ORGANIZATIONAL LEARNING AND WORK PERFORMANCE AMONG THE EMPLOYEES OF A PRIVATE HIGHER EDUCATION INSTITUTION: A BASIS FOR A PROPOSED PATHWAY TO PROFESSIONAL GROWTH AND PERFORMANCE PLAN

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Abstract

This study explores the relationship between organizational learning and work performance among employees in a private higher education institution in Davao City, Philippines. Grounded in Senge's Learning Organization Theory and Argyris and Schön's Organizational Learning Theory, the research investigates how key dimensions of organizational learning—management commitment, systems perspective, openness and experimentation, and knowledge transfer—influence teachers' task and contextual performance. Using a descriptive-correlational design, data were gathered from 108 full-time faculty and staff through validated survey instruments. Findings revealed a high level of organizational learning (M = 3.75) and work performance (M = 4.19), with particularly strong scores in contextual performance. A significant positive relationship was identified (r = .449, p < .001), and regression analysis confirmed that organizational learning explained 20.1% of the variance in work performance. These results highlight the value of fostering a learning-driven culture to enhance job satisfaction and professional growth. Areas for improvement include recognizing innovation and promoting teamwork. The study proposes a six-week intervention plan to strengthen organizational learning practices and reduce burnout. The findings offer actionable insights for institutional leaders seeking to support educator development and advance organizational effectiveness through targeted, evidence-based strategies.

Key words: Education, Organizational learning, Work performance, Descriptive-correlational design, Philippines

Introduction

The prevalence of clinically meaningful burnout among teachers is substantial, ranging from 25.12% to 74%, while stress levels exhibit a wide range, from 8.3% to 87.1% (Agyapong et al., 2022). Employees' well-being is a critical factor in educational effectiveness, with stress and burnout significantly impacting job satisfaction and performance. Research consistently demonstrates a strong link between these variables. For instance, a study of teachers revealed higher burnout levels among novice educators and further established stress and burnout as significant predictors of job satisfaction (Fisher, 2011). Burnout, characterized by exhaustion and reduced motivation, is often attributed to factors such as perceived lack of control, insufficient resources, and work-life imbalance (Karnia, 2023). Indeed, recent studies continue to express concern about teacher job satisfaction and burnout. A systematic review identified teacher stress, job satisfaction, burnout, and intent to remain in the profession as key interconnected themes affecting secondary teachers (Gooden et al., 2023).

Job satisfaction plays a pivotal role in employee retention, with one study indicating that 79% of employee retention can be explained by job satisfaction (Hulu et al., 2024). Job stress, conversely, consistently demonstrates a negative impact on job satisfaction, a finding observed across various educational contexts. This inverse relationship has been documented among North American teachers (Klassen et al., 2010) and English as a Foreign Language (EFL) instructors in North Cyprus (Göker, 2012). Furthermore, a large-scale study utilizing TALIS 2018 data from 51,782 primary school teachers across 15 countries highlighted the mediating role of teachers' self-efficacy between school climate and job satisfaction. This research also revealed significant cross-cultural differences in both self-efficacy and job satisfaction (Katsantonis, 2019). Longitudinal research has further identified detrimental determinants of teacher exhaustion, including job satisfaction, work climate, and classroom disruption (Mijakoski et al., 2022). It is also well-established that job satisfaction positively influences employee retention. Key contributing factors include supervision, wages, and coworker relationships, alongside the importance of organizational components, rewards, and employee relations.

In the Philippines, research has also drawn attention to the impact of contextual factors on educational outcomes. Studies highlight the negative correlation between high student-to-teacher ratios and student outcomes, particularly in reading performance. Analysis of PISA 2018 data revealed that Southeast Asian countries with lower student-teacher ratios (8-11.6) achieved significantly higher reading test scores compared to those with higher ratios (15-36), a trend that includes the Philippines (Ancho et al., 2021). Notably, the Philippines ranked lowest in reading proficiency in PISA 2018, and unfortunately, showed no significant improvement in 2022 (Acido & Caballes, 2024). Research has further demonstrated that need-supportive teaching positively predicts reading achievement across diverse school types and socioeconomic contexts (Haw et al., 2021). Additionally, studies have shown increasing inequality in school and teacher resources, including pupil-classroom and teacher ratios, with significant variations observed within rural schools. Research suggests that strategic reallocation of teachers and classrooms within divisions could potentially increase average test scores (Yamauchi & Parandekar, 2014).

