

# The investigation of the effectiveness of public and private high school in Tehran according to dimensions and characteristics of learning organization from manager's perspective

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## ABSTRACT

This study investigated the effectiveness of public and private high school in Tehran according to dimensions and characteristics of learning organization from manager's perspective. In order to conduct this study the researcher chose 297 managers out of 1271 from different units in Tehran. For selecting the sample, stratified random sampling is used. For conducting this research a questioner is used with 30 questions ( $\alpha=0/92$ ).The data analysis with descriptive and referential statistics. The findings of this study from manager's point of you were the effectiveness of public and private high schools according to dimensions and characteristics of learning organization was nearly the same, and there were no difference between dimensions of learning organization (except shared vision' dimension) and effectiveness, and also there is no difference between gender and kinds of school (public and private schools) according to dimensions of learning organizations.

**KEYWORDS:** Learning Organization, Effectiveness, Manager's Perspective.

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## 1. INTRODUCTION

Changes, creativity, instability? What do these words mean for the future? Although it may seem pointless to predict things, there is much evidence to indicate what happens in the future on which managers must focus [7]. We live in a world where the pace of change has made everybody including managers' struggle more than ever. This has led to the emergence of a new concept called "Learning Organization" in the vocabulary of management; an organization which has the power to comply with the characteristics of today's world. This concept was rapidly considered by managers and manager scientists in the field of act and theory. Educational organizations are one of the most important organizations of our time. They are among the organizations that can use the new management concept in managing their organizations. Undeniably, they play an undeniable and essential role in the survival of human communities through the transfer of customs, beliefs and values, attitudes and behaviors, society knowledge and skills through educational activities. An organization with such serious and important tasks should be extremely cautious in its management attitudes, because its success or failure directly influences all the people. Therefore, this study investigated the effectiveness of public and private schools in terms of presence of characteristics of the learning organization based on Peter Senge's five disciplines of the learning organization.

## 2. LITERATURE REVIEW

Numerous studies have been conducted on the effectiveness and the learning organization in public and private educational institutions. In the following, first brief definitions of learning, effectiveness, and the learning organization are presented; and then, some of the previous studies are discussed;

Khorshidi et al. (2014) [5] consider learning as the creation of desired, continuous, sustainable and gradual changes in learner behavior.

Now, with regard to the definition of learning, we discuss the learning organization. Yang et al. (2004) [18] stated that the concept of the learning organization is generated through the increased interest in organizational studies; however, there is still limited knowledge about how to assess and measure it.

Through a particular review of management experts' literature, the researcher found various definitions of the learning organization. But still the most common definition is Senge's definition (1990) [10], who first proposed the theory of learning organization and defined the learning organization as follows;

Learning organizations are places "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. In general, learning organization is defined as an organization in which knowledge is fully used, capacity of the organization is fully developed, attitudes are changed, and competent people are gathered [4]. Alagheband (2007) [11] at page 175 of his book, and Sobhani Nejad (2006) [8] at page 31 of the book in Senge's model, consider the following factors for the learning organization:

1. Personal mastery
2. Mental models
3. Shared vision
4. Team learning
5. System approach

Effectiveness, as another major variable in the present study, has several definitions. The most common definitions are as follows;

Daft (2013) [6] and Zheng et al. (2010) [19] consider effectiveness as the degree or extent to which an organization achieves the desired aims. Peter Drucker defines effectiveness as doing the right things [3].

A glance at the literature, indicates a flow which has emerged due to the model of learning organization in management thinking. Danaeifard et al (2009) [14] examined how various organizational cultures participate in the shaping of learning organizations. Song et al (2009) [17] evaluated dimensions of learning organization questionnaire in a Korean population. Hannah et al. (2009) [15] pointed out a multilevel approach to building and leading learning organizations in their study. Song (2008) [16] examined the effects of learning organization culture on the practices of human knowledge creation. Bourbour (2006) [1] compared public and private high schools in District 3 of Tehran in terms of having characteristics of a learning organization. Heydari (2006) [2] discussed the evaluation and comparison of conditions of public and private high schools in the city of Zahedan based on the principles of learning organizations. Karimian Karimi (2006) [13] investigated the public high school of Tehran based on the learning organization characteristics from the perspective of administrators and teachers. Ghadamgahi et al. (2005) [12] examined schools status in Mashhad based on the learning organization characteristics (Peter Senge's model); and countless other studies all of which cannot to be listed here.

