



Organizational Learning of School as a Determinant of School Effectiveness in Public Secondary Schools in DIGOS City Division

Jessa Mae L. Castillo

The Rizal Memorial Colleges, Inc., Philippines

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ABSTRACT

This study determined the extent of a organizational learning and school effectiveness as perceived by the public secondary teachers in Digos City Division. Also, it investigated the association of the involved variables. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive organizational learning and an extensive school effectiveness. Furthermore, there was a significant relationship between the two variables. Highlighting the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help school heads to attain proactive organizational learning to ensure school effectiveness. More so, future researchers may further explore the involved variables considering other factors and research methods.

Keywords: Organizational learning, school effectiveness, descriptive correlation, Digos City Division, Philippines

Introduction .

More efficient school management and administration procedures, a supportive school atmosphere and cultural framework for teaching and learning, respectful partnerships with management and staff, peer teachers and teachers with pupils, and teachers with parents and society can all be used to measure school effectiveness (Riyatuljannah, 2020). According to Istikomah (2020), school effectiveness is the result of an institution using all school capital to achieve goals and meet shared objectives. Furthermore, school effectiveness may be measured by several aspects of fairness or inclusion for kids to obtain an education regardless of cognitive, physical, heritage, financial level of students' parents, religious background, ethnicity and descent, or comprehension of students. Unfortunately, there are so many challenges that a school has to overcome to attain school effectiveness.

In the international context, there are identified reasons for the failing of the US education system. Lynch (2017) revealed that common problems that the schools have encountered which lead to school ineffectiveness are lack of parental involvement, overcrowded classrooms, lack of diversity in gifted education, using of traditional teaching methods, and lack of teacher education innovation. In contrast to European and Asian nations that fund schools centrally and equally, the wealthiest 10% of school districts in the United States spend nearly 10 times more than the poorest 10%, and spending ratios of 3 to 1 are common within states. Poor and minority students are concentrated in the least well-funded schools, most of which are located in central cities or rural areas and funded at levels substantially below those of neighboring suburban districts.

Meanwhile, in the Philippine setting, it is an understatement to say that the education crisis continues to be a great challenge for students, teachers, and parents alike, especially for those living in poverty. This crisis is not news but it has been around for quite some time. In 2020, the education budget was slashed. The effects of these budget cuts, among others, trickled down into the education system and its benefactors specifically the students. Poor quality of education has resulted in low proficiency levels among students. The 2018 Programme for International Student Assessment (PISA) results show that 72 percent of Filipino students performed lower than expected at their academic level. Filipino students scored an average of 340 points in Reading against the OECD average of 487. In Mathematics and Science, they scored an average of 353 points and 357 points, against a 489-point OECD average (Filoteo, 2019).

In the Division of Digos City, the researcher noticed that the achievement of school effectiveness was linked to several factors that contribute to teacher dissatisfaction with their work environment. These factors included inadequate working conditions, a lack of opportunities for professional growth, excessive workloads due to additional responsibilities, and limited opportunities for social interaction among teachers due to their heavy workload. However, these circumstances were purely observation and were not yet explored by means of academic research. More so, school effectiveness considering the organizational learning of school heads was not yet explored in the local context.

Given these circumstances, the researcher aimed to learn more about the status of school heads' organizational learning and school effectiveness. It also sought to investigate the relationship between the two variables. The researcher was driven to investigate the relevant variables considering the dearth of

studies of the involved variables. This undertaking also aimed to offer policymakers insights into creating policies, programs, interventions, projects, and activities that will help the school heads attain effectiveness in their designated workplace.

This study was mainly anchored to Total Quality Management theory propounded by Deming (1990) and system view theory will form major theoretical support for this research study. Deming in the theory of total quality management discovered that for any organization or firm to achieve its desired goal and target, the organization must put in place a well-designed system for profound knowledge. Deming went further to state that it is very disastrous and irresponsible for any organization to copy the success of other organizations without backing it with supporting theory.

Senge (1990) also supported Deming's view posting that total quality management is a critical part of organizational learning and very germane to the success and overall improvement of the organization. Senge (1992), further contributed to the framework giving theoretical support to Deming's postulations in total quality management by adding that organizations must develop five core areas, namely: personal mastery, mental models, shared vision, team learning and systems thinking.

