ŠIAULIAI UNIVERSITY

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THE EXPRESSION OF FEATURES OF CONTEMPORARY SCHOOL AS A LEARNING ORGANISATION IN THE DISSEMINATION OF PERSONNEL'S SELF-DIRECT LEARNING PROCESSES

Šiauliai, 2009

Š I A U L I Ų   U N I V E R S I T E T A S

Nida Kvedaraitė

ŠIUOLAIKINĖS MOKYKLOS KAIP BESIMOKANČIOS ORGANIZACIJOS BRUOŽŲ RAIŠKA PERSONALO SAVIVALDAUS MOKYMOSI SKLAIDOS PROCESUOSE

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INTRODUCTION

Challenges of knowledge and learning society and the times of education quality assurance and new paradigms of organization management form the need to create learning organizations, able to follow the modern management, generate new ideas and apply them in practice faster than competitors. The latter processes are based on the competence of learning organizations to manage the activities in internal environments and complex, difficult-to-copy resources – knowledge. Individual knowledge and skills, acquired in learning processes, become the most meaningful precondition for the evolvement of successful organization towards a learning one. Personnel competences of the learning organization reveal the ability of individuals to manage their intellectual assets (Drucker, 1992; Neef, 1997; Augustinaitis, 2004; Probst, Raub, Romhardt, 2006); the capacity for lifelong learning (Longworth, 1999; Jarvis, 2001; Laužackas, Stasiūnaitienė, Teresevičienė, 2005; Livingstone, 2006), cooperation (Fullan, 1998; Hargreaves, 1999; Teresevičienė, Gedvilienė, 1999), team-work (Everard, Morris, 1997; Dalin, Rolff, Kleekamp, 1999; Zakarevičius, 2003), generation and exchanging ideas (Teresevičienė, Gedvilienė, 2003; Simonaitienė, 2004; Jucevičius, Ilonienė, 2009), being open to ideas and cultures of others (McLaughlin, 1992; Stoll, Fink, 1998; Simonaitienė, Targamadzė, 2002), critical and creative thinking (Brookfield, 1993; Teresevičienė, Gedvilienė, Zuzevičiūtė, 2006; Stanikūnienė, 2007), having a vision (Barth, 1990; Senge, Cambron-McCabe, Lucas et all, 2000), leading oneself and others, improving oneself and the community or organization (Stoll, Fink, 1998; Targamadzė, 1998; Longworth, 1999). However, for the dissemination of listed abilities, a new organization in terms of quality is needed – a learning organization.

Foreign scientists (Garratt, 1987; Senge, 1990; Pedler, Burgoyne, Boydell, 1991b; Drucker, 1993; Stoll, Fink, 1996; Sugarman, 1997; Argyris, 1999; Dalin, Rolff, Kleekamp, 1999; Marsick, Bitterman, van der Veen, 2000; Yeo, 2005) engage in intensive discussions on the concept of learning organization and organizational teaching/learning. The practice of the European Union (EU) and associated countries actualizes the ideas of individual lifelong learning, while the learning organization has been a part of policy since the announcement of Memorandum on Lifelong Learning (2000), realized through na-

tional as well as EU efforts. The concept of a learning organization, based on political documents, becomes a real phenomenon, reflecting the practice of organizational as well as individual informal and self-direct learning.

In Lithuania, the formation of learning organization in the contexts of lifelong learning and self-direct learning processes still represents a challenge to business as well as education organizations. The competitive ability of business organizations is determined by the vicissitude of personnel teaching/learning processes, self/development of competences (Simonaitienė, 2001), the ability to select the human resources' teaching/learning, career or self/improvement programs more flexibly (Dessler, 2001; Bagdonavičius, 2002; Sakalas, 2003). Education organizations are centered on the mission delegated by the society – to develop the competence of the young generation for lifelong learning. However, recently emphasis has been put on competitive ability of education institutions, quality of services provided and strategies determining this quality. A contemporary education institution also faces the necessity to operate successfully in a dynamic environment. This can be achieved by controlling the changes purposefully, comprehending the reality and situations, effectively planning and managing the processes of learning in the organization (Targamadzė, 1998; Garalis, 1999; Simonaitienė, 2001; Pundzienė, 2002; Simonaitienė, Targamadzė, 2002; Jucevičienė, 2007, 2009). It is noteworthy that a contemporary education institution has to and can become a learning organization; however, ineffective development of schools as learning organizations is the outcome of the lack of political decisions: neither model nor philosophy of a learning school have been developed, specific national strategy has not been created and measures or resources for its implementation have not been provided for. Schools lack specific action programs, oriented towards achievement of the vision of the school as a learning organization.

Substantiation of the relevancy of subject. In Lithuania, the concept of learning organization and possibilities for its realization in education organizations of different types are researched only by individual scientists. Jucevičienė (1994), basing on theoretical approach to the learning organization of Pedler, Burgoyne, Boydell (1991a), examined university as a learning organization. Targamadzė (1998) studied the preconditions for a school of general education to become a learning

organization, flexibility of school and environment conducive to individual's learning. Simonaitienė (2001) researched the expression of learning organization's features of activities in gymnasium, while Pundzienė (2002) – vocational training institution as a learning organization, its problems and guidelines for changes.

Several projects have been prepared for the research of the learning school actualization opportunities: in 2000, at the order of the Ministry of Education and Science, the Centre for School Improvement initiated a project "School – a learning organization: development of the school improvement model in one's school"; in 2006–2007, at the order of the Ministry of Education and Science, project "Development of the model of learning comprehensive schools' network in Lithuania", was initiated that was aimed at improvement of schools by mastering new competencies, involving the entire school community into the process.

Research carried out on the subject of education institution in the capacity of the learning organization show that a contemporary school is not a perfect learning organization. It is suggested that in it, competence of personnel to learn together is poorly expressed, educators do not participate in formation of the school strategy (Targamadzė, 1998); features of education organization as a learning organization are not identical to theoretically refined features of the learning organization, although approximation to the theoretical model of such organization can be discerned (Simonaitienė, 2001); ineffective teaching/learning is emphasized as well as the lack of lifelong learning competence of personnel (Pundzienė, 2002); excessively hierarchical management structure of the school that is not conducive to the development of the learning organization (Arbatauskas, 1996; Želvys, 2003).

In scientific-empirical context, discussions still go on about the extent to which the general management theory should be applied in education. Certain authors (Kerka, 1995; Clark, 1996; Hung, 2007) state that general laws of management stand true to education organizations and when defining the school as a learning organization, the general conception of learning organization is, therefore, used. Researchers (Arends, 1998; Fullan, 1998; Senge, Cambron-McCabe, Lucas et all, 2000; Želvys, 2003; Jucevičienė, 2007) pointed out that education organizations differ from those of other types in educational functions carried out. The proposition is to go deeper into education management

aspects and school improvement concepts while striving to comprehend the essence of the school as a learning organization.

Another issue featuring in management – education studies pertains to characteristics of the school as a learning organization. Scientists (Pedler, Burgoyne, Boydell, 1991a, 1991b; Burns, 1995; Morgan, 1998; Clarke, 2001; Burnes, 2002) pointed out the common characteristics of a learning organization. Researchers (Whittaker, 1995; Leithwood, Tomlinson, Genge, 1996; Senge, Cambron-McCabe, Lucas et all, 2000) adapted them to education institution as a learning organization. Studies of the learning school's feature expression show the gap between scientific (theoretical) context and practical activities of schools, revealing the mismatch between learning activities of personnel and their theoretical perception.

Schools as education institutions are responsible for the ability of individuals to learn, and the lifelong learning competence, therefore, is gaining increasing importance (Teresevičienė, Gedvilienė, 2003). It is emphasized that realization of such concept of learning (Longworth, 1999; Teresevičienė, Oldroyd, Gedvilienė, 2004; Jucevičienė, 2007) confers more independence to the learners, however, also more responsibility for their own learning. Independence of the learner in informal learning processes was emphasized by scientists Laužackas, Stasiūnaitienė, Teresevičienė (2005) and linked with individual initiative, personal experience, spending of leisure time or social activities. It is suggested that informal learning of individuals is more of sporadic nature, arising from the experience of life and related to separate stages of individual's life. In a learning organization, the learning of individuals is generally based upon the concept of self-direct learning (Houle, 1961; Tough, 1971; Knowles, 1975; Brockett, Hiemstra, 1991; Brookfield, 1993). Self-direct learning processes actualize the ability of the learning organization's personnel to anticipate and select suitable strategies of teaching/learning and to control the teaching/learning processes transpiring in formal and personal activities of the individual (Barth, 1990; Hargreaves, 1999; Silins, Mulford, 2002; Voulalas, Sharpe, 2005). In a learning school, the need for the personnel competence development becomes evident that would enable the individuals to engage in self-direct learning processes.

In Lithuania, the possibilities for realization of the learning organization concept in education organizations of different types are not

being adequately considered. Practical activities of schools do not include the examination of dissemination processes of personnel's self-direct learning and lack the theoretical substantiation of self-direct learner's competence portfolio. This is determined by complex *methodological approaches of the research.* The concept of the learning organization is based on the cross-discipline approach, while applying the knowledge of two sciences (management and education), allowing explaining this phenomenon through the expression of the learning organization's features in one of the forms of pedagogic staff learning – self-direct learning, which represents a process, echoing the new paradigm of learning.

In the junction of management and education sciences, the conception of the learning organization is interpreted in different ways; characteristics of the learning organization are not explained identically as well as the meaningfulness of individual learning processes. In the context of education institutions, definitions of the school as a learning organization are not sufficiently oriented to the bringing out of the school's uniqueness. When describing the learning school, researchers (Abbott, 1991; O'Neil, 1995; Everard, Morris, 1997) speak about "effective", "open", "innovative" school. The purpose of school as a learning organization is to teach, learn while teaching others and learn from others. *The interpretational variety of the conceptions of the learning organization (as one of theoretical approaches),* therefore, impedes the comprehension and control of management and education processes of the school, particularly on the individual level. *Trait theory as a methodological approach* becomes meaningful for identification of features of the school as a learning organization.

Based on the consistency of management and education approaches, a learning organization could be defined as *a phenomenon, exceptional atmosphere or climate that is learning-oriented,* where learning is recognized and controlled. Such school is capable of influencing the nascence of learning-supporting environment, in which the learners, while getting involved in the processes of self-direct learning, develop new competences, characteristic to the staff of a learning organization.

Scientific problem. In line with the approach of science philosophy, the progress of science demands for interdisciplinary ways of thinking, encompassing the synthesis of several sciences and allowing

explaining contemporary social, liberal and educational phenomena in the reality, within the variety of existing relationships. The phenomenological recognition of expression of features of the school as a learning organization through the dissemination processes of self-direct learning enables perceiving the essence of such an organization, its interaction with educational and management phenomena and becomes, therefore, *a scientific problem of current concern.* It is specified by the following *questions of research*:

- how do the features of contemporary school as a learning organization of particular type express in the dissemination processes of self-direct learning of personnel?

