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Characteristics of a school in the political context of what a learning organization means

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Abstract

The main objective of this article was to identify the characteristics of a school that effectively becomes a learning organization and the need to improve it in the political context of the learning organization. To reveal the theoretical and empirical bases of the article, methods of analysis, synthesis, quantitative research and results processing were applied. The results presuppose that school administration, peer support and favorable infrastructure have a positive impact on the development of personal skills of community members. In this sense, the improvement of learning competence and innovation is identified with openness to the environment, to other communities and a high level of internal communication culture. It is concluded that, schools as fundamental learning organizations to identify themselves and their environment as a team, to develop an intuitive systematic sense (part of the system; we-system), need to drive a clear and effective communication structure, in coherence with the strategic and systemic processes of adequate response to the needs of the community, all of which legitimizes it with social approval and more internal and external supports.

Keywords: school; learning organization; political context; communication; political meanings.

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Características de una escuela en el contexto político de lo que significa una organización de aprendizaje

Resumen

El objetivo principal de este artículo fue identificar las características de una escuela que se convierte, efectivamente, en una organización de aprendizaje y la necesidad de mejorarla en el contexto político de la organización de aprendizaje. Para revelar las bases teóricas y empíricas del artículo, se aplicaron métodos de análisis, síntesis, investigación cuantitativa y procesamiento de resultados. Los resultados presuponen que la administración de la escuela, el apoyo de los compañeros y la infraestructura favorable tienen un impacto positivo en el desarrollo de las habilidades personales de los miembros de la comunidad. En este sentido, la mejora de la competencia de aprendizaje y la innovación se identifica con la apertura al medio ambiente, a otras comunidades y un alto nivel de cultura de comunicación interna. Se concluye que, las escuelas como organizaciones fundamentales de aprendizaje para identificarse a sí mismas y a su entorno como un equipo, para desarrollar un sentido sistemático intuitivo (parte del sistema; nosotros-sistema), necesitan impulsar una estructura de comunicación clara y efectiva, en coherencia con los procesos estratégicos y sistémicos de respuesta adecuada a las necesidades de la comunidad, todo lo cual la legitima con aprobación social y más apoyos internos y externos.

Palabras clave: escuela; organización de aprendizaje; contexto político; comunicación; significados políticos.

Introduction

The creation and development of an information and knowledge-based society and knowledge economy are perceived as one of the most important priorities for the multifaceted development and progress of modern society (Melnikas *et al.*, 2017; Lau *et al.*, 2018; Švagždienė *et al.*, 2020). This change has intensified as the world moves into the knowledge and information society (Kvedaraitė, 2009).

Inevitably, educational institutions face the need for competencies in the formulation and implementation of competition policy, the meaning of learning and skills to influence the organization as new opportunities, which in itself requires knowledge based on innovative approaches (Sabaitytė, 2017; Šneiderienė *et al.*, 2020).

According to Kudokiene and Juodaitytė (2005), the Lithuanian general education school needs new competencies and resources, therefore the

education strategy becomes inseparable from the perspectives of economic and social development. In this case, it is no longer enough for the school, in a broad sense, to follow traditional norms of activity organization or classical models (Peleckienė, 2014; Garbenis and Palujanskiene, 2021). There is a great responsibility in choosing the diverse, interdisciplinary knowledge required for performance improvement (Kvedaraitė, 2009).

Another equally important stage is the creative use of this knowledge in designing and modeling the activities of the organization. This requires the continuous improvement of the school as an organization and it is becoming different, qualitatively new, i. y. a learning organization that justifies the expectations that define the ability to effectively organize improvement processes, the development of a systemic approach, the concentration of knowledge, skills, human resources for individual and teamwork (Valuckienė *et al.*, 2015; Joyce and Paorella, 2016; Tortorella *et al.*, 2020).

The functioning of the school as a learning organization, the analysis of the current situation, the case studies of which are lacking, can presuppose the conditions for more efficient processing of this knowledge and its practical application.

The work aims to determine the features of a school that becomes a learning organization and the need for their improvement in the political context of the learning organization.

Problematic questions:

- What are the features of a school becoming a learning organization?
- What is the need to improve the features of a school that becomes a learning organization?

1. Material and methods

Research methods. The analysis of scientific literature and document content is applied to reveal the theoretical basis of the work to define the possible behavior of the school as a learning organization on a theoretical and practical basis during the measurement of current results and seeing its perspectives.

The main advantages of document content analysis, which determined the choice for analysis, are that this method allows working with a large amount of text, allows broad and diverse interpretation of data while distinguishing strict, clear, and standardized analysis rules, which increases the objectivity of results. Also, for the empirical part, the method of quantitative survey (questionnaire prepared according to Senge (1990) conceptual models) was used, grouping the answers of the questions according to the Likert scale.

