Organizational Learning Practice and Internal Quality Assurance of the School's We Care Your Legacy to Share Guiding Principle Program towards a Higher Level of Pacucoa Accreditation and Isa Compliance

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Abstract: This mixed-method research aimed to assess the school's "We Care Your Legacy to Share" guiding principle program of Colegio de San Gabriel Arcangel's organizational learning practice and the internal quality assurance for this institution to become an instrument of quality education. As an explanatory sequential design study, it utilized two adopted survey instruments and a focus group discussion on collecting data from 51 respondents from the institution's management and staff. The study's findings revealed that the "We Care Your Legacy to Share" guiding principle program of CDSGA effectively develops a leadership that reinforces learning as the basic but most essential building block of a learning organization. Moreover, it was found that the institution has met the criteria of ISA's key result areas in all respects, at a level of excellence that provides a model for others. Thus, CDSGA has the potential to achieve a higher level of PACUCOA accreditation and ISA compliance. The proposed action plan that serves as the study's output recommended 13 activities and programs to improve the supportive learning environment and concrete learning processes and practices and strengthen internal quality assurance.

Keywords: Organizational Learning, Internal Quality Assurance, Institutional Sustainability Assessment (ISA)

INTRODUCTION

In this turbulent time and a competitive environment full of uncertainties, many organizations are trying to adapt, survive, grow, compete and be resilient through organizational development. The efficient utilization of resources and the creation of innovative ideas are some of the strategies being adopted. As a result, the capability of human resources and the contribution of all stakeholders united by a shared vision are now highly valued as a competitive advantage. In strategic management, organizational learning (OL) is considered one of the fundamental sources of competitive advantage due to its ability to develop a dynamic, knowledgeable, and updated human capital (Geus, 1988; Lopez, 2015; Lien Thi Pham et al., 2019, and Mousa, et al., 2020).

OL is a theory introduced by Chris Argyris and Donald Schon in 1978 that pertains to the process of organization inquiry and knowledge creation through interaction and transfer of ideas among stakeholders to solve problems and support organizational development. Similarly, the dynamic theory of organizational knowledge creation by Ikujiro Nonaka (1998) also argued and supported that socialization, externalization, internalization, and a combination of tacit knowledge with explicit knowledge create useful and beneficial knowledge for the growth development of the organization.

The implementation of OL in an organization indicates that there is a growing awareness of creativity, agility, flexibility, and other main business preferable phenomena reflecting the current economic sphere that can be its sustainable advantage (Nonaka, 1994, Grossan et al., 1999, Argote 2013, Koehler, et al., 2019, and Jain, et al., 2015 as cited in the study of Mousa, et al., 2020). According to Senge (1994), an organization with people who continually expand their learning capacity to create the desired result and nurture expansive patterns of thinking to see the whole together is characterized by a supportive learning environment, concrete learning processes and practices, and leadership that reinforces learning is called a learning organization (Dalto, 2019 and Garvin, et al., 2008).

Colegio de San Gabriel Arcangel, Inc. (CDSGA) is a recognized educational institution with four programs (Level II) accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). Since it underwent program accreditation, CDSGA invested its efforts and resources to continuously developed and strengthen its internal quality assurance to achieve sustainability and stakeholders' satisfaction. Like other educational institutions in the Philippines and other countries, CDSGA also believes that accreditation can help the institution identify its strengths and areas for improvement to sustain quality and better serve its clients and stakeholders. According to the qualitative study of Caeiro et al. (2020), sustainability assessment in higher education institutions should be viewed as a social construction, emerging from the different partners involved and according to mixed, bottom-up, top-down approaches, where various internal and external factors contribute positively. Moreover, it showed that its use is an important driving force for diagnosis, improvement, and future changes in organizational management.

To support these initiatives, CDSGA implemented a program that aims to promote unity and collaboration through

a free exchange of knowledge useful for organizational growth and development. This guiding principle program of CDSGA called "We Care Your Legacy to Share" has been participated by all stakeholders in the past few years. As part of this guiding principle program, the institution regularly conducts meetings, seminars/webinars, and training like Transformative Intervention in Managing Effectively (TIME) within teams, departments, colleges, and institutions. Sharing experiences, expertise, challenges, opportunities, future plans, trends, and motivational talks are its usual agenda. The engagement of teachers and staff in this kind of organizational development intervention (ODI) can improve interest and support for school organizational learning at all levels. Improvement in OL through ODI enables them to practice and use it to succeed in a turbulent situations, ensure sustainability and retain competitive advantage (Kaewprasith, 2019). Moreover, institutional change and organizational learning are inextricably linked. Thus, organizational learning can be used to support quality assurance reform (Liu and Liu, 2018).