- which competences of pedagogic personnel of the learning school should be developed to enable successful involvement in the dissemination processes of self-direct learning and participation in them?

- what theories comprise the basis for substantiation of dissemination processes of self-direct learning of educators in the context of expression of features of the school as a learning organization?

- how could the expression of features of school as a learning organization be enhanced while invoking the dissemination processes of self-direct learning of pedagogic personnel?

Research object – expression of features of school as a learning organization.

Research matter – enhancement of expression of features of the learning school in dissemination processes of self-direct learning of personnel.

The purpose of the research is to examine the expression of features of the contemporary school as a learning organization in the dissemination processes of self-direct learning of personnel, while perceiving them as involvement of learning individuals in self-direct learning.

Tasks of the research:

1. To substantiate theoretically the dissemination of learning school and self-direct learning of personnel in the context of expression of features of the learning school.

2. To prepare the empirical research strategy and to substantiate it methodologically.

3. To study the expression of features of the school as a learning organization in dissemination processes of self-direct learning of personnel.

4. Based on the findings of theoretical and empirical dissertation research, to prepare the recommendations for education politicians, heads of general education schools and educators, orienting towards strengthening of features of the school as a learning organization, while getting the staff involved in self-direct learning processes.

Hypothesis: when seeking to enhance the expression of features of the school as a learning organization it is significant to improve the self-direct learning processes of personnel, to encourage the involvement of school's educators in self-direct learning, while assuming new roles and developing the learning competences.

Dissertation research is based on the following theories and concepts:

- *Paradigm shift theory*, based on the changing of science paradigms explained by Kuhn (2003). The expression of educational and managerial paradigm as well as its links with the learning organization as the most recent tendency in management science and postmodernistic educational paradigm are revealed. Learning school is perceived as *cultural, educational – management value,* predicating its activities on the assumption that learning is a valuable, continuous process. An idea, therefore, becomes acceptable, that learning through reflecting one's experience, thinking it over and modifying, grants new learning insights and shapes the practice of changing. Reconstructions of learners' learning processes in a learning school are explained *in the context of the new educational paradigm transformation.* Theories conceptualizing the new paradigm of learning allow explaining how the learning processes at school change, the shift from teaching to learning and what kind of learning concept becomes particularly relevant in a learning school. In the context of new paradigm transformation, *the development of continuous learning abilities and the upgrowth of meta-learning competencies*, realized by the personnel of the learning organization and giving meaning to self-direct learning processes, are accentuated.

- *Self-direct learning is predicated on the following theories:*

Constructive learning theory, stating that individual knowledge constructions, formed by subjective experience, are the basis for the

cognition of reality, while learning occurs when a person doubts his/her beliefs, personal theories and the possessed experience. Creation of knowledge is an active process, during which the learner, basing on the previously-acquired knowledge and his/her experience, forms new notions, ideas and meanings (Piaget, 1928; Dewey, 1938; Kohlberg, 1986; Vygotsky, 1986). *Social constructivism theory*, i.e., constructive attitude to teaching, learning and generation of knowledge, emphasizing the significance of previous experiences when constructing knowledge and applying them in new situations. Human activities are explained as interaction of cognitive behaviour and determinants of environment, when the human being and environment affect each other. Social learning is perceived as adaptation of the individual in the society and he/she, therefore, must learn to perform social roles in order to be a part of the society (Merton, 1968; Durkheim, 1974; Bandura, 1977; Vygotsky, 1978; Lave, Wenger, 1991). *Experiential learning theory,* stressing that the striving of modern society to become continuously learning is inseparable from the abilities and motivation of its citizens to act conjointly, to strive towards common goals of activities in cooperation and to learn constantly from each other. Such experiential learning is approached as an active process of knowledge and meaning construction, based on cooperation and investigation of one's experience of the activity, while constantly observing, reflectively researching one's surroundings, experience, cognizance and activity (Kolb, 1984; Jarvis, 1987; Boud, Keogh, Walker, 1999; Jarvis, Holford, Griffin, 2004). *Action science theory,* according to which practical knowledge is approached as accumulation of unexpressed knowledge, and may be expressed in reflective study. Action science seeks to dislodge the *status quo* of new knowledge, by presenting new alternatives for action and promoting learning on the level of norms and values (Dewey, 1938; Lewin, 1952; Argyris, Putnam, Smith, 1985; Schön, 1987).

- *System theory* allows substantiating an organization as a cohesive and focused system, comprising inter-related elements. The system theory emphasizes that the activity of any segment of the system affects the activity of the entire system, while this interaction is characterized by mutual effect and the harmony of mutual dependence (Ashby, 1956; Bertalanffy, 1991; Klir, 1991).

- *Phenomenological hermeneutics*, the essential provision of which is the prominence of interpretation or reception. It is pointed out

from phenomenological point of view that the interpreter's consciousness is the most important place for the appearance of meaning of the text. A portion of any theoretical understanding is unavoidably comprised by pre-theoretical understanding, formed by regularly changing everyday life, tradition, authorities and prerequisites of understanding determined by the latter (Gadamer, 1976; Husserl, 1980; Heidegger, 1982).

- Education of personnel as adults, based on *concepts of learning society and learning organization* and enabling overcoming the challenges of changes, by getting involved into lifelong learning and seeking to acquire the learning competences, necessary for organizations and individuals: the need to share the knowledge, to be able to learn while teaching and understand learning as the essential determinant of individual's and organization's survival (Senge, 1990; Pedler, Burgoyne, Boydell, 1991a, 1991b; Burns, 1995; Hale, 1996; Morgan, 1998; Jarvis, 2001).

Methods of research:

1. *Analysis and meta-analysis of scientific literature,* allowing contextualization of the notion and features of learning organization and school as a learning organization, substantiation of the shifting of competences and roles of the learning school's personnel in learning processes as well as the essence and features of self-direct learning in the context of explaining individual self-education and self-development processes.

2. *Quantitative and qualitative research,* based on *systemic* approach to scientific research, while emphasizing the integration of quantitative and qualitative researches, the combination of which is characterized by domination of equal significance. The combination of quantitative and qualitative research enabled examining the strategic provisions of feature expression of school as a learning organization in dissemination processes of self-direct learning of personnel, reflecting the vision, mission and strategic goals of the school as a learning organization.

3. *Methods of quantitative research. Questionnaire survey* has been invoked for the establishment of the expression of features of school as a learning organization, the need for their enhancement and the dissemination of phenomena and processes of self-direct learning of

personnel through the involvement of personnel of the learning school in self-direct learning processes.

For data processing, methods of statistical analysis have been applied: *descriptive statistics* (statistical averages, modes, standard deviations); the applied *factorial analysis* enabled disclosing the internal structure of diagnostic constructs (expression of features of school as a learning organization and dissemination of self-direct learning processes in school as a learning organization). Verification of data suitability for factorial analysis was carried out based on *Kayser - Meyer - Olkin (KMO)* measure of sampling adequacy. To assess the internal consistency of the factor, *Cronbach Alpha test* was carried out. *Pearson's correlation coefficient* enabled establishing the linear statistical relationship between the two variables (features of school as a learning organization and self-direct learning phenomena and processes).

4. *Methods of qualitative research.* To reveal the actualization of feature expression of school as a learning organization and the dissemination processes of self-direct learning of personnel in the mission, vision and strategic goals of school, *document content analysis* was used when studying the strategic plans, regulating the activities of general education schools. Data of qualitative research were analyzed by applying *qualitative content analysis and analysis of phenomenological hermeneutics.*

Qualitative content analysis of documents was carried out in accordance with Bailey's (1987) main stages of content analysis: selection of documents for analysis, establishment of category (general logic concepts) content, distinguishing the content (in the sense of meaning) measure (sentence, paragraph), assessment whether the category in question exists or not (establishment of presence or absence). For the decoding of text (strategic plans regulating the activities of general education schools), *content analysis method* was applied. For the analysis of strategic plans of general education schools, *relatively unstructured and non-quantitative type of analysis* was chosen, also called qualitative or traditional analysis (Juodaitytė, Kazlauskienė, Šaparnytė, 2006). Results of qualitative content analysis were not interpreted in a quantitative manner, statistical analysis was not used, seeing as the essence of this analysis is application of interpretational method (Mayring, 2000; Žydžiūnaitė, 2005).

Analysis of phenomenological hermeneutics was applied in order to understand, characterize and describe the essence of the phenomenon, based on certain approaches (Kvale, 1996; Bitinas, 2008). When analyzing the strategic plans regulating the activities of schools, the appropriate categories and subcategories were identified that characterize the expression of features of learning school in dissemination processes of self-direct learning of personnel.

Scientific novelty and theoretical implications of research. Theoretical part of the dissertation research examines the dissemination of school as learning organization and self-direct learning of personnel in the context of expression of features of the learning organization, *following the science philosophy approach and based on interdisciplinary viewpoint.* This viewpoint stands out *in the junction of two sciences (management and education)* and allows explaining the essence of the learning organization phenomenon and the conceptualizing theoretical approaches. In the junction of viewpoints of management and education science directions, the learning organization is highlighted *as the most up-to-date tendency of management science,* emphasizing a qualitatively new competitive organization and *as a post-modernistic educational paradigm,* emphasizing learning as a never-ending, lifelong process. Expression of features of the school as a learning organization is examined *in the context of trait theory,* while the reconstructions of individual learning processes – *in the context of the new learning paradigm expression. Essence and features of self-direct learning* of personnel of the learning school *are explained in two contexts:* contemporary learning theories (social learning, experiential learning, action science) and processes of self-development and self-education of learners. Recognition of these contexts of self-direct learning allows describing theoretically the self-direct learning processes of individuals, their groups and organizations and enabling the community of the school to participate in them through new knowledge.

Practical implications of the work. School of general education as a learning organization in dissemination processes of self-direct learning of personnel is being researched for the first time in Lithuania. Based on methodological theoretical approaches, specific instrumentation was prepared for the research of feature expression of school as a learning organization and dissemination processes of self-direct learning of the school personnel. The obtained findings of the research re-

flected the expression of theoretically purified features of school as a learning organization in real practice (secondary school of general education) and revealed the need for enhancement of certain features of the learning organization. Findings of the research of self-direct learning phenomena and processes at school as a learning organization revealed the opportunities for the involvement of personnel in self-direct learning and the need for the development of competences of the learners. The obtained findings of the research helped to envisage the relationships between activities of the school as a learning organization and self-direct learning dissemination phenomena, which unfolded through educational, managerial and other activities performed by the school personnel. Recommendations for education politicians (at the national and regional levels) have been prepared on the basis of theoretical and empirical data of dissertation research, orienting towards enhancement of features of the school as a learning organization, while getting the personnel involved in self-direct learning processes for the development of deliberately-controlled informal lifelong learning competences.