The broader relationship between job satisfaction and work performance has also been extensively studied. A meta-analysis encompassing 312 samples (N=54,417) estimated the mean true correlation between overall job satisfaction

and job performance to be .30 (Judge et al., 2001). Consistent with this, Nimalathasan & Brabete (2010) found a positive correlation between job satisfaction and employee work performance in a Sri Lankan bank. Their study also identified factors influencing job satisfaction, such as fair promotion, reasonable pay, appropriate work, and positive working conditions, as drivers of higher employee performance. Increasingly, organizations acknowledge the importance of employee well-being as a key driver of performance.

This study investigated the relationship between organizational learning and employees' work performance within the context of higher education. This research addresses a gap in existing literature, where these variables have not been sufficiently correlated within this specific setting. The advanced organizational culture often found in higher education institutions, characterized by a readiness for academic management practices, provides a compelling backdrop for this investigation. The research seeks to determine whether organizational learning significantly influences teachers' work performance, emphasizing the urgency of this inquiry. The findings are intended to provside actionable insights for school administrators, enabling them to realign strategies to foster a more positive and effective school culture and ultimately contribute to educational development by supporting teachers and enhancing institutional outcomes.

Statement of the Problem

This study determined the significant influence of Organizational Learning and Work Performance of employees of a private higher education institution. Specifically, the study sought to answer the following questions:

1. What is the level of Organizational Learning of higher education institutions in Davao City in terms of:
    1.1. Management commitment;
    1.2. System perspective;
    1.3. Openness and experimentation; and
    1.4. Knowledge transfer and integration?
2. What is the level of Work Performance of Teachers of higher education institutions in Davao City in terms of:
    2.1. Task performance; and
    2.2. Contextual performance?
3. Is there a significant relationship between Organizational Learning and Work Performance of Teachers?
4. Do the Organizational Learning significantly influence the Performance of Teachers of higher education institutions in Davao City?

Theoretical Framework

This study is grounded in Senge's (1990) Model of the Learning Organization, as cited by Reynolds et al. (2006), which asserts that organizations that prioritize learning are more likely to enhance their overall performance. Central to Senge's model is the notion that continuous learning, adaptability, and a shared vision for improvement are critical to achieving both individual and institutional success. Within the educational context, this framework suggests that schools or academic institutions that actively cultivate a culture of organizational learning can significantly influence and improve teachers' work performance.

Supporting this primary theoretical foundation is the Organizational Learning Theory developed by Argyris and Schön (1978), as cited by Madsen and Thorvaldsen (2019). This theory posits that organizations learn through the experiences and actions of their members, with learning occurring not only at the individual level but also collectively across the organization. In educational institutions, teachers play a vital role in this dynamic learning process. Their participation in reflection, collaboration, and continuous improvement contributes to an environment that supports adaptive change and shared understanding. This theory underscores the significance of reflective practice, mutual engagement, and responsiveness to change as essential elements of sustainable organizational learning.

Research Design

This study adopts a quantitative research methodology, which focuses on the use of measurable variables to systematically explain and analyze phenomena (Helmold, 2019). Specifically, it employs a descriptive-correlational research design, a type of non-experimental approach that seeks to determine the nature and strength of relationships between variables without manipulating any of them (Rumrill, 2004). The research aims to explore the relationship between organizational learning (independent variable) and teachers' work performance (dependent variable), providing insights into how one may influence the other. Data will be gathered through standardized surveys and structured questionnaires and will be analyzed using appropriate statistical techniques to identify trends and correlations. The results are expected to contribute to the enhancement of school culture by promoting inclusive academic and extracurricular programs that are responsive to the diverse gender identities and preferences of all stakeholders.

Research Respondents & Sampling

The study targets 108 employees of Brokenshire College, a private higher education institution in Davao City, representing various academic disciplines and administrative units. Following Green's (1991) recommendation, a minimum sample size of 105 is ideal for multiple linear regression to ensure accurate estimations. Participants were selected using a stratified sampling method, which involves grouping the population into strata and independently sampling from each to reduce bias (Hankin et al., 2019). The population data, provided by the Human Resource Department, informed the respondent selection. Employees completed the survey questionnaire via Google Forms to facilitate efficient data collection.

Inclusion criteria consisted of regular and full-time employees with at least three years of continuous service at the institution. This ensured that participants had sufficient familiarity with the organizational culture and processes. Exclusion criteria included part-time, probationary, and contractual employees, as well as those with less than three years of tenure, to maintain consistency and reliability in the data collected.

