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The Influence of Organizational Learning on Teacher Leadership

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Abstract

Learning organization is an important element in educational institutions. Many studies have been conducted to identify the influence of learning organization and their impact on educational field. In this regard, the study aims to identify the influence of learning organization on teacher leadership. The design of this study uses quantitative approach and correlation methods. A set of questionnaire was used as research instrument to identify the practice of learning organization and teacher leadership. The respondents of the study consisted of 370 secondary school teachers. The findings show that learning organization influences teacher leadership. The implication of this study is to provide knowledge on what can influence teacher leadership. In conclusion, this study can be used as a starting point to identify other indicators that influence teacher leadership.

Keywords: Learning Organization, Teacher Leadership

Introduction

In the 21st century, various challenges emerge in educational field. The challenge demands commitments and changes in way of thinking as well as the working culture of a community, especially among teachers and educators. Therefore, educators need to address the global, innovative and technological competition which demand change in the field of education (Shariffah, 2013). To ensure that teachers have high standards of quality, teacher leadership is a major aspect of continuous school improvement (Katzenmeyer & Moller, 2009). Squire-Kelly (2012) explains that the importance of teacher leadership in school improvement is the leadership of teachers who are able to increase the involvement of teachers in the ongoing transformation of school reforms. Teachers leadership also enables teachers to carry out their duties in line with the educational development strategy that is constantly improving schools continuously, developing human capacity among school communities and developing schools as learning organizations (Roslee, 2011; Muhammad Faizal, Rosnah, Saedah, & Husaina, 2014).

Mahaliza (2013) explains that an organization can achieve success and maintain its excellence if it is able to carry out learning. In this regard, schools need to move as a learning

organization if they want to continue to maintain success and excellence in the ever-changing cycle of change. Learning organization is an active organization with continuous learning activities in daily work (Sange, 1990). This is because according to Watkins and Marsick (1996), organizations that carry out learning organizations provide opportunities for all individuals in the organization to continuously learn so that the organization can continue to function efficiently, dynamically and effectively. Hence, schools as a learning organization should be led by those who are able to shape and maintain excellence in their organization. The learning organization should become a priority if an organization wishes to maintain its excellence (Rosnah and Muhammad Faizal, 2012).

In conclusion, teachers need to improve the leadership of teachers so that they can become leaders in leading the change to students, colleagues and other members of school community. Some researchers such as Sange (1990), Marsick (1996), Rosnah (2013) and Azhar (2016) suggest that learning organizations are practiced in schools to improve the quality of teachers and schools. In this regard, the research was conducted to identify the influence of learning organization on teacher leadership. According to Barth (2001) Murphy (2005) and Norashikin (2016), teachers should be leaders in the organization they occupy and the leadership of the teacher should be noted to ensure the success of an organization, especially with regards to students' excellence. Kowalski (2010) emphasizes the teacher leadership in schools creates professional learning community where teachers engage in leadership activities and make decisions, share goals, collaborate in every way and together accept any responsibility to achieve success. Teacher leadership not only enhances learning for others, but also improves learning for oneself. As such, teachers need support to develop their leadership practices through learning that involves teachers in decision-making, collaborating with others, ongoing support and also training (Katzenmeyer & Moller, 2009).

York Barr and Duke (2004), describes teacher leadership as a process involving individual teachers or collectively with other teachers in influencing other members of school community including principals and colleagues in improving education practices in order to improve the school's academic performance. Harris and Mujis (2004) states that the characteristics of teacher leadership can be nurtured through two key concepts. Firstly, teachers need to be responsible for achieving the goals set by the school, affecting students achieving school goals in the classroom, helping their students achieve good results and guide friends work without the direction or coercion of the superior. While the second concept refers to co-operation and collegiality between colleagues and school citizen to ensure school success. This concept is consistent with Dehart (2011) and Azhar (2016), which explains to be a leader, teachers cannot work alone. Research finds that in implementing teacher leadership at school, it requires a context and culture of collaboration and collegiality (Mujis & Harris, 2003) that will encourage continuous learning and teacher development. Therefore, the support of school culture and professional development among teachers is crucial to the development of teacher leadership.

