A COMPARISON OF REGULAR HIGH SCHOOLS AND VOCATIONAL HIGH SCHOOLS IN TERMS OF ORGANIZATIONAL LEARNING LEVELS

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Abtract

By considering that educational institutions are places where new information is created and applied, today's educational institutions must achieve organizational learning by applying information management processes and initially by changing their traditional structures. When the studies on organizational learning in our country are analyzed, it is seen that number of studies about schools are inadequate. In this context, this study aims at a comparison of organizational learning levels of regular high schools and vocational high schools. This study is believed to be important in determining organizational learning levels of schools in Turkey and in providing example for all schools by presenting positive applications about organizational learning. General scanning model has been used in the study. According to ÖSS (a test which is used to place students to the universities in Turkey) results, two from each category; schools with high success, schools with average success and schools with low success have been chosen, so the research has been run in 12 schools in total. Questionnaires developed by Kale (2003) have been applied to administrators, teachers, students and their parents. These questionnaires which have been provided as organizational learning dimensions, school structure, teamwork and cooperation, policies and resources, school leadership, knowledge and skills have been proven to be dependable evaluation means according to the study that has been done by Kale (2003). The results show that the organizational learning levels of vocational high schools are better than regular high schools.

GENEL LİSELER VE MESLEK LİSELERİNİN ÖRGÜTSEL ÖĞRENME DÜZEYLERİ BAKIMINDAN KARŞILAŞTIRILMASI

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Özet

Eğitim kurumlarının yeni bilgilerin üretildiği ve bu bilgilerin en çok kullanıldığı yerler olduğu göz önünde bulundurulduğunda, günümüz eğitim örgütlerinin geleneksel yapılarını değiştirerek bilgi yönetimi süreçlerini uygulamaları ve örgütsel öğrenmeyi gerçekleştirmeleri gerektiği kaçınılmazdır. Ülkemizde örgütsel öğrenme ile ilgili yapılan çalışmalar incelendiğinde okulları konu alan araştırma sayısının yetersiz olduğu görülmektedir. Bu bağlamda araştırmada, düz ve meslek liselerinin örgütsel öğrenme düzeylerinin karşılaştırılması amaçlanmıştır. Çalışmanın, okullarımızın örgütsel öğrenme düzeylerinin belirlenmesi ve yapılan iyi uygulamaların diğer okullara ve bu konu ile ilgili yapılacak çalışmalara örnek teşkil etmesi bakımından önemli olduğuna inanılmaktadır. Araştırmada genel tarama modeli kullanılmıştır. Düz ve meslek liselerinin örgütsel öğrenme düzeylerinin karşılaştırılması amacıyla İstanbul ilindeki düz ve meslek liselerinden ÖSS (Öğrenci Seçme Sınavı) sonuçlarına göre ilk, orta ve son sırada yer alan ikişer okul seçilmiş ve araştırma toplam 12 okulda gerçekleştirilmiştir. Bu okullarda görev yapan yönetici ve öğretmenler ile bu okullarda öğrenim gören öğrenciler ve bu öğrencilerin velilerine, Kale (2003) tarafından geliştirilen anketler uygulanmıştır. Örgütsel öğrenme boyutları; okul yapısı, takım çalışması ve işbirliği, politikalar ve kaynaklar, okul liderliği ile bilgi ve beceriler olarak belirlenen bu anketlerin Kale (2003) tarafından yapılan çalışma doğrultusunda geçerli ve güvenilir birer ölçme aracı olduğu belirlenmiştir. Elde edilen sonuçlar, meslek liselerinin örgütsel öğrenme düzeylerinin düz liselere göre daha iyi olduğunu ortaya koymaktadır

Anahtar Kelimeler

Bilgi yönetimi, Örgütsel öğrenme, Kurumsal öğrenme, Lise

INTRODUCTION

In 21st century which has been referred to as Information Age, societies that consider constant development and transformation as the basis, undergo a new formation process. In this process, transformation is considered to be one of the terms whose effects are inevitable, constant and unlimited. So, in today's constantly changing and developing world, organizations and institutions have to use information for their survival and for keeping up with the transformation As a natural result of this, necessity of gaining the accessing information, information processing and evaluating ways to organization structure and re-structuring of the organization by changing the traditional structure of today's organization is inevitable (Bozkurt, 2003). But at this point, the ability of the organizations to maintain constant success doesn't only depend on accepting the transformation surrounding them and by applying it, but by creating new opportunities, by evaluating their previous success and failure and by developing their learning abilities.

The term learning is defined as transformation as a result of information and experience according to many philosophers (Doğan, 2010). Learning is the basic for all beings to maintain their existence. It is vital in the existence of organizations as well which are considered to be live organisms in modern management understanding (Yazıcı, 2004).