A study by Seyed Abbas Zadeh (1995) [10], on comparing the effectiveness of public and private schools, can also be mentioned due to its relevance to the subject of the present study and to effectiveness.

### 3. Research questions

**Primary research question:** How effective are public and private schools based on the dimensions and components of the learning organization?

#### Secondary research questions

1. Are girls public and private high schools in Tehran different in terms of characteristics of a learning organization?
2. Are boys public and private high schools in Tehran different in terms of characteristics of a learning organization?
3. Are girls and boys public and private high schools in Tehran different in terms of characteristics of a learning organization?
4. Is there a difference between effectiveness of girls public and private schools in Tehran?
5. Is there a difference between effectiveness of boys public and private schools in Tehran?
6. Is there a difference between effectiveness of boys and girls public and private schools in Tehran?

## 4. METHODOLOGY

This is an applied study in terms of objectives; it is quantitative in terms of data; and finally, it is a cross-sectional survey in terms of the nature and type of study.

The study population consisted of all administrators of public and private high schools in Tehran which is equal to 1271 persons according to the education and administrative staff statistics of the Ministry of Education and the Education Organization in Tehran in different educational periods of the academic year 91-92 (Vice-Chancellery of Research, Planning and Human Resources, Department of Plan and Program).

Kerjris and Morgan table was used to determine the sample size; and with regard to the population, 297 subjects were selected. Considering the possibility of receiving incomplete questionnaires and loss of subjects, 10% extra questionnaires i.e. 327 were distributed among administrators; in the end, 297 questionnaires were collected. Since the population density was different in various regions and considering that gender was one of the main factors in this study, the stratified random sampling method was used. Thus, first 5 out of 19 educational districts of Tehran

were randomly chosen; one from the north (District 1), one from the south (District 19), one from the east (District 13), one from the west (District 9), and one from the center (District 6). Then, sampling was carried out with regard to population density in each district and in accordance with the number of male and female administrators in each of them. When it became clear what proportion of each school type should be included in the sample, the required number of schools were selected randomly from among all the schools in these districts.

To evaluate the effectiveness of public and private high schools in Tehran, a questionnaire 30 questions was developed based on the 5-point Likert scale. The high school administrators in Tehran were asked to answer the questions by choosing one of the options, very high, high, somewhat, little and very little. The options were measured by values of 5, 4, 3, 2 and 1, respectively.

### 5. Findings

Primary research question: How effective are public and private schools based on the dimensions and components of the learning organization?

To answer this question, independent groups t-test was used as presented in the following table:

*Table 1. Independent t-test*

Independent t-test				Loon test						
Confidence interval level 0/95 at		Standard deviation difference	Mean difference	Significance level	Degree of freedom	T	Significance level	F		
High	Low									
0/318	0/003	0/081	0/161	0/046	295	2/008	0/198	2/770	Equality of variances	<b>Shared vision</b>
0/319	0/002	0/080	0/161	0/047	272/10	1/999			Inequality of variances	
0/236	0/066	0/077	0/085	0/269	295	1/108	0/221	1/198	Equality of variances	<b>Mental models</b>
0/237	0/066	0/077	0/085	0/270	280/62	1/104			Inequality of variances	
0/249	0/083	0/084	0/083	0/329	295	0/978	0/387	1/667	Equality of variances	<b>Team learning</b>
0/250	0/084	0/085	0/083	0/330	287/32	0/976			Inequality of variances	
0/119	0/085	0/051	0/017	0/742	295	0/329	0/226	1/046	Equality of variances	<b>Personal mastery</b>
0/119	0/085	0/051	0/017	0/742	293/56	0/329			Inequality of variances	
0/215	0/072	0/073	0/071	0/328	295	0/979	0/068	3/407	Equality of variances	<b>System approach</b>
0/216	0/073	0/073	0/071	0/331	269/63	0/974			Inequality of variances	
0/184	-0/089	0/069	0/047	0/497	295	0/681	0/538	0/381	Equality of variances	<b>Effectiveness</b>
<b>0/184</b>	<b>-0/089</b>	<b>0/069</b>	<b>0/047</b>	<b>0/496</b>	<b>294/98</b>	<b>0/681</b>			<b>Inequality of variances</b>	

