
THE DEGREE TO WHICH HIGH SCHOOL PRINCIPALS IN THE JERASH GOVERNORATE PRACTICE THE ORGANIZATION'S LEARNING STRATEGIES FROM THE TEACHERS' POINT OF VIEW

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ABSTRACT: *This study aimed to identify the degree to which high school principals in the Jerash Governorate practice the strategies of the educated organization from the teachers point of view, and the study population is composed of all teachers of government secondary schools for boys affiliated to the Directorate of Education in Jerash Governorate for the academic year (2019/2020) and their number (604) Teacher A simple random sample of 150 teachers was chosen from the study community. To achieve the goals of the study, the questionnaire used a major tool to estimate the degree of secondary school principals' practice in Jerash Governorate for the strategies of the educated organization. The study made recommendations from the most important of Ali training courses for school administrators and teachers to demonstrate how to apply the learning organization strategies and Developments.*

KEYWORDS: educated organization, educated organization strategies, secondary schools, Jerash Governorate.

INTRODUCTION

The world in which we live is witnessing a rapid development in various fields of scientific life, both practical and practical, and it has faced various challenges as a result of technical progress, knowledge explosion and the information revolution, which has been reflected on life in general, and its characterization of the nature of instability.

The age in which we live these days is unparalleled in human history as a result of scientific and technological progress in all areas that are not hidden to all and this development must be accompanied by a parallel development in management and the use of its scientific methods, as progress and backwardness in societies are now subject to the development of management or Underdevelopment is more than any other era. Management occupies the centre of the heart in our lives in terms of importance, such as the human body whose heart is the centre of its activity. Management is also for human societies. Thus management has a major role in the progress of any society. The developed countries have not reached what they have reached. Advanced level Except that there is a modern and developed administration (Al-Fadil, 2011).

As organizations enter the climate of the twenty-first century and its rapid changes, as a result of the communications and information revolutions, so that change has become the

only constant thing, which imposed on the organizations a new reality, which must adopt new management concepts to adapt to these variables, and to bridge the gap between what it is and what must be, and among the most important of these concepts: organizational learning, and the educated organization, and the concept of the educated organization is a new concept in modern management thought, as Singh refers to the concept of the educated organization as "the organization that constantly works to increase its capabilities and energies to shape the future that it wishes In achieving it by predicting change, preparing for it and responding to its requirements "(Senge, 1994).

The real beginning of the use of the term learned organization is mentioned, as Abu Al-Nasr (2012) mentioned to Chris Argos, since the beginning of the nineties of the twentieth century, where he published in (1990) his book on "Facilitating Organizational Learning, and Peter Singh is one of the first thinkers to explain the term educated organization. In his book on the fifth system: Art and practice in the educated organization, and among the writers who cared about the educated organization: Pedler For example, Pedler asserts that the educated organization is the one that facilitates the science process for its members, and is constantly interested in benefiting from their knowledge and knowledge gained from their experiences and the experiences of other organizations.

The organizations that adopt the concept of the educated organization seek to provide opportunities for continuous learning, use of learning to reach the achievement of its goals, link individual performance with organizational performance, encourage dialogue and inquiry, as well as continuous interaction with the environment, increase the ability of individuals to take a shared vision, and encourage continuous self-development For workers, stimulating their innovation potential, and providing high flexibility in interacting with the environment and participating in decision-making (Sultan and Khidr, 2010)/

The educated organization is also seen by Al-Meligy (2010) as motivating its employees at all individual and collective levels to increase their capabilities to reach the results that they are actually interested in achieving, and this requires the adoption of comprehensive and integrated thinking systems. The concept of the educated organization has shifted to the field of education with the increasing multiple sources of stress that have been exposed to the education systems in the world, which required the necessity of responding with the challenges faced by educational institutions and facing them through continuous learning, and this requires abandoning traditional administrative and educational structures and practices, Adopting modern administrative models and patterns that keep pace with the nature of the current era, providing continuous learning opportunities, using it to achieve goals and linking the worker's performance with the organization's performance, and encouraging research, dialogue, participation and creativity (Al-Maliji, 2010).

The educational organization needs more than other organizations to continuous education, as Ababneh (2011) pointed out because the human being constitutes most of its inputs, processes and outputs, and works to prepare individuals, not to live in the present, which is characterized by the severity of change and its speed in various aspects of life, but to live

in the future that has become Predicting his conditions is more difficult than ever, and according to Dalin (1996), the educated organization is the ideal formula for the school to maintain its existence in light of the rapid changes in various areas of life in the present and the future.