The learning levels in organizations are examined in three phases. The first of these is individual learning. Then team learning comes which is formed by individuals and the final is organizational learning carried out by teams coming together. Individual learning is the transformation of the individual capabilities, understandings, knowledge, attitudes and values as a result of personal endeavor, observation and experiments. Individual learning is necessary for the realization of organizational learning because organizations can only learn by means of learning individuals (Doğan, 2010).

In team learning environments, individuals carry out joint activities on a specific task at the team level. As known, in organizations, teams are groups with specific tasks. Individuals use the new capabilities they acquire for the team and they share their ideas with the other team members. When the other members of the team attain these capabilities, the team learning is fulfilled.

Organizational learning is fulfilled as well when individual and team learning is shared with all members of the team to use for the good of the organization. (Watkins & Marsick, 1999). Scientists believe that organizational learning where knowledge is stored apart from humans, in such as routines, systems, constitutions, strategies and culture can occur by managing individual learning

and team learning and by institutionalizing it (Crossan and et al. 1999; Nelson and Winter, 1982).

In today's World where "Life Long Learning" philosophy is spreading rapidly, education and learning have become indispensable parts of organizational life, hence the importance of applying learning and what is learnt to life has increased. Successful organizations are those which have applied learning constantly and dynamically. Organization learning at work approach is an also an approach that has been developed to help organizations in this case. (Öneren, 2008; Koçel, 2003). According to Senge (2002) learning organizations are places "where individuals improve their capacities to reach the goals they really want to achieve, where new and groundbreaking ideas are brought up and where people learn to learn together constantly." As understood by the definition, we can say that the most important resource of any company in competitive environment is qualified and knowledgeable manpower (Drucker, 1998). By considering this fact, the importance of educational institutions which are necessary in bringing up qualified manpower required for the operation of organizations can be seen. In this context, considering that educational institutions are places where new information is created and applied mostly, today's educational institutions must achieve organizational learning by applying information management processes and initially by changing their traditional structures.

According to Çalık (2010), the most important parts of the individual's life are spent at education institutions. Educational institutions, in other words schools, determine behaviors, thoughts, philosophies of the individual. In the light of "learning organization" term, schools have been in an attempt to transform themselves from "teaching schools" to "learning schools". Learning school is where students are active and where not "teaching efficiency" but "learning efficiency" is important (Fındıkçı, 1996). Fast developing technology is forcing schools to update themselves and to review their objectives. Today, traditional teaching has left its place to learning process where the student is active. Schools that have the responsibility to teach should be institutions within themselves, the learning process should be seen as a natural process along with other daily routines, and learning must be a basic value.

The Aim and Importance of the Study

In today's World where the saying "The only thing that doesn't change is change itself" proves its validity every single day; the rapid improvement in science and technology brings about the improvement in information and in reaching information. In this context, the individual has been in the quest of alternative ways to access information no longer, and schools have forsaken their roles of single source in reaching information. But it would be definitely a mistake to say that this decreases the importance of schools. Schools are more

than information providers; they are institutions that undertake a laboratory role for socializing individuals and helping them recognize their roles in society. So being a social system, schools have to follow up technologic, politic, social and cultural transformations surrounding them and keep up with them as much as possible. So these days, when individual learning has left its place to organizational learning, educational institutions should apply information management processes by changing their traditional structure and so achieve organizational learning. However, when studies that have been done about organizational learning in our country are examined, it can be seen that the number of these studies is inadequate.

In this context, this study aims at determining organizational learning levels of regular high schools and vocational high schools in Istanbul in the light of views of the administrators, teachers, students and parents. This study is regarded as important in determining organizational learning levels of our high schools and in setting an example of positive applications done at schools for other schools and to the future studies about this topic. Accordingly, the problem sentence of this study has been stated as: "What are the organizational learning levels of regular high schools and vocational high schools according to the views of administrators, teachers, students and parents?" The sub-problem of this study however has been declared as; "Is there a meaningful difference between averages of the organizational learning levels of regular high schools and vocational high schools in terms of school structure, teamwork and collaboration, policies and resources, school leadership and information and abilities according to the views of administrators, teachers, students and parents?".

METHOD

Research Model

General Scanning model has been used in the study. General scanning models are scanning settings on whole   population or group that represent the whole population or sample and sampling for having a general idea about a population in the universe contain large number of elements (Karasar, 2002). Also, the study is a descriptive study because researchers aim to show the current situation without any intervention to research variables.

Population and Sample

The population of the study is consists of administrators, teachers, students and parents of regular high schools and vocational high schools in İstanbul with high success, average success and low success rates. Two schools have been chosen from each category.