The study was conducted in 2020 June - September 22 teachers and administration representatives from 5 different schools were interviewed. The research was organized following the provisions of research ethics.

2. Theoretical aspects of a school learning organization in a political context

In the European education area, as well as in Lithuanian general education, the economic, cultural, and social context of the country is important in the process of constant dynamic processes, initiating and planning changes in the education system, discussing the scenarios of general education development. The creation and development of an information and knowledge-based society and knowledge economy are perceived as one of the most important priorities of the multifaceted development and progress of modern society (Melnikas *et al.*, 2017).

All these aspects are based on information and knowledge, so there are many identical concepts, explanations, and descriptions in the scientific literature, but which cannot always be considered synonymous: information society, knowledge society, knowledge-based society, knowledge management, knowledge economy, learning organization, etc. (Melnikas *et al.*, 2017; Švagždienė *et al.*, 2020).

Analyzing the meaning of learning and its impact on both the organization and the individual, its professional and personal development, it is emphasized that learning is a way of survival, capacity building, enabling it to change, i. y. to cope with changes and take advantage of new opportunities (Garbenis and Palujanskiene, 2021; Šneiderienė *et al.*, 2020).

Many authors in the scientific literature have described the concept of the information society, knowledge society, learning organization (Örtenblad, 2018). The difference between the definitions of a learning organization developed by these authors is highlighted by the presentation and development of different ways of learning.

Analyzing the concept of the information society, following the chain principle presented by Jucevičienė (2007), which reflects the cause-and-effect relationship, such a formulation is usable in studying models of how technical-technological development preconditions are created in society, knowledge society the practical possibilities of the learning organization are realized in the society and the learning company. According to Atkočiūnienė and Petronytė (2018), the knowledge society is a continuation of the information society, a higher stage of the development of the information society, covering social, cultural, economic, and political aspects of transformation.

It should be emphasized that the concept of realization of lifelong learning is reflected in the learning society. Peleckienė (2014) notes that all descriptions of the concept of a learning organization refer to the acquisition of knowledge, its updating, interpretation, transfer, transformation. Other researchers (Kuščua, 2015; Örtenblad, 2018) have found that a learning organization can be described as an institution with specific responsibilities that are constantly concerned with proper decision-making.

It is mostly based on the provision to focus more resources and resources on its activities. An organization, as a service organization, is a learner when its employees act in a consensual manner, sharing information properly, acting in a planned manner, clearly developing their foundations, pursuing operational policies, and making decisions. The formation of a learning organization in Lithuania in the context of lifelong learning remains a challenge.

The learning organization must act according to what employees need to know about the organization itself when making decisions, i. y. according to its operational objectives, goals, environmental factors, and structures or culture (Kuščua, 2015; Shao *et al.*, 2017), a learning organization is a learning process in which managers try to increase the ability of members to better manage the organization and its environment.

Learning organizations are those organizations where people are constantly increasing their competence to achieve results, where team aspirations are freely expanding, and where people are constantly learning to see the whole (Skrickienė *et al.*, 2018). Golmoradi and Ardabili (2016) note that learning organizations are constantly renewed, and the knowledge and value base of the organization changes during the learning process. These changes lead to better problem-solving skills (Garbenis and Palujanskiene, 2021).

It should be noted that members of society who lose or do not have a real opportunity to initiate the creation of new knowledge and innovation, do not have real conditions and abilities to disseminate and effectively use new knowledge and ideas, in principle become mere executors. They have very limited powers and perform exclusively executive functions, even in areas where significant innovative changes are taking place (Melnikas *et al.*, 2017).

Tortorella *et al.* (2020) notes that organizational learning can be seen as a process of improvement based on a clearer understanding and deeper knowledge directly related to the organizational culture and environment. Therefore, in defining the characteristics of a learning organization.

Learning is linked to organizational strategy; employees are actively involved in creating a learning organization; encouraging cooperation, creating a favorable climate; flexible remuneration; inter-organizational

learning; self-education opportunities for all; encouraging managers to constantly learn, improve, take an interest in new things, respond to the suggestions of other employees (Atkočiūnienė and Petronytė, 2018; Švagždienė *et al.*, 2020). Senge (1990) argues that only a comprehensive holistic approach to an organization, assessing various aspects of its development, can bring the efforts of the members of the organization the closest to the result.

Analyzing the content of scholars who interpret the content of the Learning Organization Theory differently (Örtenblad, 2018), the pioneer Senge (1990) stands out. According to this author, the overall quality of the whole is determined not by the individual parts, which consist of a common vision of the organization, thinking patterns, personal mastery, teamwork, and systemic thinking, individual performance, but by the qualitative compatibility and close connection of all these parts. It is this action that presupposes synergy and, consequently, the expected result.

