

THE RELATIONSHIP BETWEEN TEACHERS' LEARNING ORGANIZATION
PERCEPTIONS AND THEIR ATTITUDES TOWARDS CHANGE

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ABSTRACT

THE RELATIONSHIP BETWEEN TEACHERS' LEARNING ORGANIZATION PERCEPTIONS AND THEIR ATTITUDES TOWARDS CHANGE

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The ability to adapt to change in an organization is enhanced through the learning organization (Driver 2002). If a school is a learning organization, it makes inferences from experiences continually and uses this to keep up with the changes in the environment and creates a system to improve workers. Teachers' observation of their school as learning organization is significant for success in the educational process and for adapting to changes in the environment. Moreover, teachers' attitudes towards change is important in actually making change happen. Thus, the purpose of the study was to examine the degree to which teachers perceive their school to be a learning organization and its relation to their attitudes towards change. Data were collected from a total of 340 primary and middle school teachers who are currently working in public schools in Ankara. A correlational research design was used and data were collected through two questionnaires; Dimensions of Learning Organization Questionnaire (DLOQ) developed by Watkins and Marsick (1997) and the Inventory of Attitude toward

Change Survey (IATCS), of Dunham, Grube, Gardner, Cummings and Pierce (1989). The results of the study indicated that there was a positive strong relationship between the teachers' perceptions of overall dimensions of learning organization and teachers' attitudes towards change. In addition, promoting inquiry and dialogue, and providing strategic leadership for learning dimensions of teachers' perceptions of learning organization predicted teachers' attitudes towards change.

Keywords: Learning Organization, Attitude toward Change

ÖZ

ÖĞRETMENLERİN ÖĞRENEN ÖRGÜT ALGILARI VE DEĞİŞİME KARŞI TUTUMLARI ARASINDAKİ İLİŞKİ

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Örgütlerde değişime adapte olma becerisi öğrenen örgüt olma ile sağlanır (Driver, 2002). Eğer bir okul öğrenen örgüt ise o okul tecrübelerinden devamlı çıkarımlarda bulunur, bunu değişimlere ayak uydurmada ve çalışanların gelişimini sağlayacak bir sistem oluşturmada kullanır. Eğitim sürecinin başarılı olması ve çevredeki değişimlere ayak uydurabilmeleri için öğretmenlerin çalıştıkları okullara yönelik öğrenen örgüt algıları önemlidir. Bunun yanı sıra, değişimin gerçekleşebilmesi için onların değişime karşı tutumları da önemlidir. Bu anlamda, çalışmamın amacı öğretmenlerin kendi okullarını ne kadar öğrenen okul olarak gördüğü ile bunun onların değişime karşı tutumları ile ilişkili olup olmadığını incelemektir. Bu kapsamda, Ankara'daki ilkokul ve ortaokullarda çalışan 340 devlet okulu öğretmeninden veriler toplanmıştır. Çalışmada, ilişkisel araştırma deseni kullanılmış ve veriler iki anket kullanılarak toplanmıştır: Watkins ve Marsick (1997) tarafından hazırlanan Dimensions of Learning Organization Questionnaire (DLOQ) ve Dunham, Grube, Gardner, Cummings ve Pierce, (1989) tarafından hazırlanan the Inventory of Attitude toward Change Survey (IATCS).

Çalışma sonuçları öğretmenlerin öğrenen örgüt algısı ile değişime karşı tutumları arasında pozitif yönlü, güçlü bir ilişki olduğunu göstermiştir. Ayrıca, öğretmenlerin öğrenen örgüt boyutları algılarından, öğrenme için stratejik liderlik sağlanması ve diyalog ve sorgulamayı destekleme boyutları değişime karşı tutumlarını yordamıştır.

Anahtar Kelimeler: Öğrenen Örgüt, Değişime Karşı Tutum

To My Family

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LIST OF ABBREVIATIONS

DLOQ	Dimensions of Learning Organization Questionnaire
OECD	Organization for European Economic Co-operation
MONE	Ministry of National Education
IATCS	Inventory of Attitude toward Change Survey
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
RMSEA	Root Mean Square Error of Approximation
CFI	Comparative Fit Index
TLI	Tucker-Lewis Index
GFI	Goodness of Fit Index
SPSS	Statistical Package for the Social Science
AMOS	Analysis of Moment Structures
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

In this part, background of the study and statement of the problem were placed. Moreover, purpose of the study was explained, and research question of the present study was given. Finally, significance of the study was emphasized, and key terms of the study were defined.

1.1. Background of the Study

Senge (1990, p.3) described learning organizations as "...organizations 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 how to learn together." In his book "The Fifth Discipline", Senge (1990) mentions about five disciplines of a learning organization. These are systems thinking, personal mastery, mental models, shared vision and team learning. Furthermore, Watkins and Marsick (1993) emphasize that a learning organization is an organization which has the capacity of learning and transforming. That is, learning organizations have an ability to learn and to change. In addition, Garvin (1993) mentions that a learning organization is skilled at creating, acquiring and transferring knowledge. When it comes to school aspect, Çalık (2003), emphasized that a learning school means a school which is open to innovation and change; and all members are willing to start to change and try to innovate. Because of this, in a learning school, all members participate in both learning and reform process cooperatively and actively. Teacher perspective is very important in learning organizational studies. Teachers' observation of their school as learning organization is significant for success in the educational process and for adapting

to changes in the environment. Güçlü and Türkoğlu (2003) investigated the learning organization perception level of teachers and school principals in primary schools in their study. According to the results of their study, mental models and team learning dimensions are the highest level of a learning organization perception of teachers while personal mastery dimension is the lowest level. Moreover, Bilir and Arslan (2016) examined the learning organization perceptions of the teachers working in secondary education. They found that the learning organization perception of teachers on their own school was at the “good” level and the learning organization perception of the teachers working in Anatolian high schools and technical high schools are significantly higher than teachers working in religious high schools. Furthermore, Yumuşak and Yıldız (2011) studied whether educational organizations indicate learning organization characteristics by investigating the learning organization perception of teachers and organizational barriers which prevent this in Balıkesir. Their study revealed that while private schools have the properties of learning organization, public schools do not. In addition, Akram, Watkins and Sajid (2013) made a comparison between the learning cultures of public high and low performing boys and girls high schools in Pakistan. The results of the study show that high and low performing high schools indicated significant difference with respect to strategic leadership for learning and knowledge performance dimensions. Moreover, female principles gave higher points to their schools in strategic leadership for learning and knowledge performance than male principles. Also, student achievement, according to the exam results of that school district, has significant correlation with the strategic leadership for learning and knowledge performance dimensions. However, there is no significant difference between high and low performing school neither for boys nor for girls.

Teachers’ perception of learning organization was studied in different research. Some of these studies are case studies (Ding-Wang, 2002; Güleş & Çağlayandereli, 2012) while others investigate relationships between teachers’ perception of learning organization and job satisfaction (Savas, 2013), teachers’

leadership (Moore, 2010), school culture (Ayık & Şayir, 2015) and information management attitude (Doğan & Yiğit, 2014).

Appearance of rapid changes in environmental factors results in increasing of complications and uncertainty at organizations (Jafari & Kalanaki, 2012). Organizations' adaption to change is very significant in that point. The ability to adapt to change in an organization is enhanced through the learning organization (Driver, 2002). Change is the process of transforming phenomena into something different (Print, 1993). Cole et al. (2006) emphasize that change begins with the individual and indicate the reason of this as resistance or support are ultimately individual decisions and behaviors. Therefore, possible preventive actions can be taken and right decisions can be made about the change process and about determining, planning, implementing, and finally evaluating change if attitudes of employees toward change in an organization are determined (Kurşunoğlu, 2006). Dunham et al. (1989) assert that attitude toward change generally consists of the cognitions of a person about change, affective reactions to change, and behavioral tendency toward change. From the same point of view, teachers' attitude toward change can be examined as teachers' cognitions about change, their emotional reactions to change and their behavioral tendency toward change. Teachers' attitude towards change is important in actually making change happen. Kin and Kareem (2016) explained why teachers' attitude toward change is important for school: "Teachers are the frontline change implementers in schools and understanding how they react to change will certainly provide valuable insights into the mechanisms antecedent to the phenomenon of resistance to school change." (p.106). The relationship between learning organization and attitude toward change was studied for different types of organizations (Sudharatna & Li, 2004; Jafari & Kalinka, 2012; Vaijayanthi, Shreenivasan, Saraswathy & Jyothishchandra, 2017; Haque, 2008). Haque (2008) investigated the relationship between overall dimensions of learning organization and employees' perception of organizational readiness for change in a business, for-profit organization. Results of his study showed that there was a strong positive significant relationship

between overall dimensions of learning organization and employees' perception of organizational readiness for change. In addition, Vaijyanthi et al. (2017) conducted a similar study in a public sector banking and results of their study also indicated that there was a strong positive correlation between learning organization levels and perception of employees with respect to organizational readiness for change. Moreover, Sudrahatma & Li (2004) studied relationship between learning organization characteristics and organizational readiness for change in the Thai Mobile Phone. Results of their study also showed a strong positive relationship between learning organization characteristics and organizational readiness for change. In the educational field, Jafari and Kalanika (2012) also examined this relation and found that there was a significant relationship between dimensions of learning organization and employees' readiness for change.

1.2. Statement of the Problem

Literature review revealed that research regarding learning organization was investigated generally in business sector, more than educational sector. Besides, empirical studies indicating the relationship between the characteristics of learning organizations and organizational outcomes are limited in the literature (Jashapara, 2003). Furthermore, Ayık and Şayir (2015) mentioned in their study that although there are few studies about the teachers' perception about learning organization in Turkey, their numbers are inadequate. Moreover, continual changes in educational system in Turkey make the attitude of people, especially teachers as the implementers of these changes, toward change important (Kin & Kareem, 2016). Schools as educational organizations have more significance than other organizations in the face of rapidly changing world because they prepare people for society and arrange their connections with their environment (İnandı & Giliç, 2016). Being able to react more quickly to continual changing environment presents the significance of requirement for schools to become learning organization (Fullan, 1995; Fullan 2012). Learning organizations can adapt to change easier and they incorporate all stakeholders to change and make decisions.

Learning organizations are more open to change and this provides employees to have more positive attitudes towards change (Çalık, 2003). Therefore, it was necessary to study the relationship of teachers' perception of learning organization and their attitude toward change. There were some studies investigating the relationship between learning organization perceptions and attitude toward change (Sudharatna & Li, 2004; Jafari & Kalinka, 2012; Vaijayanthi, Shreenivasan, Saraswathy & Jyothishchandra, 2017; Haque, 2008), but this relationship in Turkish school context was missing in the literature. So, in order to fill the gap in literature, this study was needed to be conducted. Beyond that, previous studies which investigated this relationship confused the concept of readiness for change, which is a type of attitude toward a specific change and means beliefs, attitudes and intentions of employees with respect to the extent to which change is requirement and organizational capacity to enhance change successfully (Armenakis et al., 1993, Choi, 2011), with general attitude toward change concept using instrument of Dunham et al. (1989), which could be used to understand cognitive, affective and behavioral attitudes of employees toward change in general. Higher scores in this instrument means more positive attitude toward change in cognitive, affective and behavioral perspectives (Dunham et al., 1989; Kasapoğlu, 2010). So, using this instrument on the purpose was necessary for investigating the relationship between teachers' perception of learning organization and their attitude toward change.

1.3. Purpose of the Study

The purpose of the study was to examine the degree to which teachers perceive their school to be a learning organization and its relation to their attitudes towards change. The level of teachers' learning organization perception was examined according to the Watkins and Marsick (1997)'s seven dimensions of a learning organization, creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting

organizations to its environment and providing strategic leadership for learning. Attitudes towards change was examined with respect to the general perspective of Dunham et al. (1989).

The research question of the present study is: Is there a relationship between teachers' perceptions of learning organization and their attitudes towards change?

Specifically, following question was answered in this study. How well teachers' attitudes towards change is predicted by the degree to which teachers perceive their school to be a learning organization with respect to creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning?

1.4. Significance of the Study

Change is compulsory for organizations to sustain their existence because the world is constantly changing. It is not possible for organizations to keep their existence without change (Inandi & Giliç, 2016). In order to implement change, employees' perception is important. Moreover, educational organizations especially need to change. Inandi and Giliç (2016, p.824) emphasized the importance of change in educational organizations in their study:

It is important for a healthy society that educational organizations which are the leading organizations that prepare the individuals for the society and regulate their relationship with the environment, be open to change and coherent with such environmental factors as economical, technological, social and legal circumstances.

They also explained the significance of human factor to implement change in an educational organization by clarifying that it is impossible to realize change successfully regardless of teachers' thoughts and attitudes because teachers are the

most important stakeholders for educational organizations. Thus, to study teachers' attitude toward change is significant to observe the importance of it.

Kools and Stoll (2016) in OECD Education Working Paper, described today's schools in which students have to be equipped with the knowledge and skills that they will benefit from to be successful in an uncertain and constantly changing tomorrow. Schools are open systems and so, they interact with their external environment constantly (Lunenburg & Ornstein, 2011, p.20). Being able to react more quickly to changing external environments, embrace innovations in internal organization, and ultimately improve student outcomes, schools require to become learning organization (Fullan, 1995; Fullan, 2012).

In Turkey, education system is centralized. That is, Ministry of National Education (MONE) is the authority of educational administration in Turkey. All significant decisions, like educational policymaking, changes in curriculum, assignments of teachers, are made by Ministry of National Education (MONE), which is in top level of the organizational structure of Turkish educational system (Özkan & Çelikten, 2017). In the same way, all important changes are decided by Ministry of National Education (MONE). On the other hand, teachers are the implementers of these changes. As a highly centralized education system, in Turkish education system, teachers are not asked about change initiatives, but they are needed to implement them. Giving little consideration to the individuals leads to unsuccessful change initiatives (Demirtaş, 2012; Levent, 2016). Research has shown that only one third of all change initiatives is successful in Turkey (Ertürk, 2008). Teachers, as individuals in schools, consist of both cognitive and affective nature of schools; therefore, change initiatives in schools can fail because of disregarding importance of teachers (Devos & Buelens, 2003).

Teachers' perception regarding their school as learning organization is significant for success in the educational process and for adapting to changes in the environment. School principals have an important role to prepare suitable learning

environment and learning culture needed for facilitating schools to become a learning organization (Fullan, 2001). School principals' attempts to provide learning culture for learning organization, put up teachers', as employees of the school, being open to change, which is a positive attitude toward change (Gill, Carrillo & Fonseca-Pedrero, 2019). Teachers' perception of learning organization is very significant, and they need to have positive attitude towards change. Bouckenooghe (2009) indicates that individuals positive or negative attitudes toward change affects the success or failure of any change in organizations. Besides, because of being the most significant stakeholders of the schools, teachers' positive attitudes toward change are necessary for the accomplishment of change initiatives (Inandi & Giliç, 2016). Thus, it is significant to study the relationship between teachers' perceptions of learning organization and their attitude toward change.

1.5. Definition of the Key Terms

Learning Organization: Learning organization is an organization which has the capacity of continuous learning and transforming (Watkins & Marsick, 1993).

Perception of Learning Organization: Teachers' perception of a learning organization regarding seven dimensions of a learning organization, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning (Watkins & Marsick, 1999, cited in Lunenburg & Ornstein, 2011)

Change: The process of transforming phenomena into something different (Print, 1993).

Attitude Toward Change: The cognitions of a person about change, affective reactions of that person to change, and person's behavioral tendency toward change (Dunham et al., 1989).

CHAPTER 2

LITERATURE REVIEW

In this review, the concepts of learning organization and attitude toward change, and their relation was investigated deeply. In the first part of the review, the meaning of learning organization concept and its relation with learning, the term of organizational learning, which was generally confused with or used in the place of learning organization, and educational perspective of organizational learning, similarities and differences between these two concepts of learning organization and organizational learning, the concept of learning organization and its relation with theoretical framework of this study was discussed. Moreover, learning organization concept was examined in the school perspective. Schools as a learning organization and teachers' perspectives of learning organization consist of this. In the second part of the review, the concept of organizational change, as the meaning of change term for this study, and employees' attitude towards change was examined. Furthermore, organizational change in schools and school principals and especially teachers' attitude toward change was discussed. In the last part of the review, studies which examined the relationship between perception of learning organization and attitude toward change were discussed.

2.1. Learning Organization

Organizations need to have an ability to learn and change in order to survive in the face of rapidly changing world. These can be enhanced through becoming a learning organization. A learning organization is an organization which has the capacity of the learning and transformation (Watkins & Marsick, 1993). This concept has been defined in literature in different ways. In order to understand the concept of learning organization deeply, it is important to understand the concept

of learning. According to Senge (1997), learning is confused with acquisition of knowledge. He stated learning as increasing of capacity to acquire important outcomes (p.6). Furthermore, Marsick and Watkins (1999) express learning as “... the process that makes the creation and use of knowledge meaningful” (p.12). In organizations, learning mostly actualizes informally and incidentally (Marsick, Watkins, Callahan & Volpe, 2006). Marsick et al. (2006) consider informal and incidental learning in the perspective of experiential learning of John Dewey and field theory of Kurt Lewin. John Dewey (1928)’s experiential learning is based on the connection between learning and experiences in education (Kuk & Holst, 2018); moreover, Kurt Lewin (1951)’s field theory explains how behavioral change occurs through the individuals’ interaction with their environment (Marsick et al., 2006). These are underlying learning perspectives for the theoretical framework of the learning organization concept of this study. Before starting to mention the concept of learning organization, it is significant to see its relationship with the concept of organizational learning because the organizational learning concept constitutes the base of the concept of learning organization.

2.1.1. Organizational Learning

Organizational learning has started to arouse interest of scholars nearly since 1970’s and it is examined in different perspectives. Argyris and Schön (1978) explained the learning manner of organizational members with a repetitive process of action and reflection by emphasizing on collective inquiry. According to them, organizational learning is a process of individual and collective inquiry which modifies or constructs organizational theories-in-use. In their study, they stated that when the errors are detected and corrected in the organization, organizational learning happens. Argyris (1977) explained error as any characteristics of knowledge or knowing inhibiting learning. They mentioned about two types of correction ways: Single-loop learning and Double-loop learning (Argyris & Schön, 1978). Single-loop learning was described as the detection and correction process in which the organization carry on its current policies, norms or objectives

instead of questioning them. Moreover, if the correction and detection process includes the questioning and modifying of current policies, norms or objectives, this process is called Double-loop learning (Argyris & Schön, 1978). In addition, Levitt and March (1988) described organizational learning as routine based, engaged in history and oriented to targets. Firstly, they explain routine based as the relation between situations and procedures which match with them and they emphasize that it comes from properness more than intention. Secondly, they think that organizational learning is constructed by past experiences more than future expectancies. Thirdly, with target-oriented behavior, behavior of organizations was described as consequences of observations and their relations with expectations of these observations. Moreover, according to Levitt and March (1988), when individual learning modifies, creates or replaces organizational routines, it becomes organizational learning.

In another research, organizational learning was indicated as multilevel which means that it depends on the learning at individual, group and organizational level (Crossan, Lane, & White, 1999). Crossan, Lane and White (1999) construct a framework over that perspective which represents organizational learning including four processes: intuiting, interpreting, integrating and institutionalizing. Intuiting was the first of these processes and this process may have an effect on individuals who are promoter of initiatives and other people who have interactions with them. The second one was interpreting. It was described as explaining of the idea through actions or words. Integrating was stated as the third process. The aim of this process was indicated to improve shared understanding by using dialogues and actions which construct bridges between individuals. The last process in institutionalizing. This process involves routinized certain actions and tasks which had been already defined in an organizational mechanism.

Daft and Weick (1984) mentioned about interpretation system model of organizations, which was thought as precedence of organizational learning. They stated that data can be meaningful by interpretation and described organizational

interpretation as the process which translates events and improves shared understanding among members. Thus, through this, organizational learning occurs. In his study, Huber (1991) investigated the literature of organizational learning and he said that he investigated literature in a broader and more evaluative perspective. He emphasized on four constructs of organizational learning, which are knowledge acquisition, information distribution, information interpretation and organizational memory. According to his research, there are some deficiencies in literature in terms of knowledge acquisition. Within the scope of knowledge acquisition, research related to learning from experiences and learning by searching are abundant in literature but deficiencies of cumulative work and synthesis of work with respect experiential learning and deficiencies of conceptual work, sequential empirical work and integration from other research within searching. On the other hand, about congenital learning, vicarious learning, and grafting, there was little information. In addition, Huber (1991) stressed that literature is rich and mature regarding information distribution. However, he emphasized that for information interpretation, much more empirical work was needed. Furthermore, systematic investigation was seen necessary for organizational memory. In this way, organizational learning and decision making could be improved.

Moreover, organizational learning sometimes can be confused with organizational adaptation. Fiol and Lyles (1985) explained the differences between organizational learning and organizational adaptation in their study. They indicated organizational learning as the improvement of insights, knowledge and associations between past actions, the effectiveness of them and future actions. On the other hand, they defined organizational adaptation as being able to adjust incrementally in consequence of changes like environmental, goal structure or others.

Organizational learning has significant positive effects on the performances of the organizations. According to Jiménez-Jiménez and Cegarra-Navarro (2007), organizational learning drives the capability of an organization to the requested

position with respect to this organization's performance and market orientation from the current position. The results of the study indicated that the effect of market orientation on performance is only significant when it is mediated by organizational learning. Moreover, organizational learning has a positive effect on performance. In another study, Panayides (2007) examined the influences of organizational learning on inter-firm relationship orientation in the logistics service provider–client interaction. The results of the study show that organizational learning has a positive effect not only on relationship orientation but also on the improvement of logistics service effectiveness and firm performance. As can be seen from the studies with different sectors organizational learning has positive effect on performance. It also has positive effect on educational organizations' performance and effectiveness.