Table 1. Research Population and Sample

School Type	School Success	Schools	Administrators		Teachers		Students		Parents	
			Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
Regular High School	High	Kadiköy Fenerbahçe High School	5	3	60	18	1000	100	1000	100
		Kadiköy İntaş High School	3	2	45	14	850	85	850	85
	Average	Küçükçekmece Halkali Mehmet Akif Ersoy High School	4	3	26	7	943	93	943	93
		Sabahattin Zaim High School	3	2	43	13	975	97	975	97
	Low	Adalar Heybeliada H.R.G High School	3	2	45	14	300	30	300	30
		Sancaktepe Samandira High School	6	3	52	16	2150	215	2150	215
		Total	24	15	271	82	6218	620	6218	620
Vocational High School	High	Şişli Industry Vocational High School	12	6	199	60	4873	489	4873	489
		Bayrampaşa İnönü Industry Vocational High School	8	5	159	48	3970	397	3970	397
	Average	Kağithane Gültepe Industry Vocational High School	9	4	102	30	1994	200	1994	200
		Maltepe Küçükyali Vocational High School	8	4	109	33	1748	176	1748	176
	Low	Pendik Nuh Kuşçulu Industry Vocational High School	9	5	32	9	647	65	647	65
		Pendik Güllübağlar Industry Vocational High School	7	4	52	16	758	77	758	77
		Total	53	28	677	196	13990	1403	13990	1403
The size of population and sample			77	43	948	278	19955	738	19955	738

Teachers and students that took part in the sample were determined by random sampling method according to their percentages. Because the number of administrators is inadequate, all administrators working in these schools were

taken. Parents sample was made up of all students' parents of the study. Information about the population of the research is given in Table 1.

Data Collection Tools

In the research Administrator and Teacher, Student and Parent Questionnaires developed by Kale (2003) and aiming at identifying organizational learning levels of schools have been used. Each questionnaire consists of a Likert type evaluation scale with five options from 0 to 5. Administrator and Teacher Questionnaires include 65 items, Parent Questionnaire includes 25 items and Student Questionnaire includes 45 items. A study has been done by Kale (2003) to determine the validity and reliability of the questionnaires and the necessary permission for using the questionnaire forms exactly as they are was granted by the developer. It has been proven by specialists' views and review of literature that the scales have content validity. For each subsection of the scale and for the whole of the scale Reliability Analysis-Scale (Alpha) and Cronback-Alpha reliability coefficients are counted. In Table 2 Cronbach-Alpha reliability coefficients for each questionnaire can be seen.

Table 2. Data Collecting Tools Reliability Coefficients

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

In order to determine construct validity of the scales, factor analysis were done by Kale (2003) by using Principal Component Analysis for each item and it has been found that the questionnaires are reliable and valid measurement tool.

The statistical analysis of the data derived in the research has been done by using frequency, percentage, arithmetical average, t-test and variance analysis techniques by using SPSS Package 20.

FINDINGS AND DISCUSSION

In this part, findings as to sub-problems of the research and interpretations of these findings take part. In school structure dimension, findings with regards to regular high schools and vocational high schools are given in Table 3 according to the views of administrators, teachers, students and parents.

When table 3 is examined, it is seen that in 14 items with regards to school structure, vocational high schools have a higher average in 9, while regular high schools have a higher average in 5. In 6 of these 14 items there has been meaningful statistical difference between the views of samples from regular high schools and vocational high schools.

Table 3. Statistical Findings About School Structure Depending on School Types of Regular High Schools and Vocational Schools.

Items	School Type	n	$\bar{X}$	SS	t	p
Our school staff is willing to spread newly derived knowledge to school and to its surroundings.	Regular	1337	3,26	1,58	0,94	.340
	Vocational	3030	3,31	1,67		
There is absolute trust among our school staff.	Regular	717	3,89	1,50	-6,05	.000*
	Vocational	1627	3,48	1,48		
Our school staff comes together by organizing social activities	Regular	97	3,74	1,29	4,37	.000*
	Vocational	224	4,41	1,22		
Our school puts emphasis on providing students with questioning, problem solving, and critical thinking skills.	Regular	1337	3,86	1,46	-1,33	.183
	Vocational	3030	3,80	1,48		
Our school supports everyone related to it in terms of improving themselves in their areas of interest.	Regular	717	3,86	1,52	-0,38	.701
	Vocational	1627	3,84	1,47		
Everyone at our school participates in decisions that are related to them.	Regular	1337	3,83	1,54	-0,57	.565
	Vocational	3030	3,80	1,54		
Everyone at our school can express their ideas freely.	Regular	97	4,27	1,24	3,21	.002*
	Vocational	224	4,74	1,01		
There is a clearly defined personal evaluation system at our school.	Regular	97	4,02	1,29	1,01	.314
	Vocational	224	4,18	1,37		
The ones who try new approaches are encouraged in our school.	Regular	717	3,65	1,67	-1,19	.234
	Vocational	1627	3,56	1,62		
To solve the problems, specialists in the concerned field are consulted in our school.	Regular	717	4,07	1,40	0,18	.852
	Vocational	1627	4,08	1,54		
Authority and responsibility is shared fairly in our school.	Regular	97	4,09	1,21	1,85	.065
	Vocational	224	4,36	1,20		
When a decision is being taken at our school, specialist team members of the concerned field are consulted for their ideas.	Regular	97	4,00	1,19	4,12	.000*
	Vocational	224	4,58	1,07		
Same results will be acquired within the present educational system, no matter what different approaches are tried at our school.	Regular	97	3,94	1,31	2,41	.017*
	Vocational	224	4,33	1,25		
Our school staff works together about the planning of education and training activities according to a regular program.	Regular	717	3,77	1,55	4,90	.000*
	Vocational	1627	4,11	1,46		