Defended statements of the dissertation:

1. Contemporary school can be perceived as an organization of the new type – learning organization, whereas application of the learning organization methodology at school enables it to change, while acquiring new knowledge and creating the environment that supports managerial – educational processes, to develop the competences necessary for the staff of the learning school (lifelong learning, meta-learning, professional competency, reflection competence, etc.) enabling participation in dissemination processes of self-direct learning.

2. School is a dynamic organization, capable of handling the changes, and the features of school as a learning organization, therefore, manifest in real practice of the school and reveal the relationships between dissemination processes and phenomena of self-direct learning of personnel, which are actualized through involvement of educators and managers of the school in self-direct learning processes.

3. Self-direct learning on individual level of learning personnel of the school as the key actor in education supports the dissemination processes of self-direct learning of the school and enables enhancing the expression of features of the school as a learning organization.

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GENERAL REVIEW OF THE CONTENTS

The introduction to the dissertation substantiates the relevance of the topics and research problem, defines the research object, purpose and objectives, explains theoretical and methodological approaches to the research, presents the research methods applied, reveals the scientific novelty and practical significance of the research, and presents the list of publications.

1. Dissemination of school as a learning organization and self-direct learning of personnel in the context of learning school's feature expression

1.1. Theoretical approaches, contextualizing the conceptions of the learning organization and the learning school

Foreign researchers and practitioners of different fields of science (management, education, psychology, etc.) devote much attention to studies of the learning organization and school as a learning organization, while emphasizing different viewpoints and contexts and explaining differently the essence and features of the learning organization. This enables carrying out multi-disciplinary studies of the learning organization and perceiving it as a complex phenomenon. On the other hand, such complexity of the learning organization's phenomenon study directions encumbers the perception and recognition of this phenomenon. The theoretical definition of the learning organization includes the notion, concept and features of the learning organization and these parameters, therefore, are examined individually as well as merged into one whole.

1.1.1. Concepts of the learning organization in the contexts of knowledge society and social sciences' (management and education) evolution theories

The learning organization is associated with learning, information and knowledge society. From system point of view, the learning organization is a part of the learning society and the changing of the learning society (while emphasizing the society evolution challenges and the describing theories), therefore, initiates the change of the notion of the learning organization. While going deeper into the perception of the learning organization, viewpoints of the learning society's evolution as well as those determined by different directions of science are being

considered. The concept of the learning organization is predicated on the science philosophy approach and interdisciplinary point of view. This point of view, while applying the knowledge of two social sciences (management and education), allows explaining the transformation of the qualitatively new – learning organization in the context of science and organizational management, the essence of the learning organization phenomenon and the conceptualizing theoretical approaches. The management viewpoint is focused on the learning organization, the accent of which is the ability of the organization to constantly change, as an equipoise to the global competition, whereas the educological – strives to recognize the continuous learning phenomena, occurring in a learning organization, to perceive deeper "how the individuals learn in the organization?", in order to transpose this experience into the learning organizations. In the junction of management and education science directions, the concept of the learning organization is perceived as one of the new directions of strategic learning besides other theories, such as evolution or knowledge creation theory, while the learning organization is distinguished as the most up-to-date tendency of the management science and post-modernistic educational paradigm. Here, the conception of the learning organization is interpreted differently, however, the prevailing attitude to the learning organization reveals that it is being approached as a certain form, system, open and flexible structure, in which common vision, management of changes, mobilization of knowledge represent the notional activities.

1.1.2. Theoretical definition of the school as a learning organization

Two viewpoints of the school definition as a learning organization prevail in scientific – empirical context. One of them emphasizes that the *general laws of management* stand true for education organizations and when defining the school as a learning organization, therefore, the general notion of the learning organization is used. Another viewpoint emphasizes the *school as distinctive, specific organization due to educational functions performed* and for the revelation of the conception of the learning school proposes to go deeper into the education management and school improvement concepts. In the conception of the school as a learning organization, *response to environment* is emphasized, seeing as the learning school is perceived as capable of responding to the changes in environment, of changing and renewing in

the course of creative educational process. The conception of the learning school lays stress on its *ability to learn continuously,* while reflecting on one's experience, thinking it over and modifying, thus gaining new insights inuring to the changing of the practice. The school as a learning organization possesses distinctive, *learning-oriented atmosphere or climate,* where learning is recognized and controlled. Interpretations of the learning school conceptions point up the purpose of learning of such a school – valuable and qualitative learning, while encouraging the individuals to get involved into self-direct learning processes, and display the learning school as a phenomenon, continuous process of changing, development or improvement.

1.1.3. Concepts of features of the school as a learning organization

The multiplicity of research directions and viewpoints of the learning organization phenomenon hinders the diagnosing of such an organization. Based on the *structuralistic viewpoint,* it is proposed to use for the identification of the learning organization the criteria, which are explained as features of the learning organization. In scientific – empirical context, also the *phenomenological viewpoint* is emphasized, which enables the studies of the learning organization as a phenomenon. In dissertation research, the manifestation of features of the learning organization is examined *in the context of trait theory.* Such *features of the school as a learning organization* are distinguished: participation of the community in management of the school; studies of external environment and information management; dissemination of information in internal environment of the organization; cooperation; environment of the organization promoting learning; appreciation and encouragement of personal abilities of members of the school; changing as an outcome and consequence of individual, group and organizational learning; teamwork and learning; continuous learning culture; systemic thinking, attitude to the learning. Features of the learning organization are inherent to the school as a learning organization; however, these activities are *specific, oriented to* the self/development *of the school as a learning organization of particular type,* creation of educational surroundings conducive to a learning individual.

1.2. Changing of competences and roles of the personnel (managers and teachers) of the learning organization and school as a learning organization in learning processes

At school as a learning organization, individual's ability to learn constantly, generate new ideas and to apply them in learning processes, communicate and work in a team, recognize different educational environments and improve in them is valued. This determines *the complexity of pedagogic personnel's activities and the necessity for the self/development of new competences* (managerial, technological, educational, cooperation). *The changing of the roles* (leader, creator, initiation or changes, professional, manager, trainer, researcher) *of pedagogic personnel* of the learning school encourages the educators to (independently) improve the self-development philosophy and to develop the abilities of lifelong learning. *Professionalization becomes* a fundamental *competence of pedagogic personnel of the school as a learning organization* and it includes the ability of the manager to create the vision of the learning school, to self/develop the art of leadership, mobilize the processes of teaching/learning, modify the personal attitudes and values; the ability of the teacher to constantly learn and to employ in an integrated manner the innovative methods of teaching/learning, when teaching/learning, to improve the professional competence and personal excellence, to reflect on one's experience, examine pedagogic situations, direct the process of teaching/learning, manage the changes and cooperate. All this shows that *competences of pedagogic personnel* represent some of the notional elements determining the culture evolution of the learning school.

1.3. Essence and features of self-direct learning in the context of explaining individual self-education and self-development processes

Self-direct learning in becoming an inseparable part of theoretical discourse of the education science, which is associated with the transformation of knowledge into educational paradigm and requests for new competencies of the learner, educators and education organizers. *The essence and features of self-direct learning in self-education and self-development processes of an individual are explained in two contexts:* in the context of modern theories of learning (constructivism, social learning, experiential learning, action science) and self-education and self-development processes of the learners.

1.3.1. Contextualization of learning processes' reconstruction and self-direct learning environments in contemporary learning theories

Application of more effective teaching/learning theories or approaches at school as a learning organization determines *the reconstructions of learning processes, which are explained in the transformation context of the new educational paradigm.* Theories conceptualizing the new paradigm of learning (situational, socio-cultural, constructive learning, etc.), based on different ontological and epistemological provisions than those of behaviorism and cognitivism theories, change the traditional approach to teaching and learning. The transformation of educational paradigm, conditioned by contemporary theories of learning, refutes mechanical conveyance of knowledge and emphasizes *learning as active, purposeful, conscious and constructive activity, merging purpose, action and reflection in different contexts of educational value.* While highlighting the self/development of continuous learning abilities realized by the learning school's personnel and the development of meta-learning competencies, the new paradigm of learning actualizes the self-direct learning processes. Self-direct learning emphasizes *the importance of social learning, experiential learning and science action theories,* seeing as these scientific theories substantiate the new approach to individual's learning, occurring when constantly observing, reflectively studying the environment, experience, knowing and activity individually as well as when creating partnerships in processes of social interaction.

1.3.2. Essence and implications of self-direct learning processes to individual's self-education and self-development

The conception of learning based on self-direction is not indiscrete in education – *dichotomy between self-direction as a purpose of teaching and learning based on self-direction as a process* is emphasized. The dichotomy of self-direction as a purpose of teaching presupposes the adult teaching practice, in which the learners acquire the skills of self-direction. Learning process based on self-direction is associated with person's independence, autonomy, self-confidence. These viewpoints supplement each other, because *the process of learning based on self-direction in particular enables the development of the learner's self-direction competences.* Self-direct learning processes actualize *the abilities of pedagogic personnel of the school as a learning*

organization: to establish the learning needs; to anticipate and select suitable strategies of teaching/learning; to deliberately manage the learning processes occurring in formal and personal activities of the individual; to assume the responsibility for learning and its outcomes; to learn and work in group or team; to recognize the educational and learning environments that are conducive to learning; to study learning critically as the precondition for lifelong improvement.

2. Research methodology and methods

2.1. Methodological substantiation of empirical research strategy

Empirical research of feature expression of the school as a learning organization and of dissemination of self-direct learning processes of personnel is predicated on the paradigm shift theory, philosophical theories of self/development (constructivism, experiential learning and action science), system theory, phenomenological hermeneutics, normative (positivistic) and interpretational (phenomenological) paradigm. *Based on the positivistic paradigm, the quantitative research* allowed establishing the prevalence of opinions and attitudes in the research group and identifying the feature expression of the school as a learning organization, competences of pedagogic personnel, conditions promoting and factors affecting the self-direct learning of educators at school as a learning organization. *The qualitative research, based on phenomenological approach,* enabled examining the expression of features of the learning school and of self-direct learning of pedagogic personnel in activity strategies of general education schools.