Knowledge, learning, and innovation are the foundation of a modern organization's success, as acquiring information and learning new ways to do things are essential to improving an organization's performance (Pea and Cole, 2019). Putrienė and Vaičekauskienė (2014) state that after analyzing various social parameters, it can be predicted that in Lithuania and the future it will not be possible to distance oneself from unique cultural experiences and essential values.

In addition, in the light of current trends in Europe, it must be emphasized that the social environment will become increasingly important, with living and working conditions, income levels, education, and the choice of values and subcultures in the communities to which they belong, the behavior of individual groups (and thus of society as a whole) is formed. As information and communication technologies penetrate more and more rapidly into everyday life, the nature of learning will change, lifelong learning and lifelong learning will expand.

3. Analysis of learning organization theories

When analyzing the topic of the work, it is important to follow the rationale of the relevant theories. This work was based on the theories of the Learning Organization (Senge, 1990; Peleckienė, 2014), Self-taught, and Social Constructivism (Vygotsky, 1978). It is important to give a brief overview of each of them when discussing the applicability of this article.

The theory of the learning organization is based on the experience of the learning organizations. It is stated that only a comprehensive, holistic approach to the organization - considering various aspects of its

development, can bring the efforts of the members of the organization the closest to the result.

The pioneer Senge (1990) criticized the fragmentation of the modern world, the fragmentation, and the view that the improvement of individual elements of the system will determine its successful operation. It is important to mention that many other scholars explain the content of the Learning Organization Theory in their way, but this could be explored more widely and in more detail in future scientific works.

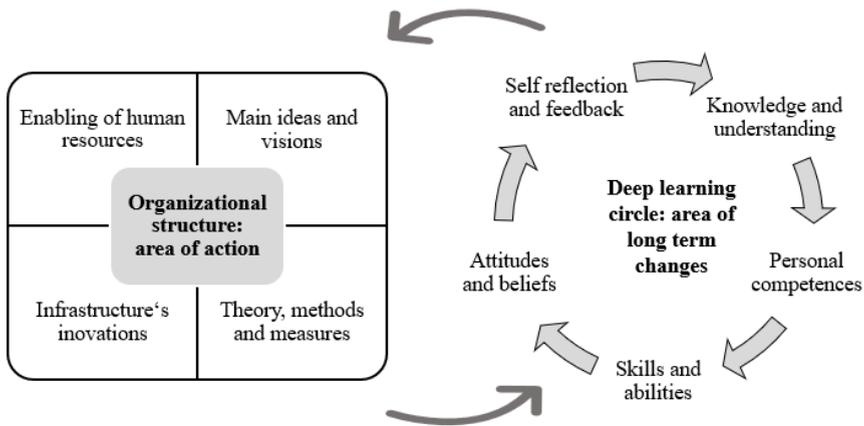


Figure 1. Systematic image of a learning organization

Source: Palujanskiene and Svagzdiene (2020) based on Senge (1990); Valuckienė *et al.* (2015)

When analyzing the systematic representation of a learning organization by researchers (Senge, 1990; Valuckienė *et al.*, 2015), it is important to identify the circumstances and components of the functioning of the learning system (see Figure 1). A space of learning and change, depicted as a constantly rotating circle of organizational structure (area of action) and deep learning cycle (area of long-term change).

It reveals how new experiences improve existing competencies (professional and personal). The (expected) result is not individual skills that have been improved or acquired, but that all of them are relevant competencies.

It has a positive effect on the formation of a positive, trust-based relationship between the individual and the organization, promotes motivation, conscious responsibility, and foster together, the transformation

of self-identification from “them” to “we”. Over time, the goals set by the organization and its community members no longer become higher goals-aspirations, but the strategy is recognized by the entire organization, in which the processes of learning and change are implemented organically.

This stage is characterized by a change in the understanding of the relationship between personality self-perception and the surrounding environment, being able to observe and objectively assess not only the consequences of processes or phenomena but also to substantiate and explain the reasons for it. Jucevičienė (2007) states that a learning organization is created over a long time, although individual changes can occur quickly.

The “learning circle” rotates in interaction with the activity space (Valuckienė *et. al.*, 2015) defines the term activity space as the social environment surrounding the individual in the organization and its formation process, which is depicted as a rectangle in the systematic learning organization model, emphasizing that all these schematic parts are equally important and closely related to each other. It is important to recognize that essential ideas do not arise by themselves in an organization.

The added value of an organization is created by the people who work in it, so it is important to focus not only on infrastructural innovations, search for operating methods or tools, refinement of key ideas or vision, but also full empowerment of human resources. It must be acknowledged that, in many cases, professional competencies can be acquired or improved as needed over time - they are acquired. In contrast to personal ones, they are often not acquired but only improved.