Research Instruments

The study employed two research instruments to gather comprehensive data. To assess organizational learning, the researcher utilized the **Organizational Learning Questionnaire (OLQ)** developed by Jerez-Gomez et al. (2005). This

standardized instrument has undergone rigorous face and content validation and exhibits excellent psychometric properties, particularly high internal consistency. The OLQ evaluates organizational learning across four key dimensions: **Management Commitment**, **Systems Perspective**, **Openness and Experimentation**, and **Knowledge Transfer and Integration**. Participants rated their level of agreement with each item using a Likert scale, reflecting their personal and professional experiences within the institution. Data obtained from this instrument will be analyzed using a matrix that includes the range of means, corresponding descriptive levels, and their respective interpretations to derive meaningful insights.

Range of Means	Descriptive level	Interpretation
4.50-5.00	Very High	Organizational Learning is always observed.
3.50-4.49	High	Organizational Learning is often observed.
2.50-3.49	Moderate	Organizational Learning is sometimes observed.
1.50-2.49	Low	Organizational Learning is rarely observed.
1.00-1.49	Very Low	Organizational Learning is never observed.

To evaluate teachers' work performance, the study employed the **Work Performance Questionnaire** developed by Limon and Sezgin-Nartgün (2020). This instrument has undergone thorough face and content validation and demonstrates strong psychometric properties, notably high internal consistency. It measures work performance across two primary dimensions: **Task Performance** and **Contextual Performance**. Participants indicated their level of agreement with each item using a Likert scale, drawing from their professional experiences. The resulting data will be analyzed through a matrix that presents the **range of means**, associated **descriptive levels**, and their corresponding **interpretations**, enabling a comprehensive understanding of performance outcomes.

Range of Means	Descriptive level	Interpretation
4.50-5.00	Very High	Work Performance of Teachers is always observed.
3.50-4.49	High	Work Performance of Teachers is often observed.
2.50-3.49	Moderate	Work Performance of Teachers is sometimes observed.
1.50-2.49	Low	Work Performance of Teachers is rarely observed.
1.00-1.49	Very Low	Work Performance of Teachers is never observed.

Data Gathering Procedures

Following approval from the Vice President for Academics, the researcher coordinated with the Head of Research and the Human Resource Department to initiate the study. Permissions were also obtained from the Dean and Principal, adhering to institutional protocols. Respondents were oriented on the study's objectives and processes before administering the survey questionnaire.

Online platforms, including Google Forms and Google Meet, facilitated data collection. The researcher secured respondents' contact details through Human Resources and obtained informed consent before proceeding. Consent has been administered to ensure ethical compliance and participant awareness. Participants completed the survey on Organizational Learning and Work Performance of Teachers, requiring no more than 30 minutes. Data was handled with strict confidentiality, checked for accuracy, and recorded in a master data sheet for analysis. A statistician conducted a reliability test to ensure data validity.

Results and Discussion

Table 1: Level of Organizational Learning

Table 1 presents the level of organization learning among employees. The findings reveal a high overall mean of 3.75 and standard deviation of .561. The standard deviation results ranged from .543 to 1.086 , denotes that the data were closely distributed around the mean value.

	Mean	SD	Description
MANAGEMENT COMMITMENT			
Our managers frequently involve their staff in important decision-making processes.	3.69	.971	High
Employee learning is considered more of an expense than an investment in our company.	3.47	1.086	Moderate
Our company's management looks favorably on carrying out changes in any area to adapt to and/or keep ahead of new environmental situations.	3.81	.804	High
Employee learning capability is considered a key factor in our company.	4.10	.837	High
In our company, innovative ideas that work are rewarded.	3.41	.940	Moderate
Category Mean	3.70	.594	**High**
SYSTEM PERSPECTIVE			
All employees have generalized knowledge regarding our company's objectives	4.03	.816	High