The views that have been acquired show that, there is a higher level of trust among the personnel of regular high schools than the personnel of vocational high schools. However, it has also been found that, vocational high school personnel have more positive ideas with regards to coming together of school staff for social activities, the ability of school staff to express their ideas freely within school environment, the consultancy to the specialists when new decisions are taken at school, the fact that no matter what new methods are tried at school, the same result would be attained with the present school system and coming together of the school staff to work on planning of educational and training activities according to a regular program.

Table 4. Statistical Findings of Teamwork and Cooperation Dimensions of Regular High Schools and Vocational Schools According to School Type

Items	School Type	n	$\bar{X}$	SS	t	p
Everyone at our school shares the same thoughts about the vision and mission of our school.	Regular	717	3,55	1,58	-1,37	.171
	Vocational	1627	3,45	1,63		
Short term goals and priorities of our school have been defined clearly.	Regular	717	3,68	1,57	-1,04	.297
	Vocational	1627	3,61	1,48		
Our school staff cooperates in terms of education and training.	Regular	717	3,88	1,55	0,90	.364
	Vocational	1627	3,94	1,63		
Parents are co-operated with regards to educational program and issues concerning the development of students.	Regular	717	3,68	1,57	-1,30	.193
	Vocational	1627	3,59	1,52		
Our school staff encourages each other to express their opinions.	Regular	97	4,07	1,13	2,07	.039*
	Vocational	224	4,36	1,22		
Our school staff carries out common activities to improve their learning abilities.	Regular	717	3,58	1,61	-0,91	.359
	Vocational	1627	3,52	1,56		
Two or more teachers at our school analysis the academic performance of students regularly in cooperation with the counseling service.	Regular	717	3,61	1,69	-1,10	.269
	Vocational	1627	3,53	1,56		
Administrators and teachers observe classes by attending them in order to analyze teaching and training activities.	Regular	717	3,50	1,62	3,23	.001*
	Vocational	1627	3,73	1,55		
Our school staff finds the opportunity to get feedback about their own opinions by having an open dialogue with each other.	Regular	97	3,90	1,34	2,73	.007*
	Vocational	224	4,33	1,12		
Administrators and teachers discuss certain teaching applications among themselves.	Regular	97	3,81	1,30	3,77	.000*
	Vocational	224	4,38	1,12		
The balance between discussion and dialogue is always observed in our schools.	Regular	717	3,67	1,57	3,85	.000*
	Vocational	1627	3,94	1,52		
The negative behaviors of the students (drugs or alcohol, consummation etc.) are prevented by the efforts of school team members.	Regular	1337	3,89	1,71	-2,31	.021*
	Vocational	3030	3,76	1,70		

When Table 4 is studied, it is seen that vocational schools are higher in 6 items, while regular high schools are higher in 6 of 12 items with regards to teamwork and co-operation. In 6 of 12 items meaningful statistical difference was found between the views of samples from regular high schools and vocational schools.

Table 5. Statistical Findings Related to Policies and Resources Dimension at Regular High Schools and Vocational Schools According to School Type