The internal vision of the members of the organizational community must coincide with the vision of the organization. Decision-making and sharing of responsibilities is also a joint process of the organization and its members. However, for the effective assumption of such responsibilities, adequate and wide-ranging understanding of organizational situations, rational decision-making, members of the organization’s community must be ready - “mature” in terms of awareness and rationality.

According to Zakarevičius (2012), when objective conditions requiring change are created, only organizations with the so-called internal critical potential that can ensure the increase of business opportunities can develop. The main factor in this formation is the increase of staff qualifications to a level that can influence positive changes.

Thus, the preconditions for the development of a fundamental organization do not lie in the changes in its external environment, but the “critical mass” of internal potential (staff of appropriate maturity). If this “critical mass” is too small, the organization cannot move to a higher quality state, it cannot even adequately assess and respond to changes in the environment.

Thus, an organization that has not examined the “maturity” of its employees before the start of organizational-change processes risks encountering difficulties in the process. This in turn will slow down, disorganize activities, require unplanned financial, time, and energy investments, reduce concentration and work ethic, and possible employee rotation in the middle of a process-change can negatively affect overall motivation or even the microclimate. The way to avoid this, or at least to prepare for it, is to implement a multifaceted self-audit of human resources, which would allow community members to be directed to work in areas where their competencies would be most effective, thus minimizing the risk of risk.

An equally important element is the self-reflection and feedback of the members of the organization’s community, which allows individuals and the organization to monitor and record progress, identify difficulties, solve and improve them, refine the most effective methods and tools.

Self-education researchers emphasize theories of social learning, experiential learning, and action, which reveal the transformation of the educational paradigm from the traditional (teaching paradigm) to the modern (learning paradigm) and justify a new approach to human learning through continuous observation and reflective study of the environment. experience, knowledge, activities, both individually and in partnership.

The theory of social constructivism emphasizes learning not as an autonomous activity of social life, especially in an educational institution, but as an interaction between cognitive behavior and environmental determinants, when the learner and the environment interact. As the boundaries between education, leisure, work, and learning activities disappear, the organization of education becomes only one of the many environments in which individual learning takes place (Linkaitytė and Žilinskaitė, 2007).

According to Lithuanian researchers (Žydžiūnaitė *et al.*, 2012; Garbenis and Palujanskiene, 2021), it can be stated that an individual learner is characterized by the following competencies and abilities: the ability to, identify learning needs; meta-learning competence (learning planning; selection of the necessary learning strategy; realization of learning feedback; adjustment of the learning plan and its implementation in a managerial sense); ability to learn in social interaction processes (to recognize and use educational and learning environments); lifelong learning competence (motivation for continuous improvement and learning); reflection competence (learning from experience and learning in and out of activity); the ability to take responsibility for learning, the need to be independent.

4. The schematization of features in the context of a school learning organization

According to researchers (Örtenblad, 2018; Peleckienė, 2014; Valuckienė *et al.*, 2015), today's schools undoubtedly face the challenges of a dynamic environment. Naming the causality of this, it should be mentioned that the change of the society, becoming more and more a knowledge and information society, had a decisive influence on this, and the school had to reconsider its direction from its organizational point of view.

As the world moves into the knowledge and information society, the Lithuanian general education school operates in a changing and constantly evolving environment, where it faces the ability to act in dynamic conditions, problems and challenges, and the need for new competencies and resources. The school has to select the diverse or interdisciplinary knowledge needed to improve its activities and use it creatively in designing and modeling these activities, new strategies.

This requires the continuous development of the school as an organization and it is becoming a different - qualitatively new - learning organization, guided by the features of a modern organization. Senge (1990), the pioneer of learning organization research, in his book *The Fifth Discipline*, outlines five disciplines (see Figure 2) that are specific to a learning organization.

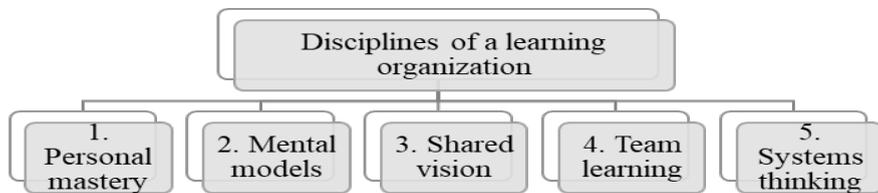


Figure 2. Five disciplines of a learning organization according to P. Senge

Source: Senge, 1990.

Disciplines include the importance of personal excellence as members of an organization name and deepen their visions, concentrating their energy on knowing reality. The significance of thinking patterns, when to change the quality of the result, it is necessary to change the actions as well, and for the actions to change, the decisions influencing them, which are determined by the changed thinking, must change.

Peculiarities of shared vision in an organization are also defined when according to Senge (1990) it is not the exact wording that is important in this process, but the fact that all participants in future activities would have

the opportunity to actively participate in developing the organization's overall vision.