As the school contributes anywhere in the world in raising a person and helping him to grow in all fields, within the maximum extent he can according to his preparations and inclinations, and supervises the carrying out of this task a workforce that forms the school's organizational structure, and this manpower must be a responsible individual who manages its affairs is the principal (Mraiseq, 2008).

The principal of the school is responsible for organizing group work and working at the school, and it is one of the factors that help in achieving this, enabling each teacher to feel his affiliation with the teaching staff, providing trust between school and management teachers, and enabling all school employees to express their views freely, enabling them to information, and distributing teaching burdens and extra-curricular activities Teachers must according to their capabilities, preparations, and circumstances, and the empowerment of teachers achieve scientific and professional growth (Al-Fadil, 2011).

The researchers have unanimously agreed that a fundamental change in the level of school organization must happen to build the school as an educated organization by abandoning traditional administrative structures, methods and assumptions, and adopting modern administrative patterns, which are appropriate to create a culture of learning and are compatible with the knowledge and upcoming visions. This cannot happen without an organizational and personal transformation, and then some researchers have called for the necessity of activating change management activities to include the school structure, its philosophy, core values and organizational goals, and from here we need a learning school model or school organization based on learning, and we mean that the school builds Systems that have the ability and ability to obtain knowledge within a long-term plan, enabling them to make continuous change processes, and more clearly that the school acts as an educated organization to use its organizational energy to respond to the various variables. And work to develop individual learning capabilities, which may require it to make changes to its organizational structure and culture, as well as a change in job design. Find a broad ground for the participation of its employees - and those who benefit from it - in decision-making and the exchange of information freely. And encourage organizational thinking and build its organizational memory. And ensuring continuous learning and development of capabilities for all members of the school, in addition to all who deal with it permanently. The continuous and self-development of the organization as a whole, and work to establish channels linking the learning of individuals to the organization's policies and strategies (Al-Hindawi, 2012).

Soon this concept found its way in educational organizations, so educators began to call for the "educated school" that is interested in learning and education, and all its employees are involved in a collective improvement process that bears responsibility for everyone.

The manager becomes a leader in the learning process, to provide educational opportunities, and provide feedback, It promotes confidence and success, as the learning process is a continuous strategic process in the general system of the school, which is shared by everyone with limitless energy (Jibran, 2011).

Abu Khudair (2007) stresses that the organizations that have adopted the concept of organizational learning to transform into educated organizations have become more rapid and successful in achieving their goals, and the most prominent educational and training institutions are the Institute of Technology in the United States of America, Stanford University and the National Institute of Management in Malaysia, so it should Educational organizations, especially the school, are to be educated organizations that are able to create an environment that encourages learning and exchange of knowledge and experiences, an environment in which the collective spirit and team spirit prevails, based on the empowerment of workers, and the shift in the role of managers from the supervisory role to the role of facilitator, and any Serve a shared and comprehensive vision of the organization.

In the light of a careful review of studies related to the subject of the educated organization and its importance in developing educational institutions, especially the school, it was found that there are many foreign and Arab studies that dealt with this topic. Abu Zaid (2013) conducted a study aimed at identifying the degree of availability of the dimensions of the educated organization in UNRWA schools in the governorates of Gaza from the viewpoint of its directors, and its relationship to their job satisfaction. Among the most prominent results of this study: The degree of availability of the dimensions of the educated organization in UNRWA schools in the governorates of Gaza has reached (74%) With a large degree of availability, there are statistically significant differences between the averages of the study sample estimates to the degree of availability of the dimensions of the organization educated in UNRWA schools in the governorates of Gaza due to the gender variable for the benefit of females, and for the variable of the level of study in favour of primary schools, and there are no statistically significant differences between Averages The study sample Kadirat to the degree of availability of the dimensions of the organization educated and UNRWA schools in the Gaza Strip due to the variable number of years of service, as well as qualified scientific variable except after systemic, where they found differences in favour of the Bachelor / Bachelor of thinking.