Items	School Type	n	$\overline{X}$	SS	t	P
Our school has its own policies in compliance with policies of MEB	Regular	97	4,15	1,38	2,47	.014*
	Vocational	224	4,54	1,11		
There is an agreement among school staff in terms of educational and training policies.	Regular	717	3,58	1,65	4,22	.000*
	Vocational	1627	3,89	1,61		
Policies are developed in our school to determine the requirements of personnel and to employ qualified personnel.	Regular	97	3,76	1,44	4,12	.000*
	Vocational	224	4,43	1,06		
The help and support of parents are provided when important decisions are being made.	Regular	1337	3,49	1,66	0,77	.437
	Vocational	3030	3,53	1,62		
Our school develops policies that will maintain support from our surroundings in reaching our objectives.	Regular	717	3,29	1,55	-0,05	.960
	Vocational	1627	3,29	1,51		
School policies are determined according to common expectations by considering social, cultural, economic conditions.	Regular	1337	3,54	1,55	0,54	.587
	Vocational	3030	3,56	1,49		
There is a library in our school big enough to meet educational requirements of students and school staff.	Regular	717	3,67	1,65	0,91	.359
	Vocational	1627	3,74	1,50		
In our school, there are enough technological products such as computers, the internet, and photocopy machines for students and school staff to improve themselves and to do research, also the necessary conditions to use them are provided.	Regular	717	3,55	1,57	1,21	.224
	Vocational	1627	3,64	1,65		
The physical and technical facilities of our school such as the settlement plan, the building, outdoor and indoor common places, transportation means are adequate to apply educational programs efficiently.	Regular	717	3,69	1,53	1,24	.214
	Vocational	1627	3,78	1,59		
The consistency of the facilities at school that will increase the security, health and efficiency of students and school staff is provided.	Regular	1337	3,74	1,50	0,94	.344
	Vocational	3030	3,79	1,52		
The financial resources of our school are at a level to provide its short and long term objectives.	Regular	1337	3,55	1,51	3,52	.000*
	Vocational	3030	3,73	1,54		
The financial resources of our school are supported by parents and surrounding organizations.	Regular	1337	3,52	1,66	2,96	.003*
	Vocational	3030	3,68	1,64		
Adequate payment and agreeable conditions are provided to school staff at our school.	Regular	97	3,35	1,42	4,27	.000*
	Vocational	224	4,05	1,21		

The views that have been derived show that vocational high school staff encourages more each other to share their ideas; administrators and teachers observe classes by attending them to analyze educational and training activities more frequently; school staff finds the opportunity to get feedback about their own opinions too by having open dialogues with each other. Along with this it is understood that at vocational high schools, administrators and teachers discuss certain teaching applications among themselves more, also they observe the balance between discussion and dialogue more. However, it has been found that regular high school members put more effort to prevent negative behaviors of students.

The findings that have been derived from the ideas of administrators, teachers, students and parents in terms of policies and resources dimensions are given in Table 5.

When Table 5 is analyzed, vocational high schools have a higher average in 12 of 13 items in terms of policies and resources dimension, and in 1 item the averages of the two groups are equal. There is a meaningful statistical difference has been found between the views of samplings from regular high schools and vocational high schools in 6 of 13 items.

When the findings are analyzed, it is seen that vocational high schools have more policies in compliance with policies determined by MEB (Ministry of National Education of Turkey) and there is more agreement among school staff in terms of educational and training policies. Also, it is understood that more policies are developed at vocational high schools for determining requirements of the school staff and for employing qualified school personnel. It is seen that the administrators and teachers that work at vocational high schools as well as parents and students believe that the financial resources of the school is adequate to provide short and long term objectives of the school more compared to regular high schools, also they express that financial resources of their schools are supported by parents and surrounding institutions and organizations. Apart from these, administrators, teachers that work at vocational high schools, and parents and students have expressed statistically meaningful positive views with regards to payments to the school staff and to working conditions compared to regular high schools.

Findings in terms of school leadership dimension according to administrators, teachers, students and parents views are given in Table 6.

When Table 6 is examined, regular high schools have higher average in 9 of 17 items, while vocational high schools have a higher average in 8. A meaningful difference has been found in 6 of 17 items between the views of samplings from regular high schools and vocational high schools.

Table 6. Statistical Findings in Terms of School Leadership Dimension According to School Type in Regular High Schools and Vocational High Schools

Items	School Type	n	$\bar{X}$	SS	t	p
As school leaders, administrators provide the common objectives to be reflected to educational applications.	Regular	717	3,32	1,66	-1,94	.052
	Vocational	1627	3,18	1,60		
As school leaders, administrators let our school staff know of any problems openly.	Regular	717	3,80	1,59	1,63	.103
	Vocational	1627	3,91	1,55		
As school leaders, administrators treat students and school staff fairly and unbiased.	Regular	717	3,65	1,63	0,80	.422
	Vocational	1627	3,70	1,55		
As school leaders, administrators have problem solving meetings with all concerned people at school on a regular basis.	Regular	1337	3,73	1,68	-2,00	.045*
	Vocational	3030	3,62	1,67		
As school leaders, administers cooperate with all concerned people in planning and application and evaluation of educational program.	Regular	717	3,81	1,52	2,38	.017*
	Vocational	1627	3,97	1,47		
As school leaders, administrators are open to all kinds of technological applications and updates that will increase efficiency at school.	Regular	717	3,92	1,55	-4,34	.000*
	Vocational	1627	3,62	1,44		
As school leaders, administrators, by their thoughts and behaviors show that they are open to learn and improve themselves.	Regular	717	3,71	1,57	-0,35	.720
	Vocational	1627	3,69	1,50		
As school leaders, administrators cooperate with educational institutions for the improvement of everyone in school.	Regular	717	3,46	1,75	1,80	.072
	Vocational	1627	3,59	1,68		
As school leaders, administrators provide all school staff with equal learning and improvement opportunities.	Regular	717	3,72	1,66	-1,93	.053
	Vocational	1627	3,58	1,53		
As school leaders, administrators, provide conditions that will offer learning opportunities along with daily routines.	Regular	97	4,14	1,15	2,58	.010*
	Vocational	224	4,51	1,22		
As school leaders, administrators are willing to remove barriers to learning.	Regular	717	4,01	1,62	-5,44	.000*
	Vocational	1627	3,62	1,56		
As school leaders, administrators organize programs that aim at improving the school staff regularly.	Regular	717	3,33	1,72	2,62	.009*
	Vocational	1627	3,53	1,48		
As school leaders, administers direct everyone to make common objectives come true.	Regular	1337	3,76	1,60	0,16	.872
	Vocational	3030	3,77	1,58		
As school leaders, administrators insist on the best performance of the school staff.	Regular	717	3,79	1,69	-1,34	.178
	Vocational	1627	3,69	1,58		