Equally important is team learning, where the work team is considered the most important unit of the learning organization, and when the team focuses on learning, the competencies of each of its members increase. And all-encompassing System thinking. This discipline unites all the previously mentioned disciplines and their activities. Systematic thinking helps members of an organization understand that both the world and the organization are made up of different individual parts, and allows them to see the big picture.

However, the methodologies of a learning organization according to Senge (1990) are not the only tools to guide an organization towards becoming a learner. Other authors (Pedler *et al.*, 1991; Jucevičienė, 2007) identify 11 managerial characteristics of a learning organization that the organization must follow and distinguish, as well as the Invest model (Pearn *et al.*, 1995). It can be observed that Senge's (1990) model is more focused on highlighting the learner than on enabling him to learn.

The characteristics identified by Pedler *et al.* (1991) are intended to enable learning but do not emphasize learning itself and the questionable reality of applying such a list remains questionable. The INVEST model takes an intermediate position, emphasizing both learning and empowerment.

After analyzing and summarizing the information of these researchers, it is possible to define the general features of the school-learning organization (see Figure 3).

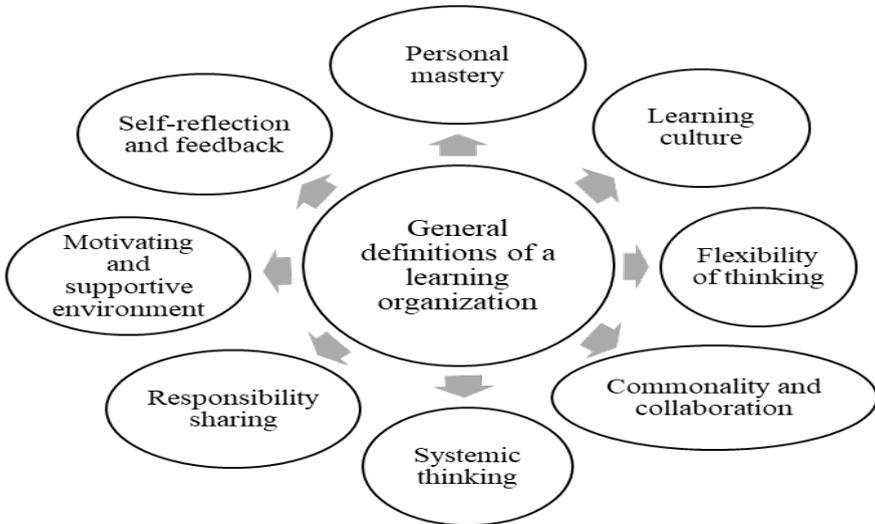


Figure 3. General features of a school-learning organization

Source: Palujanskiene and Svagzdiene (2020) based on Senge (1990); Pedler *et al.* (1991); Pearn *et al.* (1995).

It is important to emphasize that an organization seeking to answer whether it is a learning organization and how it can become a learner should answer five questions (Senge, 1990; Jucevičienė, 2007; Peleckienė, 2014) about whether the organization has a defined learning agenda, whether it is open to conflicting information, or avoids repetitive mistakes, or loses essential knowledge when key people leave or act based on what it knows.

Depending on the results, raise them as your organization's aspirations until they become incorporated features of the organization. To determine the duration, how long it may take an organization to become a learner of others Jucevičienė (2007), in the opinion of a learner organization is not created in a short time, although some changes can occur quickly.

A comprehensive assessment of the school's self-creation dispute suggests that the impact of societal change is inevitable. The most effective strategy for becoming a learning organization depends on the situation of the individual organization. The best methodologies for every organization are not available today. However, organizations and their communities are taking a crucial step in becoming learners by agreeing that learning can be managed and directed towards streamlining, achieving, and sustaining organizational performance, rather than a process in itself. As stated earlier, school research exclusively as learning organizations is still lacking.

Analyzing the theoretical material in terms of the processes and structures of the learning organization and assessing the positive changes in schools in recent decades, hypothetical considerations emerge that a school characterized by the characteristics of a learning organization strengthens the range of services provided. It does this by developing inter-institutional cooperation, developing the dissemination of good practice to create a wider choice of services, improve their quality, increase students' involvement and motivation in the services offered, which has a positive effect on their success, more productive prospects, and more.

5. Results

Analyzing the research data from the point of view of personal mastery discipline, managers 'attention to teachers' learning is positively assessed and accepted (86% of respondents fully agree with the statement), other members of the community favor each other, noticing and emphasizing another member's progress (68% agree partially, 23% - fully agree), developed infrastructure and accessibility to ensure learning conditions (86% of respondents are in favor). There is a desire to improve and encourage the relevant areas in the organization to be highlighted as an improved provision, regardless of how favorably the area is viewed at the moment.