The underpinning theory showed critical relevance to the study hypothetical model and also contributed significantly to literature as total quality management emphasized the need for a well-designed system for profound knowledge acquisition in an organization, indicating that for organizational learning and effectiveness to take place, organizations must dwell more on establishing a profound system for knowledge acquisition in the organization (Tan & Olaore, 2022).

Whether organizations apply systematic learning or not, learning still takes place but the approach may not usually guarantee effectiveness in the organization (Sidani and Reese, 2018; Rose et al., 2020). The inability of organizations to put the right policies in place to ensure their firm is a learning organization usually results in misleading implications that may adversely affect the effectiveness of such organization and also create a loophole in the drive of the firm to build a systematic learning organization that guarantees and promotes effectiveness within and outside the organization (Olaore et al., 2020).

More so, organizational learning has been advanced to be very crucial for organizations operating in a dynamic and unpredictable environment to build capacity for such organization to be able to respond quickly to unforeseen circumstances and to stay ahead of its competitors, this makes it compulsory for every organization to ensure their firm becomes a learning organization as almost all organization in today's business world operates in an environment that is dynamic, fast pace and ever-changing (Reese, 2020).

Methodology

Research Design

This study is a quantitative research approach utilizing the descriptive correlational approach. Quantitative research methods are used to explain a problem or phenomenon by collecting numerical data and evaluating it using mathematical approaches, particularly statistics (Apuke, 2017). Meanwhile, descriptive correlational studies describe the variables and the relationships that occur naturally between and among them (Davis, 2021). This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of organizational learning and school effectiveness. In addition, this academic pursuit was correlational since its purpose was to measure the connection between organizational learning and school effectiveness of public secondary schools in Digos City Division.

Research Respondents

This study catered the 150 public secondary teachers in the Digos City Division. It was claimed that for simple regression analysis, it needed at least 50 samples and generally 100 samples for most research situations (Hair et al., 2018). Hence, the 150 respondents were enough to address the purpose of this study. In the inclusion and exclusion criteria, secondary teachers with 3 years teaching experience were chosen in this endeavor since their 3 years stay in the public school would help them to assess their organizational learning and their school effectiveness. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

As to the means of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on organizational learning while the second set was about the school effectiveness.

Organizational Learning. The organizational learning questionnaire was adapted from Silins and Mulford (2005). The instrument consisted of 22 items. It had the following indicators, namely: trusting and collaborative climate (1-6), shared and monitored mission (1-6), taking initiatives and risks (1-6), and ongoing, relevant professional development (1-4). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively *high* internal consistency.

The questionnaire on school effectiveness which was adapted from the study of Çakir and Kesme (2018). It consisted of 38 items. There were 9 items for school climate, 7 items for school administration, 7 items for teachers, and 5 items for relationship with the local community, educational practices, and sense of belonging. The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively *high* internal consistency. The instrument in this study was contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Table**Table 1****Summary on the Extent of Organizational Learning**

No	Indicators	Mean	Descriptive Equivalent
1	Trusting and Collaborative Climate	3.54	Extensive
2	Shared and Monitored Mission	3.56	Extensive
3	Taking Initiatives and Risks	3.55	Extensive
4	Ongoing, Relevant Professional Development	3.58	Extensive
Overall		3.56	Extensive

Table 1 provides the summary on the extent of organizational learning. It is exhibited that the overall mean of organizational learning is 3.46, which is in an extensive level. This means that organizational learning is oftentimes evident. Data show that all four (4) indicators are in an extensive level. As arranged chronologically, ongoing, relevant professional development has the highest mean score (3.58). This is followed by shared and monitored mission (3.56), taking initiatives and risks (3.55), and trusting and collaborative climate (3.54).

The data indicates that educational institutions have excelled in fostering ongoing, relevant professional development opportunities for teachers and staff, as reflected in the highest mean score. This commitment to continuous learning and skill enhancement can lead to a more knowledgeable and effective teaching workforce, ultimately benefiting students' education. Moreover, the high mean scores for shared and monitored mission emphasize the importance of aligning the school's goals and mission with the daily practices and activities. This alignment can create a sense of purpose and unity among educators, enhancing overall school performance.

Additionally, the positive results regarding taking initiatives and risks highlight a culture that encourages innovation and adaptability, which can lead to improvements in teaching practices and administrative procedures. The emphasis on trusting and collaborative climate is indicative of a supportive and open working environment, which can foster teamwork, communication, and shared decision-making. In summary, the extensive levels in all these areas underscore the dedication of educational institutions to create a conducive environment for both personal and professional growth, benefiting both educators and students.