Despite the fact that organizational learning has been a topic of many studies in literature, little research has been done in the area of organizational learning within a school system (Tobin, Muller & Turner, 2006). In their book, Collinson and Cook (2007) investigated organizational learning in school systems and they defined organizational learning as “the deliberate use of individual, group and system learning to embed new thinking and practices that continuously renew and transform the organization in ways that support shared aims” (p.8). In that way, they think that organizational learning has multilevel, needs inquiry, aims to occur shared understandings among individuals, includes behavioral and cognitive change and contains embedding new knowledge (Collinson & Cook, 2007, p.32). Moreover, Collinson, Cook and Conley (2006) mentioned about six conditions which may stimulate organizational learning in schools and school system: to prioritize learning for all members, expedite the dissemination of knowledge, skills, and insights, participate in human relationships, stimulate inquiry, promote democratic governance and support members' fulfillment of their capacity. Especially first condition, which is prioritizing leaning for all members, indicates the importance of all members learning in schools. According to them, in order to renew themselves and develop learning for both adults and students, teaching and

leading in school systems, organizational learning has offered an opportunity to schools and school systems (Collinson et al., 2006). Thus, they demonstrated why organizational learning is needed for school and school systems.

Celep, Konakli, Recepoğlu (2011) examined the teachers' perceptions about organizational learning in their study. In their research, they demonstrated that managers' use of managerial power in change applications, teacher's liability to the team work and whether technological advancements are followed have an effect on the differentiation of teachers' perceptions about organizational learning. Moreover, the findings of the research indicate that for realizing organizational learning, collective learning and practices are significant (Celep et al., 2011). To sum up, according to research findings, in order to transform school to learning organizations, motivating individuals in schools to work and learn collaboratively and to be in line with technological advancements about education can be very effective.

Principals' attitude towards teacher affects teachers' organizational learning. In their study, Kurland, Peretz and Hertz-Lazarowitz (2010) emphasized on the relation among school principal's leadership style, school vision and organizational learning because they thought that this relation would affect school improvement significantly. According to the results of their study, they clarified that if principals establish a clear direction, provide meaningful and shared focus, intellectual stimulation and individualized attention, play the role of mentor or coach and listen to their concerns and needs, teachers would be more willing to participate in complex organizational learning processes. That is, teaching would be more qualified and so, students' performance would be improved. Moreover, they reached the point that if organizational learning mechanisms, which consists of evaluation, staff involvement, information management and in-school professional development (Kurland & Hertz-Lazarowitz, 2006; cited in Kurland, Peretz & Hertz-Lazarowitz, 2010), did not exist, school vision lost its importance

because it can rise the importance when the principal and other staff like teachers form it.

Lipshitz, Friedman, and Popper (2006) also used organizational learning mechanism term and identified this term as the structures which enable the organization's members to jointly collect, analyze, disseminate and apply information and knowledge. According to them, organizational learning mechanisms, which explain how the organizations learn, are the fundamental building block of organizational learning.

Caskey and Carpenter (2012) examined the organizational learning of teachers in middle level schools, which is the part of elementary schools, in their study including common planning time, professional learning communities, and critical friend groups. Common planning time, professional learning communities, and critical friend groups are the organizational models which facilitate teachers' organizational learning; thus, teacher learning benefits student learning. Common planning time is the meeting time for interdisciplinary teacher teams who share the class of the same students. It provides an opportunity for meaningful, context-specific peer interaction and professional development, and promotes teacher learning by coordination, communication, collaboration, planning, and interaction of teachers. Furthermore, in professional learning communities, in order to achieve better results for their students, teachers committed to working collaboratively in ongoing processes of collective inquiry and action research (DuFour, DuFour & Eaker, 2008; cited in Caskey & Carpenter, 2012). Thus, this also promotes their organizational learning. In addition, Caskey and Carpenter (2012) stated critical friends group as the professional learning community which educators come together voluntarily to develop their practice by learning collaboratively. That is, critical friends group brings practitioners together and so promotes teacher learning. Caskey and Carpenter (2012) emphasized that in order to realize their organizational learning, teachers should be aware of the organizational model of

their learning. In this way, they have a chance to be informed how they improve their learning.

2.1.2. Organizational Learning and Learning Organization

When the literature is examined, it can be seen that while in some studies, organizational learning term can be used in place of learning organization term or vice versa, it is important to distinguish them. According to Tsang (1997) organizational learning and learning organization could sometimes be used in place of each other. He stated the differences of them by using their meaning. He clarified that organizational learning term is utilized for the descriptions of learning activities in the organization; on the other hand, learning organization term is used for the type of organization, in which organizational learning occurs (Tsang, 1997, p.75). It was seen as an ideal form of organization. Similarly, Sun and Scott (2003) investigated organizational learning and learning organization by dividing them. They expressed organizational learning, with the same perspective of Tsang (1997), as descriptive and is connected to the learning processes in the organization; on the other hand, learning organization as prescriptive and is related to the practices in the organization. Moreover, Easterby-Smith (1997) implies that appearance of organizational learning is based on academic research; on the other hand, learning organization concept appears through the practices.

In his study, Örtenblad (2001) also investigated the differences between organizational learning and learning organization. At the beginning, he mentioned about the existing literature, he clarified that studies were not empirical and have emphasized on two common differences. He said: "...learning organization is a form of organization while organizational learning is activity or processes (of learning) in organizations, and that learning organization needs efforts while organizational learning exists without any efforts." (p.126). Moreover, learning organization was stated as a form of organization while organizational learning is the learning activities or process in the organization (Örtenblad, 2001).

In addition, Örténblad (2002) investigated how learning organization term has been used by practitioners and in previous studies. In this way, he proposed four viewpoints for learning organization term: old organizational learning, learning at work, learning climate and learning structure. Firstly, with the scope of organizational learning, he stated two perspectives: old organizational learning and new organizational learning. Old organizational learning was explained as the storage of knowledge in the organizational memory while new organizational learning was described as collective learning (Örténblad, 2001). He explained that new organizational learning was not about the learning of organization unit, it couldn't be mentioned about the storage of knowledge in organization memory, so it couldn't be used in the same meaning with the learning organization. On the other hand, old organizational learning reflected the learning of an organization by storing knowledge in the memory of the organization (Örténblad, 2002). Therefore, he used the term old organizational learning as the same meaning with learning organization. Secondly, according to him, learning organization could be the same meaning with the learning at work; that is, employees in the organization learn while they work instead of through courses. Thirdly, he believed that learning organization could be expressed as learning climate when the organization facilitates its employees' learning. Fourthly, he implied that if the study mentioned about the organic structure which has high flexibility of learning organization, learning organization could be called as learning structure (Örténblad, 2002).

Likewise, Yang, Watkins and Marsick (2004) asserted that organizational learning and learning organization are related terms but they are in different construct. According to them, while organizational learning constructively expresses the collective learning experiences which are utilized for acquisition of knowledge and improvement of skills, learning organization addresses to the organizations which are characterized by continuous learning and adaptive properties or work for their cultivation (Yang et. al., 2004).

2.1.3. Learning Organization

Learning Organization has started to arouse interest of scholars nearly since 1990's (later than the concept of organizational learning) and it is also examined in different perspectives. In his book "The Fifth Discipline", Senge (1990, p.3) clarified the term of learning organization as "...organizations 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 how to learn together.". He defined five disciplines needed for being a learning organization, which are systems thinking, personal mastery, mental models, shared vision and team learning. First of all, in system thinking, organization is evaluated as a whole in which all parts are related and affect each other. It strengthens and binds all other disciplines (Senge, 1990; Easterby-Smith, 1997). Secondly, personal mastery is a spiritual discipline which is "a process of personal commitment to vision, excellence and lifelong learning" (Lunenburg & Ornstein, 2011, p.22). Senge (1990, p.139) considers that merely with individuals who learn, organizations can learn. Thirdly, mental models are generalizations, assumptions which have a high effect on the personal and organizational behaviors and perceptions. Fourth discipline is shared vision and it indicates sharing of the future image which is wanted to be realized with all members in the organization. The last discipline is team learning. This discipline emphasizes the collaborative learning. (Senge, 1990; Lunenburg & Ornstein, 2011)

Pedler, Boydell and Burgoyne (1989) used the term "Learning Company" in the place of learning organization in order to bring to mind old meaning of company and they explained learning organization as an organization that facilitates all of its members' learning and transforms itself continuously (Pedler et al., 1989). In order to explain what the learning organization resembles, Pedler, Burgoyne and Boydell (1991) identified eleven characteristics of it. These are learning approach to strategy, participative policy making, informing, formative accounting and

control, internal exchange, reward flexibility, enabling structures, boundary workers as environmental scanners, intercompany learning, learning climate and self-development opportunities for all (Pedler et al., 1991 cited Horvat, 2013).

Garvin (1993) mentions that learning organizations are skilled at creating, acquiring and transferring knowledge and in order to reflect new knowledge and insights they are capable of modifying their behavior. He explained the basis of this definition about a learning organization and told that his definition is based on simply “new ideas are essential if learning is to take place.” (Garvin, 1993, p. 80). Moreover, he stated the five main activities learning organizations skilled at. These are systematic problem solving, experimentation, learning from their own past experiences, learning from the experiences and practices of others, and transferring knowledge throughout the organization (Garvin, 1993). Firstly, in systematic problem solving they try to solve problems by generating hypotheses, collecting data to test them, utilizing statistical tools to organize data and make inferences instead of trusting assumptions and inner instinct. The second activity is experimentation, which is searching for and testing new knowledge by using small experiments or demonstration projects. Moreover, learning from their past experiences is the third activity for organizations. They consider their failures and successes, evaluate them and record them in accessible forms. Fourthly, learning from others’ practices is another activity for organizations, others include the other organizations and customers. The last activity is transferring knowledge throughout the organizations in a quick and efficient way and this results in moving experts to the different parts of organization (Garvin, 1993).

Goh (1998) stressed out the definition of Garvin (1993)’s learning organization as conceptual approach of his study and states that how to become a learning organization is investigated in that study. In this way, he proposed core strategic building blocks of learning organization as having a clear mission and vision, leadership, experimentation, transfer of knowledge, teamwork and cooperation (see Figure 2.1). These are main organizational characteristics and management

practices needed for identifying an organization as learning organization (Goh, 2003). First of all, he clarified that if an organization is capable of having a clear mission and its mission is supported by employees, employees in this organization can take responsibility and use their energy actively. That is, having a clear and supported mission is a critical strategic building block required for being a learning organization. Second, perception of leadership was seen as another building block to be a learning organization. It is emphasized that leaders have a perception to empower employees, encourage them to experiment and show strong commitment. Third, according to Goh (1998), employees' degree of freedom to experiment new methods and processes was significant especially when the organization is faced with problems. So, they should be encouraged in that point. Fourth, clear, fast and focused communication was stated as very important for organizations. Transferring knowledge needs to be related to opportunities and problems of the organization and can be among employees within organization, from past failures and external environment. Finally, teamwork and group problem solving were seen as requirement to be encouraged in organizations. In that way, new and innovative ideas could be produced for the organization and problems could be solved collectively (Goh, 1998).

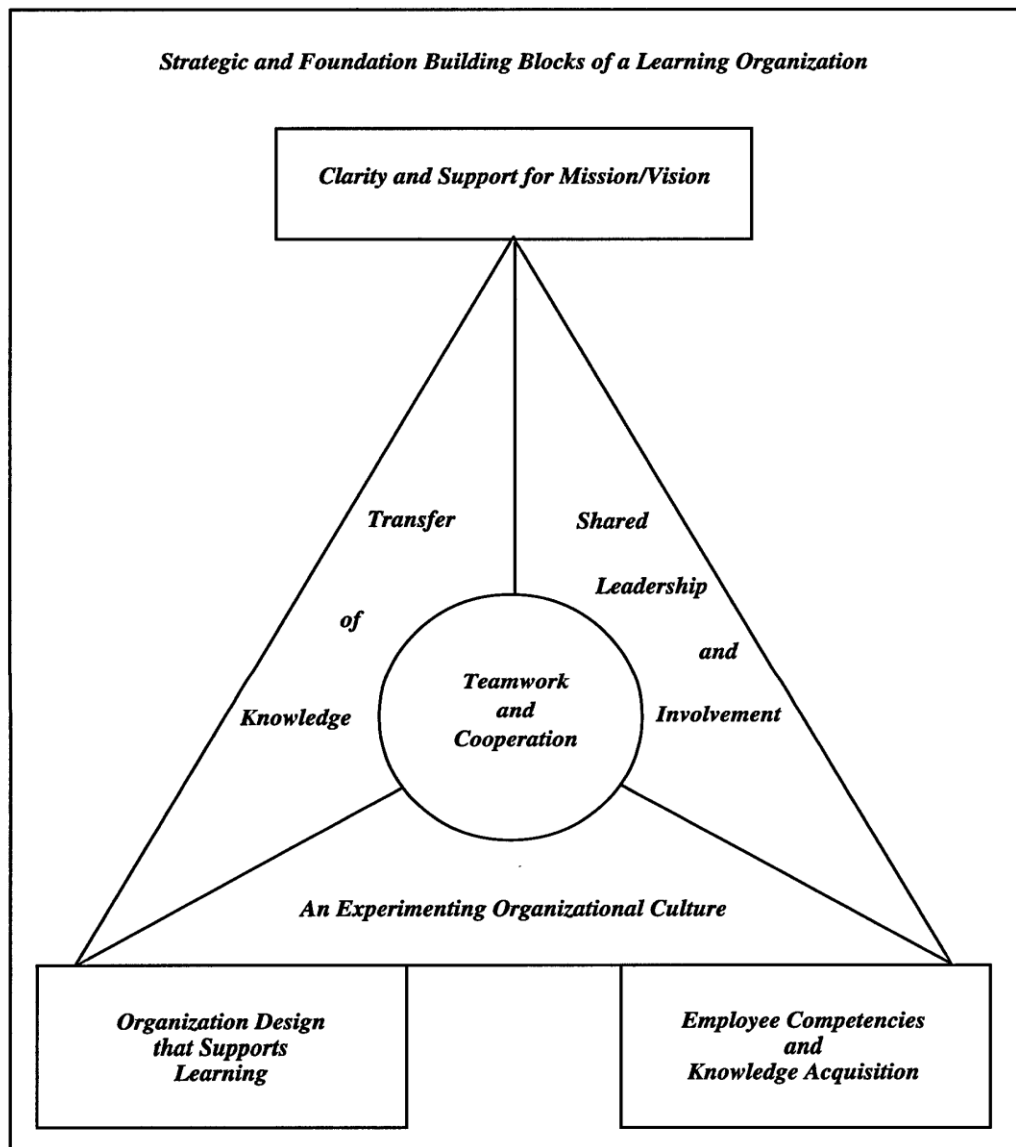


Figure 2.1. Goh (1998)'s Strategic and Foundation Building Blocks of a Learning Organization (Goh, 1998, p.17)

Watkins and Marsick (1993) emphasized that a learning organization is an organization which has the capacity of continuous learning and transforming. That is, learning organizations have an ability to learn and to change. In their learning organization perspective, learning is informal and incidental. Moreover, they investigated learning organization at all individual, team and organizational levels

of learning (Yang, Watkins and Marsick, 2004; Chai & Dirani, 2018). Each of them consists of the components of learning organization.

In their book, “*Sculpting the learning organization: Lessons in the art and science of systemic change.*”, Watkins and Marsick (1993) stressed out seven dimensions or action imperatives of a learning organization, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning (see Figure 2.2). These dimensions are interrelated, and they indicate individual, team and organizational levels of learning organization (Yang, Watkins and Marsick, 2004). Watkins and Marsick (2003) stated that the first three dimensions indicate individual and team levels of learning organization while the remaining dimensions show the organizational level of one. That is, the way of individuals needs to change during realizing their own learning and working in groups to share their knowledge is spoken in the first three dimensions; in addition, how the organization has to change as a social unit to make sure sharing, capturing and using for change of learning is mentioned in the remaining dimensions (Watkins & Marsick, 1993). Below each of the dimensions are described.

1) *Creating continuous learning opportunities:* Learning is outlined into work so individuals can learn on the work; openings are given for progressing education and development (Marsick & Watkins, 2003)

2) *Promoting inquiry and dialogue:* Individuals increase productive reasoning skills to express their opinions and to be able to listen and inquire others’ opinions; the culture supports questioning, feedback, and experimentation (Marsick & Watkins, 2003).

3) *Encouraging collaboration and team learning:* Work is outlined to utilize groups to access diverse modes of thinking; it is expected that groups learn and work together; learning and working collaboratively is valued by the culture and rewarded. (Marsick & Watkins, 2003, p.139).

4) *Creating systems to capture and share learning:* In order to share learning, necessary high- and low-technology systems are generated, embedded to work and maintained; access to these systems is provided. (Marsick & Watkins, 2003).

5) *Empowering people toward a collective vision:* Individuals are involved in producing, having and carrying out a shared vision; in order to provide individuals' motivation to learn toward what they are responsible to do, the distribution of responsibility is made close to decision making (Marsick & Watkins, 2003).

6) *Connecting organizations to its environment:* Individuals investigate the environment to find the information which they can utilize to make adjustments related to work practices; individuals are provided to notice the effect of their performance over the entire organization; the organization bounds up with its communities (Marsick & Watkins, 2003).

7) *Providing strategic leadership for learning:* Learning is modelled, championed and supported by leaders; learning is used strategically by leadership for business outcomes (Marsick & Watkins, 2003).

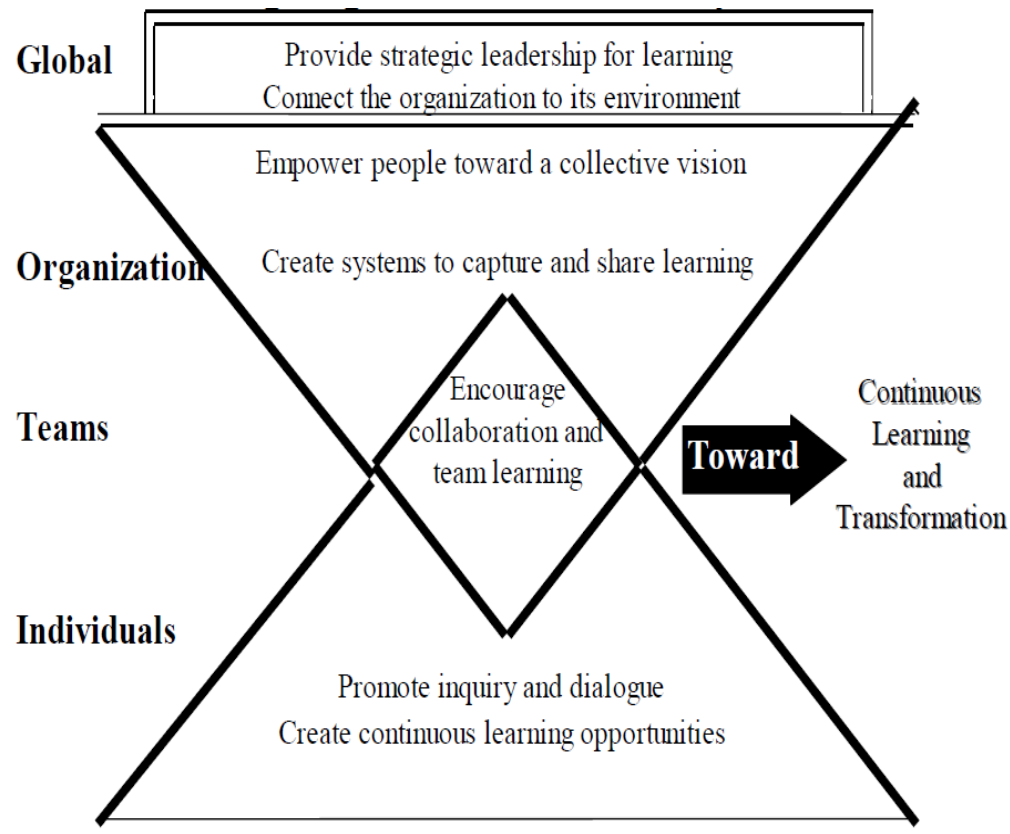


Figure 2.2. Learning Organization Action Imperatives (Marsick & Watkins, 1999, p.11)

Researchers working on learning organizations considered that most of the learning organizations work is prescriptive and empirical studies were missing because of the deficiency of systematic and useful tools (Tsang 1997; Yang et al., 2004). For example, Yang et al. (2004) stated that Senge (1990)'s fifth discipline is a good guide but lack of identification of observable characteristics for being a learning organization. Moreover, they think that in Pedler et al. (1991)'s instrument, some of the eleven characteristics coincidence and they are not distinct, so it can be a good guide for learning organization concept but it is very difficult to use it in research to diagnose an organization's characteristics which it has or does not have on its way of being a learning organization (Yang et al, 2004). In addition, Yang et al. (2004) added that Goh (1998)'s strategic building

blocks of the learning organization can be used in practice, but they do not contain the individual or continuous learning, which are the common known elements of a learning organization. On the other hand, Yang et al. (2004) clarified that learning organization perspective of Watkins and Marsick (1997) is reasonable for being constructed as research tool. Their perspective is multidimensional, their dimensions are distinct but interrelated and they consider individual and continuous learning. Furthermore, according to learning organization framework of Watkins and Marsick, organizational learning and learning organization are not used interchangeably but they think that without knowing how organization behaves, which indicate organizational learning, it is not possible to understand learning organization (Sidani & Reese, 2018). Thus, their learning organization model includes both organizational learning and learning organization research.

Through their seven action imperatives, Watkins and Marsick (1997) proposed an instrument, Dimensions of Learning Organization Questionnaire (DLOQ), in order to help organizations to compose their learning organization culture and then, they improved the instrument and published in their book (Marsick & Watkins, 1999; Sidani & Reese, 2018). This instrument is systematic and useful. Song, Chermack and Kim (2013) stated that DLOQ made both academic and practical contributions to the learning organization research.

