



---

# **Organizational Learning and Collective Learning: Implications to Innovative and Progressive Leadership**

***Brendo C. Emboc***

Head Teacher, Department of Education

---

This qualitative study, employing a phenomenological approach, explores organizational learning and collective learning and their implications for innovative and progressive leadership among school heads in Region XII. Through in-depth thematic analysis, the study identified key themes, including well-guided teachers, delegation of activities, professional development, and attendance in seminars and training as essential factors in fostering a learning organization. Additionally, findings revealed that adherence to DepEd orders, collaboration, and team-building efforts contribute to effective leadership. However, challenges such as negative attitudes and heavy workloads were also highlighted, with acceptance, flexibility, and a positive outlook emerging as crucial strategies for overcoming these difficulties. The study underscores the significance of continuous professional development and collaborative leadership in enhancing organizational learning, ultimately promoting a culture of innovation and adaptability in schools.

---

## **INTRODUCTION**

Organizational learning and progressive leadership of teachers are critical factors in promoting educational excellence and a culture of continuous improvement within educational institutions. The dynamic nature of education landscape necessitates a proactive approach to professional development and leadership. This enabled teachers to adapt to the fast-changing educational trends by employing innovative teaching strategies that enhance student outcomes (Chun & Evans, 2018).

Moreover, organizational learning is defined by Lick (2006) as a collective acquisition, interpretation, and application of knowledge within an educational institution. It encompasses the processes that facilitate the dissemination and integration of new knowledge and skills across the organization. Educational institutions can create an environment that supports teacher growth and development which benefit students and the educational system as a whole (Thornton et al., 2007).

Meanwhile, progressive leadership of teachers drives in an organizational learning. Progressive leaders are individuals who embrace change. They challenge traditional practices and inspire others to pursue innovation and excellence in education. These leaders understand the importance of empowering teachers in a collaborative culture that encourages knowledge sharing, experimentation, and reflection (Krakowsky & Shannon, 2010; Azevedo et al., 2020; Gibney, 2011).

Despite the growing recognition of the importance of organizational learning and progressive leadership in educational setting, there is a significant research gap in understanding the specific mechanisms through which these two factors interact and influence each other within the contexts of teachers' professional development and educational outcomes (Sari & Sukmasari, 2018). While there are individual studies that focus on each of the variables, there is limited research that explicitly explores the intersection and synergistic effects of these two factors on teacher effectiveness and student achievement (Bilan et al., 2020).

Therefore, as educational system strives for continuous improvement, it is important to note to identify effective strategies that enhance teaching and learning practices. Exploring the connectivity between these variables and dimension can provide valuable insights into practices that positively influence educational outcomes. It is within this context that this study will be explored in the landscape of public elementary schools.

### **Research Questions**

1. How does the organizational learning process contribute to innovation and adaptation in the school setting;
2. What are the individual and collective learning strategies employed by teachers that contribute to organizational learning;
3. What are the challenges that teachers encounter in practicing progressive leadership; and
4. How do they navigate and overcome these challenges?

### **Research Design**

Since the study is qualitative, I used phenomenology and thematic analysis with content analysis to collect data. Krippendorff said the phenomenological approach is popular in 2018. According to Neuendorf (2017), taking a phenomenological approach to research entails choosing the characteristics to study, not a method. In qualitative inquiry methodologies, exploratory, interpretive, or descriptive inquiries are often answered using qualitative content analysis (Riffe et al., 2019). Instead, using statistics, qualitative research focuses on understanding research issues. Qualitative researchers interpret people's beliefs, assuming social reality is shaped by human activity (Aspers & Corte, 2019). Thus, this study will reveal school administrators' development-focused attitudes.

### Research Locale

This study was conducted in two provinces and two cities of the SOCCSKSARGEN (Region XII). These involved the Province of Cotabato, which includes the Cotabato School Division and the Kidapawan City School Division, the Sultan Kudarat Province, which includes the Sultan Kudarat School Division, and the Tacurong City School Division. Hence, this excludes the Province of Sarangani, Province of South Cotabato and the City of General Santos. Generally, Cotabato and Sultan Kudarat are provinces located in the southern part of the Philippines.

---

## RESULTS AND DISCUSSIONS

### The Contribution of Organizational Learning Process to Innovation and Adaptation in the School Setting

The first research question deals with the organizational learning process contribute to innovation and adaptation in the school setting. Three organizing themes have existed based on the participants narrative nuances.

