

BAR-ILAN UNIVERSITY

**The Link to Vertical Organizational Learning
and Horizontal Learning among Homeroom
Teachers and Special-area Teachers**

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Submitted in **p**artial **f**ulfillment of the **r**equirements for the Master's Degree in the
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Ramat Gan, Israel

2017

Abstract

Occupational mobility trends in the modern job market put many organizations through the challenge of preserving knowledge at times of changing roles from the retiring workers to the incoming workers. This issue is the basis for the definition of an organizational field called Knowledge Continuity Management (KCM). KCM focuses on transferring inter-generational knowledge. Unlike Organizational Learning, which reflects sharing knowledge on the horizontal axis between organizational factors working simultaneously, continuity management occurs on the vertical axis between workers who do not work on a certain project on the same time. Meaning, between retiring workers and new incoming workers.

The current research focuses on continuity management in schools. On the one hand, as of today, schools suffer from high turnover of the teaching staff, and on the other hand, the organizational turnover is a structured part of the organizational-operational reality.

First, the connection between transferring the inter-generational knowledge and the organizational learning was examined. Meaning, the connection between the horizontal and vertical sharing. Second, the effect of the teaching staff on inter-generational knowledge transfer was examined. We examined the possible differences in transferring knowledge between homeroom teachers and professional teachers who are not homeroom teachers; in the aspect of vertical sharing extent and its contribution to integrating in a new role. That out of the assumption that responsibilities other than teaching itself that are imposed on homeroom teachers will be reflected in the operational knowledge needed to transfer.

The research is quantitative empirical and was held among a sample of 382 high school teachers: 160 are homeroom teachers and 222 are professional teachers who are not homeroom teachers. The research data was collected by filling a Self-introductions questionnaire. The questionnaire includes measuring scales for

measuring organizational learning, the extent of inter-generational knowledge transfer from a retiring worker to his substitute, the benefits a new worker produces in his work by a knowledge he was given, the support of the management and the supervision on inter-generational knowledge transfer, the practice of inter-generational knowledge transfer in the institute and general background data.

The data was first given in an individual hypothesis-testing format. At the same time, the research hypotheses about a positive connection between organizational learning and the extent of inter-generational knowledge transfer, and about the relatively high contribution of the vertical sharing as opposed to the horizontal sharing for teachers' integration in their new roles, were supported. Furthermore, hypotheses about the influence of the teaching staff, when the vertical sharing extent and the extent of benefit derived from it among homeroom teachers was higher in comparison to professional teachers who are not homeroom teachers, were supported. Afterwards, an integrative data analysis for all the theoretical model factors was conducted, by analyzing routes using structural equations. The routes analysis results confirmed the findings of differences between homeroom teachers and professional teachers in terms of inter-generational knowledge transfer extent. In addition, a positive connection between the extent of inter-generational knowledge transfer and its contribution to the teachers' integration in a new role was found. Management's support and supervision in inter-generational knowledge transfer were found to have a positive influence on the extent of vertical sharing and its contribution to teachers' integration in new roles. In addition, a positive connection between the custom of inter-generational knowledge transfer in an institute and the vertical and horizontal sharing was found.