Teachers play an important role in the transformation process to make the school as a learning organization. They should be able to generate and manage change in order to fulfill their responsibilities as members of the organization such as support, advice and suggestions during crisis, building a mutually supportive team, sharing vision and always reviving the vision despite difficult circumstances (Zuraidah, 2016). In educational organization, teacher leadership can improve performance and excellence especially academic excellence (Norashikin, Ramli & Foo,

2015; Azhar, 2016). Those who practice teacher leadership demonstrate certain characteristics such as intelligence, honesty, integrity, leadership, self-confidence and creative encouragement. An organization with such individuals, is able to keep up competition and seeks to enhance the organization's excellence in any situation. They are individuals who are directly involved as leaders in the organization. Teacher leadership involves many individuals in an organization who should have a common goal towards achieving success of the school as every teacher has the potential to become a leader (Azhar, 2016).

Teachers need to continuously receive latest information, skills and knowledge to make them dynamic and relevant to changes in education (PPPM 2013-2025; Shariffah, 2013; Mahaliza, 2013). To achieve that goal, the learning process should take place besides enabling teachers to adapt teacher leadership in their organizations. Watkins and Marsick (1996) outline four stages of learning in an organization that is individually, team, organization and global learning. Organizations that are able to adapt and transform will be able to continuously improve their capabilities. Hence, in implementing learning organization, it has to have a system, a mechanism and a process created by the organization. Jamilah and Yusof (2011), stated that the success of a school depends on the effectiveness of the system, values, beliefs, climate, spirit and culture practiced by the school community.

Learning is a process where workers gain the latest knowledge, skills and information through various ways to identify problems and issues and make decisions (Nor Foniza, 2012; Mahaliza, 2013). Learning in an organization is not just about increasing knowledge and skills but also to be able to identify false assumptions, questioning the operating systems implemented, learning from mistakes and ensuring ideas and innovations are disseminated to every member in the organization (Rosnah, 2013; Ngann, 2016). Learning process that does not take place will cause an organizations and individuals to only repeat similar task (Garvin, 2000) and improvements are mere coincidence and temporary. According to Abdul Ghani (2010), the goal of learning in an organization is to enhance innovation, effectiveness, efficiency and performance of an organization. The study of Koh (2014) shows that individual learning, team learning and organizational learning have a positive relationship with the success of an organization. Accordingly, the learning organization in this study focuses on three types of learning namely individual, team and organizational learning.

Individual learning is the ability of a teacher to learn from various ways such as through personal experience, discovery, co-worker, problem solving and environmental change issues (Ngann, 2016). Watkins and Marsick (1996) explain, in order to achieve effective individual learning, the organization must create learning opportunities as well as enhance communication and interaction among its members. Some of the learning activities most often used by teachers are learning through self-reflection during teaching and learning conducted with the help of students, obtaining teaching ideas from other sources such as media, magazines, colleagues and pupils and learning through mistakes (Postholm, 2011).

Rosnah (2013) found that team learning of teachers in schools involves sharing information in planning, solving collective problems, applying skills, strategies and new lesson in everyday work. Team learning is the tendency of members in an organization to share knowledge to achieve the same goals and adapt to something new. Team members have a high level of understanding and accept the views and ideas of others with open hearts (Ngann, 2016). Team learning is a continuation of individual learning (Watkins and Marsick, 1996). Learning must be

shared, evaluated, and integrated with others. In teams, each member should take their responsibility to learn and share with other team members. Therefore, team learning takes place when individuals share their experiences, values, beliefs, assumptions, and knowledge through collaborative communication and learning. Garvin (2001), defines organizational learning as an organization's expertise to create, acquire, interpret, transmit and share knowledge that aims to modify its behavior to reflect new knowledge and insights towards members within the organization. While Watkins and Marsick (2000) refer to organizational learning as the overall learning of individuals and team.

Problem Statement

Teacher leadership is gaining momentum in the efforts of creating school improvement and reform because scholars find teacher leadership can influence school excellence (Davies, 2009; Katzenmeyer & Moller, 2009; Harris, 2014; Norashikin, 2016). However, a study by Sharifuddin (2012) towards teachers in secondary schools found that teacher willingness as teacher leaders was still low. The teachers are not ready to accept the concept of teacher leadership and the level of teacher's understanding of the concept of teacher leadership is still low. Although scholars have stated that teacher leadership can renew school excellence, empirical evidence on the effect of teacher leadership on school excellence is still limited and has different findings (York-Barr & Duke, 2004; Pamela & Ginger, 2014; Michael, 2014). In fact, Azhar (2016), Steven (2013) and Robinson, Lloyd dan Rowe (2008) found that teacher leadership needs further study because it is a strategy that can enhance school excellence.