Abdel-Fattah (2013) conducted a study aimed at identifying the degree of availability of the characteristics of the educated organization among the principals of public schools in the governorates of the northern and central West Bank from their points of view. Among the most prominent results of this study: The degree of availability of the characteristics of the educated organization with the principals of government schools in the governorates of the northern and central West Bank It was very large, as the arithmetic average reached (4.28) and there were no statistically significant differences between the averages of the responses of government school principals to the degree of availability of the characteristics of the learning organization they have attributed to the variables (gender,

specialization, educational qualification, and administrative experience), while there are statistically significant differences Among their averages, their responses are attributable to the directorate variable, in favour of Tulkarm and Salfit.

Awad (2012) conducted a study aimed at identifying the degree of the practice of Arab school principals within the Green Line in occupied Palestine from the organization's educated Peter Petersenjun from their point of view, and to identify the most important obstacles that limit the exercise of these controls, as well as to identify the most important suggestions that support the degree of exercise of those Controls, and the most important findings of the study: The degree of the practice of Arab school principals within the Green Line to the controls of the learning organization for Peter Senji came from their point of view came in a medium degree, in addition to that there are no statistically significant differences in the averages of the answers of the members of the study sample due to a variable Sex, while there are statistically significant differences due to the variables of academic qualification and years of experience, the study recommended: the need to adopt education within the Department of green controls learning organization for Peter Senge line in the Arab education schools affiliated and change the way the decision-making.Clodwell & Fried (2012) conducted a study to reveal the extent to which schools can transform

The British adopted the concept of the educated organization, and the study adopted the Peter Singh model to compare the perceptions of human resource planners in three educational contexts: Britain, Germany and South Africa, and one of the most prominent results of the qualitative analysis is that the culture of the educational system and its structure affect the shift towards the educated organization, especially in Europe that adopts decentralization, Consequently, the Peter Singh model can succeed if the cadres are trained and sensitized to the concept of the educated organization, but in South Africa, the system is still centralized and needs to be restructured in order to be able to transform into an educated organization to apply the Singh controls.

Can (2011) conducted a study aimed at revealing the activities that develop the concept of the educated organization in basic schools, and the most prominent results of this study: that the educated organization needs effective planning before it starts practising its work and must include the organizational culture of the learning organization activities such as meetings Patrol, educational clubs, and secure school environments. Finally, the learning organization includes a system of rewards and promotions and a shared vision of the mission and goal.

We observe most of the studies that dealt with the subject of the educated organization in schools, and few of them dealt with the subject of the learned organization with school principals, while the current study dealt with the degree of practice of secondary school principals in Jerash Governorate for the strategies of the educated organization from the teachers point of view, which reflects the interest and development of solutions, and this is an advantage of this study. That is why this study was an attempt to reveal the degree of

secondary school principal's practice in Jerash Governorate, for the learning strategies of the organization from the teacher's point of view.

The study Problem:

Academic and educational institutions face enormous internal and external challenges, which are represented in the pressures exerted by the main dealers with these institutions, the most important of which are students, parents, and various civil society institutions, as well as the enormous pressures of political, social, economic and technological forces, which impose on these institutions to become educated organizations (Sultan and Khidr, 2010)

In light of this, the study problem was defined as follows: What is the degree of the practice of secondary school principals in Jerash Governorate to the learning organization's strategies from the teachers' point of view?

The main study question:

The study answers the following question:

1. What is the degree of secondary school principals in Jerash governorate of the learning organization's strategies from the teachers' point of view?

Objectives of the study:

The study aims to:

1. Learn about the concept of an educated organization.
2. Learn about the strategies of the educated organization.
3. Knowing the degree of secondary school principals practice in Jerash Governorate for the learning organization's strategies from the teachers' point of view.
4. Provide information on the reality of school principals practicing the organization's educated strategies.

The importance of studying:

The importance of the study is summarized as follows:

1. The study is the first to be implemented in Jerash governorate, according to the researchers 'knowledge, and the educated organization addressed, as a new basis for administrative practices of school principals.
2. Provides information on the reality of school principals practicing the organization's educated strategies.
3. It is hoped that it will benefit researchers in the field of management and open the way for them to conduct similar research.
4. It is hoped that this study will contribute to presenting recommendations to decision-makers at the Ministry of Education to help implement these strategies in schools.

The limits of the study

1. The objective limit: The study was limited to measuring the degree of secondary school principals' practices of the organization's learning strategies in Jerash Governorate from the teacher's point of view.

2. Time limit: This study was applied during the first semester of the academic year 2019/2020

3. Spatial limit: This study was applied to government secondary schools for boys of the Education Directorate in Jerash Governorate.