Table 6 (Continued)

Items	School Type	n	$\bar{X}$	SS	t	p
As school leaders, administrators bring about a culture where the expectations for themselves, teachers and students are high.	Regular	1337	3,62	1,58	-0,77	.437
	Vocational	3030	3,58	1,60		
As school leaders, administrators reward positive activities done by teachers, students or other personnel of the school.	Regular	717	3,702	1,67	0,05	.958
	Vocational	1627	3,706	1,60		
As school leaders, our administrators display exhibits a strong commitment and responsibility models for teaching and learning.	Regular	717	3,78	1,70	-0,72	.470
	Vocational	1627	3,72	1,56		

When the findings are analyzed, at regular high schools problem solving meetings with all concerned people are organized more often in regular high schools compared to vocational high schools, however it is understood that vocational high school administrators cooperate more often in planning and evaluating educational programs with all concerned people compared to regular high school administrators. It is also understood that the administrators that work at regular high schools are more open to technological applications and updates and are more willing to remove obstacles to learning. Administrators at vocational high schools however are more willing to provide conditions that will offer learning opportunities along with daily routines.

The findings in information and skills dimension are given in Table 7 from samplings in regular high schools and vocational high schools according to administrators', teachers', students', and parents' views.

When Table 7 is studied, it is seen that regular high schools have higher averages in 4 of 9 items related to information and skills dimensions, while in 5 items; vocational schools have a higher average. A statistical meaningful difference is seen between the ideas of samplings from regular high schools and vocational high schools.

When views that have been acquired are studied, it is observed that the administrators and teachers in regular high schools more believe that they have comprehensive knowledge and skills compared to vocational high schools. Also it has been found that regular high school administrators and teachers are believed to have adequate information and skills to choose, design, use and evaluate educational technologies. The information derived from the study also shows that regular high school teachers know more about different ideas regarding their fields, theories, the ways to reach information and research methods compared to vocational high school teachers. Apart from these, administrators and teachers, as well as students and parents at regular high schools believe their schools make necessary deductions from their experiences and mistakes. However, it is observed that in vocational high schools, the

administrators are more open to the information from the students and parents and benefit more from that information.

Table 7. Statistical Findings in Terms of Information and Skills Dimension According to School Type in Regular High Schools and Vocational High Schools

Items	School Type	n	$\bar{X}$	SS	t	p
Administrators and teachers have comprehensive knowledge and skills in their fields.	Regular	1337	3,89	1,58	-2,76	.006*
	Vocational	3030	3,75	1,64		
Administrators and teachers, have the knowledge and skills (educational technology selection, design, use and evaluation) to carry out the objectives and increase the learning success.	Regular	717	3,80	1,54	-2,31	.021*
	Vocational	1627	3,64	1,51		
Teachers know the different ideas in their fields, theories and the ways to reach information and use them.	Regular	717	3,96	1,61	-4,55	.000*
	Vocational	1627	3,64	1,50		
Our school has achieved facilities that can store the information and skills attained.	Regular	717	3,56	1,76	1,64	.099
	Vocational	1627	3,69	1,60		
Our school attains necessary knowledge from its experiences and mistakes.	Regular	1337	3,84	1,60	-3,11	.002*
	Vocational	3030	3,67	1,67		
Our school searches applications of other schools and uses the information derived from these researches.	Regular	1337	3,57	1,62	1,60	.108
	Vocational	3030	3,66	1,59		
Our school is open to information that comes from students and parents and uses that information.	Regular	1337	3,52	1,66	2,55	.011*
	Vocational	3030	3,66	1,52		
Our school provides the school staff with improvement programs that help them attain new information and skills.	Regular	717	3,40	1,61	1,94	.052
	Vocational	1627	3,54	1,59		
Our school provides parents and surroundings with the knowledge demanded as to all kinds of applications.	Regular	1337	3,72	1,66	0,78	.432
	Vocational	3030	3,77	1,60		