According to the test for equality of variances (Loon test) and the significant level of the six tests which was greater than 0/05, it can be stated that the variances are equal. Thus, the value of t-statistics is accepted in the equality level of variances; this value, for the variables shared vision, mental models, team learning, personal mastery, system approach and effectiveness of schools is, respectively, 2/008, 1/108, 0/978, 0/329, 0/979, and 0/681. With regard to the greater-than-0/05 significance level of 5 tests, namely, mental models, team learning, personal mastery, system approach, and effectiveness, it can be concluded that the test is not significant. In other words, there is no significant difference between components such as mental models, team learning, personal mastery, system approach and effectiveness of public and private high schools. On the other hand, the significance level in the t-test of shared vision is less than 0/05 (0/046). So, it can be argued that the public and private schools are different in terms of shared vision.

Table 2. Descriptive Statistics of schools effectiveness rate and different dimensions of learning organizations according to school type

Mean deviation	Standard deviation	Mean	Number	School type	Statistical indexes
0/064	0/776	3/888	146	Public	Shared vision
0/048	0/596	4/049	151	Private	
0/060	0/725	3/823	146	Public	Mental models
0/048	0/596	3/908	151	Private	
0/064	0/777	3/794	146	Public	Team learning
0/055	0/682	3/877	151	Private	
0/037	0/455	3/833	146	Public	Personal mastery
0/035	0/438	3/851	151	Private	
0/058	0/712	3/638	146	Public	System approach
0/043	0/537	3/710	151	Private	
0/048	0/591	3/829	146	Public	Effectiveness
<b>0/049</b>	<b>0/606</b>	<b>3/782</b>	<b>151</b>	<b>Private</b>	

According to the data in the above table, it is observed that there is no significant difference between the mean of components, namely, mental models, team learning, personal mastery, system approach, and the effectiveness of public and private school. But there is difference between the mean of shared vision in public and private schools. The greater mean of shared vision in private schools than public schools shows that private schools pay more attention to shared vision than do public schools.

Despite numerous searches in national and international scientific databases to find studies related to this question, unfortunately no such study was found with the same scientific features. This is also true for secondary questions, 3 and 6.

The first secondary research question: Are girls public and private high schools in Tehran different in terms of characteristics of a learning organization?

To answer this question, independent groups t-test was used as presented in the following table:

Table 3. Independent t-test

Independent t-test						Loon test				
Confidence interval level 0/95 at		Standard deviation difference	Mean difference	Significance level	Degree of freedom	T	Significance level			F
High	Low									
-0/161	-0/631	0/11	-0/39	0/001	154	-3/33	0/000	18/335	Equality of variances	Shared vision
-0/159	-0/634	0/12	-0/39	0/001	132/75	-3/30			Inequality of variances	
-0/088	-0/459	0/09	-0/27	0/004	154	-2/92	0/000	21/968	Equality of variances	Mental models
-0/086	-0/461	0/09	-0/27	0/004	129/38	-2/89			Inequality of variances	
-0/036	-0/463	0/10	-0/25	0/022	154	-2/39	0/000	13/986	Equality of variances	Team learning
-0/034	-0/465	0/10	-0/25	0/023	134/28	-2/29			Inequality of variances	
0/054	-0/219	0/06	-0/08	0/235	0/154	-1/19	0/039	4/314	Equality of variances	Personal mastery
0/054	-0/220	0/06	-0/08	0/237	148/01	-1/18			Inequality of variances	
-0/041	-0/452	0/10	-0/24	0/019	154	-2/36	0/000	30/612	Equality of variances	System approach
-0/038	-0/455	0/10	-0/24	0/021	126/11	-2/34			Inequality of variances	
0/012	-0/291	0/07	-0/13	0/072	154	-1/80	0/000	12/659	Equality of variances	Learning organizations
<b>0/013</b>	<b>-0/292</b>	<b>0/07</b>	<b>-0/13</b>	<b>0/074</b>	<b>141/41</b>	<b>-1/79</b>			<b>Inequality of variances</b>	