2.2. Substantiation of application of quantitative and qualitative research methods

Quantitative and qualitative researches are predicated upon the system viewpoint, while emphasizing *the harmony of qualitative and quantitative research.* The selected method of combining the quantitative and qualitative research refers to *provision of equivalent status,* i.e., the quantitative and qualitative research are each given equal significance (Bitinas, 2006). *In quantitative research,* questionnaire survey was applied to collect the data. Based on scientific literature analysis and theoretical conclusions of the dissertation research, a questionnaire was compiled for educators of general education schools, comprising the following main structural parts: letter to the teachers, instructions,

block of demographic questions and three diagnostic blocks. The sample of the research was determined after assessing the total number of educators in general education schools of Šiauliai and Panevėžys regions, comprising 1905 educators. Based on Jadov's (Kardelis, 2002) table of case numbers of representative sample and using the sample volume formula, the volume of sample (N = 340 educators) is considered to be representative of the entire general population. *In qualitative research,* document content analysis was applied as a research instrument. The research had in its disposition the primary documented written sources – strategic plans of general education schools as activity planning documents of schools, wherein mission of the establishment and strategic objectives were formulated, program being implemented was described and funds were allocated for the implementation of the program, while taking into account the SWOT analysis. In the research, strategic plans of 31 school of general education of Šiauliai and Panevėžys regions for 2007–2009 were examined. Preparation of the research, its instruments and methods as well as the execution of research procedures were based on Bitinas (1998, 2002), Charles (1999), Бурлачук, Морозов (1999), Merkys (1999), Анастази, Урбина (2001), Kardelis (2002), Čekanavičius, Murauskas (2002) methodological studies and recommendations for qualitative research and data categorization analysis method.

2.3. Methods of research results' analysis

The statistical analysis was carried out using SPSS 16 (Statistical Package for Social Science) programs. The following statistical analysis methods were applied: Cronbach Alpha, factor analysis, content analysis, Kaiser - Mayer - Olkin (KMO) test, Pearson correlation, statistical significance p = 0,01.

3. Empirical research of feature expression of the school as a learning organization and of dissemination of self-direct learning of personnel

3.1. Expression of features of the school as a learning organization

Based on the data of descriptive statistics, the empirical research of feature expression of the school as a learning organization displayed the feature expression of the school as a learning organization in secondary schools of general education. *Cronbach Alpha test* was carried out

to assess the average reliability of the diagnostic criteria statement scale. The obtained reliability coefficient of 0.97 shows a very high internal connectability of statements.

Based on the results of factorial analysis it can be stated that at school the following features of the school as a learning organization manifest the most distinctively: *systemic thinking, approach to learning; research of external environment and information management; participation of community in school management; organizational environment that promotes learning.* However, educators have doubts about expression of two features (activities) of the learning school – *dissemination of information in internal environment of the school and cooperation.* Based on the results of factorial analysis, the following educational and management activities of pedagogic personnel are not sufficiently well developed in a contemporary school: *assessment of individual contribution of community members to the school activities; practice of learning from others; qualification improvement and continuous learning processes; possibilities to freely express one's attitude, tolerance to the variety of opinions.*

Educators point out that they possess the competence of *cooperation*; however, they have not mastered the *technological and education* competencies adequately, while *the management* competence is assessed by them as the weakest.

3.2. Dissemination of self-direct learning processes of personnel at school as a learning organization

When studying the dissemination of self-direct learning processes of personnel at school as a learning organization, attention was focused on the preparedness of the contemporary school's pedagogic personnel to get involved in self-direct learning processes as well as on expression of their competences as self-direct learners.

Results of factorial analysis show that to the educators of general education schools the following *competences of self-direct learning* are characteristic: meta-learning and directing the learning, i.e., deliberate planning of learning activities, formulation of learning objectives, assuming of responsibility for the learning results.

The empirical research established that dissemination of self-direct learning processes of pedagogic personnel is influenced by the following promoting conditions and factors: *educational and learning environment; needs promoting the learning of individuals; learning*

process planning; enhancement of motivation for improvement and learning; independence and responsibility for learning and its results. Based on the results of factorial analysis it can be stated that the following factors are not significant to the dissemination of self-direct learning processes of educators: *reflection on activities; group, organizational work and learning.*

3.3. Mutual interaction of feature expression of the school as a learning organization and dissemination processes of personnel's self-direct learning

After selecting the significance level of statistical criterion of p = 0.01, hypothesis stating that improvement of self-direct learning processes of personnel is conducive to the strengthening of features of the school as a learning organization, seeing as these phenomena are interrelated, was tested. After carrying out the correlation analysis it was established that direct dependence exists between the features of the school as a learning organization and self-direct learning processes of personnel, while the statistical significance is reflected in relationships of each feature of the learning school with the personnel's self-direct learning processes.

Results of the correlation analysis allow stating that feature expression of the learning school is affecting by the following conditions and factors promoting self-direct learning of personnel: *educational and learning environment, needs promoting the learning of individuals, educators' independence and responsibility for learning and its results.* However, the relationship of *the teaching and learning processes, group and organizational work and learning* with the feature expression of school as a learning organization is not statistically significant, and the feature expression of the learning school does not, therefore, depend on these factors of self-direct learning.

3.4. Expression of features of the learning school and personnel's self-direct learning processes in activity strategies of schools of general education

Content analysis of strategic plans of general education schools showed that features and self-direct learning processes of the learning school are actualized in strategic directions of activities of the school; however, some of them reflect the activities realized by the schools, while others – the striving to implement them. Features of the school as a learning organization and the self-direct learning processes are re-

flected in *SWOT analysis, strategic objectives, tasks, mission and vision* of strategic plans.

Content analysis of strategic plans revealed that strategic directions of schools are not oriented to *research of external environment and information management,* because attention is focused solely on sponsors, who represent one of the financing sources for the school; *changing as the outcome and consequence of individual, group and organizational learning,* seeing as changing at school is not associated with teaching-learning processes, and its openness only.

Strategic plans of general education schools reflect the planning system of contemporary schools and pose an objective – to manage the activities of the school more effectively, to rally the community of the school for the solving of current problems, to choose the right direction for the school development. When pursuing the objectives and tasks of strategic plans, the emphasis is placed on education quality, corresponding to the needs of the modern society, and attempts are made to meet the self/development needs of the learners.

CONCLUSIONS

1. Dissemination of school as a learning organization and self-direct learning of personnel in the context of learning school's feature expression.

• The conception of *the learning organization* integrates the theoretical viewpoints of social-liberal sciences and is predicated upon philosophic theories (phenomenology, constructivism, etc.) as well as ideas of management and education. Based on this, *learning school* in educational science is perceived as a new educational, social and management phenomenon, a value, learning practice-oriented *culture*, in which individual learning is perceived as continuous and managed process. Educational *environment and purpose* of the school as a learning organization is to teach, learn while teaching others and learning from others. Hence, a contemporary school can be perceived as *a learning organization* of the new type. Based on one of the concepts of the learning organization (*trait theory)*, peculiarities of such school can be identified and it can be defined as a school of exceptional significance, oriented to the self/creation of educational environment conducive to a learning individual.

• *At school as a learning organization,* social-cognitive abilities of the individual are particularly valued: generation of new knowledge, researching while learning and reflecting on one's experience, and modifying it. This determines the complexity of activities of *pedagogic personnel* of the learning school, the necessity for the self/development of new roles (leader, creator, initiator of changes, professional, manager, trainer, researcher) and the changing of the competence system (managerial, technological, cooperation and educational competences). Educators commit to improving the self-development philosophy and to striving for dissemination of professional competence, personal excellence and reflection skills in the lifelong learning context.

• *Self-direct learning* of the learning school's pedagogic personnel echoes the new learning paradigm and is based upon modern theories (constructive, social, experiential learning in activities). *Self-direct learning* processes actualize the dissemination of the ability system of the learning school's *pedagogic personnel:* enhancement of the need to learn; selection of suitable strategies; recognition of educational environments favorable to learning; development of abilities, necessary

for working in different groups and teams; assuming of responsibility for learning and its outcomes; management of the learning processes in formal as well as in informal, personal surroundings of the individual.

2. Empirical research of feature expression of the school as a learning organization and of dissemination of self-direct learning of personnel.

2.1. *Normative and interpretational approaches and the design of qualitative and quantitative research combination* are necessary for the research of the school as a learning organization and of dissemination of self-direct learning processes. The quantitative research allowed establishing the feature expression of the school as a learning organization, while the qualitative research enabled studying the feature expression of the learning school and the dissemination of self-direct learning of pedagogic personnel in activity strategies of general education schools.

2.2. Empirical research of feature expression of the school as a learning organization identified the expression of learning school's features in a contemporary school and management – educational activities of pedagogic personnel that determine this expression:

• Educators approve of the feature expression of the learning school in a contemporary school, however they doubt about the expression of two features (activities), namely – *dissemination of information in internal environment of the school and cooperation;*

• Pedagogic personnel point out that at school these features of the learning school manifest which actualize their educational and management activities: *systemic thinking, attitude to learning* (creation of activity perspective considering all the elements of the school system; anticipation of the direction of learning); *investigation of external environment and information management* (collection, analyzing and evaluation of information about changes occurring in external environment of the school); *participation of community in school management* (commitment, strategy directed to improvement of the school activities); *environment of the organization that promotes learning* (tending to the new members of the community; investing in teaching/learning of teachers; improvement opportunities);

• Educators believe that in general education schools the following features of the learning school manifest less distinctly: *flexibility and openness* (maintaining deliberate and consistent relationships with

the external environment of the school; ability to assume different roles); *appreciation and encouragement of personal abilities of school members as well as the ability of the teacher as researcher* to independently think, work, make the decisions; *changing as the outcome and consequence of individual, group or organizational learning* (individual, group and school learning as a response to changes; changing as a result of learning in everyday surroundings); *teamwork and learning* (reciprocal support atmosphere between school members; teachers and managers as a team; pooling of educators into a team); *continuous learning culture* (continuous learning, internal and external factors promoting learning of educators);

• Pedagogic personnel point out that they possess the *cooperation* competence (maintaining relationships, communication skills), although cooperation as a feature of the learning school, in their opinion, at school manifests weakly. Moreover, educators state that they have not adequately mastered *the technological* (working with information, using technologies) and *educational* (involvement in continuous learning) competences. The school personnel mostly lack *the management* (assessment and leading) competence.

• Certain activities of pedagogic personnel, in their opinion, are not sufficiently developed. The following is lacking: assessment of the individual contribution of community members to school activities; the practice of learning from others, qualification improvement and continuous learning system; (formation) of opportunities to express one's attitude freely; tolerance to the variety of opinions. Improvement of such activities, in their opinion, would strengthen the educational environment of the school that allows the educators to develop the competences of successful participation in self/development processes and management activities, fostering the culture of the learning school.