DISCUSSION AND CONCLUSIONS

As a result of this study, it is understood that organizational learning levels of vocational high schools with regards to school structure, teamwork and cooperation dimensions are higher than regular high schools. In schools where organizational learning is encouraged, teachers take part in decision making process effectively. In this structure, planned meetings are held weekly. Mainly informal problem solving environments are arranged. Teachers with different

educational backgrounds open knowledge to discussion. (Kale, 2003) Learning school is where, the administrators of the school primarily, and all members of the school are open to lifelong learning, where learning is emphasized rather than teaching, and where the interests and requirements of the students are the basis (Fındıkçı, 1996). According to this, the result shows that vocational high schools have a school structure that supports organizational learning more compared to regular high schools, also organization culture which is dependent on teamwork and cooperation is more developed in vocational high schools.

Another result that has been acquired according to administrators', teachers', parents' and students' views, vocational high schools have better organizational learning levels compared to regular high schools in terms of policies and resources dimensions. In this context, it can be said that school policies of vocational high schools are at an adequate level in terms of organizational learning and that the present resources are qualified to support learning and professional development.

In both school types when the findings as to school leadership dimension are examined, no meaningful difference has been found between organizational learning levels of regular high schools and vocational high schools. When knowledge and skills dimension results are studied however, the organizational learning levels of regular high schools are better than vocational high schools.

According to the findings, it is clearly seen that the organizational learning levels of regular high schools are inadequate and must be improved. According to this, the qualifications of the teachers that work at regular high schools, educational strategies and students affairs must be improved and a school culture that supports constant development must be adopted and school principals must have innovative and participating leadership understanding.

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GENİŞ ÖZET

Toplumsal ve eğitsel değişimin hızına bağlı olarak okulların "öğrenen örgüt" olma gerekliliği giderek önem kazanmaktadır. Ancak okulların öğrenen bir örgüt yaratmadaki rolü diğer kurumlara göre iki kat daha önemlidir. Çünkü okullar yalnızca kurumun kendisini en etkili hale getirmekle kalmayıp, diğer kuruluşlar için de bir rol modeli oluştururlar (Ensari, 1998). Öyleyse bireysel öğrenmenin yerini artık örgütsel öğrenmeye bıraktığı şu günlerde eğitim kurumlarının geleneksel yapılarını değiştirerek, bilgi yönetimi süreçlerini bünyelerinde uygulamaya geçirmeleri ve beraberinde örgütsel öğrenmeyi gerçekleştirmeleri kaçınılmazdır. Fakat ülkemizde örgütsel öğrenme ile ilgili yapılan çalışmalar incelendiğinde okulları konu alan araştırma sayısının yetersiz olduğu görülmektedir.

Bu doğrultuda, bu araştırmada, İstanbul ilindeki düz ve meslek liselerinin örgütsel öğrenme düzeylerinin yönetici, öğretmen, öğrenci ve veli görüşlerine göre belirlenmesi ve karşılaştırılması amaçlanmaktadır. Elde edilen bulgulardan hareketle çalışmanın, okullarımızın örgütsel öğrenme düzeylerinin ortaya konulması ve yapılan iyi uygulamaların diğer okullara ve bu konu ile ilgili yapılacak gelecek çalışmalara örnek teşkil etmesi bakımından önemli olduğu düşünülmektedir.

Araştırma evrenini, 2009 ÖSS (Öğrenci Seçme Sınavı) eşit ağırlık sonuçlarına göre İstanbul ilindeki düz ve meslek liselerinden ilk, orta ve son sıradan seçilen ikişer okulda görev yapan yöneticiler, öğretmenler, bu okullarda öğrenim gören öğrenciler ve bu öğrencilerin velileri oluşturmaktadır. Araştırmada Kale (2003) tarafından geliştirilen okulların örgütsel öğrenme düzeyini belirlemeye yönelik Yönetici ve Öğretmen, Öğrenci ve Veli Anketleri kullanılmıştır. Araştırmada elde edilen verilerin istatistiksel çözümlemeleri, SPSS 20 Paket Programı yardımıyla, frekans, yüzde, aritmetik ortalama ve t testi teknikleri kullanılarak yapılmıştır.