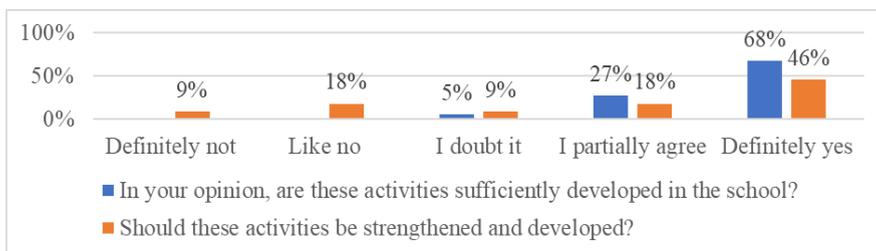


Figure 4. Percentage of the statement “The individual ability of each member of the community to learn is assessed at school”

Source: composed by the author

According to the respondents, the work of organizations is positively correlated with the personal goals and expectations of community members. The position on improvement, support of learning coincides. As can be seen in Figure 4. as many as 68% of respondents say that the individual ability of each member of the community to learn is assessed at school, 27% - partially, but in terms of perspective development, opinions differed:

64% agree with the statement partially or completely agree that this area should be continuous, constantly is being developed and maintained, with 36% believing that the assessment level is currently sufficient and there is no need to invest additional time or energy costs.

Personal mastery, according to Senge (1990), discipline emphasizes the importance of personal mastery as members of an organization name and deepen their visions, concentrating their energy on cognition of reality. Employees, realizing that they are part of the organization, constantly develop their creativity, fill in their knowledge gaps, and want to become more motivated, so the developed personal mastery makes it easier for the employee to take on challenges. in terms of the ability to reasonably assess the situation and express a position, individually according to the needs of each member of the community, which are undoubtedly different.

It can be said that the support of the administration, colleagues, and favorable infrastructure has a positive impact on the development of personal mastery in a community member organization. Learning learners develop a broader attitude, critical thinking, set high professional goals, are demanding of themselves and the surrounding environment, community participants.

Analyzing the research data from the disciplinary point of view of thinking models, a responsible approach and real initiation of actions are observed (59% of respondents say so) concerning the community’s conscious and consistent relations with the external school environment (community, other schools, social partners, etc.). Demonstration of support and awareness that these relationships need to be continuously developed is demonstrated (73% welcome this).

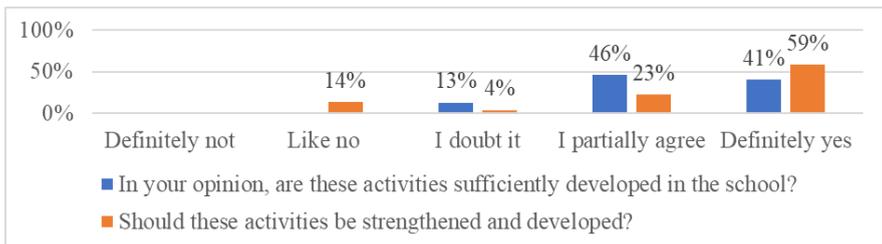


Figure 5. Percentage of the statement “School and its community are prone to innovation?”

Source: composed by the author

It is noticeable (see Figure 5) that there is a predominant community expectation in terms of organizational innovation to be improved. 41% of

respondents say that the school and its community are prone to innovation, but 59% of respondents believe that they are skeptical or completely unsure about this statement. Moreover, 82% of respondents believe that this area should be strengthened. One can see the links between the answers to this statement in terms of need:

- Monitor, collect, analyze and respond to information on changes in the external school environment (41% say that these processes are running smoothly, 78% think that this area should be strengthened).
- To strengthen the level of tolerance of community members to other members, their opinions or feelings (46% of respondents state that there is no need for development in this area, while 32% doubt it and 73% indicate that it should be strengthened).

According to Senge (1990), the activity of thinking models is especially significant, when changing the quality of the result it is necessary to change the actions, and to change the actions, the decisions influencing them, which are determined by the changed thinking. In other words, the following sequence of actions is necessary: Changed thinking → Influencing decisions → Changed actions → Changed the quality of the result.

Analyzing the obtained results, it is noticeable that the direction of the organizations' processes is appropriate, but the expectations of the community members for innovation or the speed of process implementation differ slightly. It is difficult to answer the personal contribution of community members to its development, as the organization may not always have a significant influence on individual thinking (tolerance towards others), but deepening work on analyzing problem areas is necessary as it directly correlates with (expected) outcomes in others.

Analyzing the obtained research data from the point of view of Shared Vision discipline, it is noticeable that 91% of respondents are positive that all members of their community: teachers, students, and their parents can participate in school management processes or general strategy development, relevant decisions, rules, initiating agreements, forming customs or traditions and resolving problematic situations, etc.