According to the test for equality of variances (Loon test) and the significant level of the six tests which was smaller than 0/05, it can be stated that the variances are unequal. Thus, the value of t-statistics is accepted in the inequality level of variances; this value, for the variables shared vision, mental models, team learning, personal

mastery, system approach and learning organization is, respectively, -3/30, -2/89, -2/29, -1/18, -2/34, and -1/79. With regard to the greater-than-0/05 significance level of only 2 tests, namely, personal mastery and learning organization, it can be concluded that the test is not significant in these two components, i.e. personal mastery and characteristics of learning organizations. In other words, there is no significant difference in the mean of characteristics of a learning organization and personal mastery between the state and private schools. On the other hand, the significant level of 4 tests, namely, shared vision, mental models, team learning and system approach, is smaller than 0/05, i.e. the test is significant in these components. In other words, girls public and private schools are different in terms of the mentioned dimensions.

*Table 4. Descriptive Statistics of characteristics of learning organizations in girls schools according to school type*

Mean deviation	Standard deviation	Mean	Number	School type	Statistical indexes
0/099	0/867	3/687	76	Public	Shared vision
0/067	0/600	4/084	80	Private	
0/079	0/693	3/707	76	Public	Mental models
0/051	0/460	3/981	80	Private	
0/089	0/783	3/809	76	Public	Team learning
0/061	0/552	4/059	80	Private	
0/053	0/464	3/786	76	Public	Personal mastery
0/044	0/399	3/868	80	Private	
0/089	0/780	3/625	76	Public	System approach
0/055	0/496	3/871	80	Private	
0/061	0/538	3/764	76	Public	Learning organizations
<b>0/046</b>	<b>0/418</b>	<b>3/903</b>	<b>80</b>	<b>Private</b>	

According to the data in the above table, it is observed that there is a difference between the mean of components such as mental models, team learning, personal mastery, and system approach in girls public and private schools. With regard to the greater mean of the above components in girls private schools, it can be expressed that girls private schools pay more attention to the above components than do girls public schools. But there is no significant difference between the means of personal mastery and characteristics of a learning organization in public and private schools. In other words, the level of personal mastery and characteristics of a learning organization is the same in public and private schools.

The test results for this question are consistent with the results of Bourbour’s study (2006) in District 3 of Tehran. But they are not consistent with the results of the study by Heidari (2006) who did the same research in Zahedan. It should be noted that the above said also applies to the second secondary question.

The second secondary research question: Are boys public and private high schools in Tehran different in terms of characteristics of a learning organization?