*Well-Guided Teachers.* Supported, mentored, and resourced teachers improve their professional development and classroom effectiveness. As organizational learning processes contribute to school innovation and adaptation, well-guided teachers are crucial. They promote organizational learning by reflecting, sharing best practices, and participating in school-wide learning communities. Well-guided teachers can experiment with new teaching methods, integrate innovative technologies, and adapt instructional strategies to meet students' changing needs through ongoing professional development, feedback mechanisms, and a supportive organizational culture. Their proactive involvement in learning promotes a culture of continuous improvement and adds to the common knowledge base that drives classroom and organizational innovation and adaptation.

A participant shared that,

*“So, one of the positive impacts of organized learning process which is the organization process of transmitting knowledge or information drive. We have this process which can really help for example, in the national down to the schools. So, that is it.”* (Informant 1, Q1.1, L 1-7)

While another one confessed that,

*“And one of the, I think the biggest impact of these in our career is that we are well-guided where we can reach our goal to whatever the goal set by the organization that we can achieve in the lower level to disseminate the information.”* (Informant 2, Q1.2, L 14-19)

For Gudeta (2022), a well-guided teachers foster organizational learning by participating in professional development, sharing insights, and working with colleagues. In addition, their involvement creates a school culture of continual learning and improvement, enabling creativity and adaptation. Nahar (2022) argued that a well-guided teachers can try new methods, incorporate new technologies, and adapt to students' different requirements. School flexibility and responsiveness allow them to respond to changing educational trends and problems (Ghul & Khiji, 2021). Well-guided instructors motivate their peers and students to innovate and help the school succeed as a dynamic learning organization by modeling lifelong learning and professional growth (Louis, 2016)

*Delegation of Activities.* Delegation is vital to organizational learning processes' contribution to school innovation and adaptation. Schools can encourage distributed leadership and collaborative problem-solving by giving teachers, administrators, and staff the freedom to make decisions and own teaching, curriculum, and student support initiatives. Delegation encourages people to share their viewpoints and knowledge, leading to more creative solutions to problems and opportunities. Decentralizing decision-making allows schools to adapt faster, use their diverse workforce, and foster stakeholder ownership and accountability, improving the organization's effectiveness and resilience.

A teacher of the participant discussed and him made realize that,

*“So, as what Ma'am Queenie said, it enables the organization to have smooth flow of delegating responsibilities and activities from the head to the lower ranks. It will have its right process and that is it.”* (Informant 4, Q1.1, L 29-35)

Kezar and Holcombe (2017) discussed that delegation encourages educators and administrators to take charge of projects and decisions, promoting distributed leadership and shared responsibility. This autonomy allows people to use their skills and creativity to solve educational problems. Delegation also encourages stakeholders to share best practices and information, fostering school improvement (Kelly & Dikkers, 2016). Decentralizing decision-making and job distribution helps schools adjust faster to changing requirements and circumstances, contributing to innovation and adaptation in an ever-changing educational landscape (Jerab & Mabrouk, 2023; Phuc et al., 2020). Delegation also fosters worker ownership and commitment, which boosts morale, job satisfaction, and organizational resilience (Quader, 2024).

*Professional Development.* Teachers learn and improve through professional development. Organizational learning in school innovation and adaptability requires professional development. It helps teachers learn, monitor trends and best practices, and meet student needs. School personnel can

improve professionally and personally through professional development, creating a creative, dynamic learning organization. Professional development programs equip teachers to test new methods, use new technologies, and solve complicated educational problems. Professional development helps schools adapt to changing educational settings and student requirements.

A positive impact of organizational learning is through expanding its growth professionally. She made mentioned that,

*“For me sir, the positive impacts of organizational learning process as I adapt and innovate as a teacher is that the professional development.”* (Informant 9, Q1.1, L85-88)

Another participant conferred that,

*“For me sir, my positive impacts are my professional development because it had a biggest impact in my career as a teacher. I do finish my schooling as Master of Arts in Education which I able to use it so far for my teaching in school and so far my reclassification application is near to T3 and I supposed to encouraged my co teachers who do not take their masters to pursue it so that they can benefit it soon or later.”* (Informant 12, Q1.1, L114-125)

As for Zepeda (2019), professional development encourages educators to learn and grow, keeping them abreast of educational developments, instructional methods, and technology. This constant learning process gives teachers the abilities to try new teaching methods, adapt to student requirements, and solve new problems (Tan, 2021). Professional development also fosters educator collaboration and knowledge sharing, enabling problem-solving and best practices sharing (Ramos et al., 2022). Thus, schools become dynamic learning organizations where innovation thrives, improving student results and education quality (Kools & Stoll, 2016).

