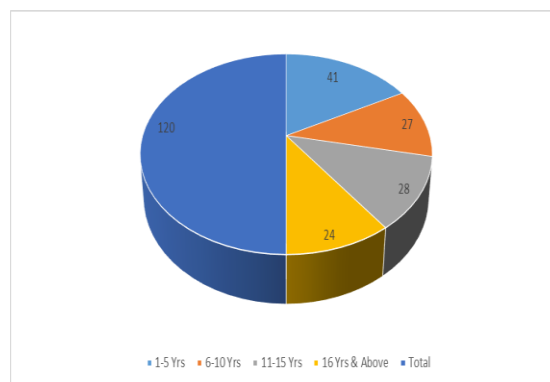


Figure 2 shows that out of 120 respondents, 41 respondents which made 34.2% of the sample had the working experience ranging from 1 year to 5 years while 27 respondents (22.5%) had the working experience of 6-10 years. Second major group of respondents (28 respondents which accumulated 23.3% of sample) had the working experience ranging from 11 years to 15 years while a total of 24 respondents which made 20% of sample had 16 years of working experience or more.

Table 1: Descriptive Statistics for Elements of Learning Organization

Variable	N	Minimum	Maximum	Mean	Std. Deviation
MEAN-PM	120	1.50	5.00	3.9486	.69472
MEAN-MM	120	2.38	5.00	3.9490	.64911
MEAN-SV	120	2.00	5.00	3.9968	.67088
MEAN-TL	120	2.14	5.00	3.9357	.70737
MEAN-ST	120	2.00	5.00	3.9458	.64066
Valid (listwise)	N 120				

The descriptive analysis for elements of learning organization showed that the opinion of participants is constant as there is no significant difference in participants'

Shahzad, Haider et al (2020); Applying Senge’s Learning Organization Model on Secondary Schools at District Level: Teachers’ perception about Current Practices and Processes

perception about all the five elements or constituents of learning organization. The mean scores for all five elements are identical in the range of 3.93~ 3.99. These mean scores showed that the participants have equal perception about all the five constituents of a learning organization.

Table 2: t-test for hypothesis-I (Effect of Gender)

	Levene's Test for Equality of Variances		t-test for equality of means		95% Confidence Interval of the Difference		
	F	Sig.	t	df	Lower	Upper	
MEAN_LO	Equal variances assumed	1.697	.195	-1.337	118	-.38036	.07375
	Equal variances not assumed			-1.412	75.386	-.36957	.06297

The t-test results showed no significant difference of perception of male and female teachers about their school as a learning organization as per Peter Senge’s model of learning organization as the test value of .195 is greater than the significance value of 0.05. Based on the results of this t-test, we failed to reject the null hypothesis and conclude that there is no significant difference of perception of male and female teachers about their school as learning organization as per Senge’s model of learning organization. The results of this study are similar to the findings of [Moloi, Grobler, and Gravett \(2002\)](#) and [Recepoglu, \(2013\)](#) who in their respective studies on same topic did not find any significant difference of perception among male and female educators regarding their school as learning organization.

Table 3: t-test for hypothesis-II (Effect of type of school)

	Levene's Test for Equality of Variances	t-test for equality of means		95% Confidence Interval of the Difference			
		F	Sig.	t	df	Lower	Upper
MEAN_LO	Equal variances assumed	.857	.357	-1.959	118	-.50541	.00267
	Equal variances not assumed			-2.125	42.247	-.49009	.01266

The t-test results showed no significant effect of type of school on perception of teachers towards their school as a learning organization as per Peter Senge’s model of learning organization. The test value of .357 is greater than the sig value of 0.05. Grounded upon the above test results we are unable to reject the null hypothesis that states that There is no significant difference of perception among teachers of public and private sector about their school as learning organization as per Senge’s model of learning organization. These results and findings are in line with the findings of [Recepoglu, \(2013\)](#) and [Moloi, Grobler, and Gravett, \(2002\)](#) who found that the type of school does not affect on the perception of teachers about their school as learning organization.

Table 4: ANOVA results for hypothesis-III (Effect of Experience)

Mean LO	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.688	3	.896	2.810	.043

Shahzad, Haider et al (2020); Applying Senge's Learning Organization Model on Secondary Schools at District Level: Teachers' perception about Current Practices and Processes

Within Groups	36.996	116	.319		
Total	39.684	119			

The results of analysis of variance (ANOVA test) showed a significant difference in perception among teachers based on their years of experience about their school as learning organization. The test value of .043 tend to be lesser than the sig value of 0.05. The null hypothesis which states that "There is no significant effect of experience (years of service) of teachers on teachers' perception about school as learning organization as per Senge's model of learning organization" is rejected and it is established on the basis of the results of this test that there is a significant effect of experience (years of service) of teachers on teachers' perception about school as learning organization as per Senge's (1990) model of learning organization. These results are contrary to the findings of Moloi, Grobler, and Gravett, (2002), Uysal, (2005) and Celep, Konaklı, and Receptoğlu, (2011) who in their respective research studies did not find any significant effect of years of experience of teachers on their perception about their school as learning organization.

Conclusion

The research was aimed to find out the perception of teachers about their schools as per the model of learning organization

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as proposed by Peter Senge (1990). The research was based on three hypotheses. The test of hypotheses through various statistical techniques revealed that the teachers have a constant opinion about the five basic elements of a learning organization. No meaningful difference of opinion was found among the teachers about their schools as learning organization based on their gender which seconds the findings of Moloi, Grobler, and Gravett, (2002) and Receptoğlu, (2013). There was no significant difference of perception among teachers about their schools as learning organization was found based on their type of school i.e. public sectors schools or private sector schools. This finding of this research is in line with the findings of Receptoğlu, (2013) and Moloi, Grobler, and Gravett, (2002) however, this research finds a significant difference in perception of teachers about their schools as learning organization based on their teaching experience and this finding was contrary to findings of Moloi, Grobler, and Gravett, (2002), Uysal, (2005) and Celep, Konaklı, and Receptoğlu, (2011) who in their respective research studies did not find any significant effect of years of experience of teachers on their perception about their school as learning organization.

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