In their article, “Is yours a learning organization?”, Garvin, Edmondson and Gino (2008) offer three building blocks needed for creating a learning organization: A supportive learning environment, concrete learning processes and practices, and leadership behaviors. First, psychological safety, appreciation of differences, openness to new ideas and time for reflection are stated as four characteristics of supportive learning environments and these characteristics distinguish this building block from others. Concrete learning process and practices is seen as second building block of being a learning organization. It includes information generation, information collection, information interpretation and information transfer. The third building block of Garvin et. al. (2008) is leader’s behavior in

strengthening learning in their organization. Employees in an organization are encouraged to learn and produce new ideas if their leader creates discussion environment, ask appropriate questions and listen to their employees carefully (Garvin et. al., 2008). Likewise, in schools, creating a supportive learning environment by concrete learning process; generating, collecting, interpreting and transforming knowledge through each employees' in the school; and encouragement of school principals over teachers to learn are essential for schools to become a learning school.

2.1.3.1. School as a Learning Organization

The concept of learning organizations has appeared in business sector; then, it is extended to the schools (Retna & Ng, 2016). Increasing educational reforms and innovational efforts made learning organization considerable in school context (McCharen, Song & Martens, 2011). Schools as a learning organization have abilities to respond rapidly to change in their external environment by improving their capacity (Fullan 1995; Retna & Ng, 2016). In other words, school as a learning organization is open to innovation and change; and all members are willing to start to change and try to innovate (Çalık, 2003) Middlewood, Beere and Parker (2005) stressed that the requirement of change and growth in business sector made learning organization arise and some schools used this perspective to be successful. Middlewood et.al. (2005) also used the term learning school in their book to express the school as the learning organization. They consider learning school as the school of the 21st century and described the characteristics of it by comparing with the teaching school:

Learning is a process; schooling is a contribution to a life-long learning process; emotions, instinct, creativity are as important as intellect; assessment is for learning; learning takes place everywhere; basis for groupings varies according to learning need; independence is encouraged; the school's boundaries are endlessly flexible; students determine own goals; teachers manage and facilitate learning, pupils and students learn how to learn and apply this to themselves; teachers are specialists in

teaching and are learners; teachers have authoritative presence, based on learning; parents and others contribute to learning. (p.32)

Kools and Stoll (2016) also examined the learning organization literature with respect to the school aspect and presented the integrated model of school as a learning organization using the Learning Organization Model of Watkins and Marsick (Watkins & Marsick, 1999). Through their model, they clarified that if a school is a learning organization, it has the capability of adjustment to new environment and change as their members, individually or together, learn how they actualize their vision (Kools & Stoll, 2016). That is, they emphasized on the individual, team and organizational levels of learning in schools like Watkins and Marsick do in their study, and significance of why being a learning organization is necessary for the schools (Watkins and Marsick, 1999). Learning organization is an organization which has the capacity of continuous learning and transforming.

School principals and teachers are the fundamental factors for schools to become a learning organization. Celep et al., (2011) emphasized that school principals' and teachers' motivation for working collaboratively and following up developments in educational technology can affect to transform schools to learning schools. In addition, for adoption of schools to changing environmental factors and so, being a learning organization, school administration needs to be openminded and supporter for development and innovation. They should make the school ready for the change and ready for the learn. That is, they have to facilitate learning environment and learning culture as needed to be a learning organization (Fullan, 2001). Balay (2012) explained that leaders in learning organizations are effective and they make learning, creativity and productivity prevalent among the organizational members. Therefore, leadership style of the school principals is decisive over schools' showing the characteristics of learning organization. Lo (2005) investigated the relationship between principals' leadership style and degree of which their schools indicate learning organization characteristics. She used Senge's learning organization model and examined learning organization

through his five disciplines. She found that for schools to make easy becoming a learning organization, the most significant factor is transformational leadership. According to Lo (2005), transformational leadership provides school to realize all five principles needed for becoming learning organization.

Teachers have very significant role on degree of the school showing learning organization characteristics. Fullan (1995) pointed out the teachers' role which is needed for organization's being a leaning organization. Teachers have to be expert in "teaching and learning, collaboration, context, continuous learning for themselves, the change process and moral purpose" (Fullan, 1995, p.233), to be highly effective for their school in the way of being a learning organization. Similarly, DuFour (1997) emphasized the importance of teachers' characteristics for schools to become a learning organization. He stated that unless teachers become continuous learners and work in collaboration effectively, these schools will not produce students who have these properties.

Changes and innovations in the external environment affect school critically. Schools are open systems and so, they have interactions with their external environment continually (Lunenburg & Ornstein, 2011). For being able to react more quickly to changing external environments, embrace innovations in internal organization, and ultimately improve student outcomes, schools are required to become a learning organization (Fullan, 1995). That is, schools need to be a learning school in order to be a 21st century school (Kış & Konan, 2010). For schools to become a learning organization, all members need to be willing to change and try to innovate; thus, role of school principal and teachers is very significant in that way (Çalık, 2003). For instance, school principals should make schools ready to learn. Moreover, school principals' leadership style has effects on facilitating schools' becoming a learning organization (Lo, 2005). Most importantly, teachers' role is very critic for schools to be a learning organization because they are implementers of innovations and changes in the school. Thus,

teachers' perception is very effective for schools to become a learning organization.

2.1.3.2. Teachers Perception of Learning Organization

The transformation process of an organization to the learning organization begins with learning of its employees (Erdem & Ucar, 2013). Considering the school aspect, transforming to learning organizations for schools starts with the teachers' learning. For being a learning organization, learning of everyone in the organization is significant, so teachers are expected both being a learner and a teacher in schools (Kerfoot, 2003). Üstün and Menteşe (2012) clarified that teachers' self-development is necessary for schools to become a learning organization because schools learn through the learning of teachers (Senge, 1990). So, teachers are very crucial for schools especially in terms of becoming a learning organization.

To be successful in the educational process and adapting to changes in the environment, teachers should be aware of the significance of learning organization; so, how teachers perceive their school as learning organization is very important for schools on the way of being a learning organization. By using teachers' perception, schools and teachers can specify the strengths of their school to prepare the base of becoming learning organization and state the gradually increasing areas for improvement in this way (Marsick & Watkins, 2003). Ariffin, Faekah, Awang Hashim and Yahya (2010) examined the effects of personality and learning organization perception of teachers on their learning at school during their work. They used the short-adapted version of Dimensions of Learning Organization Questionnaire (DLOQ) and their study was based on Kurt Lewin's Field Theory. According to results of the study, teachers' personality factors which are conscientiousness, extraversion, and openness to experience and their perception that they see their school as learning organization have significant effect on teachers' learning at work. In addition, Çalık (2003) stressed out the

meaning of learning organization and the importance of teachers' perception in his study. He stated that a learning school means a school which is open to innovation and change; and all members are willing to start to change and try to innovate. Because of this, in a learning school, all members participate in both learning and reform process cooperatively and actively. So, teacher perspective is very important in learning organizational studies. To sum up, if the teachers are in faith of that their school stresses continuous learning efforts, promotes inquiry and dialogues, encourages collaborating and working in team, constituting systems in which work is embedded to support for sharing learning, involving in a shared vision and connecting to the environment, this school is seen as a learning organization (Watkins & Marsick, 1993; Marsick & Watkins, 2003; Ariffin et al., 2010). Teachers' perception regarding their school as learning organization is significant for success in the educational process and for adapting to changes in the environment. Their perception of learning organization culture affects positively their organizational commitment (Dirani, 2008; Jo & Joo, 2011) and increase in their commitment to their organization plays crucial role in teachers' positive attitude towards change (Yousef, 1999; Herscovitch & Meyer, 2002; Uğurlu, Yıldırım & Ceylan, 2017)

2.2. Attitude Toward Change

2.2.1. Change - Organizational Change

All organizations need to change in order to survive and improve. Lewis (2019) emphasized the necessity of the change as for corrections of failures of the past and achieving learning and development. Organizational change is described in literature in different ways. In general, it is "any alteration or modification of organizational structures and processes" (Zorn, Christensen & Cheney, 1999, p.10). Carnall (1986) identified organizational change as an attempt or attempts for modifications of anything related to an organization like structures, aims, technologies or works of the organization. Herold and Fedor (2018) explained

organizational change as alterations on substantial routines and strategies which influence the entire organization. Moreover, Van de Ven and Poole (1995) defined organizational change as “an empirical observation of difference in form, quality, or state over time in an organizational entity. The entity may be an individual's job, a work group, an organizational strategy, a program, a product, or the overall organization.” (p.512). In addition, Lunenburg (2010) described organizational change as a transition of an organization from its current position to the desired position for improving effectiveness of it. Sabuncuoğlu and Tüz (1998) stated the aim of the organizational change as increasing the efficacy, productivity, motivation and level of satisfaction in the organization. Demirtaş (2012) explained his view of the most important aim of the organizational change as increasing the efficacy of the organization.

Organizational change can occur in two ways: organizations can be in change process without any preparation or they can be prepared for change (Van de Ven & Poole, 1995; Weick & Quinn, 1999; Correa & Slack, 1996; Gomes, 2009; Demirtaş, 2012). Similarly, Burke (2017) stated that change occurs in organization perpetually and most of these changes happen without planning. In literature, in general, organizational change was categorized into unplanned or planned regarding the nature of change and the way of its occurring (Gomes, 2009; Bouckennooghe, 2010). Unplanned change is a change that happen unintentionally in the organization, there is not any prearranged plan to act; on the other hand, planned change is alteration or alterations which happens intendedly with managed or programmed actions (Correa & Slack, 1996; Gomes, 2009).

Weick and Quinn (1999) classified organizational change as episodic change and continuous change. Episodic change is discontinuous and intentional change. It has strong association with planned and intentional change because of its nature, which is the requirement of disequilibrium in the current equilibrium state and transition to the new equilibrium state, like Lewin (1947)'s three step change model, unfreeze-moving-freeze (Weick & Quinn, 1999; Jack Walker, Armenakis

& Bernerth, 2007; Bouckennooghe, 2010). On the other hand, continuous change is ongoing and spontaneous. It is an emergent change and there is no end state for continuous change. Therefore, it would be more acceptable to mention about the order of freeze-rebalance-unfreeze for continuous change instead of Lewin's order (Weick & Quinn, 1999).

Burnes (2004) investigated emergent change, that is unplanned change, and planned change approaches in his study. According to him, there is no superiority of emergent change over planned change, or vice versa. He advised that organizations should search the most suitable type of changes with respect to types of their organizations' contexts instead of trying to label one of approaches as the best.

The first step for the leader of an organization in a planned change process is the adoption of an idea and the next step is implementation (Lewis, 2019, p.31). Kurt Lewin was one of the pioneers of the organizational change research. In 1947, he proposed three steps which are necessary for a successful planned change process. These three steps are *unfreezing*, *moving to the new level*, and *freezing* (Lewin, 1947). His *Three Step Change Model* has simulative effect on the research for organizational change management. According to him, *unfreezing* is the first step and it means unfreezing of the status quo. It aims to prepare people for change by making them to realize the need and necessity of change and indicating them new level will be better than the present one (Lewin, 1947). The second step is *moving*, which is the implementing of change step, means altering to the new level. *Freezing or refreezing* is the third step and it includes to sustain new level, change, and to make it stable (Lewin, 1947; Rivas & Jones, 2014).

Lippitt, Watson, and Westley (1958) developed a change model by extending the Three Step Change Model of Lewin (1947). The focus point of their model is the role and responsibilities of change agent in a planned change process. Organizational members and change agent make efforts together during the change

process. According to Lippitt et. al. (1958), change can be managed by seven steps: Diagnosis of the problem, assessment of the motivation and change capacity, assessment of the resources and motivation of change agent, choosing progressive change objects, clarifying the expectations by making the role of change agent clearly seen, maintaining and sustaining change, and when the change become a part of organizational culture, terminating the role of change agent gradually (Lippitt et.al., 1958, p.58-59; Kritsonis, 2005, p.3).

Kotter (1995) stressed out to the role of change agents during the implementation of change efforts; that is, how organization operates the change process, and offered eight steps. In order, for a successful change effort: establishing a sense of urgency by investigating real and potential crisis and opportunities; constituting a powerful guiding coalition by forming a group who is powerful to guide a change effort and encouraging them to be a team; creating a vision, which helps make clear the direction of the change effort; communicating the vision through the every possible way; empowering other people to act on the vision by taking away the barriers for change, doing necessary changes for removing the systems or structures which damage the vision and encouraging to take risks; planning, at first, and then creating performance improvements; and identifying the employees who are included in improvements and rewarding them; strengthening improvements and continuing the necessary changes to energize the process; and institutionalizing the new approaches by showing and explaining the connection between performance improvement of organization and new behaviors which are products of the change effort (Kotter, 1995; Armenakis & Bedrian 1999).

Armenakis and Bedeian (1999) investigated the organizational change literature between the years of 1990 and 1998; they tried to offer a theoretical framework and collected all research under the four issues: *content issues*, *contextual issues*, *process issues* and *criterion issues*. Firstly, the focus of content issues is the “the substance of contemporary organizational change” (Armenakis & Bedeian, 1999, p.295). Secondly, contextual issues take the center of the existent terms in external

and internal circumstances of an organization. Thirdly, process issues focus on the actions in the course of acting an intended change. Lastly, criterion issues' focus is the outcomes of an organizational change. They summarized that by looking at the research under content, contextual and process issues, the way of actualizing organizational change and the reason of occurrence of organizational change can be understood (Armenakis & Bedeian, 1999). Therefore, this classification has significance for organizational change literature.

2.2.2. Change in Educational Organizations

Organizational change is necessary for all organizations for their sustainability because of the constantly changing world. Organizations cannot survive without change (Inandi & Giliç, 2016). Schools are both affected by change and implement change because of their implementor characteristics in education (Demirtaş, 2012; Argon & Dilekçi, 2016). Lunenburg (2010) specified the change requirement for educational organizations, especially for schools, and he explained the reason of this requirement as educational environment changes continuously and in order to keep their relevance and effectiveness, adaptation of change for these organizations is necessary. He added that on the appearance of need of change, both external and internal forces have ability to create. Schools interact with their external environment continually because they are open systems, and they should overcome the forces surrounding them (Lunenburg & Ornstein, 2011, p.20). External forces were explained as *marketplace, law of government and regulations, technology, labor markets and economic changes* while internal forces were *administrative processes and people problems* (Lunenburg, 2010, p.2-3). In the same way, Demirtaş (2012) emphasized that "...school as an educational institution is more open to the environmental forces of change than other organizations..." (p.18). Kurşunoğlu and Tanrıöğen (2009) stated that schools need to adopt to changes in internal and external environment in order to sustain its effectiveness.

Özdemir (2000) mentioned about two-way interaction between education and change. According to them, education is affected by the changes in society and it should renew itself regarding these changes while education has to lead to innovations in society. Inandi and Giliç (2016, p.824) emphasized the importance of change in educational organizations in their study:

It is important for a healthy society that educational organizations which are the leading organizations that prepare the individuals for the society and regulate their relationship with the environment, be open to change and coherent with such environmental factors as economical, technological, social and legal circumstances.

Schools as educational organizations should be open to change; moreover, they should be pioneer for society and other organizations with respect to change (Demirtaş, 2012, p.22). Thus, the reactions of employees in school consist of the attitudes of the school toward change.

2.2.3. Attitude Toward Change

Attitude is the arrangements of individuals' feelings, thoughts and behavioral tendencies to a situation in their circumstances (Secord & Beckman, 1969, cited in Vakola & Nikolaou, 2005). In another view, Ajzen (2001) explained that "attitude represents a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable" (p.28). In organizations, if attitude is toward a change initiative, Elias (2009) described it as overall positive or negative evaluative determinations of employees of a change situation in the organization.

Employee's attitude is very significant for actualizing of successful change effort. Lines (2005) explained that attitudes towards change of employees are significant for realizing successful change processes and making change sustainable. Moreover, Zayim and Kondakci (2015) emphasized the importance of human factor for a successful change in organizations. They clarified that organizations

fail the change if they ignore the employees and their attitudes for change. The significance of individuals' attitude in change effort was studied in different research (Zayim & Kondakci, 2015; Oreg, Vakola & Armenakis, 2011; Choi, 2011; Bouckennooghe, 2010; Yousef, 2000).

Oreg et al. (2011) explained that when the individual reactions to organizational change is considered, the significant role of individuals as change recipients over the determining of the potential of successful change efforts is placed in research area. Thus, they emphasized the critical role of employees to achieve a successful change. In their study, they investigated the quantitative studies in literature with respect to the individuals' reactions to organizational change between the years of 1948 and 2007. They categorized them into *explicit reactions to change, reactions antecedents that comprise prechange antecedent and change antecedents and change consequences* (p.461). Firstly, explicit reactions to change includes cognitive, affective and behavioral attitudes of individuals to change. That is, it includes how they think, how they feel and how they intend to behave, when they face with a change situation (Oreg et al., 2011). Cognitive attitudes consist of the cognitive aspects related to individual attitudes toward change. On the other hand, affective attitudes include both negative reactions and emotions like stress, anxiety and fatigue, and positive reactions and emotions like pleasantness, satisfaction related to change, commitment to change. In addition, behavioral attitudes is composed of the intentions of individual to behave when they experience change situation. These are, for example, active participation in a change situation or, on the contrary, leaving intention. Secondly, antecedent reactions to change includes characteristics of change recipients, internal context, including supportive environment, commitment etc., change process and perceived benefit or harm and change content (Oreg et al., 2011). Thirdly, change consequences, which cover the reactions after the change situations, contains the categories of work-related and personal consequences (Oreg et al., 2011).

Attitude toward organizational change has been examined in studies in different concepts. While some studies investigate attitude toward change regarding a specific change, others examined it in general perspective. Choi (2011) asserted the importance of employees' attitudes toward organizational change and in his study, he emphasized in four commonly known constructs which indicates their positive or negative attitudes toward a specific organizational change: Readiness for change, commitment to change, openness to change and cynicism about change. He stated that these constructs are the *cognitive precursor* of the supportive or resistant behavior of employees toward change (Choi, 2011, p.480). First, readiness for change was examined in literature as individual readiness for organizational change and organizational readiness for organizational change with respect to employees' perception. Armenakis, Harris and Mossholder (1993) described individual readiness for organizational change in their study. According to them, readiness for change is beliefs, attitudes and intentions of employees with respect to the extent to which change is requirement and organizational capacity to enhance change successfully (Armenakis et al., 1993, Choi, 2011). They emphasized readiness as the *cognitive precursor* to the supportive and resistant behaviors (Armenakis et al., 1993, p.681). In addition, Eby, Adams, Russell and Gaby (2000) examined organization readiness for change regarding the perception of employees in their study. Even if it is seen as organizational readiness, employees' impressions also appear too. Moreover, this study also indicates organizations' ability for change (Eby et al., 2000). Their study stressed that in order to understand readiness for organizational change, individual perspectives are very significant. That is, the results of the study showed the importance of individual attitudes and preferences, work group and job attitudes and contextual variables as flexible policies and procedures, and logistics and system support in order to understand readiness for organizational change (Eby et al., 2000). Second, commitment to organizational change is a positive attitude toward a specific organizational change. Herscovitch and Meyer (2002) described commitment to organizational change as "a force (mind-set) that binds an

individual to a course of action deemed necessary for the successful implementation of a change initiative” (p. 475). In this way, they proposed three components which can be the reflection of this force: affective commitment to change, continuance commitment to change and normative commitment to change. Affective commitment to change indicates employee’s desire to support change by believing that it is inherently beneficial. Continuance commitment to change reflects employee’s awareness of the costs related to undoing to support the change. Normative commitment to change involves employee’s sense of obligation to give support for the change. Third, according to Miller, Johnson and Grau (1994), openness to organizational change is a necessity for realizing a planned change successfully and it is composition of willingness to provide support for the change and having positive affect, such as positive feelings, about the potential yields of the change (cited in Devos, Buelens & Bouckennooghe, 2007). Fourth, cynicism to organizational change is a type of negative attitude toward a specific change. Stanley, Meyer & Topolnytsky (2005) defined cynicism to change as “...a disbelief of management’s stated or implied motives for a specific organizational change” (p.436).

In their research, Lau and Woodman (1995) emphasized that specific attitudes are directly affected by the general attitude toward change. Attitude toward change in general perspective has three dimensions and was proposed as cognitive, affective and behavioral attitude toward change (Yousef, 2000). Dunham et al. (1989) assert that attitude toward change generally consists of the cognitions of a person about change, affective reactions to change, and behavioral tendency toward change. That is, cognitive, affective and behavioral tendencies toward change are included. Firstly, the cognitive attitude includes the knowledge which is believed by an employee as true. Secondly, affective attitude includes the feelings of an employee. Lastly, behavioral tendencies refer to employees’ intentions to behave toward change. In a like manner, Elizur and Guttman (1976) asserted three-dimensional concept which consists of cognitive, affective and intentional or behavioral attitudes toward change. According to them, cognitive attitude toward

change indicates the cognitions about change. Affective attitudes toward change indicates a set of feelings about the change and, intentional or behavioral attitudes toward change indicates intended actions or actions has already done.

2.2.3.1. Attitude Toward Change Instrument

The Inventory of Attitude Toward Change instrument developed by Dunham et al. (1989) was widely used in literature. This instrument measure the general attitude toward change of a person and it consists of the cognitions of a person about change, affective reactions to change, and behavioral tendency toward change. Higher values in this instrument meant more positive attitudes towards change (Dunham et al., 1989; Kasapoğlu, 2010).