To answer this question, independent groups t-test was used as presented in the following table:

*Table 5. Independent t-test*

Independent t-test						Loon test				
Confidence interval level 0/95 at		Standard deviation difference	Mean difference	Significance level	Degree of freedom	T	Significance level			F
High	Low									
0/294	-0/101	0/100	0/096	0/337	139	0/963	0/426	0/638	Equality of variances	Shared vision
0/294	-0/101	0/100	0/096	0/337	138/94	0/963			Inequality of variances	
0/365	-0/120	0/122	0/122	0/321	139	0/997	0/473	0/518	Equality of variances	Mental models
0/365	-0/120	0/122	0/122	0/321	138/60	0/997			Inequality of variances	
0/361	-0/149	0/129	0/106	0/413	0/139	0/821	0/457	0/556	Equality of variances	Team learning
0/361	-0/149	0/129	0/106	0/413	138/75	0/821			Inequality of variances	
0/208	-0/099	0/077	0/054	0/488	0/139	0/703	0/654	0/201	Equality of variances	Personal mastery
0/208	-0/099	0/077	0/054	0/483	138/29	0/704			Inequality of variances	

0/319	-0/068	0/098	0/125	0/204	139	1/276	0/053	3/800	Equality of variances	<b>System approach</b>
0/320	-0/069	0/098	0/125	0/205	133/66	1/274			Inequality of variances	
0/245	-0/105	0/088	0/070	0/431	139	0/790	0/473	0/517	Equality of variances	<b>Learning organizations</b>
0/245	-0/105	0/088	0/070	0/431	138/81	0/790			Inequality of variances	

According to the test for equality of variances (Loon test) and the significant level of the six tests which was greater than 0/05, it can be stated that the variances are equal. Thus, the value of t-statistics is accepted in the equality level of variances; this value, for the variables shared vision, mental models, team learning, personal mastery, system approach and characteristics of a learning organization is, respectively, 0/963, 0/997, 0/821, 0/703, 1/276, and 0/790. With regard to the greater-than-0/05 significance level of all six tests, it can be concluded that the test is not significant for the mentioned components as well as characteristics of a learning organization. In other words, there is no significant difference between the means of characteristics of a learning organization and the components, namely, shared vision, mental models, team learning, personal mastery, system approach in boys public and private high schools. It means that both the boys public and private schools have the same rate of characteristics of a learning organization.

Table 6. Descriptive statistics of presence of characteristics of a learning organization in boys schools according to school type

Mean	Standard deviation	Mean	Number	Statistic indexes	School type
0/071	0/596	4/107	70	Public	<b>Shared vision</b>
0/070	0/593	4/010	71	Private	
0/088	0/744	3/950	70	Public	<b>Mental models</b>
0/084	0/715	3/827	71	Private	
0/092	0/777	3/778	70	Public	<b>Team learning</b>
0/089	0/756	3/672	71	Private	
0/052	0/441	3/885	70	Public	<b>Personal mastery</b>
0/057	0/481	3/831	71	Private	
0/076	0/636	3/653	70	Public	<b>System approach</b>
0/062	0/527	3/528	71	Private	
0/063	0/533	3/853	70	Public	<b>Learning organizations</b>
<b>0/061</b>	<b>0/521</b>	<b>3/783</b>	<b>71</b>	<b>Private</b>	

Based on the data in the above table, it is observed that there is no significant difference between the mean of components, namely, shared vision, mental models, team learning, personal mastery, system approach, and characteristics of a learning organization in boys public and private school. In other word, both the boys public and private schools are the same in terms of the mentioned components as well as characteristics of a learning organization.

The third secondary research question: Are girls and boys public and private high schools in Tehran different in terms of characteristics of a learning organization?

To answer this question, the two-way analysis of variance was used as presented in table 7:

Table 7. Two-way analysis of variance

Significance level	F	Mean square	Degree of freedom	Sum of squares	
0/290	1/254	0/318	3	0/954	<b>The corrected model</b>
0/000	17106/381	4335/381	1	4335/381	<b>The stopped model</b>
0/786	0/074	0/019	1	0/019	<b>School type</b>
0/556	0/348	0/088	1	0/088	<b>Gender</b>
0/074	3/206	0/812	1	0/812	<b>Gender * school type</b>
		0/253	293	74/257	<b>Error</b>
			297	4425/927	<b>Total</b>
			<b>296</b>	<b>75/211</b>	<b>Corrected total</b>