With the extensive organizational learning, this reaffirmed the report of OECD (2016) citing that a school as a learning organization has a supportive culture, and invests time and other resources in quality professional learning opportunities for all staff – teachers, school leaders and support staff – starting with their induction into the profession. Staff are fully engaged in identifying the aims and priorities for their own professional learning in line with school goals and student learning needs, as defined in the school's development plan. The staff's professional learning is also based on continuous assessment and feedback that should be built into their daily practice. Such reflection, analysis and challenges to established thinking patterns are necessary to bring about and embed change and innovation in educational practice.

Similarly, Valeryanovna Dobudko et al. (2019) shared that the primary aim of advancing the educational field is to enhance the quality of education. This objective can be achieved by addressing challenges like refining educational content and establishing customized educational standards. By optimizing the curriculum and creating specialized guidelines, we can effectively improve the implementation of this goal. Solving issues related to content optimization and the creation of tailored educational standards is crucial in achieving the desired outcome of enhancing education quality. The development of the educational sphere focuses on these solutions to drive positive change.

Table 2**Summary on the Extent of School Effectiveness**

No	Indicators	Mean	Descriptive Equivalent
1	School Climate	3.49	Extensive
2	School Administration	3.49	Extensive
3	Teacher	3.54	Extensive

4	Relationship with the Local Community	3.58	Extensive
5	Educational Practices	3.57	Extensive
6	Sense of Belonging	3.46	Extensive
Overall		3.52	Extensive

Table 2 provides the summary on the extent of school effectiveness. It is exhibited that the overall mean of school effectiveness is 3.52, which is in an extensive level. This means that the school effectiveness is oftentimes evident.

Data show that all six (6) indicators are in an extensive level. As arranged chronologically, relationship with the community has the highest mean score (3.58). This is followed by educational practices (3.57), teacher (3.57), school climate (3.49), school administration (3.49), and sense of belonging (3.46).

The comprehensive data demonstrating extensive levels in all six indicators of school effectiveness carry profound implications for educational institutions. These results indicate that schools are excelling in certain areas of effectiveness but also have opportunities for growth and improvement. By leveraging their strengths and addressing areas of improvement, educational institutions can provide a holistic and enhanced learning experience for their students while maintaining strong ties with the community.

The favorable findings of this study supported the findings of Mughal et al., (2020) describing that effective schools aim to transform the education system and improve students' learning and accomplishments. Schools should also ensure they have sufficient resources and instructional materials, improve facilities, align teaching methods with the fast-paced advancements in information technology, and provide necessary administrative support.

Furthermore, Usman (2016) emphasized that the effective utilization of teachers relies on the availability and accessibility of school materials. To support their utilization, teachers should be given opportunities for in-service training to enhance their career growth and development. This training will enable teachers to update their knowledge and be more effective in their roles, leading to efficient utilization within the school system and accelerated achievement of educational goals.

Moreover, Armstrong and Ainscow (2018) suggested that to harness the potential of collaboration for achieving excellence and equity in schools, it is necessary to promote increased flexibility at the local level. This allows practitioners to analyze their unique situations and establish priorities accordingly. By creating this space for analysis, schools can effectively utilize the power of collaboration. More efficient school management and administration procedures, a supportive school atmosphere and cultural framework for teaching and learning, respectful partnerships with management and staff, peer teachers and teachers with pupils, and teachers with parents and society can all be used to measure school effectiveness.

According to Istikomah (2020), school effectiveness is the result of an institution using all school capital to achieve goals and meet shared objectives. Furthermore, school effectiveness may be measured by several aspects of fairness or inclusion for kids to obtain an education regardless of cognitive, physical, heritage, financial level of students' parents, religious background, ethnicity and descent, or comprehension of students. A successful education, according to Mitrohardjono and Arribathi (2020), has a connection with the formulation of what is expected with what has been accomplished. As a result, school achievement is seen as a critical factor in assessing school effectiveness.