Some of the previous studies which examined the relationship between perception of learning organization and organizational readiness for change confused the term of readiness for change concept with the general attitude toward change, so that authors of these studies accepted that they used these concepts in the place of each other (Haque, 2008; Jafari & Kalanaki, 2012). However, readiness for change is a type of attitude toward a specific change and means beliefs, attitudes and intentions of employees with respect to the extent to which change is requirement and organizational capacity to enhance change successfully (Armenakis et al., 1993, Choi, 2011) while general attitude toward change concept as using instrument of Dunham et al. (1989), which could be used to understand cognitive, affective an behavioral attitudes of employees toward change in general.

2.2.3.2. Attitude Toward Change in Schools - Teachers' Attitude Toward Change

Töremen (2002) explained the realizing successful organizational change in schools is significantly related to the all stakeholders', whose are personnel, teachers, principal and students, beliefs to change. Moreover, Özdemir (2000)

emphasized the significance of employees' attitude in schools and he stated in order to achieve successful change in schools, people in schools are more important factor than process and structure. Furthermore, according to Çalık and Er (2014), teachers' attitude toward change is essential for both implementing a successful change and increasing the change capacity of school with human resources (p.154).

In his study, Demirtaş (2012) emphasized the importance of teachers for realizing successful organizational change in schools. That is, he argued that teachers' adoption and implementation of change enable the change successful. Moreover, he added that as well as teachers' attitude, positive attitude and adoption of school administration is also significant to implement change successfully. According to Çelik (1997), school principals' attitudes toward change has an impact on the other employees', especially teachers', attitudes toward change in school.

Kurşunoğlu and Tanrıöğen (2009) also stressed that principals have an important effect on teachers' attitude toward change. According to them, whether teachers perceive their principal as instructional leader is related with their attitude toward change and they think it is important because these leaders can promote change in schools.

In addition, in their study, Kin and Kareem (2016) explained why teachers' attitude toward change is important for school. They assert that "Teachers are the frontline change implementers in schools and understanding how they react to change will certainly provide valuable insights into the mechanisms antecedent to the phenomenon of resistance to school change." (p.106).

During explaining the consistency of attitude toward change in their instrument as cognitions of a person about change, affective reactions to change, and behavioral tendency toward change, Dunham et al. (1989), mentioned that attitude toward change can be investigated with this instrument as a person's cognitions about that

change, affective reactions to that change and behavioral tendency toward that change. Therefore, teachers' attitude toward change can be examined as teachers' cognitions about change, their emotional reactions to change and their behavioral tendency toward change.

2.3. Relationship between Teachers' Learning Organization Perception and Their Attitudes towards Change

Studies on the relationship between learning organization and attitudes towards change are too few and most of them conducted in the business field. Sudharatna and Li (2004) investigated the relationship between learning organization characteristics and organization's readiness to change in mobile phone service industry in Thailand. Results of the study indicated a substantial relationship between readiness to change and the learning organization characteristics of cultural values, leadership commitment and empowerment, communication, knowledge transfer, employee characteristics, and upgrading of performance. In addition, Vijayanthi et al. (2017) examined the seven dimensions of learning organization and tendency of the organization to change in a public sector banking unit. They stated that they clarified seven dimensions of learning organization through the learning organization literature. Also, they stressed that they used the term readiness for change to measure attitude toward change. Results of the study showed that the correlation between learning organization levels and perception of employees with respect to organizational readiness for change. Moreover, Haque (2008) investigated the relationship of dimensions of learning organization and employees' perception of organizational readiness for change by the instrument of Inventory of Attitude toward Change of Dunham et al. (1989) in a service-oriented, for profit organization. He also stated that he used the term of readiness for change in the place of attitude toward change. He found that there is a strong positive significant relationship between overall dimensions of learning organization and employees' perception of organizational readiness for change. In

addition, results of his study indicated that providing leadership has the highest correlation with readiness for change.

On the other hand, Jafari and Kalanki (2012) examined the relationship between the dimensions of learning organization and the staff's readiness to change in the educational field. Their sample includes both teachers and administrative personnel in an educational complex in Tehran. They also clarified that they used the term of readiness for change in the place of attitude toward change. They found significant relationship between the dimensions of a learning organization and staff's readiness to change. In addition, in his study, Çalık (2003) emphasized the benefits of learning organization for schools and he clarified that learning schools are open to change and innovation, and members of the school begin to change and try to innovations voluntarily. This signs to their positive attitude towards change.

2.4. Summary of the Literature Review

Attitudes towards change of employees are significant for realizing successful change processes and making change sustainable (Lines, 2005). In schools, teachers' adoption and implementation of change enable the change successful (Demirtaş, 2012). Therefore, teachers' attitude toward change is essential for both implementing a successful change and adopting to change (Çalık & Er, 2014). Fullan (2012) considered that change in complex systems, like schools, is full of surprises and therefore, schools need to be learning organization to be able to cope with the unknown. Being able to react more quickly to changing external environments, embrace innovations in internal organization, and ultimately improve student outcomes, schools require to become learning organization (Fullan, 1995; Fullan, 2012). Teachers' perception regarding their school as learning organization is significant for success in the educational process and for adapting to changes in the environment. Their perception of learning organization is very significant, and they need to have positive attitude towards change. Bouckennooghe (2009) indicates that individuals positive or negative attitudes

toward change affects the success or failure of any change in organizations. Thus, it is significant to study the relationship between teachers' perceptions of learning organization and their attitude toward change.

CHAPTER 3

METHODOLOGY

In this study, the relationship between teachers' learning organization perceptions and their attitudes towards change was examined. The levels of teachers' learning organization perception was examined according to the Watkins and Marsick (1997)'s seven dimensions of a learning organization, creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning. In addition, Dunham et al. (1989) assert that attitude toward change generally consists of the cognitions of a person about change, affective reactions to change, and behavioral tendency toward change. Teachers' attitudes towards change were assessed using Dunham et al. (1989)'s scale. Research question addressed in this study is: Is there a relationship between teachers' perception of learning organization and their attitudes towards change?

3.1. Research Design

In the present study, correlational research design was used. Correlational research design is used to investigate the relationship between two or more variables regardless of manipulation (Fraenkel, Wallen & Hyun, 2011). Dimensions of Learning Organization Questionnaire (DLOQ) developed by Watkins and Marsick (1997) with Turkish version adapted by Yıldız (2011) and the Inventory of Attitude toward Change Survey (IATCS), of Dunham et al. (1989) with the Turkish version adapted by the researcher were used as data collection tools in this study.

3.2 Population and Sample

The target population consisted of teachers working at public primary and middle schools in Ankara while accessible population consisted of teachers working at public primary and middle schools in Çankaya, Yenimahalle and Altındağ which are the central districts of Ankara. Primary and middle schools are the foundation of educational system and they must have supreme level of learning organization characteristics (Üstün & Menteşe, 2012). Primary school refers to grades from the first to fourth and middle school refers to grades from the fifth to the eighth. There are 193 public primary school and 173 public middle schools in these districts of Ankara (MEB, 2018). In order to collect data from these schools, necessary official permissions were taken from Directorate of National Education in Ankara. Samples were selected from these schools randomly in two stages by using cluster random sampling and individual random sampling. Cluster random sampling is a random sampling in which groups as clusters are selected randomly (Fraenkel, Wallen & Hyun, 2011). In this study, each cluster is composed of all teachers in each school. Primarily, for pilot study of the instrument of the Inventory of Attitude Toward Change, 18 schools were selected randomly among all schools in these districts. The aim of this study was explained in each school and their permissions were asked. After that, by using simple random sampling, 94 primary school teachers (42%) and 128 middle school teachers (58%) were selected randomly from each of these 18 schools which permitted to conduct the study. Demographic information of the samples in pilot study was given in Table 3.1.

Table 3.1.
Demographic Information of Participants of Factor Analysis

Variable		<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
School Level	Primary School	94	42		
	Middle School	128	58		
	Total	222	100		
Gender	Female	155	70		
	Male	67	30		
Graduate Education	None	183	82		
	Master	37	17		
	Doctorate	2	.90		
Age (in year)				42.70	9.65
Tenure (in year)				18.95	10.26
Experience in Current School (in year)				6.15	5.17

Secondly, for the main study, 118 more samples were also selected from the schools in those districts randomly in two stages by using cluster random sampling and individual random sampling. The aim of this study was explained in each school and their permissions were asked. After that, by using simple random sampling, 49 primary school teachers (41.5%) and 69 middle school teachers (58.5%) were selected randomly from each of these 13 schools which permitted to conduct the study. According to Thabane et al. (2010), sampling of pilot study may be incorporated in the sampling of the main study and this may improve the effectiveness of the instrument. Therefore, it is suitable to incorporate use the samples of pilot study within the main study's sample. Thus, being 143 of them as primary school teachers (42%) and 197 of them as middle school teachers (58%), 340 samples were used in the main study and their demographic information was given in Table 3.2.

Table 3.2.

Demographic Information of Participants of the Main Study

Variable		<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
School Level	Primary School	143	42		
	Middle School	197	58		
	Total	340	100		
Gender	Female	242	71		
	Male	98	29		
Graduate Education	None	284	84		
	Master	53	16		
	Doctorate	3	.90		
Age (in year)				44.84	9.83
Tenure (in year)				21.41	10.71
Experience in Current School (in year)				6.48	5.40

Lastly, after deletion of the outliers, sample size became 331. 42% of the participants were teachers in primary schools ($N=140$) and 58% of them were from middle schools ($N=191$). In addition, 71% ($N=236$) of the participants were female while 29% ($N=95$) of them were male. Age of the participant varies between 25 and 66 ($M=44.84$; $SD=9.89$). The average year of teachers' experience was 21.38 with the standard deviation of 10.77. Moreover, the range of the years of teachers' experiences in their current school changes from under a year to 26 ($M=6.52$; $SD=5.45$). Also, majority of the participant teachers, which composed of 84%

($N=281$), did not have any graduate education; however, 14% ($N=47$) of them had master's degree and .90% ($N=3$) of them had doctorate's degree (see Table 3.3.).

Table 3.3.
Demographic Information of Participants of the Participants After the Deletion of Outliers

Variable		<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
School Level	Primary School	140	42		
	Middle School	191	58		
	Total	331	100		
Gender	Female	236	71		
	Male	95	29		
Graduate Education	None	281	84		
	Master	47	16		
	Doctorate	3	.90		
Age (in year)				44.84	9.89
Tenure (in year)				21.38	10.77
Experience in Current School (in year)				6.52	5.45

3.3. Instrumentation and Measurement

In this study, data was collected through the demographic questionnaire, dimensions of learning organization questionnaire and attitudes toward change scale. First section of the instrument was for teachers' demographic information. Teachers' gender (female/male), age, tenure (in year), year of experiences in their current school, department of graduation and graduate education status (none/master/doctorate) were included in this section. The second and last section of the instrument were dimensions of learning organization questionnaire and attitude toward change scale, respectively.

3.3.1. Dimensions of Learning Organization Questionnaire

Dimensions of Learning Organization Questionnaire (DLOQ) was developed by Watkins and Marsick (1997). This questionnaire gives information about how an employee perceives his/her organization regarding how well learning is supported and used in the organization at individual, team and organizational levels (Watkins & Marsick, 1997). This questionnaire was used with the Turkish version adapted by Yıldız (2011). The questionnaire had 43 questions like the original version. First seven questions were to assess continuous learning, questions 8 through 13 were for dialogue and inquiry, questions 14 through 19 were for team learning, questions 20 through 25 were for embedded system, questions 26 through 31 were for empowerment, questions 32 through 37 were for system connections and last six questions were for provide leadership. For scoring, average of responses to the questions under each dimension was calculated. Questions were also adapted to school context by Yıldız (2011). Some phrases in the questions were changed in the school context; for example, “in my school” took the place of “in my organization”. This questionnaire was designed as a 5-point Likert Type scale and answers could be given as from strongly disagree (1) to strongly agree (5). There were no reversed items. Yıldız (2011) checked the validity and reliability of this questionnaire and approved. For the validity of the instrument, before he did factor analysis, he obtained the result of KMO= .82 and a significant Bartlett’s test of sphericity result ($p < .05$), which meant he could do factor analysis. As a result of factor analysis, he observed that all factor loads are high enough for each item under each factor, these values changed between .69 to .88. This approved the validity of instrument. In addition, for the reliability of the instrument, he obtained Cronbach’s Alpha reliability coefficient as .97 for internal consistency (Tabachnick & Fidell, 2007). This indicated that this instrument is highly reliable. In addition, the reliability of this instrument was checked for the present study and the result also indicated to high reliability because Cronbach’s Alpha reliability coefficient was obtained as .96.

3.3.2. Attitudes Toward Change Scale

The Inventory of Attitude toward Change Survey (IATCS) was developed by Dunham, Grube, Gardner, Cummings, and Pierce (1989). This instrument was designed to examine an individual's behavioral, emotional and cognitive reactions toward change. 18 questions were placed in the instrument and a 5-point Likert Type scale was used. Answers could be given as 1 (strongly disagree) to 5 (strongly agree). It included three subscales, which are cognitive, affective, and behavioral and each dimension had 6 items. For scoring, average of responses of all questions was calculated. Higher scores meant more positive attitude toward change (Dunham et al., 1989; Kasapoğlu, 2010). There were 5 reversed items.

This scale was translated and adapted to Turkish and school context in this study. All items were translated to Turkish under supervision of two experts in the field. Reliability and validity of the scale were checked. For piloting, data were collected from 222 teachers working in primary and middle schools. For content validity of the instrument, firstly, opinions of two experts in this field were taken, and the scale was regulated through their comments. After that, Confirmatory Factor Analyses (CFA) and Exploratory Factor Analysis (EFA) were used for construct validity of the instrument. Then, reliability analysis was done to check internal consistency (Tabachnick & Fidell, 2007).

3.3.2.1. Factor Analyses for Attitude Toward Change Scale

Confirmatory Factor Analysis was conducted by using AMOS 26.0 in order to validate factor structure of the instrument after translation to Turkish. Factor structure of the instrument included 18 items and 3 factors. The model chi-square, Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), and Tucker-Lewis Index (TLI) could be regarded to assess the model fitness (Brown, 2006). As a result of the analysis, chi-square value is significant ($\chi^2=455.487$; $p=.000$) but Root Mean Square Error of Approximation (RMSEA)

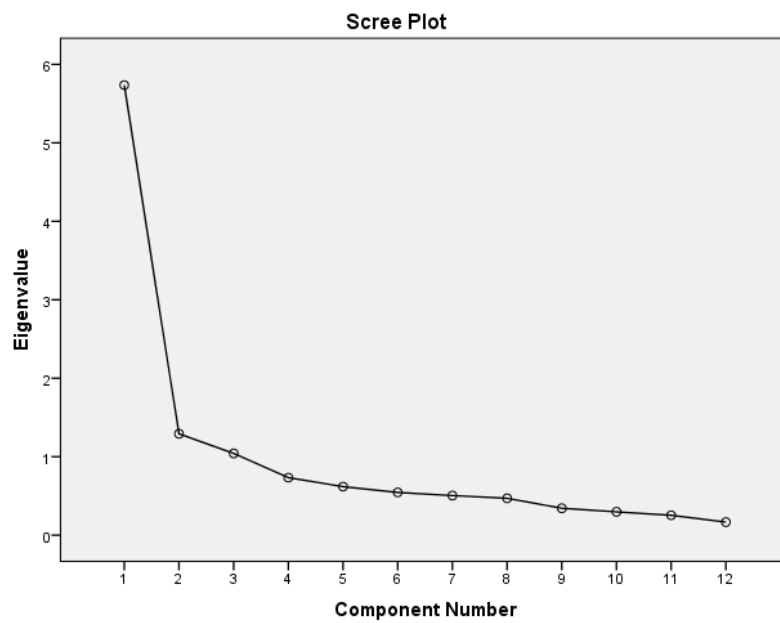
value of .11, Comparative Fit Index (CFI) value of .86, Goodness of Fit Index (GFI) value of .80 and Tucker-Lewis Index (TLI) value of .84 indicate non-fit model. Browne and Cudeck (1993) stated that RMSEA value higher than .10 indicates poor fit of the model. Moreover, values of CFI, GFI and TLI are suggested to be higher than .90 to have a good fit model (Hu & Bentler, 1999). In order to understand the reason of the problem, whether this problem caused by noncompatible items with factors or overlapping of factors for items, exploratory factor analysis was conducted.

Before started to interpret exploratory factor analysis, results of Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity results were checked in order to understand whether factor analysis could be done or not. KMO and Bartlett's test of sphericity evaluates the sufficiency of sampling (Pallant, 2007). Bartlett's test of sphericity needs to be significant ($p < .05$) and KMO value, which ranges between 0 and 1, is offered as minimum .6, in order to be able to realize factor analysis (Tabachnick and Fidell, 2007). In this study, KMO value is .92 and Bartlett test of sphericity is significant ($p = .000$). That meant factor analysis could be done. Principle component analysis indicated existing three components with the eigenvalues which exceeds one explained a total of 63.13% of the variance. Results of the analysis showed that items 3, 7, 10 and 12 overlapped in two factors and items 13 and 18 placed under the different factors which was stated before by Dunham et al. (1989). Thus, these items were removed from the scale. After that, exploratory factor analysis was run again. Result of new analysis showed that three component solution of the eigenvalues explained a total of 64.70% of the variance. Suitable factor structure was obtained. Factor structure and factor loads were shown in Table 3.4 and scree plot was given (see Figure 3.1.).

Table 3.4.

Factor Structure and Factor Loads of Attitude Toward Change Scale

	Component		
	1	2	3
atcq14	.85		
atcq15	.81		
atcq16	.80		
atcq17	.66		
atcq1		.76	
atcq2		.70	
atcq3		.66	
atcq4		.63	
atcq5		.63	
rev_atc9			.82
rev_atc8			.80
rev_atc11			.70

*Figure 3.1. Scree Plot of Eigenvalue about Attitude Toward Change Instrument*

Finally, confirmatory factor analysis was rerun to confirm the fit of the new model. Factor structure of the new model included 12 items and 3 factors. Chi-square is significant ($\chi^2=112.484$; $p=.000$) with Root Mean Square Error of Approximation (RMSEA) value of .074, Comparative Fit Index (CFI) value of .95, Goodness of Fit Index (GFI) value of .92 and Tucker-Lewis Index (TLI) value of .93. For RMSEA value, values between .05 and .08 show fair fit (Browne & Cudeck, 1993). In addition, values of CFI, GFI and TLI are suggested to be higher than .90 to have a good fit model (Hu & Bentler, 1999). Thus, this model could be interpreted as a good fit model. Figure 3.2. showed that all values of standard estimates are above .40. That is, all items have significant relations with their factor.

For the reliability of the instrument, Cronbach's Alpha reliability coefficient was observed as .89 for internal consistency (Tabachnick & Fidell, 2007). This indicated that the reliability of this instrument is high (see Table 3.5.).

Table 3.5.
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.89	.90	12

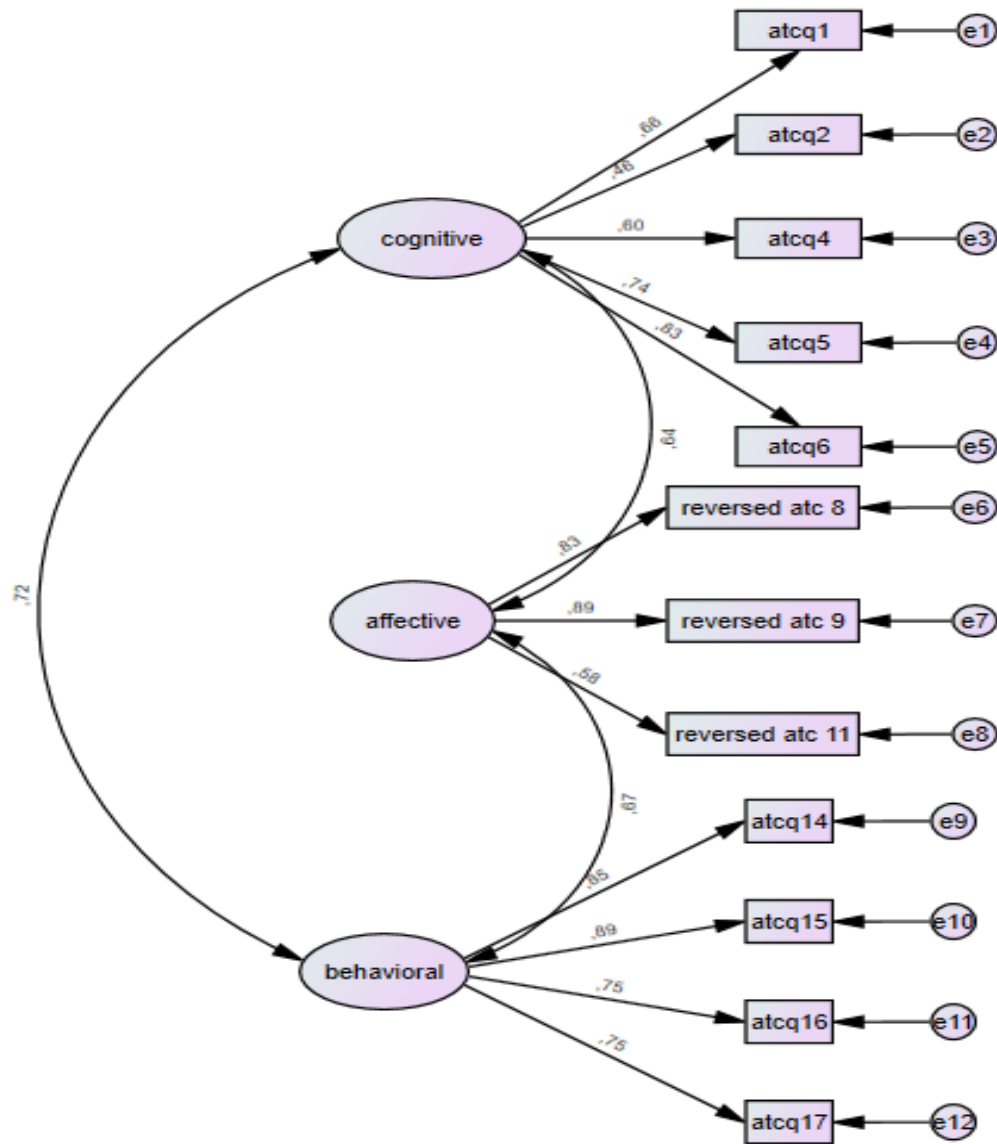


Figure 3.2. Three-factor CFA Model of Attitude Toward Change Instrument with Standardized Estimates

3.4. Data Collection

Firstly, the official permission from the Directorate of National Education of Ankara, Turkey was obtained. Then, all schools which were selected by cluster sampling in central district of Ankara were visited, the aim of the study was explained, a copy of the official permission obtained from the Directorate of

National Education of Ankara, Turkey was given, and their permissions were asked. After that, teachers were informed, and their consent were taken. After this process, both Dimensions of Learning Organization Questionnaire (DLOQ) developed by Watkins and Marsick (1997) and the Inventory of Attitude toward Change Survey (IATCS) were given to each teacher and wanted to be filled as soon as possible. They were allowed to fill the questionnaire within the same week which they have.