**Table 1** The contribution of organizational learning process to innovation and adaptation in the school setting.

Global Theme	Organizing Theme	Basic Themes
Involvement of Organizational Learning in the School Setting	Well-Guided Teachers	Teachers are guided on the things they have to do.
	Delegation of Activities	Teachers are assigned with tasks based on their specializations.
	Professional Development	Teachers geared towards professional development.

#### The Individual and Collective Learning Strategies Employed by Teachers that Contribute to Organizational Learning

The second research question divulge with the individual and collective learning strategies employed by teachers that contribute to organizational learning. More so, two organizing themes emerged.

*Attending in Seminars and Trainings.* Teachers attend seminars and trainings to improve their knowledge, abilities, and professional development. Attending seminars and trainings is important for instructors' individual and collective organizational learning tactics. These gatherings allow educators to learn new things, try new teaching strategies, and talk to peers and experts. Teachers improve their skills and help the company learn by sharing their experiences, ideas, and best practices at such gatherings. Organizational learning from seminars and trainings promotes ongoing growth and innovation in the school community. Teachers help the school adapt, innovate, and improve student results by applying their new abilities in the classroom.

Contributing to organizational learning is through attending in seminars and trainings. She condemns that,

*“Okay so, in order to contribute the organizational learning, so like for example I'm going to site an example sir, so in seminars so if I given a chance to attend seminars in a higher level, I'm going to share it doon to those who did not attend.”* (Informant 1, Q2.1, L 1-7)

Another participant conferred that,

*“In order to contribute to organizational learning, like for example if I am I am send to attend a seminar, we have to follow the new innovations as we have learned there, the new strategies we learned and we have to share it through LAC session and a group discussion with colleagues.”* (Informant 3, Q2.1, L43-50)

Further, sharing your knowledge on what you have learned in seminars or training helped in organizational learning. She noted that,

*“In attending seminars, we are not just by having the INSETs or the LAC sessions, we can share your knowledge, I can share my knowledge with colleagues by just talking to them casually as single or have somethings, you give suggestions, you give insights and give examples. So that is my way of sharing what I have learned from trainings and seminars.”* (Informant 4, Q2.1, L56-69)

Sonia (2017) conferred that these events allow teachers to learn new skills, keep up with pedagogical trends, and learn about educational research. For Kennedy (2016), new ideas and strategies help teachers improve classroom performance and student development. Attended seminars and trainings allow instructors to share ideas and best practices, creating a collaborative learning atmosphere in the school (Stahl, 2017). As for Leithwood et al. (2021), sharing experiences, reflecting on practice, and collaborating with colleagues helps teachers contribute to the organization's collective learning, creating

shared norms, values, and methods for continuous improvement and innovation. Attending seminars and trainings shows a dedication to professional growth and lifelong learning, inspiring others to do the same and fostering a culture of continuous learning in the school (Burns, 2020).

*Abide DepEd Order.* Teachers must DepEd or other educational authority orders, regulations, and policies. Department of Education instructions effect teachers' organizational learning. First, DepEd regulations enable schools follow educational standards and procedures, promoting teaching consistency. Compliance fosters organizational learning by sharing educational goals and expectations. When constructing instructional strategies and curriculum materials, teachers can learn from DepEd guidelines about current educational research and best practices. Obedience to DepEd orders promotes teacher effectiveness, organization coherence, and education quality, which improves student learning.

Following the established policies is a key. A participant made mentioned that,

*"In order to contribute to organizational learning we have to follow the DepEd policies."* (Informant 7, Q2.1, L 100-102)

First, DepEd orders promote uniformity and compliance with educational standards and rules, establishing a cohesive teaching and curriculum approach within the organization (Symaco & Dumanig, 2022). This consistency helps educators grasp educational goals and expectations, creating a collaborative learning environment where best practices are shared and duplicated (Ignacio et al., 2022). As for Chavez and Doromal (2018, DepEd regulations also provide research-based ideas and guidelines to help instructors improve their professional development and instruction. Teachers increase their competencies and the organization's teaching and learning outcomes by following DepEd orders, fostering organizational learning and educational excellence (Aliazas & Elisa, 2021).

**Table 2** The individual and collective learning strategies employed by teachers that contribute to organizational learning.