2.3. Empirical research of dissemination of self-direct learning processes of personnel at school as a learning organization established the conditions and factors promoting the dissemination of self-direct learning processes:

• The dissemination of self-direct learning processes of educators at school as a learning organization is promoted by the following conditions: *educational and learning environments* (society, family, leisure time), in which educators acquire new knowledge and skills and learning in informal educational environment is, therefore, important to

them; *the needs promoting the learning of individuals when carrying out new roles,* first of all, in professional domain of learning (advocate of changes; introducer of innovations; consultant) and only afterwards in the areas of personal and social lives (family member; communicator; citizen of the society). When describing the perspective needs encouraging learning, educators associate them with personal roles, i.e., family member and communicator;

• To pedagogic personnel, the following factors affecting self-direct learning are significant: *planning of the learning process,* when educators can consciously plan the learning activities, formulate the learning objectives and foresee the strategies, enabling them to get involved in self-direct learning processes; *strengthening of motivation for improvement and learning,* and particularly the motive – pleasure-giving learning, when striving "to learn how to learn" prevails; promotion of *independence and responsibility for learning and its results,* when educators assume the responsibility, are able to plan the learning in such a way that they could be autonomic and independent in it, could build self-confidence and master the opportunities for personal improvement;

• Educators, the following factors affecting self-direct learning are not sufficiently significant: *realization of feedback in learning processes* (educators use only relevant experience, however, they less often engage in reflection on activities); *implementation of the learning plan* (educators seek to realize the set plan of learning, however, they lack the abilities to accumulate the resources necessary for learning, to invoke the interested subjects); *teaching and learning activities* (the educator is not any more just an individual teaching others; he/she becomes an individual, who learns independently in his/her activities and from environment);

• To pedagogic personnel, the following factors are not significant: *reflection on activities* (although in work and learning activities they employ reflection of dialogue and critical reflection, nonetheless, they lack the ability to find knowledge when experimenting, verifying them in various situations "here and now"); *group, organizational work and learning* (educators are not inclined to participate in group activities, are afraid of voicing their opinion, to open up to others, which sometimes gives rise to confrontation and thus suppresses the self-direct learning processes at school);

• In educators' opinion, to them, the following *self-direct learning competences* are characteristic – meta-learning, based on professional growth abilities; directing the learning, i.e., deliberate planning of the learning activities, formulation of the learning objectives, anticipation of strategies, assuming responsibility for the learning results.

2.4. The research of mutual interaction of feature expression of the school as a learning organization and of dissemination processes of self-direct learning determined that the feature expression of the learning school is affected by the following conditions and factors promoting self-direct learning of personnel:

• *educational environment of learning, individual needs promoting learning, independence and responsibility of educators for learning and its results;*

• expression of such features as external environment investigation and information management, assessment and encouragement of personal abilities of the school members and continuous learning culture is affected by *self-direct learning competence of educators – planning of the learning process;*

• expression of features of the learning school – participation of community in school management and continuous learning culture – is determined by *the following competence of educators – implementation of educators' learning plan;*

• *motivation of educators to improve and to learn* influences only the expression of cooperation as the feature of the learning school; *realization of the feedback on the learning of educators* – the organization's environment that promotes learning, whereas *the reflection on activities* determines the following feature of the school as a learning organization – continuous learning culture;

• the link *between the teaching and learning process and group, organizational work and learning* and feature expression of the school as a learning organization is not statistically significant and feature expression of the learning organization, therefore, does not depend on these self-direct learning factors.

2.5. Research of activity strategies of the general education schools showed that features of the learning school and self-direct learning processes in strategic plans of schools are actualized *in (SWOT) analysis, strategic goals, tasks, mission and vision.*

2.5.1. Features of the learning school and self-direct learning processes, distinguished in *(SWOT) analysis,* which reflect in "strengths" and "weaknesses" of the school, are as follows:

- *"weaknesses" of the school: management of the school based on sociality* is oriented to different groups having interest in learning activities (educators, parents, public institutions) and brings out their insufficient commitment to participate in school management; *provision of information to external environment* – publicity of the school's activities is limited and not systemic; ineffective *team work and learning; environment of the school that insufficiently promotes learning* (shortage of teaching aids, provision of library with the necessary equipment);

- *"strengths" of the school: open, transparent information system,* emphasizing the advantage of the school – application of information technologies for spreading of information; *participation in projects and conferences* as opportunity to build new relationships and acquire social experience; *equal partnership in relationships, atmosphere of respect to the individual and trust,* reflecting high inner culture; *cooperation of teachers* in the course of pedagogic interaction when teachers learn from each other; *safe learning environment,* which is perceived as free and attractive environment that motivates the learner; *continuous self-improvement of teachers,* emphasizing educators' qualification improvement as the basis for continuous learning; *working and learning in group* as one of the most significant conditions when ensuring partnership-type relationships and cooperation processes in a contemporary school;

2.5.2. *Strategic objectives and the elaborating tasks* of general education school stipulate: *implementation and development of information technologies* as the ambition to modernize schools by invoking information technologies; *cooperation of community members* – the need to consult among themselves, to share the good experience, to promote the information exchange processes; *creation and improvement of school environment promoting learning* is associated with the environment promoting continuous teaching/learning and higher quality of self/development; *individual ability of the community members to learn* as the striving to self/develop the abilities to think critically, study one's experience and reflect on it; *vocational guidance of pupils, preparing for career* as priority function of the school when developing the

pupils' skills of career management and adaptation in a competitive society;

2.5.3. *The mission and vision* of contemporary school actualizes: *the culture of communication and cooperation* as a striving to nurture mature and active personalities, to engrain tolerance and trust in people; *promotion of lifelong learning* – the striving to create the culture of teaching/learning; *development of the pupils' abilities for lifelong learning* – the striving to rear pupils as independent individuals seeking for knowledge and possessing the motivation for continuous learning.

2.5.4. Research of activity strategies of general education schools showed that features of the learning school and self-direct learning processes are actualized in strategic directions of school activities; however, some of them reflect the activities realized by the schools, while others the striving to implement them. This allows stating that features and self-direct learning processes of the learning school do not represent the strategic dissemination system of schools' activities.

The hypothesis of the dissertation research was confirmed: when seeking to strengthen the feature expression of the school as a learning organization, it is necessary to improve the self-direct learning processes of personnel at school, to ensure their dissemination when promoting the involvement of the school's educators and managers in self-direct learning while assuming in it new roles and developing the learning competences.

RECOMMENDATIONS

After carrying out the research of feature expression of the contemporary school as a learning organization and of dissemination of self-direct learning processes of pedagogic personnel, we recommend the following:

To education politicians at national and regional level:

• to search for opportunities to create a national education strategy, activity programs oriented to realization of the concept of the school as a learning organization, and education policy documents, and to evolve the self-direct learning ideas in educational practice;

• to set as priorities of education policy the creation of learning-promoting environments, while providing for specific measures and resources, wherein a contemporary school of general education, following the knowledge of management and education, would turn into a new educational – management phenomenon and a value – the learning organization;

• to work out the competence improvement system for the school managers while including qualification improvement programs, seminars and courses on the creation of the learning organization and self-direct learning to provide general managerial, didactic and philosophic – theoretical knowledge of science as well as to develop their competences of management, leadership and meta-learning.

To school managers:

• to familiarize with the features and concept of the learning school as a new management philosophy of contemporary schools and the peculiarities of its implementation in schools of general education, with the theoretical approaches to self-direct learning and the substantiating philosophic theories and with the self-direct learning implications to self-development and self-education of the learners;

• to draw up the strategic plans of schools, reflecting the actual practice of schools' activities, to shape the strategic objectives and vision, orienting the school towards a learning organization as a school of exceptional significance, creating particularly favorable educational environment to a learning individual that would allow him/her to develop the self-direct learning competences;

• to promote the dissemination processes of self-direct learning of pedagogic personnel in schools of general education, seeing as the

realization of self-direct learning competence is becoming the most effective alternative for the improvement/strengthening of the contemporary school as a learning organization;

• to encourage the educators to participate in school strategy improvement activities, to create personal visions, generate new ideas and realize them at school, to form the understanding that the processed information about external environment should become the precondition for strategic changing of the school, while invoking personal knowledge of individuals for the initiation of changes at school;

• to initiate and develop the relationships of learning in partnership with the organizations (business, education, municipal) from the external environment of the school and to constantly supply information in different ways to the external environment about advantages of the school, improvement of activities and the occurring changes;

• to enhance the environment that promotes learning and that would allow to integrate the educators' informal and self-direct learning processes into the formalized academic activities, to form the system enabling learning while teaching others, to encourage the pedagogic personnel to experiment and to study their practice, to get all educators involved in permanent research of activities at school;

• to promote the interest of pupils and educators in lifelong learning, to shape the educators' attitude to qualification improvement being the basis for lifelong learning;

• to build mobile groups and teams of pupils, parents, teachers and managers, foreseeing specific activity perspectives of the learning school and making decisions, thus creating the culture of cooperation.

To educators:

• to be constantly interested in changes occurring in the external environment of the school, in requirements posed by the education system and competitive business environment, in novelties of information technologies and their application in the process of self/development;

• to expand the knowledge of didactics, psychology, philosophy and management, to apply them in work and learning activities, to develop the pupils while taking into account the real social environment in which pluralistic attitudes are being formed, different multi-cultures manifest as well as norms of behavior and morals determined by the latter;

• to familiarize with innovative ways of teaching/learning, such as teamwork, business simulation, coaching and mentoring, which allow applying one's theoretical knowledge in practical activities and are based on experience, teaching how to take action and the development of cooperation competences;

• to improve the competence of self-direct learning, meta-learning and lifelong learning, which would enable involvement and participation in self-direct learning processes, and to strive for professional competency and personal excellence.

Results of the research are presented in the following publications:

- Kudokienė N., Jasnauskaitė R., Bianchi F. (2007). The expression of school head teacher's competences as a leader in a learning organisation. *Changes in Social and Business Environment: proceedings of the 2nd international conference*. November 8-9, p. 132–138. ISSN 1822-7090.