All parts that make up our company (departments, sections, work teams, and individuals) are well aware of how they contribute to achieving the overall objectives.	3.96	.731	High
All parts that make up this firm are interconnected, working together in a coordinated fashion.	3.96	.824	**High**
Category Mean	3.98	.704	**High**
OPENNESS AND EXPERIMENTATION			
Our company promotes experimentation and innovation as a way of improving the work processes	3.66	.796	High
Our company follows up what other firms in the sector are doing, adopting those practices and techniques it believes to be useful and interesting.	3.76	.892	High
Experiences and ideas provided by external sources (advisors, customers, training firms, etc.) are considered a useful instrument for our company's learning.	4.13	.700	High
Part of our company's culture is that employees can express their opinions and make suggestions regarding the procedures and methods in place for carrying out tasks.	3.57	1.015	High
Category Mean	3.78	.689	High
KNOWLEDGE TRANSFER AND INTEGRATION			
Errors and failures are always discussed and analyzed in our company, on all levels.	3.61	.906	High
Employees have the chance to talk among themselves about new ideas, programs, and activities that might be of use to our company.	3.86	.856	High
In our company, teamwork is not the usual way to work	3.07	1.040	Moderate
Our company has instruments for sharing knowledge.	3.61	.804	High
Our organization's mission statement identifies values to which all employees must conform.	4.00	.761	High
Category Mean	3.63	.543	High
OVERALL MEAN	3.75	.561	High

In terms of management commitment, the highest mean is in the item *employee learning capability is considered a key factor in our company* with a mean of 4.10, described as high. Meanwhile the lowest mean is in the item i*n our company, innovative ideas that work are rewarded* with a mean of 3.41, described as moderate. The category mean is 3.70, described as high. This implies that the respondents oftentimes observed demonstrated dedication and support of leadership to achieving organizational goals, ensuring resources, and fostering a culture of accountability and continuous improvement. The result of this study affirms the study of Joel et al. (2023) and Jeong et al. (2017), who argue that tangible reinforcement plays a critical role in motivating and embedding innovation.

In the system perspective, the highest mean is in the item of *all employees have generalized knowledge regarding our company's objectives,* with a mean value of 4.03.. Meanwhile the lowest mean is in the item *all parts that make up this firm are interconnected, working together in a coordinated fashion* with the mean value of 3.96 described as high. This implies that the respondents oftentimes observed interconnected whole, where learning is driven by understanding relationships, feedback loops, and the impact of individual actions on the larger system to foster continuous improvement and adaptation. The result reflects the principles outlined by Heaton (2017), Jamali (2006), and Rana et al. (2016), who emphasize that shared understanding and systemic integration are foundational to learning organizations. Such awareness fosters strategic alignment, enhances collaboration, and reinforces a cohesive, goal-oriented culture.

In openness and experimentation, the highest mean is the item of *experiences and ideas provided by external sources (advisors, customers, training firms, etc.) are considered a useful instrument for our company's learning,* with a mean value of 4.13. Meanwhile the lowest mean is the item *part of our company's culture is that employees can express their opinions and make suggestions regarding the procedures and methods in place for carrying out tasks,* with the mean of 3.57 described as high. This implies that the respondents oftentimes demonstrate willingness to share ideas, challenge assumptions, and try new approaches, fostering a culture that values innovation, feedback, and continuous improvement. The result of this study affirms the study of Oprins et al. (2018), Huang et al. (2013), and Martin et al. (2013) that openness is a key predictor of adaptability. Yet, while overall perceptions remain positive, the relatively lower score for encouraging employee suggestions signals room for growth—particularly in fostering psychological safety, which is essential for participative decision-making and creative engagement (Kundi & Shahid, 2023; Chen et al., 2020; Vaishal, 2023).

In knowledge transfer and integration, the highest mean is the item of *our organization's mission statement identifies values to which all employees must conform,* with the mean value of 4. Meanwhile the lowest mean is the item *in our company, teamwork is not the usual way to work,* with the mean of 3.07 described as high. This implies that the respondents oftentimes demonstrate effective sharing, adaptation, and application of knowledge across individuals, teams,

and departments to enhance collective understanding and improve decision-making and performance. The result of this study affirms the study of Yeo (2020), Sveiby and Simons (2002), and Presbitero et al. (2015), effective knowledge creation and dissemination thrive in team-based environments. Enhancing team-oriented practices could therefore strengthen learning dynamics and foster a more cohesive, knowledge-driven culture

Table 2: Level of Work Performance

The overall work performance was rated high (M = 4.19, SD = .406), indicating a strong performance culture among employees.