Global Theme	Organizing Theme	Basic Themes
Collective Learning Strategies	Attendance in Seminars and Trainings	Teachers participated in different trainings and seminars.
	Abide DepEd Order	Teachers followed the rules of the department.

### Challenges Encountered by Teachers in Practicing Progressive Leadership

The third question engaged with varied the challenges that teachers encounter in practicing progressive leadership. Two organizing themes have been identified based on the nuances of the participants.

*Negative Attitude.* Negative attitude is a pessimistic or cynical worldview that lacks excitement, motivation, or hope for progress. Teachers face considerable problems in progressive leadership due to negative attitude. Teachers with negative attitudes may resist progressive leadership strategies like collaborative decision-making, new teaching methods, and student-centered approaches. Resistance can be caused by fear of change, cynicism about new initiatives, or dissatisfaction with past experiences. Negative attitudes can inhibit collaboration, delay innovation, and foster school complacency or resistance.

One of the challenges a participant faced is an attitude who is negative in all forms. She stated that,

*"..the problem that I usually face as I practiced a progressive leadership is the negative attitude..."* (Informant 1, Q3.1, L 13)

While being close-minded is a negative attitude. She said that,

*"And the most challenging is that the negativity because they are close-minded with negative attitude which are not adaptive. And that is it."* (Informant 2, Q3.2, L 29-32)

Consequently, a participant confessed that,

*"Okay so the problems that I usually encountered is how to impart the knowledge with colleagues with ease and positivity. Some say that other teachers are negative."* (Informant 4, Q3.1, L 59-63)

Florkowski et al. (2022) defined that negative attitudes might oppose change, impeding creative teaching methods, collaborative decision-making, and student-centered approaches. Resistance inhibits organizational growth and adaptation and undermines progressive leadership initiatives (Bailey & Raelin, 2015). For Sherifdeen and Frank (2024), negative attitudes can also damage school community trust, communication, and morale, creating a toxic workplace that stifles innovation and collaboration. To overcome negative views, proactive measures must address underlying issues, promote openness and transparency, and help instructors build the skills and confidence to adopt progressive leadership methods (Whittaker et al., 2015). Schools may promote progressive leadership and student outcomes by tackling negative attitudes head-on and fostering positivity, resilience, and continual development (Frydenberg, 2018).

*Heavy Workload.* Teachers' various tasks, responsibilities, and obligations can generate time constraints, stress, and overwhelm. Overwork hinders teachers' progressive leadership. Administrative, lesson planning, grading, and extracurricular activities may prevent teachers from engaging in innovative teaching, collaborative decision-making, or progressive leadership professional development. Teachers may be unable to adopt new methods due to academic pressure, student requirements, and bureaucratic duties. Addressing high workload requires organizational support, efficient processes,

and a recognition that teachers need time and resources to lead progressively. Without support and initiatives to minimize workload restrictions, teachers may struggle to embrace and implement progressive leadership practices, limiting school community transformation and improvement.

Additional work aside from the classroom is a struggle. She noted that,

*“Usually following the new innovations is very difficult because as we all know it is another burden to our classroom teachers because it added to our workload, and we should be flexible in accepting another challenges that arises.”* (Informant 3, Q3.2, L 35-42)

Periera and Tay (2023) condemns that excessive administrative tasks, grading, and lesson planning can drain teachers' time and energy, leaving little room for innovative teaching, collaborative decision-making, or progressive leadership professional development. This can restrict their capacity to try new methods, adjust curricula to various student requirements, and encourage creativity and innovation in the classroom and school community (Santoro, 2021). For Viac and Frasser (2020), heavy workloads can also cause burnout, stress, and job dissatisfaction in teachers, affecting their well-being and classroom performance. Reducing non-teaching duties, providing enough support staff, and fostering work-life balance and self-care are needed to address severe workload (Fadare et al., 2024). Teachers may struggle to become progressive leaders without reducing their workload, restricting educational system transformation and innovation (Hargreaves & Fullan, 2015).

**Table 3** Challenges encountered by teachers in practicing progressive leadership

Global Theme	Organizing Theme	Basic Themes
Roadblocks practicing progressive leadership.	Negative Attitude	There are those who perceived it negatively.
	Heavy Workload	They were bombarded with heavy workload.

### Teachers Navigating and Overcoming the Challenges

The last question deals with how the participants navigate and overcome the aforementioned challenges. Three organizing themes occurred on how the gathered narrative quos.