Conventional and procedural definitions:

The researcher believes that the study calls for the following idiomatic and procedural definitions:

Degree of practice: The researchers know it procedurally: it is the estimates determined by secondary school teachers for the actual school principals' practices for a field in their field of work, based on the study tool.

Educated Organization: Marquardt (2002) defined it as an organization that works collectively and effectively and works continuously to improve its ability to manage and use the knowledge and empower individuals through learning inside and outside the organization, and the use of technology to organize learning and production. The researcher defines it procedurally as the institution (school) that supports the continuous learning process by motivating its employees at the individual and group level to increase their capabilities to achieve its goals.

Educated Organization Strategies: These are the strategies followed by school principals to convert from traditional schools to educated organizations, and they include seven main areas: providing continuous learning opportunities, encouraging dialogue and inquiry, encouraging collective collaborative learning, creating systems for sharing knowledge and learning, empowering individuals with a collective vision, Connecting the school to the external environment, strategic leadership supporting learning. Secondary schools: The researcher knows it procedurally: it is the third stage of general education in the Hashemite Kingdom of Jordan, after which male and female students enrol in university education or institutes and colleges.

STUDY METHODOLOGY AND PROCEDURES

Study methodology

The researcher adopted the descriptive survey method, which is defined as: "one of the forms of analysis, and the organized scientific interpretation to describe a specific phenomenon or problem, and to quantify it quantitatively by collecting classified data and information about the phenomenon or problem, classifying, analyzing and subjecting it to careful study" (Melhem, 2000) which He tries to describe and interpret "the degree of secondary school principals' practices of the organization's educated strategies in Jerash Governorate from the teachers' point of view," in the hope of reaching meaningful generalizations that increase the balance of knowledge on the subject of the study.

The study population and its sample:

The study population consists of all teachers of government secondary schools for boys of the Directorate of Education in the Governorate of Jerash for the academic year (2019/2020)

AD), who numbered (604) teachers, according to the official statistics of the Directorate of Education in the Governorate of Jerash, while the study sample consisted Of (150) teachers from the study community, at a rate (24.8%) from the study community.

Study tool:

The researcher used the questionnaire as the main tool to measure the degree of secondary school principal's practice of the learning organization's strategies, as the questionnaire is considered "the main appropriate tool for a field study to obtain information and data that are being filled out by the respondent (Melhem, 2000). After reviewing the previous studies and theoretical literature related to the learning organization and its strategies and to achieve the goals of the study, the researcher translated and developed a questionnaire on the dimensions of the learning organization prepared by (Watkins & Marsick, 1998) where the tool included (55) paragraphs distributed in seven areas, namely: Providing learning opportunities Continuing, encouraging dialogue and inquiry, encouraging collective cooperative learning, establishing systems for sharing knowledge and learning, empowering individuals with a shared collective vision, linking the school to the external environment, strategic leadership supporting learning.

Validity of the study tool:

Truthfulness of the questionnaire: The truthfulness of the content was verified to identify the degree of secondary school principals practicing the organization's learning strategies in Jerash Governorate from the teachers point of view in its initial form and by presenting it to (14) arbitrators from university professors with specialization in the field of educational management, measurement and evaluation, and was requested They should study the tool, and express their opinion on it in terms of the appropriateness of the paragraph for the content, the adequacy of the study tool in terms of the number of paragraphs, their comprehensiveness, and the diversity of their content, or any notes they see appropriate with regard to amendment, change, or deletion as the arbitrator deems necessary and M adoption of each paragraph unanimously (80%) or more of the arbitrators on the suitability and modify paragraphs that the whole (50%) or more arbitrators to be modified.

The reliability of the study tool:

The consistency coefficient of the study tool was extracted using the Cronbach's Alpha method, and the total consistency of all areas of the learning organization was (0.93), which is a high-reliability coefficient and suitable for the purposes of the study. The study, as illustrated in the following table:

Table No. (1) Reliability coefficients for the fields of the study instrument

Domains	NO	Reliability
Providing continuous learning opportunities	8	0.91
Encouraging the principle of dialogue and inquiry	8	0.92
Encouraging collaborative learning	9	0.90
Create systems for knowledge sharing and learning	8	0.91
Enabling teachers to have a shared group vision	9	0.92
Connecting the school to the external environment	7	0.93
Supportive strategic leadership	6	0.93
Total	55	0.93

Procedures for correcting the study instrument:

To determine the length of the cells of the Likert pentatonic scale, the range was calculated. Divide it by the largest value in the scale to get the length of the cell, then add this value to the lowest value in the scale (the one is correct) and the cell lengths became as follows: (very low from 1 - 1.79; low from 1.80 to 2.59; medium from 2.60 - 3.39; large From 3.40 - 4.19; very large from 4.20 - 5).