Learning Organization is said to have a positive influence in improving the quality of school. A study by Indra and Hansa (2014) shows that learning organizations influences the ability to conduct research. In addition, a study by Ngann (2016) shows the influence of learning organization on innovative behavior. A study of Muhammad Radhi (2013) shows that there is a learning organization influence on the characteristics of the best performing schools, while a study by Noliah (2013) found that organizational learning influences the creativity and productivity within an organization. Therefore, this study was conducted to identify the influence of learning organization on teacher leadership.

Research Objectives

To identify the influence of learning organization on teacher leadership among national secondary school teachers.

Research Questions

How far is the influence of learning organization on teacher leadership among teachers in secondary school?

Research Hypothesis

Ha1. There is an influence of learning organization on teacher leadership

Model

The model used in this study is teacher leadership model by Katzenmeyer and Moller (2009) and learning organization model by Watskin and Marsick (1996).

Teacher Leadership Model

Katzenmeyer and Moller (2009), stated that teacher leadership refers to teachers who can lead in and out of the classroom, contributing to the community of teachers and school leaders, influencing others to improve practice and accept responsibility as a leader to achieve success. Therefore, in order to develop potential teachers as leaders, teachers need to understand themselves first before collaborating with other teachers and school authority. Therefore, the understanding and mastery of skills as teacher leader should be practiced by teachers in their working environment. This study uses a teacher leadership model by Katzenmeyer and Moller (2009). In this model, Katzenmeyer and Moller (2004) have developed the Teacher Leadership Self-Assessment instrument to measure the potential of teacher leaders based on the six dimensions used in this study. These dimensions are communication, self-awareness and change, teaching skills, continuous improvement, diversity and self- organization.

Learning Organization Models

Watkins and Marsick (1996) explain that learning organization is an organization that continuously learns to make changes. The aspect of togetherness between organizations, individuals and groups is crucial in helping an organization to achieve its goals and excellence. The learning organization model by Watkins and Marsick (1996) describes four levels of learning in namely individual, group, organization and global level. However, this study focuses on three learning levels - individual, group and organizational learning. Global learning is not studied in this study as it is more appropriate for studies involving high-level organizations such as the ministry level.

Research Methodology

The design of this study uses quantitative approach and correlation method. The research instrument is a set of questionnaire consisting of two parts, namely teacher leadership and learning organization. The instrument for teacher leadership questionnaire, with 42 items were adapted from Katzenmeyer and Moller (2009) while instruments for organizational learning questionnaire also comprised of 42 items and are adapted from Watskin and Marsick instruments (1994). The respondents of this study consisted of 370 secondary school teachers. The instrument has been piloted to identify the reliability of the instrument. The reliability of instructional learning instruments with the value of Cronbach's alpha .824 and teacher leadership instrument at Cronbach's alpha .786.

Findings

This section discusses the respondents' profile to enable readers to get a better picture of the respondents and thus link them to the findings of this study.

Respondents Demographics

Table 1 is the findings of descriptive analysis to illustrate the respondents of the study.

Table 1: Demography of Respondents

Details		No	%	Total	%
Gender	Female	279	75.1	370	100
	Male	92	24.9		
Academic Qualification	Degree	340	91.9	370	100
	Masters	28	7.6		
	PhD	2	0.5		
Teaching Experience	<10 years	40	64.9	370	100
	11 years - 20 years	112	30.3		
	21 years - 30 years	16	4.3		
	>31 years	2	0.5		
Option	Science & Mathematics	100	27.0	370	100
	Language	89	24.1		
	Religious & Moral Education	42	11.4		
	History & Geography	35	9.5		
	Economy	26	7.0		
	Technical and Vocational	25	6.8		
	Counselling and Physical Education	21	5.7		
	Arts	20	5.4		
	Information Technology	12	3.2		

Based on Table 1, it can be concluded that most of the respondents are female teachers with the total of 279 (75.1%) and male teachers (92) (24.9%). All teachers are in the post of Graduate Education Officer with Bachelor's Degree (91.96%), Master (7.6%) and Doctor of Philosophy (0.5%). The teachers are also qualified in various subjects: Science and Mathematics (27.0%), Language (24.1%), Religion and Moral Education (11.4%), History and Geography (9.5%), Economy (7.0%), Technical and Vocational 6.8%), Counseling, and Physical Education (5.7%), Art (5.4%) and Information Technology (3.2%). Most of the teachers have less than 10 years of teaching experience (64.9%), teaching experience ranging from 11 to 20 years (30.3%), 21 years to 30 years (4.3%) and more than 31 years (0.5%).