	Mean	SD	Description
TASK PERFORMANCE			
I managed to plan my work so that it was done on time.	4.36	.566	High
My planning was optional.	3.04	1.042	Moderate
I kept in mind the results that I had noticed achieve in my work.	4.13	.635	High
I was able to separate main issues from side issues at work.	4.19	.644	High
I knew how to set the right priorities.	4.40	.600	High
I was able to perform my work well with minimal time and effort.	4.04	.788	**High**
Collaboration with others was very productive.	4.23	.820	**High**
Category Mean	**4.06**	**.444**	**High**
CONTEXTUAL PERFORMANCE			
I took extra responsibilities.	4.30	.709	High
I started new tasks myself, when my old ones were finished.	4.19	.856	High
I took on challenging work tasks, when available.	4.21	.635	High
I worked at keeping my job knowledge up-to-date.	4.37	.594	High
I worked at keeping my job skills up-to-date.	4.36	.539	High
I came up with creative solutions to new problems.	4.27	.635	High
I kept looking for new challenges in my job.	4.30	.688	High
I did more than as expected of me.	4.40	.668	High
I actively participated in work meetings.	4.44	.605	High
I actively looked for ways to improve my performance at work.	4.53	.503	Very High
I grasped opportunities when they presented themselves.	4.26	.630	High
I knew how to solve difficult situations and setbacks quickly.	4.26	.606	High
Category Mean	**4.32**	**.457**	**High**
OVERALL MEAN	**4.19**	**.406**	**High**

In task performance, the highest mean is the item of *I knew how to set the right priorities,* with the mean value of 4.40. Meanwhile the lowest mean is the item *my planning was optional,* described as high. This implies that the respondents oftentimes demonstrate the ability of individuals and teams to apply acquired knowledge and skills effectively to complete work activities efficiently, accurately, and with continuous improvement. The result of this study affirms the study of Zacher et al. (2021), Müller et al. (2022), and Imran et al. (2024), who identify task performance as the core dimension of overall job performance. The results suggest a workforce that is not only focused and goal-oriented but also capable of working effectively with others to achieve outcomes.

In contextual performance, the highest mean is the item of *I actively looked for ways to improve my performance at work,* with the mean value of 4.53. Meanwhile the lowest mean is the item, *I started new tasks myself, when my old ones were finished*, with the mean of 4.19 described as high. high. This implies that the respondents oftentimes demonstrate behaviors that support the organizational environment—such as cooperation, initiative, and adaptability—that enhance the overall learning culture and contribute to long-term effectiveness beyond core task duties. The result of this study affirms the study of Gerçek (2023), Eldor and Harpaz (2015), and Shoss et al. (2020), who highlight contextual performance as a key driver of organizational effectiveness—particularly in adaptive, learning-oriented environments where individual initiative enhances collective growth.

Table 3: Relationship Between Organizational Learning and Work Performance

Table 3 shows that there is a significant relationship between organizational learning and work performance among employees (r=.449, p<.05). The strength of correlation between the two variables is moderate and has a directly proportional relationship as revealed by the coefficient of .449. This means that the increase in the organizational learning would also likely increase the work performance among employees. As supported by Srimulatsih (2021), Del Carmen Gómez Romo et al., 2020), Pham and Hoang (2019), learning organizations tend to cultivate cultures where employees perform better through continuous development.

	Work Performance		
	R	p-value	Remarks
Organizational Learning	.449 **	.000	Significant

Table 4: Influence of Organizational Learning on Work Performance

The table 4 shows the results of regression analysis which purpose is to show the significant influence of organizational learning on work performance. The results indicate that organizational learning significantly influence on the *work performance* of students (β=.449, p<.05). This means that the regression weight for organizational learning in the influence of work performance is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in for organizational learning, there is a corresponding increase in the work performance of students by .449.

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	2.970	.298		9.975	.000	
Organizational Learning	.325	.079	.449	4.139	.000	Significant

Note: R=.449, R-square=.201, F=17.128, P<.05

Moreover, the finding shows in the results of the regression analysis in which .201 20.1 % percent of the variance of commitment can be explained by the model as indicated by R^2 = .201. This means that 79.9 % of the variance of work performance can be attributed to other factors aside from organizational learning. The findings of this study are in consonance to the result of the study of Tan and Olaore (2021), Ali et al. (2021), Migdadi (2019), and Lin and Lee (2017), who stated that organizational learning fosters innovation, efficiency, and employee effectiveness. The moderately strong R-value indicates that while organizational learning plays a critical role, other variables—such as motivation, leadership style, and work environment—may also influence performance.

Conclusion and Recommendations

The data substantiates the hypothesis that organizational learning has a significant and positive relationship with work performance. The dimensions of system perspective and contextual performance stood out, suggesting that integrated, goal-oriented practices and employee initiative are central to high performance. To enhance performance further, institutions should:

- Recognize and reward innovation more consistently.
- Strengthen teamwork culture.
- Encourage openness and psychological safety.