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ŠIUOLAIKINĖS MOKYKLOS KAIP BESIMOKANČIOS ORGANIZACIJOS BRUOŽŲ RAIŠKA PERSONALO SAVIVALDAUS MOKYMOSI SKLAIDOS PROCESUOSE

REZIUMĖ

Žinių ir besimokančios visuomenės iššūkiai, švietimo kokybės užtikrinimo, naujų organizacijų valdymo paradigmų laikotarpis formuoja poreikį kurti besimokančias organizacijas, kurios geba vadovautis moderniąją vadyba, generuoti naujas idėjas, pritaikyti jas veikloje greičiau nei konkurentai. Pastarieji procesai yra grindžiami besimokančių organizacijų kompetencija valdyti vidinės aplinkos veiklas bei vertingus, sunkiai nukopijuojamus išteklius – žinias. Individualios žinios ir įgūdžiai, įgyjami mokymosi procesuose, tampa prasmingiausia sėkmingos organizacijos raidos link besimokančios sąlyga. Besimokančios organizacijos personalo kompetencijos atskleidžia: individų gebėjimą valdyti savo intelektinį turtą (Drucker, 1992; Neef, 1997; Augustinaitis, 2004; Probst, Raub, Romhardt, 2006); pajėgumą mokytis visą gyvenimą (Longworth, 1999; Jarvis, 2001; Laužackas, Stasiūnaitienė, Teresevičienė, 2005; Livingstone, 2006); bendradarbiauti (Fullan, 1998; Hargreaves, 1999; Teresevičienė, Gedvilienė, 1999); dirbti komandoje (Everard, Morris, 1997; Dalin, Rolff, Kleekamp, 1999; Zakarevičius, 2003); generuoti ir keistis idėjomis (Teresevičienė, Gedvilienė, 2003; Simonaitienė, 2004; Jucevičius, Ilonienė, 2009); būti atviru kitų idėjoms bei kultūroms (McLaughlin, 1992; Stoll, Fink, 1998; Simonaitienė, Targamadzė, 2002); kritiškai ir kūrybiškai mąstyti (Brookfield, 1993; Teresevičienė, Gedvilienė, Zuzevičiūtė, 2006; Stanikūnienė, 2007); turėti viziją (Barth, 1990; Senge, Cambron-McCabe, Lucas ir kt., 2000); vadovauti sau ir kitiems, tobulėti ir tobulinti bendruomenę ar organizaciją (Stoll, Fink, 1998; Targamadzė, 1998; Longworth, 1999). Tačiau nurodytųjų gebėjimų sklaidai reikalinga kokybiškai nauja - besimokanti organizacija.

Užsienio mokslininkai (Garratt, 1987; Senge, 1990; Pedler, Burgoyne, Boydell, 1991b; Drucker, 1993; Argyris, Schön, 1996; Sugarman, 1997; Stoll, Fink, 1998; Dalin, Rolff, Kleekamp, 1999; Marsick, Bitterman, van der Veen, 2000; Yeo, 2005) intensyviai diskutuoja dėl besimokančios organizacijos koncepcijos bei organizacinio mokymo(si). Europos Sąjungos (ES) ir asocijuotų šalių praktika įprasmina individų mokymosi visą gyvenimą idėjas, o besimokanti organizacija nuo „Nuolatinio mokymosi memorandumo" (2000) paskelbimo yra politikos dalis, realizuojama tiek nacionalinėmis, tiek ES pastangomis. Besimokančios organizacijos koncepcija, grindžiama politiniais dokumentais, tampa realiu reiškiniu, atspindinčiu tiek organizacijų, tiek individų savaiminio ir savivaldaus mokymosi praktiką.

Lietuvoje besimokančios organizacijos formavimas(is) mokymosi visą gyvenimą ir savivaldaus mokymosi procesų kontekstuose, tebėra iššūkis tiek

verslo, tiek ir švietimo organizacijoms. Verslo organizacijų konkurencingumą sąlygoja personalo mokymo(si) procesų kaita, kompetencijų ugdymas(is) (Simonaitienė, 2001), gebėjimas lanksčiau pasirinkti žmogiškųjų išteklių mokymo(si), karjeros ar tobulinimo(si) programas (Dessler, 2001; Bagdonavičius, 2002; Sakalas, 2003). Švietimo organizacijos yra orientuotos į visuomenės deleguotą misiją – ugdyti jaunosios kartos kompetentingumą mokytis visą gyvenimą. Tačiau pastaruoju metu pabrėžiamas ir švietimo institucijų konkurencingumas, teikiamų paslaugų kokybė bei ją lemiančios strategijos. Šiuolaikinei švietimo institucijai taip pat iškyla būtinybė sėkmingai veikti dinamiškoje aplinkoje. To galima pasiekti kryptingai valdant pokyčius, suvokiant tikrovę ir situacijas, efektyviai planuojant ir valdant mokymosi organizacijoje procesus (Targamadzė, 1998; Garalis, 1999; Simonaitienė, 2001; Pundzienė, 2002; Simonaitienė, Targamadzė, 2002; Jucevičienė, 2007, 2009). Pažymėtina tai, jog šiuolaikinė švietimo institucija turi ir gali tapti besimokančia organizacija, tačiau neefektyvų mokyklų kaip besimokančių organizacijų formavimąsi lemia politinių sprendimų stoka: nėra parengtas besimokančios mokyklos modelis ir filosofija; nesukurta konkreti nacionalinė strategija, jai įgyvendinti nenumatytos priemonės, ištekliai. Mokyklose stokojama konkrečių veiklos programų, orientuotų į mokyklos kaip besimokančios organizacijos vizijos realizavimą.

Temos aktualumo pagrindimas. Lietuvoje besimokančios organizacijos koncepciją ir jos realizavimo galimybes įvairių tipų švietimo organizacijų kontekste tiria tik paskiri mokslininkai. Jucevičienė (1994), remdamasi Pedler, Burgoyne, Boydell (1991a) besimokančios organizacijos teorine prieiga, tyrė universitetą kaip besimokančią organizaciją. Targamadzė (1998) nagrinėjo bendrojo lavinimo mokyklos tapimo besimokančia organizacija sąlygas, mokyklos lankstumą, individo mokymuisi palankią aplinką. Simonaitienė (2001) tyrė besimokančios organizacijos veiklos bruožų raišką gimnazijoje, Pundzienė (2002) – profesinio mokymo instituciją kaip besimokančią organizaciją, jos problemas ir kaitos gaires.

Besimokančios mokyklos realizavimo galimybių tyrimams yra parengti keli projektai: 2000 m. mokyklų tobulinimo centras Švietimo ir mokslo ministerijos užsakymu iniciavo projektą „Mokykla – besimokanti organizacija: mokyklų tobulinimosi savoje mokykloje modelio kūrimas"; 2006–2007 m. Švietimo ir mokslo ministerijos užsakymu inicijuotas projektas „Lietuvos bendrojo lavinimo besimokančių mokyklų tinklų modelio kūrimas", kurio tikslas – mokyklų tobulinimas(is), įvaldant naujas kompetencijas ir į šį procesą įtraukiant visą mokyklos bendruomenę.

Švietimo institucijos kaip besimokančios organizacijos atliktų tyrimų duomenys rodo, jog šiuolaikinė mokykla nėra tobula besimokanti organizacija. Teigiama, jog joje: silpnai reiškiasi personalo kompetencija mokytis kartu, pedagogai nedalyvauja mokyklos strategijos formavime (Targamadzė, 1998); švietimo organizacijos kaip besimokančios bruožai nėra identiški teoriškai iš-

grynintiems besimokančios organizacijos bruožams, nors artėjimą prie tokios organizacijos teorinio modelio galima įžvelgti (Simonaitienė, 2001); akcentuojamas neefektyvus mokymas(is), personalo nuolatinio mokymosi kompetencijos trūkumas (Pundzienė, 2002); perdėm hierarchiška mokyklos valdymo struktūra nėra palanki besimokančios organizacijos kūrimui(si) (Arbatauskas, 1996; Želvys, 2003).

Moksliniame - empiriniame kontekste vis dar tebediskutuojama dėl to, kiek bendroji vadybos teorija taikytina švietime. Vieni autoriai (Kerka, 1995; Clark, 1996; Hung, 2007) teigia, jog švietimo organizacijoms galioja bendri vadybos dėsniai, todėl apibrėžiant mokyklą kaip besimokančią organizaciją, naudojama bendra besimokančios organizacijos sąvoka. Tyrėjai (Arends, 1998; Fullan, 1998; Senge, Cambron-McCabe, Lucas ir kt., 2000; Želvys, 2003; Jucevičienė, 2007) nurodo, kad švietimo organizacijos skiriasi nuo kitų tipų organizacijų dėl vykdomų edukacinių funkcijų. Siūloma: siekiant suvokti mokyklos kaip besimokančios organizacijos esmę, gilintis į švietimo vadybos aspektus ir mokyklos tobulinimo koncepcijas.

Kitas vadybiniuose – edukaciniuose tyrimuose egzistuojantis klausimas yra mokyklos kaip besimokančios organizacijos bruožai. Mokslininkai (Pedler, Burgoyne, Boydell, 1991a, 1991b; Burns, 1995; Morgan, 1998; Clarke, 2001; Burnes, 2003) išryškina bendruosius besimokančios organizacijos bruožus. Tyrėjai (Whittaker, 1995; Leithwood, Tomlinson, Genge, 1996; Senge, Cambron-McCabe, Lucas ir kt., 2000) adaptuoja juos švietimo institucijai kaip besimokančiai organizacijai. Besimokančios mokyklos bruožų raiškos tyrimai rodo, jog išryškėja atotrūkis tarp mokslinio (teorinio) konteksto ir praktinės mokyklų veiklos, kuris atskleidžia personalo mokymosi veiklų neatitikimą teoriniam jų suvokimui.

Mokyklos kaip švietimo institucijos yra atsakingos už individo gebėjimą mokytis, todėl vis didesnę prasmę įgyja mokymosi visą gyvenimą kompetencija (Teresevičienė, Gedvilienė, 2003). Akcentuojama, jog tokio mokymosi koncepcijos realizavimas (Longworth, 1999; Teresevičienė, Oldroyd, Gedvilienė, 2004; Jucevičienė, 2007) suteikia besimokantiems daugiau savarankiškumo, tačiau ir didesnę atsakomybę už savo mokymąsi. Besimokančiojo savarankiškumą savaiminio mokymosi procesuose akcentuoja mokslininkai Laužackas, Stasiūnaitienė, Teresevičienė (2005), kurį sieja su individualia iniciatyva, asmenine patirtimi, laisvalaikio leidimu ar bendruomenine veikla. Teigiama, jog savaiminis individų mokymasis yra daugiau atsitiktinio pobūdžio, kylantis iš gyvenimo patirties, susijęs su atskirais individo gyvenimo etapais. Besimokančioje organizacijoje individų mokymasis dažniausiai grindžiamas savivaldaus mokymosi koncepcija (Houle, 1961; Tough, 1971; Knowles, 1975; Brockett, Hiemstra, 1991; Brookfield, 1993). Savivaldaus mokymosi procesai įprasmina besimokančios organizacijos personalo gebėjimą numatyti ir pasirinkti tinkamas mokymo(si) strategijas, valdyti mokymo(si) procesus, vykstan-

čius formalioje ir asmeninėje individo veikloje (Barth, 1990; Hargreaves, 1999; Silins, Mulford, 2002; Voulalas, Sharpe, 2005). Besimokančioje mokykloje išryškėja personalo naujų vaidmenų ir kompetencijų ugdymo(si) poreikis, kuris įgalintų individus įsijungti į savivaldaus mokymosi procesus.