It can be concluded that the respondents in this study consist of male and female teachers who are in charge of the post of Graduate Education Officers. They have at least a Bachelor's Degree in academic qualification in various fields and are currently teaching in secondary school.

Effect of Learning Organizations on Teacher Leadership

This discussion on the findings of the study is to answer the question if there is an influence between individual learning, group learning and organizational learning with teacher leadership through the hypothesis as follows:

Ha1: There is an influence between learning organization on teacher leadership.

Table 2: The influence of learning organization on teacher leadership

Variables	B	Beta	T	p
Individual Learning	.205	.265	3.881	.000
Team Learning	.059	.154	3.188	.002
Organizational Learning	.138	.190	2.746	.006
<i>R</i> =.251		<i>F</i> =40.941		
<i>R</i> ² =.501		<i>Sig-F</i> =.000		
<i>Adjusted R</i> =.245		<i>Df</i> =3		

The findings based on Table 2 show that $R = .251$. Which indicates that 25.1% variation in teacher leadership is influenced by individual learning, group learning and organizational learning. This table is very important in illustrating the percentage of the relationship between the two dependent and independent variables. Meanwhile, 74.9% cannot be explained by the model and it can be explained by other factors outside the model. The smaller the R Square value, the less the ability of the independent variable in explaining the dependent variable. Adjusted R Square explains how far the model is formed can be generalized to the population and ideally the closer the value of Adjusted R Square to R Square value is better. The adjusted value of R Square from the findings was 0.245 or 24.5%. The difference between R Square and Adjusted R Square values is .006 or 0.6%.

Through this ANOVA test, the researcher can determine whether the model used in this study which is a combination of learning organizational factors have a significant relationship with teacher leadership. The findings confirm that the relationship between learning organization and teacher leadership was significant at the level of .000 ($p < .05$) and the alternative hypothesis for this study was accepted. The findings also show the value of F greater than the critical F value ($F_k = 2.23$). The critical value of F in this study is determined through the Critical Distribution Table F . Based on the findings it can be determined that this regression model is acceptable.

The findings are also related to independent variable factors (learning organizations) which are correlated to dependent variables (teacher leadership). Significant t test is used to assess whether the coefficient value of the independent variable is significant for the model formed. Based on the t value, significant value for independent variables i.e. individual learning, group learning and organizational learning is less than .05 ($p < .05$) and this indicates that all independent variables can be used in this model.

This multi-linear regression analysis also provides B coefficient value to identify which factors have a significant impact on dependent variables and compare the relative importance of each independent variable. Based on B value, this study found that individual learning has the most influence on teacher leadership. This suggests that educational organizations need to improve individual learning practices so that teacher leadership can be greatly achieved. This is followed by other independent variables such as organizational learning and group learning. The higher the value of independent variables the greater the value of teacher leadership.

In summary, a small part of teacher leadership is influenced by individual learning, group learning and organizational learning and can largely be explained by other factors beyond the model. This finding also demonstrates the lack of learning organization's ability to explain the teacher leadership. However, the relationship between learning organization and teacher

leadership is significant and this regression model is acceptable. All independent variables are individual learning, group learning and organizational learning can be used in this model.

Conclusion

There are numerous studies showing that learning organizations influence multiple variables, including innovative research, innovative creative, academic performance and the best school features. The findings of this study show that learning organization also has an influence on the teacher leadership but the influence is minimal. This finding shows that not all variables can be strongly influenced by learning organization. This gives an indicator that there are other things that influence the teacher leadership which indicates the need for these variables to be examined more closely. This gives justification for future researchers to research other factors that influence teacher leadership. The study also fills the research gap on what has yet discovered and is less known in relation to teacher leadership. Subsequently, it can be used to improve teacher leadership practices in an organization.

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