*Acceptance and Flexibility.* Teachers with these traits can adjust to unexpected challenges including curricular changes, technological advances, and student demographics. Accepting the realities of their work and being flexible in their teaching and learning methods helps educators solve problems and seize opportunities for advancement. Acceptance and flexibility allow instructors to embrace new ideas, viewpoints, and methods, promoting creativity and ongoing learning in the school community. As teachers model acceptance and flexibility, they enable students to overcome problems and embrace change in their education.

One of the participants said that,

*“To overcome those challenges, I must be flexible, so acceptance, so you need to accept the changes that happened in the department because when you accepted it, gradually you will be loving the changes in the department.”* (Informant 1, Q4.1, L 1-6)

Another participant shared that,

*“Wow! we should be flexible and considerate and have a positive outlook in facing or dealing with those challenges that we encountered so that it will let be very difficult for us because it is also for own good for our growth.”* (Informant 3, Q4.1, L 28-34)

Lastly, a participant condemns that,

*“Acceptance that not all of the teachers are have the same line of thinking like you do. So, you have to accept and consider each individual differences. Then you have to be flexible, and you have to be considerate also and then you have to be lenient. Leniency is the key.”* (Informant 4, Q4.1, L 44-52)

Darder et al. (2023) demonstrates that acceptance helps teachers accept and adapt to the changing educational scene, various student requirements, and changing pedagogical approaches. Accepting these issues allows teachers to see them as learning opportunities rather than insurmountable obstacles (Carless, 2015). For Nilson (2016), flexibility allows instructors to adapt their methods, techniques, and priorities to changing conditions, helping them solve difficult problems and grab innovation chances. Acceptance and flexibility create a school culture of resilience, adaptability, and continual development, enabling teachers to lead progressive education reform (Morote et al., 2022).

*Positive Outlook.* Positive teachers see challenges as opportunities for growth and learning rather than insurmountable barriers. Even in difficult times, this optimistic outlook helps teachers stay motivated, morale, and purposeful. A positive approach creates a friendly and uplifting school community, inspiring colleagues and children to endure and flourish. Teachers may overcome problems and achieve their goals of quality education and student achievement by staying positive.

A participant discussed that having a focus on the goal means positive outlook. She made mention that,

“...to overcome those challenges I need to focus to my goal as a leader and I must be rationale and considerate to those who cannot cope with the changes...” (Informant 2 & 7, Q4.1, L 8-11)

For Malik (2018), adopting a positive mentality enables teachers to perceive setbacks as chances for development and creativity rather than overwhelming obstacles. Teachers may foster collaboration, support, and ongoing development by exuding cheerfulness and instilling confidence, inspiration, and a sense of purpose in both themselves and their colleagues (Devi & Seema, 2024; Thomas, 2018). Positive thinking helps instructors' ability to navigate challenging situations with composure and adjust to evolving conditions (Xue, 2021). By maintaining an optimistic outlook, teachers can motivate their colleagues and pupils to persist, think creatively, and surmount challenges to attain educational brilliance and foster beneficial transformations (Wilson & Conyers, 2020).

*Collaboration and Team Building.* Through collaboration with colleagues, teachers can utilize a variety of viewpoints, specialized knowledge, and personal experiences to create inventive solutions, exchange effective strategies, and provide mutual assistance in overcoming challenges. Team building activities promote camaraderie, trust, and coherence among instructors, enhancing their collective resilience and capacity to effectively handle obstacles. Collaboration and team building work together to establish a friendly and cooperative atmosphere in the school community. This enables instructors to overcome challenges, accomplish shared objectives, and bring about beneficial transformations in education.

This concept corroborates to a participants' response. She said that,

“The strategies that I employ no in order to overcome those challenges is the collaboration and team building. As one saying said that no man is an island., meaning unity for vision and mission shall be the effective tools in attaining goal as one. The teacher should participate to one another giving a simple solution specially the school activity and other challenges related to the profession or works.” (Informant 9, Q4.1, L 82-92)

Additionally, another participant agreed. She conferred that,

“The strategies that I employ in order to overcome it of course by collaborating each other as one and to strengthen my skills as a teacher by participating and be get along with my peers as well as be conscientious with my colleagues and to participate as one.” (Informant 11, Q4.1, L 107-113)

Consequently, a participant believed that,

“For us to overcome all the challenges, we need to have collaboration and team building. With team building, in this case, we need to have a strong relationship as one team. To have a successful implementation of such projects in school premises or in community. There is no one should be negative in the team in such IGP, GPP should help one another to implement or improve the school. So, this is not only for the people but it is also for us because we are in the community. Thank you.” (Informant 12, Q4.1, L116-129)