Statistical treatments used in the study:

The researchers used the Statistical Analysis Program (SPSS) to analyze and process data, as follows:

1. To ensure the validity of the internal consistency and consistency of the study tool, and the study sample described the use of the Alpha Cronbach Laboratories to ensure the consistency of the study tool.
2. The researcher used the following statistical treatments to analyze the results of the study: Mathematical averages and standard deviations to reveal the degree of secondary school principals practicing the learning organization's strategies from the teacher's point of view to answer the main question.

RESULTS:

Results related to the main question: What is the degree of secondary school principals practicing the organization's learning strategies in Jerash Governorate from the teachers' point of view?

To answer this question, the researcher extracted the arithmetic averages and the standard deviations for each of the fields of the questionnaire, and for the scale as a whole according to Likert quintuple scale, according to the approved criterion.

In the study as shown in the table:

Table No. (2) Arithmetic averages and standard deviations for the degree of secondary school principals practicing the organization's learning strategies

NO	Domains	Mean	SD	Explanation
1	Providing continuous learning opportunities	3.81	0.89	big
2	Encouraging the principle of dialogue and inquiry	3.71	0.90	big
3	Encouraging collaborative learning	3.68	0.90	big
4	Create systems for knowledge sharing and learning	3.63	0.94	big
5	Enabling teachers to have a shared group vision	3.53	0.92	big
6	Connecting the school to the external environment	3.47	0.89	big
7	Supportive strategic leadership	3.37	0.97	Medium
Total		3.60	0.83	big

The previous table shows that the general arithmetic average for all fields for the degree of secondary school principals practices in Jerash Governorate for the learning organization's strategies from the teacher's point of view reached (3.60) and with a standard deviation of (0.83). The degree of practice is large according to the scale of the study tool. The range was between the highest average and lowest mean for all areas of the degree of secondary school principals practice in Jerash Governorate for the learning organization strategies (0.44), which indicates the relative convergence between the averages of the responses of the study sample individuals to the paragraphs of these areas. From the point of view of the study sample, none of the fields of the degree of secondary school principals achieved a very large degree of practice, a low degree of practice and a very low degree of practice. Six domains came with a large degree of practice according to the scale of the study tool, and their averages ranged between (3.47-3.81) and the highest average was in the large practice category of the field that stated "Encouragement of the principle of dialogue and inquiry" with an average of (3.81) and a standard deviation (0.89) while it was The lowest average of the field that provided for "providing continuous learning opportunities" with an average ability (3.47), with a standard deviation (0.89), and one field came with an average degree of practice according to the study tool scale, with an arithmetic average (3.37), and a standard deviation. (0.97)

DISCUSS THE STUDY RESULTS

Discuss and interpret the results of answering the first question:

What is the degree of secondary school principals practicing the organization's learning strategies in a governorate from the teacher's point of view? In light of the results shown

in Table (2), which shows the degree of secondary school principals practice in Jerash Governorate for the areas of the organization's learning strategies, it was found that the second field "Encouraging the principle of dialogue and inquiry" was obtained in the first order, where he obtained a large degree of practice with an average of (3.81) and with a standard deviation (0.89), and the researcher believes that the reason for this is due to the prevailing culture in secondary schools for boys in Jerash Governorate and based on respect and exchange of views, scientific dialogue, and the ongoing discussion between teachers and school administrators, as shown by the results shown in Table No. (2) that the sixth field "Tide tied Anchoring in the external environment "on the seventh and last order, where he obtained an average degree of practice with an average of (3.37) and with a standard deviation (0.97) The researcher believes that the reason for this is due to the limited partnership and cooperation relations between secondary schools for boys in Jerash Governorate and the local community with its individuals and institutions because managers do not have the authority to conclude and activate cooperation agreements.

Study recommendations:

- Continue to activate the training courses for school principals and their teachers to demonstrate how to apply the learning organization's strategies.
- Provide an adequate budget that helps school administrators apply the organization's learning strategies to develop school management and the educational process.

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