Assessing the perspective of the situation, it should be noted that almost all respondents believe that work in this area should still be developed because community involvement is an ongoing, never-ending process. 50% of the respondents' state that the strategy developed by the school is real, relevant, and close to the personal goals of the employees.

It should be emphasized that the school strategy is directly correlated with national and regional education policy documents, therefore such a result shows that according to the respondents, the school community sets high professional goals, is not far from current issues in education,

innovative and dynamic. Undoubtedly, a great deal of work is required to achieve such a result.

The possible result of this is reflected in the respondents' answers about the equal partnership prevailing in the school, fostering personal respect and creating an atmosphere of trust - 46% of respondents say that it is undoubtedly so, the rest (36%) see strong positive signs. However, both in terms of the relevance of the strategy to the community (46%) and in terms of fostering respect in the community (36%), there is a significant share of those who say that this is not the expected result (maybe even more) attention than it currently is.

It also suggests that community trust is one of the aspirations and priorities of a successful organization. This is a permanent job: 64% of respondents say that seeking advice or help is seen naturally, but 55% agree that this activity needs to be constantly strengthened and developed.

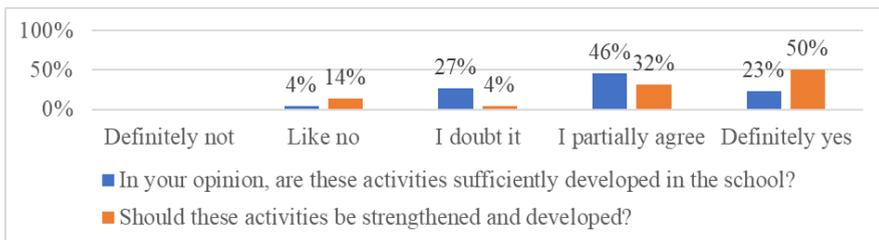


Figure 6. Percentage of the statement “Community members prefer to work and study in a group than individually?”

Source: composed by the author

No less interesting aspect is teamwork in the community (see Figure 6). Analyzing the data, it can be seen that, on average, one in five (23%) survey responses indicate that community members prefer to work and learn in a group. It can be said that individual work predominates, as 46% of the respondents indicate a rather insecure position regarding the prevalence of teamwork in the community. According to Senge (1990), Shared vision is a vision and perspective of activity that is acceptable to everyone and every person involved in that activity, i. real vision. What is important in this process is not the precise wording, but the fact that all participants in future activities should have the opportunity to take an active part in the development of the common vision and in considering its wording.

The organizers of such deliberations need special skills so that their participants can feel important and needed. It should be noted that 82% of respondents welcome the statement that this competence should be

strengthened because the importance of teamwork from a synergistic point of view is visible and valued.

Analyzing the obtained research data from the point of view of the team learning discipline, it is noticeable that 91% of the respondents positively assess the opinion that teamwork and learning are constantly promoted at school. Accordingly, 59% of respondents fully agree with the statement that the school has a system that allows learning from the practice of other members of the community by observing lessons, sharing good practice, consulting, etc., and 37% agree.

However, from both perspectives, respondents see the desire and need to strengthen and develop these activities (an average of 38% of respondents said positive), which shows the community members’ insight into the theoretical, practical, and systematic processes of teamwork and the ability to see opportunities in these areas. more efficient.

It was also found that 50% of respondents fully agree and 32% partially agree - 32% with the statement that teamwork and learning is an important element not only of work but also of everyday life. Respondents’ responses also express the view that, whatever the instantaneous results, this area needs to be continuously improved and strengthened.

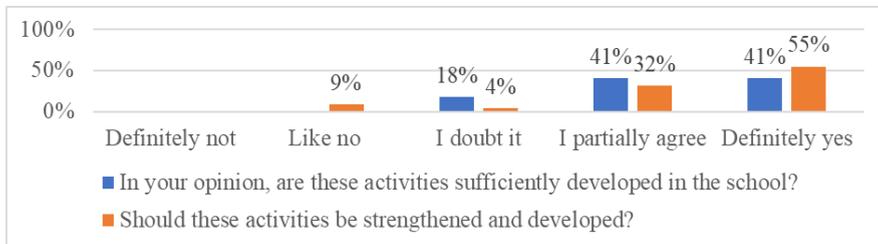


Figure 7. Percentage of the statement “Teachers and school administration can call their colleagues a team”

Source: composed by the author

It can be seen in Figure 7 that communities lack a strong and clear position in stating that teachers and administration can call their colleagues a team. A significant proportion of respondents agree with this in full (41%), in part (also 41%), but 18% of respondents are skeptical. Also, there is a clear insight into strengthening this area in the future (87% agree). According to Senge (1990), the work team is considered to be the most important unit of a learning organization. When a team focuses on learning, the competencies of each of its members increase.