3.5. Data Analysis

Data was analyzed via SPSS 22.0 and both descriptive and inferential statics were used. Standard multiple regression analysis was conducted to analyze whether teachers' attitudes towards change is predicted by the degree to which they perceive their school to be a learning organization.

CHAPTER 4

RESULTS

In this chapter, demographic characteristics of participants, descriptive statistics of the variables, Pearson correlation analysis results, and mainly standard multiple regression analysis results were presented.

4.1. Demographic Characteristics of Participants

Demographic information of participants was given in this part. Data were collected from the 340 teachers working in primary and middle level public schools in Ankara. 42% of the participants were teachers in primary schools ($N=143$) and 58% of them were from middle schools ($N=197$). In addition, 71% ($N=242$) of the participants were female while 29% ($N=98$) of them were male. Age of the participant varies between 25 and 66 ($M=44.84$; $SD=9.83$). The average year of teachers' experience was 21.41 with the standard deviation of 10.71. Moreover, the range of the years of teachers' experiences in their current school changes from under a year to 26 ($M=6.48$; $SD=5.40$). Also, majority of the participant teachers, which composed of 84% ($N=284$), did not have any graduate education; however, 16% ($N=53$) of them had master's degree and .90% ($N=3$) of them had doctorate's degree (see Table 4.1).

Table 4.1.
Demographic Information of Participants of the Main Study

Variable		<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>
School Level	Primary School	143	42		
	Middle School	197	58		
	Total	340	100		
Gender	Female	242	71		
	Male	98	29		
Graduate Education	None	284	84		
	Master	53	16		
	Doctorate	3	.90		
Age (in year)				44.84	9.83
Tenure (in year)				21.41	10.71
Experience in Current School (in year)				6.48	5.40

4.2. Results of Descriptive Data Analysis

What extent the degree to which teachers perceive their school to be a learning organization with respect to creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning predict teachers' attitudes towards change is the purpose of the present study. Dimensions of Learning Organization Questionnaire (DLOQ) developed by Watkins and Marsick (1997) and the Inventory of Attitude toward Change Survey (IATCS), of Dunham et al. (1989) were used as data collection tools in this study and both of them are 5-point Likert Type scales, in which answers are given as 1 (strongly disagree) to 5 (strongly agree). 3 points indicate average.

Descriptive statistics was given regarding the dimensions of teachers' perception of learning organization and teachers' attitudes towards change. The results of descriptive statistics showed that the mean score of overall learning organization perceptions of teachers was high ($M=3.59$; $SD=.59$) and also the mean scores of each dimension, which are creating continuous learning ($M=3.43$; $SD=.67$), promoting inquiry and dialogue ($M=3.67$; $SD=.63$), promoting collaboration and team learning ($M= 3.60$; $SD= .67$), creating systems to capture and share learning ($M=3.51$; $SD=.64$), empowering people toward a collective vision ($M=3.57$; $SD=.73$), connecting organizations to its environment ($M=3.60$; $SD=.71$), and providing strategic leadership for learning ($M=3.75$; $SD=.71$), are above 3. Moreover, promoting inquiry and dialogue ($M=3.67$; $SD=.63$), promoting collaboration and team learning ($M= 3.60$; $SD= .67$), connecting organizations to its environment ($M=3.60$; $SD=.71$), and providing strategic leadership for learning ($M=3.75$; $SD=.71$) had higher mean scores than the mean score of overall learning organization perceptions of teachers ($M=3.59$; $SD=.59$). Among all of them, teachers' perception of their schools as learning organization regarding promoting inquiry and dialogue ($M=3.67$; $SD=.63$) and providing strategic leadership for learning ($M=3.75$; $SD=.71$) has the highest mean scores. On the other hand, the mean score of teachers' attitudes towards change seemed relatively high ($M= 3.98$; $SD=.53$). Higher score meant they have more a positive attitude towards change (Dunham et al., 1989; Kasapoğlu, 2010). Results of the descriptive analysis was given in Table 4.2.

Table 4.2.
Descriptive Statistics

	Mean	Std. Deviation
Attitude Toward Change	3.98	.53
Learning Organization Perception	3.59	.59
Continuous Learning	3.43	.67
Dialogue and Inquiry	3.67	.63
Team Learning	3.60	.67
Embedded Systems	3.51	.64
Empowerment	3.57	.73
Systems Connections	3.60	.71
Provide Leadership	3.75	.71

4.3. Standard Multiple Regression Analysis

In this study, standard multiple regression analysis was used to evaluate how well the degree to which teachers perceive their school to be a learning organization with respect to creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning predict teachers' attitudes towards change. Fraenkel, Wallen and Hyun (2011) explained that multiple regression is used to investigate the correlation between a criterion variable, which is the dependent variable, and a number of predictor variables, which are independent variables. In the present study, teachers' attitudes towards change is the criterion or the dependent variable while each seven dimensions of teachers' perception of learning organization, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its

environment and providing strategic leadership for learning, are the predictor or independent variables.

4.3.1. Pearson Correlation Analysis

Teachers' attitudes towards change ($M= 3.98$; $SD=.53$) was observed higher than their learning organization perceptions ($M=3.59$; $SD=.59$). Table 4.3 indicated means and standard deviations of teachers' attitude toward change and teachers' perception of learning organization.

Table 4.3.

Mean and Standard Deviations of teachers' attitude toward change and teachers' perception of learning organization.

Variable	<i>N</i>	<i>M</i>	<i>SD</i>
Attitude Toward Change	340	3.98	.53
Learning Organization Perception	340	3.59	.59

4.3.1.1. Checking of Outliers

Analyses related to relationship between variables are very sensitive to outliers (Pallant, 2007) so, outliers were checked. Tabachnick and Fidell (2007) stated that deleting outliers from data set is a good way for correlational studies. First, z -scores was used for checking. Tabachnick and Fidell (2007) explained that if the z -score values are more than 3.29 ($p<.001$), this signs to potential outliers. In this study, 5 values of the z -score values are detected as more than 3.29 and cases with these values were stated as outliers and they were deleted from the data set. Secondly, Mahalanobis distances was used to check outliers. This analysis was handled by multiple regression program (Pallant, 2007). In this study, there were 7 independent variables so critical chi-square value was 24.32 (Tabachnick & Fidell, 2007). Mahalanobis distance values were checked form data set and 4 of these values were identified as exceeding 24.32. Pallant (2007) asserted that

Mahalanobis distance values exceeding critical chi-square values were potential outliers. Thus, 4 cases with these values were stated as outliers and they were also removed from the data set. To sum up, 9 cases were identified as outliers and they were deleted from the data set.

4.3.1.2. Results of Pearson Correlation Analysis

The correlational analysis showed a positive strong significant relationship between teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and teachers' learning organization perceptions ($M= 3.62$; $SD=.54$), $r=.52$, $n=331$, $p<.01$, two-tailed. Moreover, there are also a positive significant relationships between teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and continuous learning ($M= 3.46$; $SD=.65$), $r=.35$, $p<.01$; teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and promoting inquiry and dialogue ($M= 3.70$; $SD=.60$), $r=.44$, $p<.01$; teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and promoting collaboration and team learning ($M= 3.64$; $SD=.62$), $r=.45$, $p<.01$; teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and creating systems to capture and share learning ($M= 3.54$; $SD=.60$), $r=.44$, $p<.01$; teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and empowering people toward a collective vision ($M= 3.60$; $SD=.68$), $r=.44$, $p<.01$; teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and connecting organizations to its environment ($M= 3.65$; $SD=.66$), $r=.48$, $p<.01$; and, teachers' attitudes towards change ($M= 3.98$; $SD=.53$) and providing strategic leadership for learning ($M= 3.80$; $SD=.65$), $r=.49$, $p<.01$; $n=331$, two-tailed. Correlation matrix showed these correlational coefficients of the variables (see Table 4.4 & Table 4.5).

Table 4.4
Descriptive Statistics of Variables after Deletion of Outliers

	<i>N</i>	<i>M</i>	<i>SD</i>
Attitude Towards Change	331	3.98	.53
Learning Organization Perception	331	3.62	.54
Continuous Learning	331	3.46	.65
Dialogue and Inquiry	331	3.70	.60
Team Learning	331	3.64	.62
Embedded Systems	331	3.54	.60
Empowerment	331	3.60	.68
System Connections	331	3.65	.66
Providing Leadership	331	3.79	.65

Table 4.5.
Correlation Matrix of Variables

Variables	1	2	3	4	5	6	7	8
1. Attitudes toward Change								
2. Continuous Learning	.35							
3. Dialogue and Inquiry	.44	.75						
4. Team Learning	.45	.64	.62					
5. Embedded Systems	.44	.59	.61	.75				
6. Empowerment	.44	.62	.56	.78	.75			
7. System Connections	.48	.59	.59	.75	.76	.81		
8. Providing Leadership	.49	.55	.55	.75	.69	.74	.79	

$p < .01$

4.3.2. Results of Standard Multiple Regression Analysis

4.3.2.1. Assumptions of Multiple Regression Analysis

Before starting the multiple regression analysis, assumptions were checked.

4.3.2.1.1. Sample Size

In order for the generalizability of the results, sample size should be checked. Green (1991) gave the formula to check the required number of sample size: $N > 50 + 8m$, “m” is number of independent variables (cited in Tabachnick & Fidell, 2007). In this study, the number of independent variables is 7, so, sample size should be more than 106. Thus, the sample size of this study was suitable for using multiple regression analysis ($N=331$).

4.3.2.1.2. Variable types

In order to be able to provide this assumption, predictor variables have to be quantitative or categorical and dependent variable has to be quantitative and continuous (Field, 2009). In this study, dimensions of teachers’ learning organization perceptions, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning, are predictor variables and they are continuous and quantitative. In addition, teachers’ attitude toward change is dependent variable and it is quantitative and continuous. So, this assumption was also provided.

4.3.2.1.3. Multicollinearity

In order to conduct multiple regression analysis, multicollinearity, which exists when the correlation between predictor variables is too high, should not exist. Multicollinearity was checked by scanning correlation matrix, checking variance inflation factor (VIF) and tolerance value (Field, 2009). First, according to Field (2009), correlation among predictor variables should not be too high; that correlations should not be above .90. In this study, there is not any correlation coefficient value above .90 regarding correlation among predictor variables (see Table 4.6). Then, VIF values need to be below 10 and tolerance value have to be higher than .10 for absence of multicollinearity. In the present study, VIF value changed from 2.63 to 4.21 but there is no any VIF value higher than 4.21. In addition, tolerance value changed from .24 to .38, but there is no any tolerance value lower than .24. Thus, multicollinearity did not exist in this study, this assumption also provided.

4.3.2.1.4. Normality, Homoscedasticity, Linearity, Outliers, Independence of Residuals

Normality of residuals were checked through histogram and normal probability plot (P-P). Shapes of the histogram and normal probability plot indicated normal distribution (see Figure 4.1 & Figure 4.2) so normality assumption was not violated.

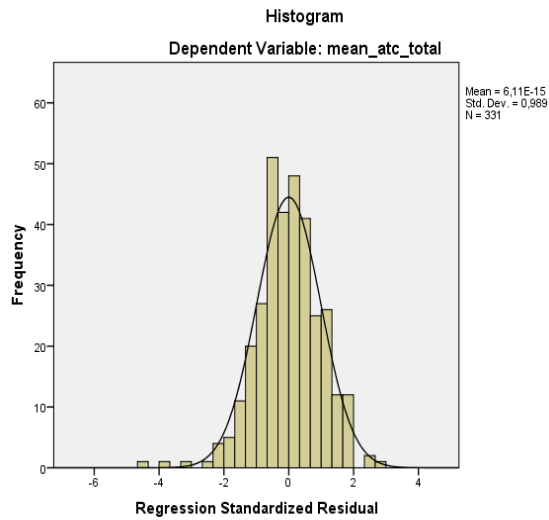


Figure 4.1. The Histogram of Standardized Residuals

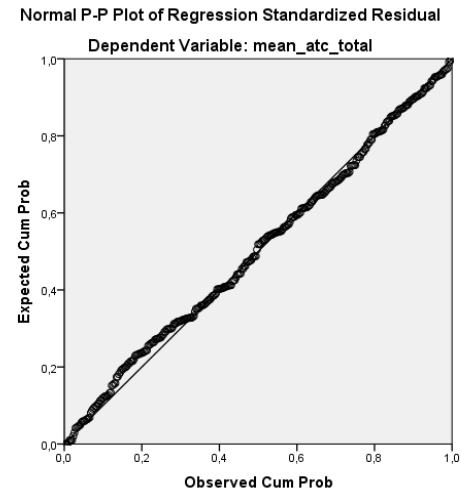


Figure 4.2. The Normal Probability Plot

In order to check homoscedasticity, scatterplot was used. The distribution of residuals should be concentrated to the center (Tabachnick & Fidell, 2007). In this study, when distributions of the residuals on the scatterplot was checked, it was seen that homoscedasticity was not violated (see Figure 4.3.). In addition, linearity was also checked through scatterplot. According to Tabachnick and Fidell (2007), nonlinearity occurs when the overall scatterplot is curved, so distribution of residuals needs to be rectangular and noncurved to provide the assumption of linearity. In this study, this assumption is also provided (see Figure 4.3). Moreover, outliers were checked also from the scatterplot of the standard multiple regression analysis (see Figure 4.3). Outliers are defined as standardized residuals of less than -3.3 or more than 3.3 (Tabachnick & Fidell, 2007). Thus, in this study, almost no outliers were observed from scatterplot. Tabachnick and Fidell (2007) stated that a few outliers do not need to take any action. So, this assumption was also not violated.

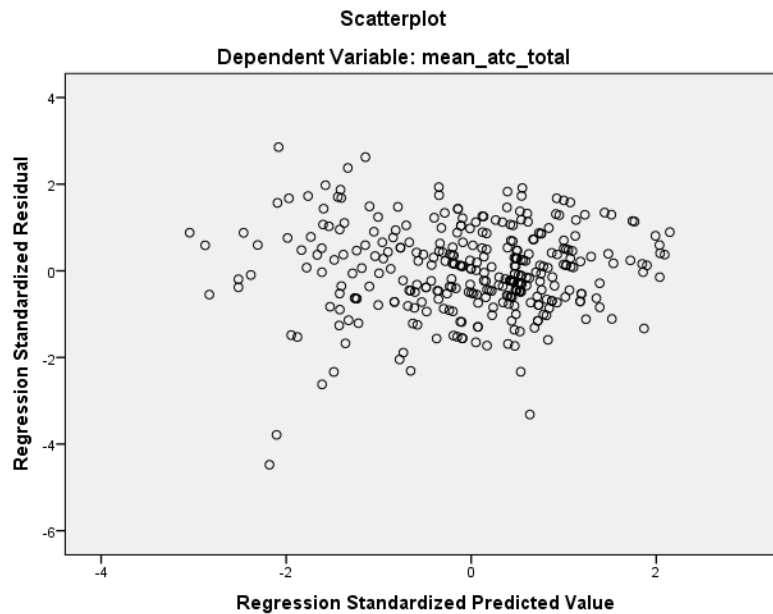


Figure 4.3. Scatter plot

In multiple regression analysis, it assumed that autocorrelation does not exist (Field, 2009). That is, residuals should be independent. In order to test this, Durbin-Watson test was used. According to Field (2009), Durbin-Watson value should be between the values of 0 and 4. In the present study, Durbin-Watson value is 1.80 (see Table 4.6); therefore, independence of residuals assumption was also provided.

4.3.2.2. Findings of Multiple Regression Analysis

Research question of this study was: Is there a relationship between learning organization perceptions of teachers and their attitudes towards change?

In this study, it was attempted to answer specifically this question: How well the degree to which teachers perceive their school to be a learning organization with respect to creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture

and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning predict teachers' attitudes towards change?

Standard multiple regression was conducted to answer the research question. Criterion or dependent variable was teachers' attitudes towards change while independent or predictor variables are dimensions of teachers' learning organization perceptions, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning. Preliminary analyses were conducted to check no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity.

The result of the multiple regression analysis was given in Table 4.6 and Table 4.7. The results of the multiple regression indicated that overall regression model was significant and the seven predictor variables, which are creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning explained 29% of the variance in the criterion variable, which is attitudes towards change ($R^2 = .29$, $F(7, 323) = 19.23$, $p < .0005$). Overall dimensions of learning organization were significant predictors of teachers' attitude toward change. Beta value indicated how independent variable contributed to the equation (Pallant, 2007). Specifically, two beta coefficients were statistically significant ($p < .05$). These values belonged to the predictors which were dialogue and inquiry ($\beta = .23$, $p = .002$) and provide leadership ($\beta = .23$, $p = .006$). That is, dialogue and inquiry and provide leadership were predictors which made the statistically significant strongest unique contribution to the equation (Pallant, 2007).

Table 4.6.

Model Summary of Standard Multiple Regression

Model	<i>R</i>	<i>R</i> ²	ΔR^2	<i>F</i>	Durbin-Watson
1	.54	.29	.28	19.23*	1.80

**p*<.0005

Table 4.7.

Results of Standard Multiple Regression Analysis of Attitude towards Change

Variables	<i>B</i>	<i>SE</i>	<i>B</i>	<i>t</i>	<i>p</i>
Continuous Learning	-.07	.06	-.09	-1.18	.24
Dialogue and Inquiry	.21	.07	.23*	3.06	.00
Team Learning	.04	.08	.05	.53	.59
Embedded Systems	.03	.07	.04	.46	.65
Empowerment	.00	.07	.00	-.00	.999
System Connections	.12	.08	.15	1.60	.11
Providing Leadership	.19	.07	.23*	2.75	.01

**p*<.05

CHAPTER 5

DISCUSSION

In this part, the results of the study were discussed by taking into consideration of the present research and previous studies in the literature. Furthermore, implications, recommendations and limitations were stated.

5.1. Discussion of the Results

The general purpose of this study was to investigate the relationship between teachers' perception of learning organization and their attitude toward change. Specifically, this study mainly examined how well the degree to which teachers perceive their school to be a learning organization with respect to creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people toward a collective vision, connecting organizations to its environment and providing strategic leadership for learning predict teachers' attitudes towards change. In order to answer the research question of this study, correlation research design was used. Data were analyzed by standard multiple regression analysis. Overall results of the present study showed that there was a positive strong relationship between teachers' perception of learning organization and their attitudes towards change. Moreover, results showed that promoting inquiry and dialogue, and providing strategic leadership for learning dimensions of teachers' perceptions of learning organization predicted teachers' attitudes towards change.

The findings of the current study are supported by the studies that are conducted mostly in fields other than education. In a study conducted by Haque (2008)

results showed that there is a strong positive significant relationship between overall dimensions of learning organization and employees' perception of organizational readiness for change as found in the present study. In addition, results of his study indicated that providing leadership has the highest correlation with readiness for change. Although their study was supposed to examine the relationship between learning organization perception and readiness towards change, they actually used Dunham et al. (1989)'s measure which assesses attitudes toward change in general indicating that the readiness was used in place of attitudes towards change. A similar study with the same instrument of attitude toward change was conducted by Vijayanthi et al. (2017) in a public sector banking and results showed that there is a strong positive correlation between learning organization levels and perception of employees with respect to organizational readiness for change. Moreover, Sudrahatma & Li (2004) also clarified that there was a strong positive relationship between learning organization characteristics and organizational readiness for change in the Thai Mobile Phone Company as a business sector. They stated as supporting the views of the present study, if organizations show high levels of learning organization properties, their readiness for change have to be high. So, they reached to the point which is similar to the point of the present study in the school perspective that learning organization characteristics are vital instruments for companies in order to survive and adapt to change in the rapidly changing world. They emphasized that especially learning organization characteristic related to leadership had the highest relationship with organizational readiness for change. Providing leadership was also one of the highest predictors for the attitudes toward change in the present study.

On the other hand, findings of the study conducted by Jafari and Kalanika (2012) in the educational field also supported the present study and results indicated that there was a significant relationship between dimensions of learning organization and employees' readiness for change. They found that employees' readiness for change is predicted by their perception of dimensions of learning organization in

line with the current study's finding. They also used Dunham et al. (1989)'s measure which assesses attitudes toward change in general indicating that the readiness was used in place of attitudes towards change. To sum up, findings of the previous studies were consistent with the results of the present study indicating that there was a positive significant relationship between overall dimensions of learning organization and employees' attitudes toward change. Providing leadership of learning was found as a strong predictor of attitude toward change like in the present study.