Lietuvoje besimokančios organizacijos koncepcijos realizavimo galimybės įvairių tipų švietimo organizacijų kontekste nagrinėjamos nepakankamai. Praktinėje mokyklų veikloje nėra tiriami personalo savivaldaus mokymosi sklaidos procesai, stokojama teorinio savivaldžiai besimokančiojo kompetencijų portfelio pagrindimo. Tai sąlygoja sudėtingos *tyrimo metodologinės prieigos*. Besimokančios organizacijos koncepcija yra grindžiama tarpšakiniu požiūriu, taikant dviejų mokslų (vadybos ir edukologijos) žinias, leidžiančias paaiškinti šį reiškinį per besimokančios organizacijos bruožų raišką pedagoginio personalo vienoje iš mokymosi formų - savivaldžiame mokymesi, kuris yra kaip procesas, atliepiantis naująją mokymosi paradigmą.

Vadybos ir edukologijos mokslų sandūroje besimokančios organizacijos samprata interpretuojama skirtingai, netapačiai aiškinami besimokančios organizacijos bruožai, individų mokymosi procesų prasmingumas. Švietimo institucijų kontekste mokyklos kaip besimokančios organizacijos apibrėžtys nėra pakankamai orientuotos į mokyklos unikalumo išryškinimą. Tyrėjai (Abbott, 1991; O'Neil, 1995; Everard, Morris, 1997), apibūdindami besimokančią mokyklą naudoja „efektyvios", „atviros", „novatoriškos" mokyklos sąvokas. Mokyklos kaip besimokančios organizacijos paskirtis – mokyti, mokytis mokant kitus ir mokytis iš kitų. Todėl *besimokančios organizacijos sampratų interpretacinė įvairovė (kaip viena iš teorinių prieigų),* apsunkina mokyklos vadybinių ir edukacinių procesų suvokimą bei jų valdymą, ypač individo lygmenyje. *Bruožų teorija kaip metodologinė prieiga* tampa prasminga mokyklos kaip besimokančios organizacijos bruožų identifikavimui.

Vadybos ir edukologijos požiūrių dermės pagrindu besimokanti organizacija gali būti apibūdinama kaip *reiškinys, išskirtinė, į mokymąsi orientuota atmosfera ar klimatas*, kur mokymasis yra pripažįstamas ir valdomas. Tokia mokykla pajėgi įtakoti naujos mokymąsi palaikančios aplinkos atsiradimą, kurioje besimokantieji įsijungdami į savivaldaus mokymosi procesus, ugdo(si) naujas besimokančios organizacijos personalui būdingas kompetencijas.

Mokslinė problema. Vadovaujantis mokslo filosofijos prieiga, mokslo raida reikalauja tarpdisciplininių mąstymo būdų, apimančių kelių mokslų sintezę ir leidžiančių paaiškinti šiuolaikinius socialinius, humanitarinius, edukacinius reiškinius realybėje, egzistuojančių ryšių įvairovėje. Fenomenologinis mokyklos kaip besimokančios organizacijos bruožų raiškos per savivaldaus mokymosi sklaidos procesus atpažinimas, įgalina suvokti tokios organizacijos esmę, jos sąveiką su edukaciniais bei vadybiniais reiškiniais, ir todėl tampa *aktualia moksline problema*. Ją patikslina šie *tyrimo klausimai:*

- kaip reiškiasi šiuolaikinės mokyklos kaip ypatingo tipo besimokančios organizacijos bruožai personalo savivaldaus mokymosi sklaidos procesuose?

- kokios besimokančios mokyklos pedagoginio personalo kompetencijos turi būti plėtojamos, kurios leistų sėkmingai įsijungti į savivaldaus mokymosi sklaidos procesus ir juose dalyvauti?

- kokių teorijų pagrindu galima pagrįsti pedagogų savivaldaus mokymosi sklaidos procesus mokyklos kaip besimokančios organizacijos bruožų raiškos kontekste?

- kaip galima stiprinti mokyklos kaip besimokančios organizacijos bruožų raišką, pasitelkiant pedagoginio personalo savivaldaus mokymosi sklaidos procesus?

Tyrimo objektas – mokyklos kaip besimokančios organizacijos bruožų raiška.

Tyrimo dalykas – besimokančios mokyklos bruožų raiškos stiprinimas personalo savivaldaus mokymosi sklaidos procesuose.

Tyrimo tikslas – ištirti šiuolaikinės mokyklos kaip ypatingo tipo besimokančios organizacijos bruožų raišką personalo savivaldaus mokymosi sklaidos procesuose, suvokiant juos kaip besimokančiųjų individų įsijungimą į savivaldų mokymąsi.

Tyrimo uždaviniai:

1. Teoriškai pagrįsti mokyklos kaip besimokančios organizacijos ir personalo savivaldaus mokymosi sklaidą besimokančios mokyklos bruožų raiškos kontekste.

2. Parengti empirinio tyrimo strategiją ir pagrįsti ją metodologiškai.

3. Ištirti mokyklos kaip besimokančios organizacijos bruožų raišką ir personalo savivaldaus mokymosi sklaidos procesus.

4. Remiantis teorinio ir empirinio disertacinio tyrimo rezultatais, parengti rekomendacijas švietimo politikams, bendrojo lavinimo mokyklų vadovams bei pedagogams, orientuojančias į mokyklos kaip besimokančios organizacijos bruožų stiprinimą, įjungiant personalą į savivaldaus mokymosi procesus.

Hipotezė: siekiant stiprinti mokyklos kaip besimokančios organizacijos bruožų raišką, prasminga tobulinti personalo savivaldaus mokymosi procesus, skatinti mokyklos pedagogų, vadovų įsijungimą į savivaldų mokymąsi, prisiimant jame naujus vaidmenis bei ugdantis mokymosi kompetencijas.

Disertacinis tyrimas grindžiamas šiomis teorijomis ir koncepcijomis:

- *Paradigmų kaitos teorija*, remiantis Kuhn (2003), aiškinama mokslo paradigmų kaita. Atskleidžiama edukacinės ir vadybos paradigmos raiška bei jų sąsajos su besimokančia organizacija kaip naujausia vadybos mokslo tendencija ir postmodernia edukacine paradigma. Besimokanti mokykla yra suvokiama kaip *kultūrinė, edukacinė – vadybinė vertybė*, kuri savo veiklą grindžia

prielaida, jog mokymasis yra vertingas, nuolatinis procesas. Todėl priimtina tampa idėja, jog mokymasis reflektuojant savo patyrimą, jį apmąstant ir keičiant, suteikia naujų mokymosi įžvalgų ir formuoja kaitos praktiką. Besimokančiųjų mokymosi procesų rekonstrukcijos besimokančioje mokykloje aiškinamos *naujosios edukacinės paradigmos virsmo kontekste*. Naująją mokymosi paradigmą konceptualizuojančios teorijos leidžia paaiškinti, kaip keičiasi mokymosi procesai mokykloje, pereinama nuo mokymo į mokymąsi, ir kokia mokymosi koncepcija besimokančioje mokykloje tampa ypač aktuali. Naujosios paradigmos virsmo kontekste akcentuojamas besimokančios organizacijos personalo įsisąmonintų *nuolatinio mokymosi gebėjimų ugdymas(is) ir metamokymosi kompetencijų plėtotė,* kuri įprasmina savivaldaus mokymosi procesus.

- *Savivaldus mokymasis grindžiamas šiomis teorijomis:*

Konstruktyvaus mokymosi teorija, teigiančia, jog tikrovės pažinimo pagrindas yra individualios žinių konstrukcijos, formuojamos subjektyvaus patyrimo, o mokymasis vyksta tuomet, kai žmogus abejoja savo įsitikinimais, asmeninėmis teorijomis bei turimu supratimu. Žinių kūrimas yra aktyvus procesas, kurio metu besimokantysis, remdamasis anksčiau įgytomis žiniomis ir savo patirtimi, formuoja naujas sąvokas, idėjas ir prasmes (Piaget, 1928; Dewey, 1938; Kohlberg, 1986; Vygotsky, 1986). *Socialinio konstruktyvizmo teorija*, t. y. konstruktyvus požiūris į mokymą, mokymąsi ir žinių formavimą, akcentuojantis ankstesnio patyrimo reikšmę konstruojant žinias ir jas pritaikant naujose situacijose. Žmogaus veikla aiškinama kaip kognityvinės elgsenos ir aplinkos determinančių tarpusavio sąveika, kai žmogus ir aplinka veikia vieni kitą. Socialinis mokymasis yra suvokiamas kaip individo adaptacija visuomenėje, todėl jis turi išmokti atlikti socialinius vaidmenis, kad galėtų būti tos visuomenės dalimi (Merton, 1968; Durkheim, 1974; Bandura, 1977; Vygotsky, 1978; Lave, Wenger, 1991). *Patirtinio mokymosi teorija*, kuri akcentuoja, jog šiuolaikinės visuomenės siekis tapti nuolat besimokančia neatsiejamas nuo jos piliečių gebėjimų bei motyvacijos veikti išvien, bendradarbiaujant siekti bendrų veiklos tikslų ir nuolat mokytis vieniems iš kitų. Toks patirtinis mokymasis traktuojamas kaip aktyvus žinių ir prasmės konstravimo procesas, paremtas bendradarbiavimu bei savo turimos veiklos patirties tyrinėjimu, nuolat stebint, refleksyviai tyrinėjant savo aplinką, patirtį, žinojimą, veiklą (Kolb, 1984; Jarvis, 1987; Boud, Keogh, Walker, 1999; Jarvis, Holford, Griffin, 2004). *Veiklos mokslo teorija*, kuria remiantis praktinės žinios traktuojamos kaip neišreikštinių žinių sankaupa, gali būti išreikštos reflektyviniame tyrinėjime. Veiklos mokslas siekia išjudinti naujų žinių *status quo*, pateikiant naujas veiklos alternatyvas ir skatinant mokymąsi normų bei vertybių lygmenyje (Dewey, 1938; Lewin, 1952; Argyris, Putnam, Smith, 1985; Schön, 1987).

- *Sistemų teorija* organizaciją leidžia pagrįsti kaip darnią ir kryptingą sistemą, susidedančią iš tarpusavyje susijusių elementų. Sistemų teorija pabrėžia, kad bet kurio sistemos segmento veikla veikia visos sistemos veiklą, o šiai

sąveikai būdingas abipusis poveikis ir tarpusavio priklausomybės dermė (Ashby, 1956; Bertalanffy, 1969; Klir, 1991).