Employees ‘energy, thinking, and knowledge are combined, creating team-based learning that results in greater synergies for the organization. It can be argued that it is important for organizations to identify themselves and their environment as teams. The potential is great, but there is a need for clarity within the organization, formed teamwork, and a position that clearly defines the concept of team, processes, teamwork, and the formation of the identity of team members.

Analyzing the obtained research data from the point of view of systemic thinking discipline, it is noticeable that a significant part of the respondents agrees with the statements that state:

- creation of school work and activity perspective, taking into account both internal and external elements of one’s system (55% of respondents fully agree; 41% partially agree);
- constant cooperation of school leaders and problem-solving with other members of the community or representatives of other organizations (64% of respondents fully agree; 27% partially agree).

Although there is a strong positive attitude of the respondents towards these statements in the current assessment and 41% agree with the need to further develop these areas. It should be emphasized that according to Senge (1990) the system thinking discipline unites all the previously named disciplines and their activities.

Systematic thinking helps members of an organization understand that both the world and the organization are made up of different individual parts, and allows them to see the big picture. It is beginning to realize that the actions performed by employees are not isolated, they create a common organization.

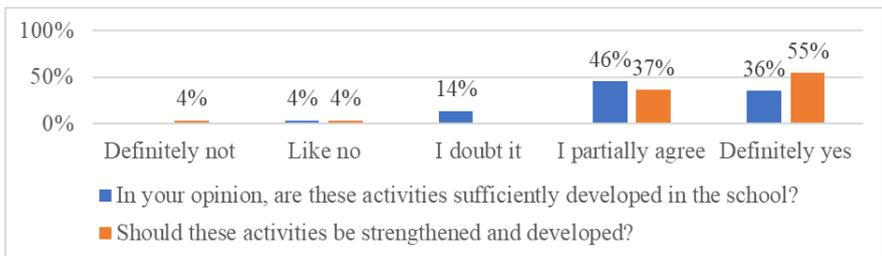


Figure 8. Percentage of the statement “Community members perceive the school as a system”

Source: composed by the author

Notably, 36% of respondents fully agree with the statement that members of their community perceive school as a system (see Figure 8), but 46% agree that it is not entirely certain (“I partially agree”), and 14% doubt it, thus noting the conscious efforts of community members to “search and possibly find” systemic features of the organization when these features fail to be performed and without hesitation to name. Also, a large proportion of respondents (55% in full; 37% in part) believe that this area is not completely clear to members of the community and would still need to be developed and improved.

Accordingly, when analyzing the statement that describes whether the school staff perceives the connection of school goals with the issues of education policy and social development, the results show that the respondents are not sure about this (50% - partially agree; 9% - doubts that). While a significant proportion (41%) say they are certain about this, 32% say they are also sure about the need to strengthen and develop the area.

The discipline of systemic thinking emphasizes integrated systemic thinking, which is described as the human understanding that everything is interconnected and that changing something in one area affects all the parts involved. Kline and Saunders (1993) argue that this discipline is the most important of the five. Therefore, analyzing the obtained results, it is noticeable that the activities of organizations are potential, but the internal culture of agreements, information dissemination, and smooth communication still needs to be strengthened.

Conclusions

The support of the school administration, colleagues, and favorable infrastructure has a positive impact on the development of personal mastery in the community member’s organization, and the improvement of learning competence. Learning learners develop a broader attitude, critical thinking, set high professional goals, are demanding of themselves and the surrounding environment, community participants.

The innovativeness of the school as a learning organization is identified with the openness to the surrounding environment, other communities, and a high level of internal communication culture. Continuous and effective communication in the community, mutual (organization-employee) contribution to respect, and trust-based communication can have a significant impact on the formation of community members and, consequently, organizational thinking patterns, as it directly correlates with (expected) outcomes in other organizational areas.

At the stage of forming the overall vision of the school as a learning organization, community members not only value the relevance of the strategy from a personal point of view, identifying interests, personal involvement, but also respect and trust in the community, teamwork skills, and their development, recognizing its synergistic importance.

Schools as learning organizations need to identify themselves and their environment as teams, therefore clarity within the organization is essential, teamwork and the organization's position, processes, continuous formation of teamwork, and team members' identity are clearly defined. Clear and acceptable teamwork opportunities (choice), an understandable teamwork system that meets the attitudes and needs of community members - a circumstance of effective teamwork.

Community members, when perceiving a school as a system, must clearly understand the systematic signs or feelings of it, confidently identify them, without trying to consciously "find" them. In this case, the theoretical and practical understanding of systemic thinking of community members, natural self-identification as a part and participant of the system is very important, therefore clear and effective communication, coherence of strategic and systemic processes and proper response, internal acceptance, and support.

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