Promoting dialogue and inquiry, which was found as a significant predictor in this study, is a culture-based dimension of learning organization (Lunenburg & Ornstein, 2011). In this dimension, employees are voluntary and free to discuss issues and ask questions, and also open to critiques (Lunenburg & Ornstein, 2011). Therefore, organizational culture and type of the organization, types of business or educational organization, plays a significant role on having this dimension of learning organization. In the study of Yıldız (2011), which was done in the public and private schools in Balıkesir, Turkey, it was also stated that dialogue and inquiry and providing strategic leadership dimensions of learning organization has the highest mean scores within all seven dimensions both in public and private schools. The descriptive results of his study were consistent with the ones of the present study.

Kim, Egan and Tolson (2015) mentioned the multicollinearity problem of Dimensions of Learning Organization Questionnaire (DLOQ) was placed in different research. In the present study, only two dimensions of the perception of learning organization, which are providing strategic leadership for learning and promoting inquiry and dialogue, were found significant. Moreover, some values of correlation between the independent variables was observed to be relatively high. This could be a sign that some independent variables overlapped and so, the finding that only two dimensions was found significant can be due to this overlap between the other subdimensions of the measure.

The attitude toward change instrument used in this study, which is Inventory of Attitude toward Change, was used in some of the previous studies which examined the relationship between learning organization perceptions and employees' perception of organizational readiness for change in order to measure employees' perception of organizational readiness for change. Authors asserted that they used the concept of readiness for change in the place of attitude toward change with same meaning (Haque, 2008; Jafari & Kalanaki, 2012). This shows that there is a confusion of readiness for change concept and the concept of general attitude toward change, and differences in the meaning of these concepts were ignored. Readiness for change is a type of attitude toward a specific change and means beliefs, attitudes and intentions of employees with respect to the extent to which change is requirement and organizational capacity to enhance change successfully (Armenakis et al., 1993, Choi, 2011). On the other hand, general attitude toward change concept as used in the instrument of Dunham et al. (1989), could be used to understand cognitive, affective and behavioral attitudes of employees toward change in general. In this instrument, higher scores mean more positive attitude toward change in cognitive, affective and behavioral perspectives (Dunham et al., 1989; Kasapoğlu, 2010).

5.2. Implications

5.2.1. Implications for Theory

This study offered theoretical implications. The relationship between teachers' perception of dimensions of learning organization and their attitude toward change was investigated and significant relation was found through some predictors. This study contributed to literature theoretically by identifications of these predictors of teachers' attitude towards organizational changes indicating dimensions of learning organization in the teacher perspective. Providing strategic leadership for learning, and dialogue and inquiry dimensions of the learning organization were the predictors of teachers' attitudes towards change.

Another theoretical implication of this study was related to misusing of the concepts of readiness for change and attitudes towards change. The attitude toward change instrument used in this study, which is Inventory of Attitude toward Change, was used in some of the previous studies which examined the relationship between learning organization perceptions and employees' perception of organizational readiness for change in order to measure employees' perception of organizational readiness for change. Authors asserted that they used the concept of readiness for change in the place of attitude toward change with same meaning (Haque, 2008; Jafari & Kalanaki, 2012). This indicated that there was a confusion of readiness for change concept and the concept of general attitude toward change, and differences in the meaning of these concepts were ignored. Researchers have to pay attention to the differences of these concepts. They need to use readiness for change concept when they mentioned about attitude toward a specific change and focused on beliefs, attitudes and intentions of employees with respect to the extent to which change is requirement and organizational capacity to enhance change successfully (Armenakis et al., 1993, Choi, 2011). On the other hand, if they mentioned about cognitive, affective and behavioral attitudes of employees toward change in general, or level of positiveness of general attitude toward change concept, it is necessary for them to use attitude toward change concept as constructed in the instrument of Dunham et al. (1989). This confusion was noted in this study. The confusion may be caused by the researchers' understanding of the terms attitude toward change and readiness for change (Weiner, Amick & Lee, 2008). Weiner et al. (2008) emphasized that conceptualization of readiness for change is different from the one of general attitudes towards change.

5.3.2. Implications for Research

This study has contributions to the research in the educational field with the work of validity of the instrument of Dunham et.al (1989)'s Inventory of Attitude toward Change. Previous studies using this instrument in the studies related to Turkish schools checked only content validity of the instrument by offering

experts' opinions, but factor analysis was not done (Kurşunoğlu & Tanrıoğlu, 2009; Kasapoğlu, 2010). In this study, after Turkish translation of the instrument was conducted, as well as checking content validity of the instrument by receiving experts' opinion, both exploratory and confirmatory analyses were conducted to check the construct validity of the instrument for its adaptation. This issue was related to adapting instrument to Turkish but ignoring the contextual or cultural differences so possibly some of the previous studies that were being conducted were not measuring what they think they were measuring. This also highlighted the importance of rather than automatically borrowing concepts from the West (Kay & Foster, 1999), it was necessary to take care to develop theories and concept taking into consideration Turkish culture.

5.3.3. Implications for Practice

In a rapidly changing environment, organizations need to adapt to change for their survival. Being learning organization is very important in that point because learning organizations can adapt to change easily through their continuous learning ability. School principals have an important role in the way of becoming their school as a learning organization. They have to facilitate learning environment and learning culture as needed to be a learning organization (Fullan, 2001). As well as the changes in the environment, in the face of changes stated by Ministry of National Education, they need to provide teachers to have more positive attitudes towards change. This study indicated empirical evidence and contributes to school principals as practitioners in the way of which dimensions of learning organizations predict the attitude toward change of teachers. So, to ease the process of adapting to changes that take place school principals may provide strategic leadership and put emphasis on dialogue and inquiry which will positively influence teachers' attitude towards change.

5.3. Limitations and Recommendations

As well as the strengths of it, this study has some limitations. The first limitation is that this study was done only with the teachers in Çankaya, Yenimahalle and Altındağ districts of Ankara. In order to make generalizations, new studies can be done in different part of Ankara or different cities. The second one is that this study was conducted only in public schools, but private schools also need to be explored. A comparative study may be conducted. In terms this notion of learning organization it may be of interest to find out how all stakeholders', who are principals, parents and even students, perceive the schools do they see them as learning organizations. The third one is that sample size is relatively small. The population and sample of this study was 340 teachers of public primary and middle schools in these three districts of Ankara. With larger sample size, this study can be repeated, and results can be compared. Fourthly, the Inventory of Attitude Toward Change scale of Dunham et al. (1989) was translated and adapted to Turkish and used for the first time in this study. The adapted instrument may be used in the future studies to increase its validity and reliability. Moreover, instruments related to organizational change are inadequate. Qualitative studies need to be conducted first to understand how this concept functions in our context which may provide avenues for developing a scale from the ground up that captures attitudes towards change in our context. Fourthly, this study was a quantitative study and it may have some limitations which may have appeared because of the nature of this kind of studies. Qualitative studies would be needed to receive in-depth information about to what extent our schools can be considered learning organizations and what are the experiences of teachers in terms of the extent to which their schools show properties of a learning organization and how they approach change.

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APPENDICES

A. QUESTIONNAIRES

Pilot Study

Saygıdeğer Öğretmenim,

Bu ölçek öğretmenlerin öğrenen örgüt algısı ile onların değişime yönelik tutumları arasındaki ilişkiyi belirlemek amacıyla hazırlanmıştır. Öğrenen örgüt, öğrenme ve dönüşüm kapasitesine sahip örgüttür. Öğrenen okullar değişime ve yeniliğe açık ve çalışanları da bu konuda gönüllü okullardır. Buna ek olarak, eğitim-öğretim sürecindeki değişikliklere yönelik öğretmen algılarının belirlenmesi bu değişikliklerin gerçekleşmesi için çok önemlidir. Hazırlanan ölçek üç bölümden oluşmaktadır. Birinci bölümde demografik bilgileriniz, ikinci bölümde öğrenen örgüt algınız, üçüncü bölümde ise değişime yönelik tutumunuz ölçülmektedir. Araştırmamın amacına ulaşması için ölçeklerin maddelerini dikkatle okumanızı, içtenlikle ve eksiksiz cevaplamanızı rica ederim. Toplanan veriler bilimsel araştırmalar dışında hiçbir yerde kullanılmayacaktır. Katılımınız için teşekkür ederim.

I., II. Ve III. Bölümler için ölçek maddelerini okuduktan sonra size en uygun olanın karşısına (X) işareti koyunuz ve gerekli boşlukları doldurunuz.

I. DEMOGRAFİK BİLGİLER

1) **Cinsiyetiniz:** Kadın () Erkek ()

2) **Yaşınız:**

3) **Mesleki deneyiminiz:** (Yıl olarak belirtiniz)

4) **Şu an çalıştığınız kurumda kaç yıldır çalışmaktasınız:**

5) **Mezun olduğunuz bölüm:**

6) **Lisansüstü Eğitim Durumu:**

Lisansüstü eğitim almadım/alıyorum () Yüksek Lisans () Doktora ()

II. ÖĞRENEN ÖRGÜT BOYUTLARI ANKETİ

No	Maddeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	Personel, yapılanlardan ders alabilmek için hatalarını açıklıkla tartışır.					
2	Personel, gelecekte yapacakları görevlerde ihtiyaç duyacakları yetenekleri rahatlıkla tanımlayabilir.					
3	Personel, öğrenmek için birbirine yardımcı olur.					
4	Personel, öğrenmelerini destekleyecek her türlü maddi ve manevi desteği görür.					
5	Personeler, öğrenme için yeterli zaman tahsis edilir.					
6	Personel, görevleri esnasında karşılaştıkları problemleri birer öğrenme fırsatı olarak görür.					
7	Personel, öğrenme için ödüllendirilir.					
8	Personel, birbirine dürüst ve açık geri besleme verir.					
9	Çalışanlar, konuşmaya başlamadan önce karşısındakinin görüşünü dinler.					
10	Personel, “neden” sorusunu açıklıkla sorabilir.					
11	Kişi kendi görüşlerini söylediğinde, diğerlerinin de düşüncesini sorar.					

12	Personel, birbirine saygılıdır.					
13	Personel, karşılıklı güven ortamı sağlamak için zamanını harcar.					
14	Okulum, kendi hedeflerini ihtiyaçlar doğrultusunda uyarlama serbestisine sahiptir.					
15	Okulumda, tüm üyelere makam veya diğer özelliklerine bakılmaksızın eşit davranılır.					
16	Okulum, hem görevlerine hem de grubun nasıl çalıştığına odaklanır.					
17	Okulum, elde edilen bilgilere ya da grup tartışmalarına göre görüşlerini gözden geçirir.					
18	Okulum, okulca elde ettiği başarıları için ödüllendirilir.					
19	Okulum, organizasyonun onun önerilerini dikkate alacağından emindir.					
20	Okulum, öneri sistemleri ya da çeşitli toplantılarla iki yönlü bir iletişim ortamı sağlar.					
21	Okulum, kişilerin ihtiyaç duyduğu bilgiyi kolayca ve hızla verir.					
22	Okulum, personelin yetenekleri ile ilgili güncel bir veri tabanı tutar.					
23	Okulum, halihazırdaki ve beklenen performans arasındaki farkı tespit edecek ölçme sistemleri kurar.					
24	Okulum, problemlerden elde ettiği derslerin tüm personel tarafından öğrenilmesini sağlar.					
25	Okulum, öğrenme için harcanan kaynakların ve zamanın değerlendirmesini yapar.					
26	Okulum, personelin inisiyatif almasını onaylar.					
27	Okulum, personele görev verirken çeşitli seçenekler sunar.					
28	Okulum, personeli okulun vizyonuna katkı yapmaya teşvik eder.					

29	Okulum, personelin görevlerini yaparken ihtiyaç duyacakları kaynaklar üzerinde kontrol sahibi olmalarını sağlar.					
30	Okulum, kabul edilebilir risk alan personeli destekler.					
31	Okulum, farklı birimlerin vizyonları arasında ihtiyaca göre sıralama yapar.					
32	Okulum, personelin işi ile ailesi arasında denge kurmasına yardım eder.					
33	Okulum, personelin geniş çaplı bir perspektifle düşünmesini teşvik eder.					
34	Okulum, alınacak kararlarda astlarının fikirleri de dahil olmak üzere tüm personelin, ortak karar noktalarına getirmeye çalışır.					
35	Okulum, alınan kararlarda personelin moralini göz önünde bulundurur.					
36	Okulum, ortak ihtiyaçları karşılamak için farklı organizasyonlarla birlikte çalışır.					
37	Okulum, personelin bir problemi çözerken tüm kurum içinden cevap ve destek almasını teşvik eder.					
38	Yöneticiler, öğrenme fırsatları ve eğitim için gelen talepleri genellikle desteklerler.					
39	Yöneticiler, okulun hedefleri, gelecekle ilgili planları ve hedefleri hakkında güncel bilgileri paylaşır.					
40	Yöneticiler, okulun vizyonuna ulaşmada tüm çalışanların katkılarını ortaya koymalarına imkan verir.					
41	Yöneticiler, astlarını yetiştirmek için çaba gösterir.					
42	Yöneticiler, sürekli olarak öğrenme için fırsat ararlar.					
43	Yöneticiler, okulun faaliyetlerinin benimsenen değerlerle uyumlu olmasını sağlarlar.					

III. DEĞİŞİME YÖNELİK TUTUM ÖLÇEĞİ

		Kesinlikle Katılmıyorum	Katılmıyorum	Karasızım	Katılıyorum	Kesinlikle Katılıyorum
1	Değişim genellikle okuluma yarar sağlar.					
2	Meslektaşlarımla çoğu değişimden faydalanır.					
3	Değişim çoğu zaman mesleğimde daha iyi performans göstermeme yardımcı olur.					
4	Okuldaki diğer çalışanlar değişimi desteklediğini düşünür.					
5	Değişim genellikle okuldaki yetersiz durumların iyileşmesine yardımcı olur.					
6	Genellikle değişimden faydalanırım.					
7	Okuldaki değişimleri sabırsızlıkla beklerim.					
8	Değişimden hoşlanmam.					
9	Değişim beni sinirlendirir.					
10	Değişim beni motive eder.					
11	Değişimlerin çoğu rahatsız edicidir.					
12	Değişimlerin çoğunu memnun edici bulurum.					
13	Genellikle yeni fikirlere karşı direnç gösteririm.					
14	Yeni fikirleri denemeye eğilimliyimdir.					
15	Genellikle yeni fikirleri desteklerim.					
16	Sıklıkla durumlara ilişkin yeni yaklaşımlar öneririm.					
17	Değişimi desteklemek için ne gerekiyorsa yapmaya niyetliyimdir.					
18	Genellikle yeni bir fikir denemekten çekinirim.					

Main Study

Saygıdeğer Öğretmenim,

Bu ölçek öğretmenlerin öğrenen örgüt algısı ile onların değişime yönelik tutumları arasındaki ilişkiyi belirlemek amacıyla hazırlanmıştır. Öğrenen örgüt, öğrenme ve dönüşüm kapasitesine sahip örgüttür. Öğrenen okullar değişime ve yeniliğe açık ve çalışanları da bu konuda gönüllü okullardır. Buna ek olarak, eğitim-öğretim sürecindeki değişikliklere yönelik öğretmen algılarının belirlenmesi bu değişikliklerin gerçekleşmesi için çok önemlidir. Hazırlanan ölçek üç bölümden oluşmaktadır. Birinci bölümde demografik bilgileriniz, ikinci bölümde öğrenen örgüt algınız, üçüncü bölümde ise değişime yönelik tutumunuz ölçülmektedir. Araştırmamın amacına ulaşması için ölçeklerin maddelerini dikkatle okumanızı, içtenlikle ve eksiksiz cevaplamanızı rica ederim. Toplanan veriler bilimsel araştırmalar dışında hiçbir yerde kullanılmayacaktır. Katılımınız için teşekkür ederim.

I., II. Ve III. Bölümler için ölçek maddelerini okuduktan sonra size en uygun olanın karşısına (X) işareti koyunuz ve gerekli boşlukları doldurunuz.

I. DEMOGRAFİK BİLGİLER

- 1) **Cinsiyetiniz:** Kadın () Erkek ()
- 2) **Yaşınız:**
- 3) **Mesleki deneyiminiz:** (Yıl olarak belirtiniz)
- 4) **Şu an çalıştığınız kurumda kaç yıldır çalışmaktasınız:**
- 5) **Mezun olduğunuz bölüm:**
- 6) **Lisansüstü Eğitim Durumu:**
Lisansüstü eğitim almadım/alıyorum () Yüksek Lisans () Doktora ()

II. ÖĞRENEN ÖRGÜT BOYUTLARI ANKETİ

No	Maddeler	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	Personel, yapılanlardan ders alabilmek için hatalarını açıklıkla tartışır.					
2	Personel, gelecekte yapacakları görevlerde ihtiyaç duyacakları yetenekleri rahatlıkla tanımlayabilir.					
3	Personel, öğrenmek için birbirine yardımcı olur.					
4	Personel, öğrenmelerini destekleyecek her türlü maddi ve manevi desteği görür.					
5	Personeler, öğrenme için yeterli zaman tahsis edilir.					
6	Personel, görevleri esnasında karşılaştıkları problemleri birer öğrenme fırsatı olarak görür.					
7	Personel, öğrenme için ödüllendirilir.					
8	Personel, birbirine dürüst ve açık geri besleme verir.					
9	Çalışanlar, konuşmaya başlamadan önce karşısındakinin görüşünü dinler.					
10	Personel, “neden” sorusunu açıklıkla sorabilir.					
11	Kişi kendi görüşlerini söylediğinde, diğerlerinin de düşüncesini sorar.					
12	Personel, birbirine saygılıdır.					
13	Personel, karşılıklı güven ortamı sağlamak için zamanını harcar.					
14	Okulum, kendi hedeflerini ihtiyaçlar doğrultusunda uyarlama serbestisine sahiptir.					
15	Okulumda, tüm üyelere makam veya diğer özelliklerine bakılmaksızın eşit davranılır.					

16	Okulum, hem görevlerine hem de grubun nasıl çalıştığına odaklanır.					
17	Okulum, elde edilen bilgilere ya da grup tartışmalarına göre görüşlerini gözden geçirir.					
18	Okulum, okulca elde ettiği başarıları için ödüllendirilir.					
19	Okulum, organizasyonun onun önerilerini dikkate alacağından emindir.					
20	Okulum, öneri sistemleri ya da çeşitli toplantılarla iki yönlü bir iletişim ortamı sağlar.					
21	Okulum, kişilerin ihtiyaç duyduğu bilgiyi kolayca ve hızla verir.					
22	Okulum, personelin yetenekleri ile ilgili güncel bir veri tabanı tutar.					
23	Okulum, halihazırdaki ve beklenen performans arasındaki farkı tespit edecek ölçme sistemleri kurar.					
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26	Okulum, personelin inisiyatif almasını onaylar.					
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33	Okulum, personelin geniş çaplı bir perspektifle düşünmesini teşvik eder.					
34	Okulum, alınacak kararlarda astlarının fikirleri de dahil olmak üzere tüm personelin, ortak karar noktalarına getirmeye çalışır.					
35	Okulum, alınan kararlarda personelin moralini göz önünde bulundurur.					
36	Okulum, ortak ihtiyaçları karşılamak için farklı organizasyonlarla birlikte çalışır.					
37	Okulum, personelin bir problemi çözerken tüm kurum içinden cevap ve destek almasını teşvik eder.					
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39	Yöneticiler, okulun hedefleri, gelecekle ilgili planları ve hedefleri hakkında güncel bilgileri paylaşır.					
40	Yöneticiler, okulun vizyonuna ulaşmada tüm çalışanların katkılarını ortaya koymalarına imkan verir.					
41	Yöneticiler, astlarını yetiştirmek için çaba gösterir.					
42	Yöneticiler, sürekli olarak öğrenme için fırsat ararlar.					
43	Yöneticiler, okulun faaliyetlerinin benimsenen değerlerle uyumlu olmasını sağlarlar.					

III. DEĞİŞİME YÖNELİK TUTUM ÖLÇEĞİ

		Kesinlikle Katılmıyorum	Katılmıyorum	Karasızım	Katılıyorum	Kesinlikle Katılıyorum
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2	Meslektaşlarımdan çoğu değişimden faydalanır.					
3	Okuldaki diğer çalışanlar değişimi desteklediğini düşünür.					
4	Değişim genellikle okuldaki yetersiz durumların iyileşmesine yardımcı olur.					
5	Genellikle değişimden faydalanırım.					
6	Değişimden hoşlanmam.					
7	Değişim beni sınırlandırır.					
8	Değişimlerin çoğu rahatsız edicidir.					
9	Yeni fikirleri denemeye eğilimliyimdir.					
10	Genellikle yeni fikirleri desteklerim.					
11	Sıklıkla durumlara ilişkin yeni yaklaşımlar öneririm.					
12	Değişimi desteklemek için ne gerekiyorsa yapmaya niyetliyimdir.					

B. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Orta Doğu Teknik Üniversitesi Eğitim Yönetimi ve Planlaması Programı Yüksek Lisans Öğrencisi Sinem Şafak Yoldaş tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışmanın amacı, öğretmenlerin öğrenen örgüt algısı ile onların değişime yönelik tutumları arasındaki ilişkiyi gözlemlemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Hazırlanan ölçek üç bölümden oluşmaktadır. Birinci bölümde demografik bilgileriniz, ikinci bölümde öğrenen örgüt algınız, üçüncü bölümde ise değişime yönelik tutumunuz ölçülmektedir. Araştırmamın amacına ulaşması için ölçeklerin maddelerini dikkatle okumanızı, içtenlikle ve eksiksiz cevaplamanızı rica ederim.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve sadece bilimsel yayımlarda kullanılacaktır. Çalışmanın hiçbir bölümünde katılımcıların kişisel bilgileri kullanılmayacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, veri toplama sürecinin herhangi bir aşamasında, sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için Orta Doğu Teknik Üniversitesi Eğitim Yönetimi ve Planlaması programı öğrencisi Sinem Şafak Yoldaş (E-posta: e148913@metu.edu.tr, Tel: 05367753497) ve danışmanı Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü Öğretim Üyesi Yrd. Doç. Dr. Gökçe Gökalp (E-posta: ggokalp@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

---/---/---

C. PERMISSIONS OF RESEARCHERS TO USE QUESTIONNAIRES

Dimensions of Learning Organization Questionnaire (DLOQ)

Konu: Re: DLOQ_permission
Gönderen: "Karen Watkins" <kwatkins@uga.edu>
Tarih: 22 Ocak 2019, Salı, 9:50 pm
Alıcı: "sinem.karabacak@metu.edu.tr" <sinem.karabacak@metu.edu.tr>
Öncelik: Normal
Seçenekler: [Tüm Başlıkları Göster](#) | [Yazdırılabilir Şekilde Göster](#) | [Bunu dosya olarak indir](#)

You have our permission to use the DLOQ for research purposes. You must maintain our authorship on any version you use- see the attached technical manual for this information. I have also attached a version used in Pakistan in schools for your information.