According to the data in the table above, it can be concluded that the significant level of two-way analysis of variance for the impact of schools gender on the characteristics of a learning organization is larger than  $\alpha=0/05$  (0/786). In other words, schools gender (girls and boys) cannot effect the characteristics of a learning organization. The findings in Tables 4-8 indicate the same point. Also, the significant level of two-way analysis of variance for the

impact of school type in terms of structure (public and private) on the characteristics of a learning organization is larger than  $\alpha=0/05$  (0/556). Thus, school type in terms of structure (public and private) has no impact on characteristics of a learning organization. But the significant level of the interaction between schools gender and schools type on the characteristics of a learning organization in schools is larger than  $\alpha=0/05$  (0/074). So, from the perspective of administrators, there is no significant difference between the interaction between schools gender and schools type in terms of structure on the characteristics of a learning organization.

The fourth secondary research question: Is there a difference between effectiveness of girls public and private schools in Tehran?

To answer this question, independent groups t-test was used as presented in the following table:

*Table 8. Independent t-test*

Independent t-test						Loon test			
Confidence interval level 0/95 at		Standard deviation difference	Mean difference	Significance level	Degree of freedom	T	Significance level		F
High	Low								
0/278	-0/114	0/099	0/082	0/409	154	0/828	0/071	3/306	Equality of variances
<b>0/278</b>	<b>-0/113</b>	<b>0/099</b>	<b>0/082</b>	<b>0/407</b>	<b>152/15</b>	<b>0/832</b>			<b>Inequality of variances</b>

According to the test for equality of variances (Loon test) and its significant level (0/071) which is greater than 0/05, it can be stated that the variances are equal. Thus, the value of t-statistics is accepted in the equality level of variances, which is equal to -0/828 and its significance level is 0/409. Due to the fact that the t-test significance level is greater than  $\alpha=0/05$ , the test is not significant. In other words, there is no significant difference between the means of effectiveness of girls public and private high schools. So, from the perspective of administrators of high schools in Tehran, the effectiveness of girls public and private high schools is almost the same.

*Table 9. Descriptive statistics of effectiveness of girls high schools according to the school type*

Mean deviation	Standard deviation	Mean	Number	Statistic indexes	
				Public	Private
0/065	0/567	3/847	76	Public	
0/074	0/667	3/765	80	Private	

Based on the data in the table above, it is observed that there is no significant difference between the mean of effectiveness of girls public and private high schools.

The test results for this question are not consistent with the results of the study by Seyyed Abbas Zadeh (1995) entitled as “comparison of the effectiveness of public and private schools in the city of Urmia (this also applies to the next question).

The fifth secondary research question: Is there a difference between effectiveness of boys public and private schools in Tehran?

To answer this question, independent groups t-test was used as presented in the following table:

*Table 10. Independent t-test*

Independent t-test					Loon test				
Confidence interval level 0/95 at		Standard deviation difference	Mean difference	Significance level	Degree of freedom	T		Significance level	F
Top	Down								
0/201	-0/183	0/097	0/008	0/930	139	0/088	0/319	1/001	Equality of variances
<b>0/201</b>	<b>-0/184</b>	<b>0/097</b>	<b>0/008</b>	<b>0/930</b>	<b>135/49</b>	<b>0/088</b>			<b>Inequality of variances</b>

According to the test for equality of variances (Loon test) and its significant level (0/319) which is greater than 0/05, it can be stated that the variances are equal. Thus, the value of t-statistics is accepted in the equality level of variances, which is equal to -0/088 and its significance level is 0/930. Due to the fact that the t-test significance level is greater than  $\alpha=0/05$ , the test is not significant. In other words, there is no significant difference between the

means of effectiveness of boys public and private high schools. So, from the perspective of administrators of high schools in Tehran, the effectiveness of boys public and private high schools is almost the same.

*Table 9. Descriptive statistics of effectiveness of boys high schools according to the school type*

Mean deviation	Standard deviation	Mean	Number	Statistic indexes
0/074	0/619	3/810	70	Public
0/063	0/534	3/801	71	private

Based on the data in the table above, it is observed that there is no significant difference between the mean of effectiveness of boys public and private high schools.