Future research could explore moderating variables such as leadership style, employee engagement, or organizational climate for a more comprehensive model of performance prediction.

A PATHWAY TO PROFESSIONAL GROWTH AND PERFORMANCE PLAN

1. Title of the Intervention
A PATHWAY TO PROFESSIONAL GROWTH AND PERFORMANCE PLAN
(An Organizational Learning-Based Intervention to Enhance Work Performance of Educators in Higher Education)

2. Rationale / Background

The study revealed a significant positive relationship between organizational learning and teacher work performance (r = .449, p < .000), indicating that fostering a learning culture improves employee outcomes. The dimensions of system perspective, openness and experimentation, and contextual performance scored high, but management commitment and knowledge transfer showed moderate areas, particularly in recognizing innovation and collaborative work. Thus, this intervention aims to bridge those gaps and support continuous professional development, job satisfaction, and institutional excellence.

3. Objectives
General Objective:
To enhance teachers' work performance by promoting an organizational learning culture grounded in collaboration, innovation, and reflective practice.
Specific Objectives:

1. To increase faculty participation in decision-making and change adaptation processes.
2. To strengthen knowledge sharing and teamwork among employees.

3. To promote innovation and experimentation through incentivized programs.
4. To enhance contextual and task performance through focused professional development.
5. To reduce burnout and promote job satisfaction through reflective and supportive practices.

4. Target Participants

- Primary: Full-time and regular faculty members of Brokenshire College, Davao City, with at least three years of service.
- Secondary: Academic and administrative leaders involved in faculty development and policy implementation.

5. Theoretical Framework

- Senge's Learning Organization Theory (1990): Highlights the importance of shared vision, mental models, team learning, and systems thinking.
- Argyris & Schön's Organizational Learning Theory (1978): Emphasizes double-loop learning, reflection, and change at both individual and organizational levels.

6. Intervention Content / Activities

Session/Week	Activity	Objective	Method/Strategy	Materials	Facilitator
Week 1	Orientation & Goal Setting	Foster a shared vision for professional growth	Interactive plenary	Presentation slides, handouts	HR & Research Office
Week 2	Seminar on Transformational Leadership	Improve management commitment to employee learning	Leadership training & case discussions	Videos, case studies	External Speaker
Week 3	Knowledge Café: Peer-to-Peer Sharing	Promote teamwork and idea exchange	Rotating dialogue tables	Feedback forms, post-its	Academic Coordinators
Week 4	Innovation Pitch Challenge	Reward innovative instructional practices	Pitch presentations	Judging sheet, certificates	Admin Panel
Week 5	Wellness and Reflection Session	Address burnout, foster job satisfaction	Guided journaling & group sharing	Wellness kits, journals	Guidance Office
Week 6	Performance Empowerment Workshop	Enhance task and contextual performance	Role-playing & work simulation	Scenarios, feedback checklists	Organizational Dev't Office

7. Implementation Plan

Timeline: 6-week implementation during mid-semester or semester break
Venue: Brokenshire College Campus (Hybrid setup optional)
Monitoring: Weekly debriefing with facilitators and participant reflection logs
Documentation: Session photos, attendance sheets, activity outputs

8. Monitoring and Evaluation

Metric	Tool	When Administered
Pre- and Post-Intervention Performance Rating	Teacher Work Performance Scale (Limon & Sezgin-Nartgün, 2020)	Week 0 and Week 7
Organizational Learning Perception	OLQ (Jerez-Gomez et al., 2005)	Week 0 and Week 7
Satisfaction Survey	Feedback forms	After each session
Focus Group Discussion	Semi-structured interview guide	Week 7

Key Indicators:

- Increase in mean scores of organizational learning and performance
- Increased participant engagement and innovation submission
- Qualitative feedback on impact and applicability

9. Expected Outcomes

- Strengthened culture of collaboration and innovation
- Improved teacher work performance (task and contextual)
- Increased job satisfaction and reduced burnout
- Enhanced alignment between institutional goals and employee practices

10. Sustainability and Recommendations

- Integrate the program into annual Faculty Development Plans.
- Establish an Innovation and Learning Council to manage ongoing interventions.
- Institutionalize incentives for outstanding collaborative and innovative practices.
- Embed reflective and feedback mechanisms in performance appraisal systems.

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