Best Regards,
Karen

Karen E. Watkins, Ph.D.
Professor, Learning, Leadership & Organization Development
Department of Lifelong Education, Administration & Policy
The University of Georgia
850 College Station Road [Room 406]
Athens, GA 30602 USA
Work (706)542-2214 [to leave a message]
Cell (706) 340-6791

On 1/22/19, 4:42 AM, "sinem.karabacak@metu.edu.tr" <sinem.karabacak@metu.edu.tr> wrote:

Dear Prof. Watkins

I am a master student at Middle East Technical University in Turkey. This year, I am preparing my master thesis. In my thesis, the relationship between teachers' learning organization perceptions and their attitudes toward change is examined.

If you give your permission and share a copy of it with me, I would like to use your "Dimensions of Learning Organization Questionnaire" in my study.

Thank you so much,
Greetings,

Sinem Safak Yoldas

Turkish Adapted Version of Dimensions of Learning Organization Questionnaire (DLOQ)

Yazdır Etiler Görünüm Görünüm	Görünüm Görünüm
---	---

Konu: Re: öğrenen örgüt boyutları anketi_izin ve orijinali

Gönderen: Doç. Dr. Harun YILDIZ <harunyildiz@bandirma.edu.tr>

Tarih: 2 Aralık 2018, Pazar, 4:36 pm

Alınan: "sinem.karabacak@metu.edu.tr" <sinem.karabacak@metu.edu.tr>

Öncelik: Normal

Seçenekler: [Tüm Başlıkları Göster](#) | [Yazdırılabilir Şekilde Göster](#) | [Bunu dosya olarak indir](#) | [HTML olarak göster](#)

Sayın Sinem Şafak Yoldaş,

Tez içerisinde yer alan ölçek uyarlamasını atıf vererek kullanabilirsiniz. Ölçeğin tam hali ve güvenilirlik ve geçerlilik bilgileri tez içerisinde yer almaktadır.

Çalışmalarınızda başarılar dilerim.

Doç.Dr. Harun YILDIZ

2 Aralık 2018 Pazar tarihinde, <sinem.karabacak@metu.edu.tr> yazdı:

> Saygıdeğer Hocalarım İyi Günler,

>

> Orta Doğu Teknik Üniversitesi Eğitim Yönetimi ve Planlaması yüksek lisans öğrencisiyim. Assist. Prof. Dr. Gökçe Gökalep danışmanlığında tez sürecindeyim ve tezimde "Öğretmenlerin Öğrenen Örgüt Algısı ile Onların Değişime Karşı Tutumu Arasındaki İlişki"yi incelemektedirim.

>

> Bu konuda yaptığım okumalar sırasında "Eğitim Örgütleri Öğrenen Organizasyon Özellikleri Göstermekte midir? Kamu ve Özel İlköğretim Okullarının Balıkesir İli Örneğinde Karşılaştırmalı Bir Analizi" adlı makalenizde Watkins ve Marsick'in Öğrenen Örgüt Boyutları Anketini Türkçe'ye uyarlayıp kullandığınızı gördüm.

>

> Siz de uygun görürseniz ve kullandığınız haliyle anketinizi, güvenilirlik ve geçerlilik çalışmalarını benimle paylaşabilirsiniz anketinizi tezimde kullanmak istemektedirim.

>

> Yardıminız ve ilginiz için şimdiden teşekkür ederim.

>

> İyi Çalışmalar,

>

> Sinem Şafak YOLDAŞ

>

Inventory of Attitude toward Change Survey (IATCS)

Konu: Re: Attitude Towards Change Instrument_Permission
Gönderen: "Randall B Dunham" <randall.dunham@wisc.edu>
Tarih: 10 Aralık 2018, Pazartesi, 6:13 am
Alınan: "sinem.karabacak@metu.edu.tr" <sinem.karabacak@metu.edu.tr>
Öncelik: Normal
Seçenekler: [Tüm Başlıkları Göster](#) | [Yazdırılabilir Şekilde Göster](#) | [Bunu dosya olarak indir](#) | [HTML olarak göster](#)

Greetings Sinem,

You have my permission to use my instrument for your research. I would be interested in your findings. I have attached a copy of the instrument and of an Excel spreadsheet that shows the scoring process.

Good luck,

Randy

Randall B. Dunham
Emeritus Professor of Management and International Business
Faculty Director, Executive Global Learning Experiences
University of Wisconsin-Madison
randall.dunham@wisc.edu

On Dec 9, 2018, at 1:17 PM,
sinem.karabacak@metu.edu.tr wrote:

Dear Prof. Randall Dunham

I am a master student at Middle East Technical University in Turkey. This year, I am preparing my master thesis. In my thesis, the relationship between teachers' learning organization perceptions and their attitudes towards change is examined.

If you give your permission, I would like to use your "Attitude towards Change Instrument" in my study.

Thank you so much,
Greetings,

Sinem Safak Yoldas

D. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DÜMLÜPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
uam@metu.edu.tr
www.uam.metu.edu.tr

Sayı: 28620816 / 621

11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (IAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Gökçe GÖKALP

Danışmanlığını yaptığınız Sinem Şafak YOLDAŞ'ın "Öğretmenlerin Öğrenen Örgüt Algısı ile Değişime Karşı Tutumları Arasındaki İlişki" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-156 protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.


Prof. Dr. Tülin GENÇÖZ

Başkan


Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye


Prof. Dr. Yaşar KONDAKÇI (4.)
Üye


Doç. Dr. Ali Emre TURGUT
Üye


Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Üyesi Pinar KAYGAN
Üye

**E. APPROVAL OF DIRECTORATE OF NATIONAL EDUCATION OF
ANKARA**



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.2009188
Konu : Araştırma İzni

29.01.2019

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 10/01/2019 Tarihli ve E.77 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması yüksek lisans programı öğrencisi Sinem ŞAFAK YOLDAŞ'ın "**Öğretmenlerin Öğrenen Örgüt Algısı ile Değişime Karşı Tutumları Arasındaki İlişki**" konulu uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüklerine bilgi verilmiştir.

Görüşme formunun (3 sayfa) araştırmacılar tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesini rica ederim.

Serkan TOPBAŞ
Vali a.
Milli Eğitim Müdürü V.

Güvenli Elektronik İmza
Aslı ile Aynıdır.

29.01.2019...

Adres: Emniyet Mah. Alparslan Türkeş Cad. 4/A
Yenimahalle/ANKARA
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F. TURKISH SUMMARY / TRKE ZET

Giriř

ğrenen rgt, ğrenme ve dnřm kapasitesine sahip olan rgttr (Watkins & Marsick, 1993). Okul aısından dřnldğnde, ğrenen okul yenileřmeye ve değřime aık ve tm yelerinin değřime bařlama konusunda gnll olduėu ve yenileřme iin aba gsterdiėi okuldur (alık, 2003). Bu sebeple, ğrenen bir okulda tm yeler ğrenme ve reform srelerine iř birliėiyle ve aktif olarak katılırlar. ğrenen rgt alıřmalarında ğretmenlerin algısı ok nemlidir. Eėitim srecinde bařarının saėlanması ve evredeki deėiřimlere uyum saėlamasında ğretmenlerin okulunu ğrenen okul olarak grmesi nemli bir yere sahiptir. ğretmenlerin ğrenen rgt algısı farklı arařtırmalara konu olmuřtur. Alan yazında, bazı alıřmalar vaka alıřması (Ding-Wang, 2002; Gleř & aėlayandereli, 2012) iken bazıları da ğretmenlerin ğrenen rgt algısı ile iř tatmininin (Savař, 2013), ğretmen liderliėinin (Moore, 2010), okul kltrnn (Ayık & řayir, 2015) ve bilgi ynetimi tutumlarının (Doėan & Yiėit, 2014) iliřkisini incelemiřtir.

evresel faktrlerde ortaya ıkan ani deėiřimler rgtlerde belirsizliklerin ortaya ıkmasına yol amaktadır ve bu noktada rgtlerin deėiřime uyum saėlaması ok nemlidir (Jafari & Kalanaki, 2012). rgtlerde deėiřime adapte olma becerisi ğrenen rgt olma ile saėlanır (Driver, 2002). Deėiřim bireyle bařlar (Cole, Harris ve Bernerth, 2006). Bu sebeple, eėer alıřanların rgtteki deėiřimlere karřı tutumu belirlenirse, deėiřim sreci ile ilgili gerekli nlemler alınabilir ve gerekli planlamalar, uygulamalar ve deėerlendirmeler yapılabilir. Dunham ve arkadaşlarına (1989) gre, genel anlamda deėiřime karřı tutum, bireyin deėiřime ynelik biliřsel, duygusal tepkisi ve davranıřsal eėilimidir. Benzer řekilde,

öğretmenlerin genel anlamda değişime karşı tutumları, onların değişime karşı bilişsel ve duygusal tepkisi, ve değişime karşı davranışsal eğilimidir. Öğretmenin değişime karşı tutumu değişimin gerçekleşmesi için önemlidir çünkü öğretmenler okullarda değişimi uygulayanların başında gelmektedir (Kin ve Kareem, 2016). Alanyazında, öğrenen örgüt ve değişime karşı tutum arasındaki ilişki farklı sektörlerdeki örgütlerde incelenmiştir (Sudharatna & Li, 2004; Jafari & Kalinka, 2012; Vaijayanthi, Shreenivasan, Saraswathy & Jyothishchandra, 2017; Haque, 2008).

Alanyazın taraması gösteriyor ki, öğrenen örgüt ile ilgili araştırmalar eğitim sektörlerinden çok, genellikle iş sektöründe incelenmiştir. Ayrıca, öğrenen örgütlerin özellikleri ve örgüt çıktıları arasındaki ilişkileri inceleyen ampirik çalışmaların sayısı yetersizdir (Jashpara, 2003). Öğretmenlerin öğrenen örgüt algısı ile ilgili birkaç çalışma bulunmasına rağmen, bu çalışmaların sayısı yetersizdir (Ayık & Şayir, 2015). Eğitim sisteminde süregelen değişimler, değişimin uygulayıcısı olarak öğretmenlerin değişime karşı tutumunu önemli kılmaktadır (Kin & Kareem, 2016). Okullar ani değişimler karşısında, bireyleri topluma hazırladıkları ve onların çevre ile ilişkilerini düzenledikleri için diğer örgütlerden daha önemlidir (İnandi & Gılıç, 2016). Bu değişimlere karşı daha hızlı tepki verebilmeleri, okulların öğrenen okul olma gerekliliğini ortaya koymuştur (Fullan, 1995; Fullan, 2012). Öğrenen okullar değişime daha açıktır ve bu da çalışanlarının değişime yönelik daha pozitif tutuma sahip olmalarını sağlar (Çalık, 2003). Bu sebeplerle, öğretmenlerin öğrenen örgüt algısı ve değişime karşı tutumları arasındaki ilişkiyi incelemek gereklidir. Alan yazında bu ilişkiyi inceleyen bazı çalışmalar bulunmaktadır ancak Türkiye’deki okullar bağlamında bu ilişki eksiktir ve alanyazındaki bu boşluğu doldurmak gereklidir. Bunun da ötesinde, bu ilişkiyi inceleyen önceki çalışmalar, değişime hazır olma kavramı ile genel anlamda değişime karşı tutum kavramını, Dunham ve arkadaşlarının (1989) hazırladığı anket olan genel anlamda değişime yönelik tutum anketini kullanarak karıştırmıştır. Bu sebeple, bu anketi amacına uygun kullanarak bu ilişkiyi

inceleyen çalışma yapmak gerekliliği ortaya çıkmıştır. Bu bağlamlardan yola çıkarak çalışmanın amacı, öğretmenlerin okullarını ne derece öğrenen örgüt olarak algıladıkları ile değişime karşı tutumları arasındaki ilişkiyi incelemektir. Öğretmenlerin öğrenen örgüt algıları, Watkins ve Marsick (1997)'in yedi boyutlu öğrenen örgüt modeli ile incelenmiştir. Bu boyutlar, sürekli öğrenme ortamı yaratmak, diyalogu ve sorgulamayı desteklemek, takım halinde öğrenme ve iş birliği konusunda cesaretlendirmek, öğrenmeyi yakalayan ve paylaşan sistemler oluşturmak, ortak bir vizyon doğrultusunda bireyleri güçlendirmek, örgüt ile çevresin arasında bağlantı kurmak ve öğrenme için destekleyici stratejik liderlik sağlamaktır. Değişime karşı tutum Dunham ve arkadaşları (1989)'nın genel perspektifine göre incelenmiştir.

Bu çalışmanın araştırma sorusu şöyledir: Öğretmenlerin öğrenen örgüt algıları ile değişime karşı tutumları arasında ilişki var mıdır?

Özel olarak, takip eden soruya bu çalışmada cevap aranmıştır: Öğretmenlerin sürekli öğrenme ortamı yaratma, diyalogu ve sorgulamayı destekleme, takım halinde öğrenme ve iş birliği konusunda cesaretlendirme, öğrenmeyi yakalayan ve paylaşan sistemler oluşturma, ortak bir vizyon doğrultusunda bireyleri güçlendirme, örgüt ile çevresin arasında bağlantı kurma ve öğrenme için destekleyici stratejik liderlik sağlama öğrenen örgüt boyutları algıları, değişime yönelik tutumlarını ne derece yordar?

Türk eğitim sisteminin merkezîyetçi yapısı önemli değişim kararlarının Milli Eğitim Bakanlığı tarafından alınmasını öngörmektedir (Özkan & Çelikten, 2017). Değişimlerin uygulayıcısı olan öğretmenlerin görüşlerine daha az önem vermek değişim girişimlerinin başarısız olmasına yol açmaktadır (Devos & Buelens, 2003; Demirtaş, 2012; Levent, 2016). Eğitim süreçlerinde başarıyı sağlamak ve çevrede gerçekleşen değişimlere adapte olma konusunda öğretmenlerin kendi okullarına yönelik öğrenen okul algıları çok önemlidir. Okul müdürleri de öğrenen örgüt

olmayı kolaylaştıracak öğrenme çevresini ve kültürünü hazırlama konusunda önemli bir role sahiptir (Fullan, 2001). Okul müdürünün bu çabaları çalışanların değişime daha pozitif tutum sergilemelerini sağlayacaktır (Gill, Carrillo & Fonseca-Pedrero, 2019). Öğretmenlerin değişime yönelik pozitif tutumları da değişim girişimlerinin başarılı olmasını sağlayacaktır (Inandı & Gılıç, 2016). Bu sebeplerle, öğretmenlerin öğrenen örgüt algısı ve değişime karşı tutumları arasındaki ilişkiyi çalışmak önemlidir.

Alanyazın

Öğrenen Örgüt

Değişen ve gelişen dünyada tutunabilmeleri için örgütlerin öğrenme ve değişme becerisinde olmaları gerekir. Bu da öğrenen örgüt olma ile sağlanabilir (Driver, 2002). Watkins ve Marsick (1993)'e göre öğrenen örgüt öğrenme ve dönüşüm kapasitesine sahip örgüttür. Öğrenen örgüt kavramını incelemekten önce bu kavramdan daha önce ortaya çıkan ve bu kavramın temelini oluşturan örgütsel öğrenme kavramından bahsetmek gerekmektedir. Argyris ve Schön (1978)'e göre örgütsel öğrenme geçerli örgütsel teorileri biçimlendiren ve yapılandıran, bireysel ve kolektif sorgulama sürecidir. Onlara göre örgütsel öğrenme, örgütteki hataların tespit edilmesi ve düzeltilmesi ile gerçekleşir. Alan yazında, okul bağlamında örgütsel öğrenme konusunda az sayıda çalışma yapılmıştır. Collinson, Cook ve Conley (2006)'ın çalışmalarında örgütsel öğrenmenin okul ve okul sistemleri için fırsat olduğu belirtilmiştir. Celep, Konaklı ve Recepoğlu (2011) öğretmenlerin örgütsel öğrenmeye yönelik algılarını incelemiştir ve yöneticilerin değişim uygulamalarındaki tutumlarının, öğretmenlerin takım çalışmasına yatkınlıklarının ve teknolojik gelişmeleri takip edip etmemelerinin öğretmenlerin örgütsel öğrenme hakkındaki algılarını etkilediğini belirtmişlerdir. Alanyazın incelendiğinde, bazı

alışmalarda rgtsel ğrenmenin ğrenen rgt yerine kullanıldığı gözlemlenmiştir. Ancak bu kavramları ayırmak önemlidir. ğrenen rgt kavramı rgtsel ğrenmeden daha sonra ortaya çıkmıştır. Senge (1990) ğrenen rgt olmak için gerekli beş disiplini açıklamıştır. Bu disiplinler system düşüncesi, kişisel hakimiyet, takım halinde ğrenme, zihinsel modeller, paylaşılan vizyondur. Pedler, Boydell ve Burgoyne (1989) ğrenen rgt sürekli olarak tüm üyelerinin ğrenme ve dönüşümlerini kolaylaştıran rgt olarak tanımıştır. Watkins ve Marsick (1997)'e göre ğrenen rgt ğrenme ve dönüşüm kapasitesine sahip rgttür. Geliştirdikleri anket literatürde diğer anketlerle karşılaştırıldığında daha makul olarak görlmektedir çünkü çok boyutlu bir yapıdadır, bireysel ve sürekli ğrenmeyi göz önünde bulundurur ve bunlar ğrenen rgt olmanın temelini oluşturmaktadır, çalışmalarında ğrenen rgt ve rgtsel ğrenme kavramlarını birbirleri yerine kullanmamış ancak rgtsel ğrenme kavramını bilmeden ve anlamadan ğrenen rgt kavramının açıklanamayacağını belirtmişlerdir (Yang, Watkins, & Marsick, 2004). ğrenen rgt olarak okul çevresindeki değişimleri hızlı cevap verebilme yeteneğindedir (Fullan 1995; Retna & Ng, 2016). Öğretmenlerin rolü çok kritiktir çünkü onlar değişimin uygulayıcısıdır (Kin & Kareem, 2016). Öğretmenler kendi okullarının sürekli ğrenme ortamı yarattığı, diyalogu ve sorgulamayı desteklediğı, takım halinde ğrenme ve iş birliği konusunda cesaretlendirdiğı, ğrenmeyi yakalayan ve paylaşan sistemler oluşturduğu, ortak bir vizyon doğrultusunda bireyleri güçlendirdiğı, rgt ile çevresi arasında bağlantı kurduğu ve ğrenme için destekleyici stratejik liderlik sağladığı görüşünderse, bu okul ğrenen rgt olarak görülür (Watkins & Marsick, 1993; Marsick & Watkins, 2003; Ariffin, Faekah, Awang Hashim & Yahya, 2010)

Değişime Karşı Tutum

Örgütsel değişim alanyazında farklı şekillerde tanımlanmıştır. Genel anlamda örgütsel değişim, örgüt yapısının ve örgütteki süreçlerin herhangi bir şekilde değiştirilmesi anlamına gelmektedir (Zorn, Christensen & Cheney, 1999). Lunenburg (2010) örgütsel değişimi, bir organizasyonun etkinliğini arttırmak için mevcut konumundan istenen pozisyona geçişi olarak tanımlamıştır. Örgütsel değişim iki şekilde gerçekleşebilir: örgütler herhangi bir hazırlık olmadan değişim sürecinde olabilirler veya değişime hazırlanabilirler (Van de Ven & Poole, 1995; Weick & Quinn, 1999; Correa & Slack, 1996; Gomes, 2009; Demirtaş, 2012). Planlanmamış değişim, örgütlerde istemeden gerçekleşen bir değişikliktir, önceden belirlenmiş herhangi bir plan yoktur; öte yandan planlanan değişim, yönetilen veya programlanan eylemlerle yapılan değişiklik veya değişikliklerdir (Correa ve Slack, 1996; Gomes, 2009).

Sürekli değişen dünyada tüm örgütlerin sürdürülebilirliği için örgütsel değişim gereklidir. Örgütler değişmeden yaşayamaz (Inandi ve Giliç, 2016). Okullar hem değişimden etkilenir, hem de eğitimdeki uygulayıcı özellikleri nedeniyle değişimi uygular (Demirtaş, 2012; Argon ve Dilekçi, 2016). Lunenburg (2010), eğitim kurumları için, özellikle okullar için, değişimin gereksinimini belirtmiş, ve bu gereksinimin nedenini eğitim ortamının sürekli değiştiğini ve geçerliliğini ve etkinliğini devam ettirmek için bu örgütlerde değişime adapte olmanın gerekli olduğu şeklinde açıklamıştır. Değişim ihtiyacının ortaya çıkmasında, hem iç hem de dış güçlerin etkisi olduğunu ekledi. Okullar açık sistemler olmaları sebebiyle dış çevreleriyle sürekli etkileşim içindedir ve onları çevreleyen güçlerin üstesinden gelmeleri gerekir (Lunenburg ve Ornstein, 2011). Kurşunoğlu ve Tanrıöğen (2009), okulların etkililiklerini sürdürmeleri için iç ve dış çevrelerindeki değişiklikleri benimsemeleri gerektiğini belirtmişlerdir. Okullar değişime açık olmalıdır; ayrıca, değişim konusunda toplum ve diğer kuruluşlara öncülük

etmelidirler (Demirtaş, 2012). Bu nedenle, okuldaki çalışanların tepkileri okulun değişime karşı tutumlarından oluşmaktadır.