The sixth secondary research question: Is there a difference between effectiveness of boys and girls public and private schools in Tehran?

To answer these questions two-way analysis of variance was used in the following table;

*Table 12. Two-way ANOVA*

Significance level	F	Mean square	Degree of freedom	Sum of squares	
0/864	0/246	0/089	3	0/267	The corrected model
0/000	11877/009	4289/681	1	4289/681	The stopped model
0/515	0/424	0/153	1	0/153	School type
0/995	0/000	1/71E-005	1	1/71E-005	Gender
0/598	0/279	0/101	1	0/101	Gender * school type
		0/361	293	105/824	Error
			297	4406/940	Total
			296	106/091	Corrected total

According to the data in the table above, it can be concluded that the significant level of two-way analysis of variance for the impact of school types in terms of structure (public and private) on the schools effectiveness is larger than  $\alpha=0/05$  (0/515). In other words, schools type in terms of structure (public or private) cannot effect schools effectiveness. Also, the significant level for the impact of school gender (girls and boys) on schools effectiveness is larger than  $\alpha=0/05$  (0/995). Thus, schools type (girls and boys) has no impact on schools effectiveness. But the significant level of the interaction between schools gender and schools type on schools effectiveness is larger than  $\alpha=0/05$  (0/598). So, from the perspective of administrators, there is no significant difference between the interaction between schools gender and schools type in terms of structure on schools effectiveness.

## 6. Conclusion

Using components of a learning organization in order to identify the effectiveness of educational organizations can help us in a world where the pace of change is increasing every day and contribute to creating educational organizations in accordance with the current flow of today's world. Tehran's high schools as the study sample showed that we have achieved an average level of the learning organization principles in managing these organizations. But we are far from the ideal situation. In general, high schools in Tehran, both in terms of structure (public and private) and in terms of gender require planning, attention, focus, and financial and spiritual investment in order to achieve acceptable conditions in making schools more effective with regard to the dimensions of the components of a learning organization.

But every research faces some limitations and problems at different stages that mentioning them would be useful for future researches in similar fields. This study has not been free of such limitations, which some of them are as follows;

1. The study was limited to high school and Tehran; therefore, generalizing the results to other cities, and elementary and secondary periods should be performed cautiously.
2. The study population was limited to administrators.
3. The study tool was limited to the questionnaire.
4. Some administrators did not cooperate in responding the questionnaire.

With regard to the research findings, it seems that the following suggestions could effectively contribute to making research objectives applicable and moving schools toward more effectiveness based on the dimensions and components of a learning organization;



1. Considering the dimensions and components of a learning organization, and also based on a little more than average level of effectiveness, and the lack of difference between public and private schools effectiveness, it is assumed that the current situation is not very good and there's still a long way to achieve the optimal point. Thereupon, it is required that more attention be paid to components of a learning organization in order to achieve more effectiveness in high schools. Especially, it is recommended that the shared vision be more strengthened than before in public schools.
2. The status of presence of all components of the learning organization in girls public schools is weaker than girls private schools. The reinforcement of all components (shared vision, mental models, team learning, personal mastery, system approach) in public schools is recommended to administrators of these schools.
3. The status of presence of all components of the learning organization in boys schools (public and private) is almost the same, and a little more than the average level. Hence, the reinforcement of all components of the learning organization (shared vision, mental models, team learning, personal mastery, system approach) is recommended to administrators of boys high schools, particularly private schools in terms of expectations from such schools.
4. Considering a little more than average level of effectiveness, and the lack of difference between Tehran's public and private schools effectiveness, it is recommended that these schools (girls and boys), and in particular private schools, pay more attention than before to the quality of knowledge produced in students, their success in scientific Olympiads and sport competitions, job satisfaction of teachers and group thinking among them, and try to improve them in order to increase their effectiveness.

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