- *Fenomenologine hermeneutika*, kurios esminė nuostata – sureikšminta interpretavimo ar recepcijos reikšmė. Fenomenologiškai nurodoma, kad interpretatoriaus sąmonė yra svarbiausia teksto prasmės atsiradimo vieta. Bet kokio teorinio supratimo dalį neišvengiamai sudaro iki teorinis supratimas, kurį suformuoja nuolat kintantis kasdienis gyvenimas, tradicija, autoritetai ir jų įtakotos išankstinės supratimo prielaidos (Gadamer, 1976; Husserl, 1980; Heidegger, 1982).

- *Besimokančios visuomenės ir besimokančios organizacijos koncepcijomis* grindžiamas personalo kaip suaugusiųjų švietimas, įgalinantis įveikti pokyčių iššūkius, įsijungiant į mokymąsi visą gyvenimą bei siekiant įgyti organizacijoms ir individams reikalingų mokymosi kompetencijų: poreikį dalintis žiniomis, gebėti mokytis mokant bei mokymąsi suprasti kaip esminį individo ir organizacijos išlikimo veiksnį (Senge, 1990; Pedler, Burgoyne, Boydell, 1991a, 1991b; Burns, 1995; Hale, 1996; Morgan, 1998; Jarvis, 2001).

Tyrimo metodai:

1. *Mokslinės literatūros analizė ir metaanalizė* leidžianti kontekstualizuoti besimokančios organizacijos ir mokyklos kaip besimokančios organizacijos sąvoką bei bruožus, pagrįsti besimokančios mokyklos personalo kompetencijų ir vaidmenų kaitą mokymosi procesuose bei savivaldaus mokymosi esmę bei bruožus individo savišvietos ir saviugdos procesų aiškinimo kontekste.

2. *Kiekybinis ir kokybinis tyrimai* yra grindžiami *sisteminiu* požiūriu į mokslinį tyrimą, pabrėžiant kokybinių ir kiekybinių tyrimų integraciją, kurių tarpusavio dermė pasižymi vienodo reikšmingumo dominavimo dizainu. Kiekybinio ir kokybinio tyrimo dermė sudarė galimybę nagrinėti mokyklos kaip besimokančios organizacijos bruožų raiškos personalo savivaldaus mokymosi sklaidos procesuose strategines nuostatas, kurios atspindi mokyklos kaip besimokančios viziją, misiją bei strateginius tikslus.

3. *Kiekybinio tyrimo metodai*. Taikyta *anketinė apklausa*, siekiant nustatyti bendrojo lavinimo mokyklos kaip besimokančios organizacijos bruožų raišką, jų stiprinimo poreikį, personalo savivaldaus mokymosi reiškinių bei procesų sklaidą per besimokančios mokyklos personalo įsijungimą į savivaldaus mokymosi procesus.

Duomenims apdoroti taikyti statistinės analizės metodai: *aprašomoji statistika* (statistiniai vidurkiai, modos, standartiniai nuokrypiai); panaudota *faktorinė analizė* sudarė galimybę atskleisti diagnostinių konstruktų (mokyklos kaip besimokančios organizacijos bruožų raiškos ir savivaldaus mokymosi procesų sklaidos mokykloje kaip besimokančioje organizacijoje) vidinę struktūrą. Atliktas duomenų tinkamumo faktorinei analizei patikrinimas remiantis *Kayser-Meyer-Olkin* mato dydžiu. Faktoriaus vidinei konsistencijai įvertinti atliktas *Cronbach Alpha testas; Pearson koreliacijos koeficientas* leido nusta-

tyti dviejų kintamųjų (mokyklos kaip besimokančios organizacijos bruožų raiškos bei savivaldaus mokymosi procesų sklaidos) tiesinį statistinį ryšį.

4. *Kokybinio tyrimo metodai.* Mokyklos kaip besimokančios organizacijos bruožų raiškos bei personalo savivaldaus mokymosi sklaidos procesų įprasminimo mokyklos misijoje, vizijoje, strateginiuose tiksluose atskleidimui, panaudotas bendrojo lavinimo mokyklų veiklą reglamentuojančių mokyklos strateginių planų *dokumentų content analizės metodas.* Kokybinio tyrimo duomenys analizuojami taikant *kokybinę content ir fenomenologinės hermeneutikos analizę.*

Kokybinė content dokumentų analizė atlikta vadovaujantis Bailey (1987) nurodytais pagrindiniais content analizės etapais: dokumentų atrinkimas analizei, kategorijų (bendriausių loginių sąvokų) turinio nustatymas, turinio (prasminiu požiūriu) vieneto išskyrimas (sakinys, pastraipa), įvertinimas, ar tyrinėjama kategorija, yra, ar ne (buvimo ar nebuvimo nustatymas). Teksto (bendrojo lavinimo mokyklų veiklą reglamentuojančių mokyklos strateginių planų) dekodavimui taikytas *content analizės metodas.* Bendrojo lavinimo mokyklų strateginių planų analizei pasirinktas *santykinai nestruktūruotas ir nekiekybinis analizės tipas* dar vadinamas kokybine ar tradicine analize (Juodaitytė, Kazlauskienė, Šaparnytė ir kt., 2006). Kokybinės content analizės rezultatai neinterpretuojami kiekybiškai, nenaudojama statistinė analizė, nes šios analizės esmė – interpretacinio metodo taikymas (Mayring, 2000; Žydžiūnaitė, 2005).

Fenomenologinės hermeneutikos analizė taikyta siekiant suvokti, apibūdinti ir aprašyti fenomeno esmę, remiantis tam tikrais požiūriais (Kvale, 1996; Bitinas, Rupšienė, Žydžiūnaitė, 2008). Analizuojant mokyklų veiklą reglamentuojančius strateginius planus, buvo nustatytos atitinkamos kategorijos ir subkategorijos, charakterizuojančios besimokančios mokyklos bruožų raišką personalo savivaldaus mokymosi sklaidos procesuose.

Tyrimo mokslinis naujumas ir teorinis reikšmingumas. Teorinėje disertacinio tyrimo dalyje nagrinėjama mokyklos kaip besimokančios organizacijos ir personalo savivaldaus mokymosi sklaida besimokančios mokyklos bruožų raiškos kontekste, *vadovaujantis mokslo filosofijos prieiga ir grindžiama tarpdisciplininiu požiūriu.* Šis požiūris išryškėja *dviejų mokslų (vadybos ir edukologijos) sandūroje* ir leidžia paaiškinti besimokančios organizacijos reiškinio esmę bei konceptualizuojančias teorines prieigas. Vadybos ir edukologijos mokslo krypčių požiūrių sandūroje besimokanti organizacija išryškinama *kaip naujausia vadybos mokslo tendencija*, akcentuojanti kokybiškai naują konkurencingą organizaciją ir *postmoderni edukacinė paradigma,* pabrėžianti mokymąsi kaip nesibaigiantį, visą gyvenimą vykstantį procesą. Besimokančios mokyklos bruožų raiška yra nagrinėjama *bruožų teorijos kontekste*, o individo mokymosi procesų rekonstrukcijos – *naujosios mokymosi paradigmos raiškos kontekste.* Mokyklos kaip besimokančios organizacijos personalo *savivaldaus mokymosi esmė ir bruožai yra aiškinami dviejuose kontekstuose*: šiuolaikinių

mokymosi teorijų (socialinio mokymosi, mokymosi iš patirties, veiklos mokslo) kontekste bei besimokančiųjų saviugdos ir savišvietos procesuose. Šių savivaldaus mokymosi kontekstų atpažinimas leidžia teoriškai apibūdinti individų, jų grupių, organizacijos savivaldaus mokymosi procesus ir per naujas žinias įgalinti mokyklos bendruomenę juose dalyvauti.

Praktinis darbo reikšmingumas. Bendrojo lavinimo mokykla kaip besimokanti organizacija personalo savivaldaus mokymosi sklaidos procesuose Lietuvoje tiriama pirmą kartą. Remiantis metodologinėmis teorinėmis prieigomis mokyklos kaip besimokančios organizacijos bruožų raiškos ir mokyklos personalo savivaldaus mokymosi procesų sklaidos tyrimui parengtas konkretus instrumentarijus. Empirinio tyrimo rezultatai atskleidė mokyklos kaip besimokančios organizacijos bruožų raišką bendrojo lavinimo mokykloje ir išryškino tam tikrų besimokančios mokyklos bruožų raiškos stiprinimo poreikį. Savivaldaus mokymosi reiškinių ir procesų mokykloje kaip besimokančioje organizacijoje tyrimo rezultatai atskleidė personalo įsijungimo į savivaldaus mokymąsi galimybes ir besimokančiųjų kompetencijų ugdymo(si) poreikį. Gauti tyrimo rezultatai padėjo įžvelgti mokyklos kaip besimokančios organizacijos veiklų ir savivaldaus mokymosi sklaidos reiškinių ryšius, kurie atsiskleidė per mokyklos personalo atliekamas edukacines, vadybines ir kt. veiklas. Teorinių ir empirinių disertacinio tyrimo duomenų pagrindu, parengtos rekomendacijos švietimo politikams (nacionalinio ir regioninio lygmens), bendrojo lavinimo mokyklų vadovams bei pedagogams, orientuojančios į mokyklos kaip besimokančios organizacijos bruožų stiprinimą, įjungiant personalą į savivaldaus mokymosi procesus, kuriuose yra ugdomos sąmoningai valdomo savaiminio mokymosi visą gyvenimą kompetencijos.

Ginamieji disertacijos teiginiai

1. Šiuolaikinė mokykla gali būti suvokiama kaip naujo tipo – besimokanti organizacija, o besimokančios organizacijos metodologijos taikymas mokykloje, įgalina ją keistis, įgyjant naujų žinių ir sukuriant vadybinius – edukacinius procesus palaikančią aplinką, ugdyti(s) besimokančios mokyklos pedagoginiu personalui būtinas kompetencijas (mokymosi visą gyvenimą, metamokymosi, profesinio kompetentingumo, reflektavimo kompetencijas ir kt.), įgalinančias dalyvauti savivaldaus mokymosi sklaidos procesuose.

2. Mokykla yra dinamiška, gebanti valdyti pokyčius organizacija, todėl mokyklos kaip besimokančios organizacijos bruožai reiškiasi realioje mokyklos praktikoje bei atskleidžia ryšius su personalo savivaldaus mokymosi sklaidos procesais ir reiškiniais, kurie įprasminami per mokyklos pedagogų ir vadovų įsijungimą į savivaldaus mokymosi procesus.

3. Mokyklos besimokančio personalo kaip pagrindinio švietimo veikėjo savivaldus mokymasis individualiu lygiu, palaiko mokyklos savivaldaus mokymosi sklaidos procesus ir įgalina stiprinti mokyklos kaip besimokančios organizacijos bruožų raišką.

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