Çalışanların tutumları, başarılı değişim çabalarının gerçekleştirilmesi için çok önemlidir. Lines (2005) çalışan değişimine karşı tutumlarının başarılı değişim süreçlerini gerçekleştirmek ve değişimi sürdürülebilir kılmak için önemli olduğunu açıklamıştır. Ayrıca, Zayim ve Kondakci (2015), organizasyonlarda başarılı bir değişim için insan faktörünün önemini vurgulamışlardır. Çalışanları ve değişime yönelik tutumlarını görmezden gelirlerse, örgütlerin değişimi başarısızlığa uğrattıklarını açıkladılar. Bireylerin değişim çabalarındaki tutumunun önemi farklı araştırmalarda incelenmiştir (Zayim & Kondakci, 2015; Oreg, Vakola & Armenakis, 2011; Choi, 2011; Bouckennooghe (2010); Yousef (2000)).

Oreg ve diğerleri (2011) örgütsel değişime bireysel tepkiler göz önüne alındığında, başarılı değişim çabalarının potansiyelinin belirlenmesinde bireylerin değişim alıcısı olarak önemli rollerinin araştırma alanına yerleştirildiğini açıklamışlardır. Böylece çalışanların başarılı bir değişime ulaşmada kritik rolünü vurgulamışlardır.

Örgütsel değişime karşı tutum farklı kavramlardaki çalışmalarda incelenmiştir. Bazı çalışmalar belirli bir değişimle ilgili değişime karşı tutumu araştırırken, diğerleri genel bakış açısıyla incelemiştir. Choi (2011), çalışanların örgütsel değişime yönelik tutumlarının önemini ortaya koymuş ve çalışmasında, belirli bir örgütsel değişime karşı çalışanların olumlu ya da olumsuz tutumlarını gösteren yaygın olarak bilinen dört yapıyı vurgulamıştır: Değişime hazır olma, değişime bağlılık, değişime açıklık ve değişim konusunda siniklik. Bu yapıların, çalışanların değişime yönelik destekleyici ya da dirençli davranışlarının bilişsel öncüsü olduğunu belirtmiştir (Choi, 2011).

Lau ve Woodman (1995) yaptığı araştırmada, belirli bir değişime karşı olan tutumların, değişime karşı genel tutumdan doğrudan etkilendiğini vurgulamıştır.

Genel perspektifteki deęiřime karřı tutum üç boyuttur ve biliřsel, duyuřsal ve deęiřime karřı davranıřsal tutum olarak önerilmiřtir (Yousef, 2000). Dunham ve arkadaşları (1989), deęiřime karřı tutumun genellikle bir insanın deęiřim konusundaki biliřlerinden, deęiřime duyulan duygusal tepkilerinden ve deęiřime yönelik davranıř eęilimlerinden oluřtuęunu ileri sürmektedir. Yani, deęiřime karřı biliřsel, duyuřsal ve davranıř eęilimleri genel perspektifte deęiřime karřı tutumu oluřturmaktadır.

Dunham ve arkadaşları (1989) tarafından geliřtirilen Deęiřime Karřı Tutum Envanteri alanyazında yaygın olarak kullanılmıřtır. Bu ölçme aracı, bireyin deęiřime karřı genel tutumunu ölçer ve bireyin deęiřim hakkındaki biliřlerinden, deęiřime yönelik duygusal tepkilerinden ve deęiřime karřı davranıřsal eęiliminden oluřmaktadır. Bu enstrümandaki daha yüksek deęerler deęiřime karřı daha olumlu tutum anlamına gelmektedir (Dunham vd., 1989; Kasapoęlu, 2010).

Öęrenen örgüt algısı ile deęiřime karřı örgütsel hazır olma arasındaki iliřkiyi inceleyen önceki çalıřmalardan bazıları, deęiřime hazır olma terimini genel deęiřime karřı tutumla karıřtırmıřlardır ve bu çalıřmaların yazarları bu kavramları birbiri yerine kullandıklarını kabul etmiřlerdir (Haque, 2008; Jafari ve Kalanaki, 2012). Ancak, deęiřime hazır olma, belirli bir deęiřime yönelik bir tutum türüdür ve deęiřimin bařarılı bir řekilde geliřtirilmesi için deęiřimin gereklilięi ve örgütsel kapasiteye iliřkin olarak çalıřanların inançları, tutumları ve niyetleri anlamına gelir (Armenakis vd., 1993; Choi, 2011). Dięer taraftan, Dunham ve arkadaşlarının (1989) geliřtirdięi enstrümanla deęiřime karřı tutum, çalıřanların biliřsel, duyuřsal ve davranıřsal anlamda genel olarak deęiřime karřı tutumlarını incelemek için kullanılabilmektedir.

Töremen (2002), okullardaki bařarılı örgütsel deęiřimin, deęiřime inançları olan tüm paydařlarla, yani deęiřime inancı olan personel, öęretmenler, okul müdürü ve öęrencilerle önemli ölçüde iliřkili olduęunu açıklamıřtır. Özdemir (2000),

alıřanların okullardaki tutumunun nemini vurgulamıř ve okullarda bařarılı bir deęiřim saęlamak iin okullardaki insanların, sre ve yapıdan daha nemli bir faktr olduęunu belirtmiřtir. alık ve Er (2014)'e gre ęretmenlerin deęiřime karřı tutumu, hem bařarılı bir deęiřim uygulamak hem de okulun insan kaynakları ile deęiřim kapasitesini artırmak iin ok nemlidir. Buna ek olarak, Demirtař (2012) alıřmasında, okullarda bařarılı rgtsel deęiřimi gerekleřtirmede ęretmenlerin nemini vurgulamıřtır. Dunham ve arkadaşlarının (1989) bakıř aısıyla ęretmenlerin deęiřime karřı tutumu, ęretmenlerin deęiřimle ilgili biliřleri, deęiřime duyuřsal tepkileri ve deęiřime karřı davranıř eęilimleri olarak incelenebilir.

ęretmenlerin ğrenen rgt Algısı ve Deęiřime karřı Tutumları Arasındaki İliřki

ğrenen organizasyon ve deęiřime karřı tutumlar arasındaki iliřki zerine yapılan alıřmalar ok az sayıdadır ve bunların oęu iř alanında yrtlmřtr. Sudharatna ve Li (2004), Tayland'daki cep telefonu servis endstrisinde, ğrenen rgt zellikleri ile organizasyonun deęiřime hazır olma durumu arasındaki iliřkiyi arařtırmıřtır. alıřmanın sonuları deęiřime hazır olma ile rgtn ğrenen rgt zellikleri arasında nemli bir iliřki olduęunu gstermiřtir. Haque (2008), Dunham ve arkadaşlarının (1989) Deęiřimine Karřı Tutum Envanteri aracılıyla kar amacı gden hizmet odaklı bir rgtte, ğrenen rgt boyutları ile alıřanların rgtsel deęiřime hazır olma algılarının iliřkisini arařtırmıřtır. Ayrıca, deęiřime karřı tutum yerine deęiřim iin hazır olma terimini kullandığını belirtmiřtir. ğrenen rgtn genel boyutları ile alıřanların rgtsel deęiřime hazır olma algıları arasında gl ve pozitif bir iliřki olduęunu bulmuřtur. Ayrıca, alıřmasının sonuları, ğrenme iin destekleyici stratejik liderlik saęlamanın deęiřime hazır olma ile en yksek korelasyona sahip olduęunu gstermiřtir. Dięer yandan, Jafari ve Kalanki (2012), ğrenen rgtn boyutları ile alıřanların deęiřime hazır olmaları arasındaki iliřkiyi eęitim alanında incelemiřtir.

Öğretmenleri ve idari personelleri örneklem olarak seçmişlerdir. Onlar da değişime karşı tutum yerine değişim için hazır olma terimini kullandıklarını açıklamışlardır. Araştırmalarının sonucunda, çalışanların öğrenen örgüt algıları boyutları ile değişime hazır olmaları arasında anlamlı bir ilişki olduğunu bulmuşlardır. Ayrıca, Çalık (2003) çalışmasında, öğrenen örgüt olmanın okullar için yararlarını vurgulamış ve öğrenen okulların değişime ve yeniliğe açık olduğunu ve okul üyelerinin gönüllü olarak değişmeye ve yenileşmeyi denemeye başladığını vurgulamıştır. Bu da, değişime yönelik olumlu tutumlarına işaret etmektedir.

Yöntem

Araştırma Deseni

Bu çalışmada ilişkisel araştırma deseni kullanılmıştır. İlişkisel araştırma deseni, manipülasyondan bağımsız olarak iki veya daha fazla değişken arasındaki ilişkiyi araştırmak için kullanılır (Fraenkel, Wallen ve Hyun, 2011). Watkins ve Marsick (1997) tarafından geliştirilen Öğrenen Örgüt Boyutları Anketi (DLOQ), Yıldız (2011) tarafından Türkçe'ye uyarlanmış haliyle ve Dunham ve arkadaşlarının (1989) Değişime Yönelik Tutum Ölçeği (IATCS) araştırmacı tarafından Türkçe'ye uyarlanan haliyle bu çalışmada veri toplama aracı olarak kullanılmıştır.

Evren ve Örneklem

Çalışmanın hedef evreni Ankara ilindeki devlet ilk ve orta okullarında çalışan öğretmenler iken ulaşılabilir evren Ankara'nın merkez ilçeleri olan Çankaya, Yenimahalle ve Altındağ'daki devlet ilk ve orta okullarında çalışan öğretmenlerden oluşmaktadır. Çalışmanın örneklemini bu evrenden iki adımda ve rastgele seçim

yöntemiyle seçilmiştir. Önce rastgele seçim yöntemiyle okullar seçilmiş, daha sonra seçilen her bir okuldan rastgele seçim yöntemiyle öğretmenler seçilmiştir. Toplam 340 öğretmenden veri toplanmıştır.

Veri Toplama Araçları ve Ölçümler

Bu çalışmada veriler demografik anket, öğrenen örgüt boyutları anketi ve değişime karşı tutum ölçeği ile toplanmıştır. Watkins ve Marsick (1997) tarafından geliştirilen Öğrenen Örgüt Boyutları Anketi, Yıldız (2011) tarafından Türkçe'ye uyalanmış haliyle kullanılmıştır. Anket 43 maddeden oluşmaktadır ve 5'li Likert tipi ölçek kullanılmıştır. Yıldız (2011) anketin geçerlilik ve güvenilirlik çalışmalarını yapmıştır. Bu anket için, güncel çalışmada yapılan güvenilirlik çalışması sonucu da Yıldız (2011)'ın çalışmasındakiyle benzer olarak yüksek güvenilirlikte çıkmıştır.

Diğer taraftan, Dunham, Grube, Gardner, Cummings, ve Pierce (1989) tarafından geliştirilen Değişime Yönelik Tutum Ölçeği araştırmacı tarafından Türkçe'ye çevrilmiş ve uyarlama çalışmaları yapılmıştır. Ölçek 18 sorudan ve bilişsel, duyuşsal, davranışsal olmak üzere üç alt boyuttan oluşmaktadır. Her bir boyutta 6 soru bulunmaktadır ve ölçek 5'li Likert tipidir. Öncelikle ölçek araştırmacı tarafından Türkçe'ye çevrilmiş ardından Türkçe çeviri için geçerlilik ve güvenilirlik çalışmaları yapılmıştır. Kapsam geçerliliği için çevirilen anket Eğitim Yönetimi ve Planlaması alanında çalışmalar yapan iki uzmanın görüşlerine sunulmuş ve tekrar düzenlemeler yapılmıştır. Ardından, devlet ilk ve ortaokullarından seçilen 222 öğretmenle pilot çalışma yapılmıştır. Ölçeğin yapı geçerliliği için pilot çalışmadan elde edilen veriler doğrultusunda Doğrulayıcı ve Açımlayıcı Faktör analizleri yapılmıştır. Yapılan faktör analizleri sonucunda 6 madde ölçekten çıkarılmıştır. 12 maddeden oluşan modelin son halini kontrol etmek için de tekrar Doğrulayıcı Faktör Analizi yapılmış ve modelin uyumunun iyi

olduğu gözlemlenmiştir. Ayrıca, ölçeğin iç tutarlılığı da güvenilirlik analizi ile kontrol edilmiş ve ölçeğin güvenilirliğinin yüksek olduğu saptanmıştır.

Veri Analizi

Pilot çalışmada kullanılan açımlayıcı faktör analizi için SPSS 22.0, doğrulayıcı faktör analizi için AMOS 26.0 kullanılmıştır. Ana çalışmada, standart çoklu regresyon analizi kullanılmıştır. Bu analiz için ve bu anizin öncesinde kontrol edilen varsayımlar için yine SPSS 22.0 kullanılmıştır.

Sonuçlar

Katılımcıların Demografik Özellikleri

Ankara’da devlet ilkokul ve ortaokullarında çalışan 340 öğretmenden veri toplanmıştır. Katılımcıların 143’ü ilkokul, 197’si ortaokulda çalışmaktadır. Katılımcıların yaşı 25 ile 66 arasında değişmektedir. Mesleki tecrübe sürelerinin ortalaması 21.41’dir. Katılımcıların 284’ü herhangi bir lisansüstü eğitim almamış, 53’ü yüksek lisans yapmış, 3’ü işe doktora yapmıştır.

Betimleyici Veri Analizi Sonuçları

Öğretmenlerin genel öğrenen örgüt algılarının ortalama puanı ($O=3.59$; $SS=.59$) ve her bir boyutun ortalama puanı, sürekli öğrenme ortamı yaratmak ($O=3.43$; $SS=.67$), diyalogu ve sorgulamayı desteklemek ($O=3.67$; $SS=.63$), takım halinde öğrenme ve iş birliği konusunda cesaretlendirmek ($O= 3.60$; $SS= .67$), öğrenmeyi yakalayan ve paylaşan sistemler oluşturmak ($O=3.51$; $SS=.64$), ortak bir vizyon doğrultusunda bireyleri güçlendirmek ($O=3.57$; $SS=.73$), örgüt ile çevresi arasında

bağlantı kurmak ($O=3.60$; $SS=.71$), and öğrenme için destekleyici stratejik liderlik sağlamak ($O=3.75$; $SS=.71$) 3'ün üstündedir. Öğretmenlerin öğrenen örgüt algısı boyutlarının tamamının arasından diyalogu ve sorgulamayı desteklemek ($O=3.67$; $SS=.63$) ve öğrenme için destekleyici stratejik liderlik sağlamak ($O=3.75$; $SS=.71$) boyutları en yüksek ortalama değerlerine sahiptir. Diğer taraftan öğretmenlerin değişime karşı tutumunun ortalaması oldukça yüksektir ($O= 3.98$; $SS=.53$). Daha yüksek değerler değişime karşı daha olumlu tutumu göstermektedir (Dunham vd., 1989; Kasapoğlu, 2010).

Standart Çoklu Regresyon Analizi Sonuçları

Bu çalışmada, öğretmenlerin değişime yönelik tutumları yordanan ya da bağımlı değişkendir; öğretmenlerin sürekli öğrenme ortamı yaratmak, diyalogu ve sorgulamayı desteklemek, takım halinde öğrenme ve iş birliği konusunda cesaretlendirmek, öğrenmeyi yakalayan ve paylaşan sistemler oluşturmak, ortak bir vizyon doğrultusunda bireyleri güçlendirmek, örgüt ile çevresin arasında bağlantı kurmak ve öğrenme için destekleyici stratejik liderlik sağlamak algıları, yordayıcı veya bağımsız değişkenlerdir.

Varsayımlar

Tüm varsayımlar sağlanmış ve uç değerler veri setinden çıkarılmıştır.

Pearson Korelasyon Analizi

Pearson Korelasyon Analizine göre, öğretmenlerin öğrenen örgüt algısı ve değişime karşı tutumları arasında anlamlı, pozitif ve güçlü bir ilişki vardır, $r=. 52$, $n=331$, $p<.01$.

Standart Çoklu Regresyon Analizi Bulguları

Çoklu regresyon analizi sonuçları genel regresyon modelinin anlamlı olduğunu göstermiştir ve sürekli öğrenme ortamı yaratmak, diyalogu ve sorgulamayı desteklemek, takım halinde öğrenme ve iş birliği konusunda cesaretlendirmek, öğrenmeyi yakalayan ve paylaşan sistemler oluşturmak, ortak bir vizyon doğrultusunda bireyleri güçlendirmek, örgüt ile çevresin arasında bağlantı kurmak ve öğrenme için destekleyici stratejik liderlik sağlamak boyutları bağımlı değişkendeki, yani değişime karşı tutumdaki, varyansın %29'unu açıklamıştır ($R^2 = .29$, $F(7, 323) = 19.23$, $p < .0005$). Genel olarak öğrenen örgüt boyutları, öğretmenlerin değişime karşı tutumlarının anlamlı yordayıcısıdır. Spesifik olarak, iki Beta katsayısı istatistiksel olarak anlamlı bulunmuştur. Bu değerler diyalogu ve sorgulamayı desteklemek ($\beta = .23$, $p = .002$) ve destekleyici stratejik liderlik sağlamak ($\beta = .23$, $p = .006$) yordayıcılarına aittir.

Tartışma

Çalışmanın sonuçları öğretmenlerin tüm öğrenen örgüt algısı boyutlarıyla değişime karşı tutumları arasında anlamlı, pozitif ve güçlü bir ilişki olduğunu göstermektedir. Ayrıca, sonuçlar gösteriyor ki diyalogu ve sorgulamayı desteklemek ve destekleyici stratejik liderlik sağlamak boyutlarının, öğretmenlerin değişime karşı tutumlarını yordadığını göstermiştir. Bu çalışmanın sonuçları daha önce yapılan çalışmalarla desteklenmiştir (Haque, 2008; Vaijyanthi vd., 2017; Sudrahatma & Li, 2004; Jafari & Kalanika, 2012). Bu çalışmada, önemli bir yordayıcı olarak bulunan diyalogu ve sorgulamayı desteklemek, öğrenen örgütün kültür temelli bir boyutudur (Lunenburg ve Ornstein, 2011). Bu boyutta, çalışanlar sorunları tartışmak ve soru sormak için gönüllü ve özgürdür, ayrıca eleştirilere de açıktır (Lunenburg ve Ornstein, 2011). Bu nedenle, örgütsel kültür ve örgütün türü,

iş veya eğitim örgütü olması, öğrenen organizasyonun bu boyutuna sahip olmasında önemli rol oynamaktadır. Buna ek olarak, değişime hazır olma kavramı ve değişime karşı genel tutum kavramı arasında, bu kavramların anlamlarındaki farklılıkların göz ardı edilmesinden kaynaklanan bir karışıklık vardır.

Çıkarımlar

Bu çalışma, teori, araştırma ve uygulama için bazı çıkarımlarda bulunabilmektedir. Teorik çıkarımı olarak, bu çalışma öğretmenlerin değişime karşı tutumlarının, öğrenen örgüt boyutları açısından yordayıcılarının belirlenmesiyle alanyazına teoratik olarak katkı sağlamaktadır. Ayrıca, değişime hazır olma ve değişime karşı genel tutum kavramları, ve yapılan çalışmalarda bu kavramların anlamlarının ihmal edilmiş olması bu çalışmada not edilmiştir. Araştırma çıkarımı olarak, bu çalışma eğitim alanındaki araştırmalara Dunham ve arkadaşlarının (1989) Değişime Yönelik Tutum Ölçeğinin kapsam ve yapı geçerlilik çalışmalarının yapılmasıyla katkı sağlamıştır. Bu da ölçeğin doğrudan Batıdan alınması yerine, Türk kültürü göz önünde bulundurularak konsept ve teori geliştirmenin gerekliliğinin altını çizmektedir. Uygulama çıkarımı olarak, bu çalışma ampirik kanıtlar göstermiştir ve uygulayıcı olarak okul müdürlerine, öğrenen örgütlerin hangi boyutlarda öğretmenlerin değişime yönelik tutumlarını yordadıkları konusunda katkı sağlamıştır.

Sınırlılıklar ve Öneriler

Bu çalışma güçlü yönlerinin yanı sıra bazı sınırlılıklara sahiptir. Öncelikle çalışma sadece Ankara'nın Çankaya, Yenimahalle ve Altındağ ilçelerindeki öğretmenlerle yapılmıştır. Genelleme yapılabilmesi için yeni çalışma farklı ilçelerde veya farklı şehirlerde denenebilir. Bunun yanı sıra, çalışma sadece devlet okullarındaki öğretmenlerle yapılmıştır. Özel okullarda da ya da okulun farklı paydaşlarıyla da çalışmalar yapılabilir. Diğer bir sınırlılık örneklemin küçük olmasıdır. Daha geniş

örneklemlerle çalışma tekrarlanabilir. Ayrıca, çalışmada ölçeğin Türkçe çeviri ve türk okul bağlamında geçerlilik çalışmaları yapılmıştır. Ölçeğin güvenirlik ve geçerliliğinin artırılması için, ölçek gelecekteki çalışmalarda kullanılabilir. Bunların dışında, örgütsel değişim alanında veri toplama araçlarının sayısı yetersizdir. Ölçek geliştirme bağlamında niteliksel çalışmaların yapılması gereklidir. Hatta, niceliksel çalışmalar doğası gereği bazı sınırlılıklara sahiptir ve daha derin bilgiler almak için niteliksel çalışmaların yapılması önerilmektedir.

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