Graesser et al. (2018) explains that collaboration allows teachers to share knowledge, resources, and views to create novel solutions to complicated problems. Together, teachers may use one other's strengths, share best practices, and help each other execute progressive leadership initiatives (Zhou, 2022). For Mullen et al. (2021), team building exercises also create teacher camaraderie, trust, and perseverance to overcome hardship. Teachers who work together and form effective school teams foster an environment where students feel safe taking risks, trying new things, and accepting change (Aguilar, 2016). For Sharrat and Plance (2016), collaboration and team building strengthen progressive leadership and foster a culture of collaboration, creativity, and continual development in the school, benefiting students and the educational community.

**Table 3** Teachers navigating and overcoming the challenges

Global Theme	Organizing Theme	Basic Themes
On Overcoming the Challenges	Acceptance and Flexibility	Teachers are flexible enough.
	Positive Outlook	Teachers looked into the positive side of life.
	Collaboration and Team Building	Teachers worked as a team.

## Implications for Practice

The practical consequences emphasize the significance of establishing a nurturing and cooperative educational atmosphere that places high value on ongoing learning, innovation, and flexibility. Schools can enable teachers to exercise progressive leadership and contribute to organizational learning and growth by tackling issues and utilizing the highlighted themes.

Schools should promote organizational learning, information exchange, experimentation, and reflection. We can do this by offering professional development, teamwork, and continual training. Emphasizing innovation and adaptability in schools can help instructors keep up with trends, innovations, and best practices.

Additionally, schools should help teachers use cooperative and individual learning methodologies for organizational learning. This includes funding lectures, trainings, and workshops for professional development. A culture of cooperation and teamwork can also inspire teachers to share knowledge, work together on projects, and problem-solve to improve their learning and the school's growth.

Furthermore, progressive leadership challenges include unfavorable attitudes, high workload, and change resistance. Schools must address these issues. Provide support and resources to reduce workload demands, promote a positive school culture that accepts change and innovation, and encourage staff acceptance and flexibility. Positive thinking, teamwork, and professional growth should help teachers overcome obstacles in schools. Teachers can also learn how to delegate, follow DepEd regulations, and be flexible in leadership and problem-solving.

---

### **Implications for Future Research**

Future research should further investigate the interplay between organizational learning, teacher learning, and leadership behaviors in the school environment. Through conducting thorough investigations in these specific areas, researchers may offer significant insights and recommendations to enhance organizational effectiveness, foster teacher development, and improve student outcomes.

Future studies might also examine how organizational learning promotes school innovation and adaptation. This could include longitudinal studies to evaluate how organizational learning efforts affect school performance metrics and qualitative research to examine the cultural and structural elements that promote or hinder organizational learning in schools.

Teacher individual and collective learning practices that contribute to organizational learning need further study. This could include assessing professional development methods, mentoring and peer collaboration in teacher learning, and how teacher learning communities boost organizational learning.

Researchers may continue to study teachers' progressive leadership problems. This could involve surveys or interviews to identify common teacher issues and explore solutions and techniques for overcoming them. Comparative research across educational environments may also illuminate contextual elements that affect progressive leadership.

Thus, more research is needed to understand how teachers face progressive leadership issues. Leadership methods could be studied longitudinally to determine their effects on teacher efficacy and student outcomes. Case studies or action research projects could also reveal how teachers handle practical obstacles.

---

### **Concluding Remarks**

Ultimately, this research has provided insight into the complex relationship between organizational learning, teacher practices, and leadership issues in the school environment. By examining the impact of the organizational learning process on creativity and adaptation, as well as the learning tactics used by teachers, we have identified crucial aspects that promote organizational growth and enhancement.

Moreover, via the process of identifying the hurdles that teachers face when practicing progressive leadership and analyzing how they navigate and surmount these obstacles, we have acquired significant insights into the intricacies of educational leadership. The key factors that are shaping the educational landscape include the presence of skilled teachers, the distribution of tasks, ongoing professional growth, participation in seminars and trainings, compliance with DepEd directives, negative attitudes, excessive workload, openness and adaptability, optimistic mindset, and cooperation and team development.

Thus, to cultivate a culture of ongoing learning, creativity, and positive transformation inside schools, it is crucial to focus on these themes and utilize their implications. This will ultimately result in enhanced outcomes for both students and instructors.