Araştırma kapsamında, meslek liselerinin okul yapısı ile takım çalışması ve işbirliği boyutlarına ilişkin örgütsel öğrenme düzeylerinin, düz liselere göre daha yüksek olduğu sonucuna ulaşılmıştır. Elde edilen bu sonuç, meslek liselerinin düz liselere göre örgütsel öğrenmeyi daha fazla destekleyen bir okul yapısına sahip olduğunu, ayrıca meslek liselerinde takım çalışması ve işbirliğine dayalı örgüt kültürünün düz liselerden daha fazla geliştiğini ortaya koymaktadır. Öğrenen okul, etkili bir değişim kültürüne sahiptir ve yeniliğe açıktır. Bu amaçla diğer okul ve kurumlarla işbirliği yapar, okulu geliştirme ve yenilik çalışmalarını sürekli aktif hâle getirir (Sarıtaş, 2001). Bu bağlamda düz liselerde tüm çalışanların yenileşme sürecine aktif katılımlarının sağlanması, personelin değişimi destekleyici bir yapıya sahip olabilmeleri için okul içerisinde seminer, panel gibi motive edici çalışmaların yapılması gerekmektedir.

Araştırma kapsamında yönetici, öğretmen, veli ve öğrenci görüşlerine göre elde edilen diğer bir sonuç ise, politikalar ve kaynaklar boyutunda meslek liselerinin örgütsel öğrenme düzeylerinin, düz liselere göre daha iyi olduğu şeklindedir. Bu sonuç, meslek liselerinin okul politikalarının örgütsel öğrenme bakımından yeterli düzeyde olduğu, aynı şekilde meslek liselerindeki mevcut kaynakların da öğrenmeyi artırıcı ve profesyonel gelişimi destekleyici nitelikte olduğu şeklinde yorumlanabilir. Kaynak yetersizliği, öğrenen bireylerin yetiştirilmesinin, dolayısıyla öğrenen örgüt yapısının oluşturulmasının önünde önemli bir engeldir. Çelik'e (1997) göre de sınırlı kaynaklar öğrenmeyi kısıtlamaktadır. Buna göre özellikle düz liselerde, çalışanların bireysel ve mesleki gelişim düzeylerini arttırmaya yönelik ortam ve kaynaklar sağlanmalı ve tüm personelin okuldaki bu kaynaklara erişimlerini kolaylaştıracak uygulamalar geliştirilmelidir.

Her iki okul türünde, okul liderliği boyutuna ilişkin elde edilen sonuçlar incelendiğinde ise, düz ve meslek liselerinin örgütsel öğrenme düzeyleri arasında belirgin farklılıklar görülmemiştir. Öğrenen örgüt felsefesinin temelinde takım halinde öğrenme yatar (Çam, 2002). Okul çalışanlarının, takım çalışmalarına katılmaya isteklilik göstermelerinin ve bundan keyif almalarının, örgütte ekip halinde iş yapma ve birlikte öğrenme kültürünün yerleşmesi için önemli bir avantaj olduğu açıktır. Bu doğrultuda, okullarda öğretmenlerin takım halinde çalışmalara yöneltilmesi ve okulda bir ekip ruhu yaratılmasının yöneticilerin liderlik yeterlilikleriyle doğrudan ilişkili olduğu (Memduhoğlu ve Kuşci, 2012) tüm okul yöneticileri tarafından benimsenmelidir.

Araştırmada her iki okul türünde bilgi ve beceriler boyutuna ilişkin sonuçlar incelendiğinde ise, düz liselerin örgütsel öğrenme düzeylerinin meslek liselerine göre daha iyi olduğu ortaya çıkmaktadır. Bu bağlamda meslek liselerindeki yönetici ve öğretmenlerin sahip oldukları bilgi ve becerilerini paylaştıkları toplantı, seminer vs. gibi çalışmaların sayıları arttırılabilir. Aynı şekilde bu okullardaki öğretmenlere alanları veya öğrenmede başarıyı arttıracak teknolojilerin kullanımı ile ilgili verilen hizmet içi eğitimlerin sayıları arttırılabilir. Bununla birlikte psikomotor becerilerin düz liselere göre daha fazla sergilendiği meslek liselerinde, yönetici ve çalışanların alanları ile ilgili sahip oldukları bilgi ve becerilerin, yeterlilik düzeylerindeki algılarının daha düşük çıkmasının nedenleri görüşme tarzı nitel araştırmalarla detaylı bir şekilde incelenebilir.

Elde edilen sonuçlara göre, özellikle düz liselerin örgütsel öğrenme düzeylerinin meslek liselerine göre yetersiz kaldığı ve geliştirilmesi gerektiği açıkça görülmektedir. Buna göre, düz liselerde görev yapan öğretmenlerin niteliklerinin artırılması, okuldaki eğitim stratejilerinin ve öğrenci işlerinin geliştirilmesi, sürekli iyileşmeyi destekleyen bir okul kültürünün benimsenmesi ve okul müdürlerinin yenilikçi ve katılımcı liderlik anlayışına sahip hale getirilmesi şarttır.

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