Table 3

Significance of the Relationship Between the Extent of Organizational Learning and School Effectiveness

Organizational Indicators	Learning Dependent Variable	r-value	p-value	Decision on Ho
Trusting and Collaborative Climate		0.502	0.000	Rejected
Shared and Monitored Mission		0.518	0.000	Rejected
Taking Initiatives and Risks	School Effectiveness	0.513	0.000	Rejected
Ongoing, Relevant Professional Development		0.525	0.000	Rejected
Overall		0.515*	0.000	Rejected

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between organizational learning and school effectiveness. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .515 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between organizational learning and school effectiveness. This shows that organizational learning is correlated with the school effectiveness.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that trusting and collaborative climate, shared and monitored mission, taking initiatives and risks, and ongoing, relevant professional development revealed computed r-values of 0.502, 0.518, 0.513, and 0.525 respectively with p-values which are less than 0.05 in the level of significance. This implies that as trusting and collaborative climate, shared and monitored mission, taking initiatives and risks, and ongoing, relevant professional development increases, the school effectiveness increases.

The robust statistical analysis of the data unveils significant insights into the relationship between organizational learning and school effectiveness. The rejection of the null hypothesis, as indicated by the p-value of <0.05 and a substantial r-value of 0.515, underscores the strong and meaningful link between these two critical aspects of educational institutions. A deeper examination of the data, through pairwise correlations, reveals that specific dimensions of organizational learning plays a pivotal role in enhancing school effectiveness. This underscores the importance of cultivating an environment of trust, open communication, shared goals, and continuous professional growth within schools.

The result is in consonance to the study conducted by Manaf and Omar (2017) who found that strong learning cultures make schools more productive. More so, Ali et al. (2016) claimed that organizational learning and effectiveness of school were linked. They felt an effective school requires a strong learning culture. Thus, a school's effectiveness increases with an organizational learning culture. According to Dogan (2017), schools that have a culture that promotes positive learning are more successful at educating students than schools that

have cultures that are less positive.

People think that the culture of a school is good for students, teachers, and the school system as a whole. Park (2015) believed that positive organizational learning culture affects how well students do in school, which in turn affects how well the school does its job. In fact, Pervez et al. (2017) expressed that organizational learning culture has an effect on how students think and do in school, how well teachers do, and how well the whole school system works. Professional growth and learning organizations are also linked to student performance. Teachers' ideas, attitudes, and actions are shaped by professional development programmes in schools (Dimmock et al., 2021).

Finally, excellent organizational school cultures assist children because teachers prefer working together to promote education. Bhengu and Mthembu (2014) indicated that school leaders create positive learning environments that are helpful for teaching and learning. Work changes when employees share values and traditions. Thus, a school's learning culture affects how teachers and administrators collaborate to provide children with learning opportunities.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of organizational learning implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident, namely, trusting and collaborative climate, shared and monitored mission, taking initiatives and risks, and ongoing, relevant professional development. Meanwhile, the extent of school effectiveness is high. Apparently, all indicators are found to be high specifically on school climate, school administration, teacher, relationship with the local community, educational practices, and sense of belonging. Furthermore, organizational learning and school effectiveness are related. All domains of organizational learning are linked to school effectiveness. This leads to the rejection of the null hypothesis.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may play a crucial role in promoting organizational learning and school effectiveness by fostering a culture of continuous improvement and adaptability within the education system. They may encourage a learning mindset among educational institutions, emphasizing the importance of data-driven decision-making and reflective practices. DepEd officials may provide resources and support for professional development, enabling educators to enhance their teaching strategies and administrative skills.

Moreover, school heads may play a pivotal role in fostering organizational learning and enhancing school effectiveness. They may establish a school culture that values continuous improvement and adaptability. Principals may actively support and encourage their teaching staff to engage in ongoing professional development, offering opportunities for training and collaborative learning. By facilitating regular discussions and knowledge-sharing sessions, school heads may create a space for educators to reflect on their practices and integrate feedback for growth.

Furthermore, teachers may significantly contribute to the attainment of organizational learning and school effectiveness by actively engaging in a culture of continuous improvement and professional development. They may be open to embracing innovative teaching methods, reflecting on their classroom practices, and incorporating feedback from students and colleagues. Additionally, teachers may collaborate with peers to share successful teaching strategies and learn from each other's experiences.

Lastly, future researchers may contribute to the attainment of organizational learning and school effectiveness by conducting in-depth studies that examine the impact of specific strategies, practices, and policies on educational outcomes. Their research may focus on identifying successful models of organizational learning and their influence on school effectiveness.

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