With its aim to prepare the institution for a higher level of PACUCOA accreditation, more PACUCOA accredited programs and institutional accreditation in the Institutional Sustainability Assessment (ISA) of the Commission on Higher Education (CHED), the researcher ventured its effort to assess the level of organizational learning of the institution using Garvin's Learning Organization Survey and internal quality assurance using the ISA Self-Evaluation Document (ISA SED). Since the school's "We Care Your Legacy to Share" guiding principle program is an organization learning practice, the researcher used an institutional and holistic assessment tool to assess the compliance of PACUCOA accredited and non-accredited programs using key results areas that are common to all. This mixed-method research considered the management and staff of CDSGA as respondents who answered two types of the self-administered survey via google form and attended focus group discussions via the zoom platform to develop an effective action plan.

Statement of the Problem

This research primarily aims to assess the school's "We Care Your Legacy to Share" guiding principle program of Colegio de San Gabriel Arcangel's organizational learning practice and the internal quality assurance for this institution to become an instrument of quality education.

Specifically, this study answered the following problems:

1. What is the profile of the respondents of the study in terms of the following attributes such as:
   1.1. Position occupied, and
   1.2. Department/College they belong?
2. How do the respondents assess the organizational learning practice of the School's "We Care Your Legacy to Share" Guiding Principle as to the following components such as:

2.1. Supportive learning environment,
2.2. Concrete learning processes and practices, and
2.3. Leadership that reinforces learning?
3. How do the respondents assess the internal quality assurance of the School's "We Care Your Legacy to Share" Guiding Principle in terms of the following components such as:
3.1. Governance and Management,
3.2. Quality of teaching and learning,
3.3. Quality of professional exposure, research, and creative work,
3.4. Support for students, and
3.5. Relations with the community?
4. Based on the findings of the study, what action plan can be proposed through the "School We Care Your Legacy to Share Guiding Principle" to strengthen each organizational learning practice and internal quality assurance towards a higher level of PACUCOA Accreditation and ISA Compliance?

METHODOLOGY

This study employed a mixed-method approach to assess the "We Care Your Legacy to Share" guiding principle program of Colegio de San Gabriel Arcangel (CDSGA) as its organizational learning practice and internal quality assurance towards accreditation and ISA compliance using both qualitative and quantitative techniques. This type of research has the ability to understand and corroborate the breadth and depth of the study by combining quantitative and qualitative elements (Johnson et al., 2007). It also utilized explanatory sequential design by collecting and analyzing the quantitative data first, which refers to the result of the survey before the qualitative data, which refers to the result of the focus group discussion.

This study considered complete enumeration or total population sampling in selecting respondents. All the executives, administrators, college deans, program and office heads, principals and instructional officers, and faculty and staff of CDSGA are considered respondents of this study.

The researcher used the following research instruments: (1) a survey questionnaire with the following parts: *Learning Organization Survey* developed by David A. Garvin, Amy C. Edmondson, and Francesca Gino in 2008, and *Institutional Sustainability Assessment Self-Evaluation Document (ISA SED)* developed by the Commission on Higher Education (CHED), and (2) discussion guide to collect responses from focus group discussion as the basis of the proposed action plan.

Pursuant to the ethical standards of conducting this research, the researcher strictly observed and implemented ethical considerations in administering the survey instrument. The researcher gathered the quantitative data using Google Form and analyzed it by applying Descriptive Statistics, and

the qualitative data were analyzed using the thematic method. This was applied by looking at the patterns of meaning in a data set, particularly on the conversation transcript during the focus group discussion. According to Warren and Rautenback (2020), thematic analysis is useful to find out about people's experiences, views, and opinions. The themes derived served as the basis of the proposed action plan to address the areas for improvement identified through the ISA Self-Evaluation Document and served as the output of the study.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1
Percentage (%) Distribution on the Profile of the Respondents

Profile (n = 51)	Sub-Groups	F	%
Position Occupied	Executive/Administrator	4	8%
	Dean/Head/Principal	8	16%
	Faculty/Staff	39	76%
Department/ College they belong	Administration	7	14%
	Office	9	18%
	Basic Education	23	45%
	Technical-Vocational	2	4%
	College	10	19%

Table 1 shows that most of the respondents are Faculty / Staff as they have a total frequency of 39 (76%). It is followed by the 8 (16%) Executives/Administrators and 4 (8%) College Dean/Department or Program Head/Principal. Moreover, among the five (5) groups of respondents, most are from the Basic Education Department (23), equivalent to 45%. It is followed by 10 (19%) respondents from College departments, 9 (18%) respondents from various Office departments, 7 (14%) respondents from the Administration department, and 2 (4%) respondents from the Technical-Vocational department.

Organizational Learning of the Schools' "We Care Your Legacy to Share" Guiding Principle

Table 2
Weighted Means of Respondents' Assessment on Supportive Learning Environment

Sub-Components	Mean	Interpretation
Psychological safety	4.71	For improvement
Appreciation of differences	4.79	For articulation & modelling
Openness to new ideas	5.04	For improvement
Time for reflection	4.37	For articulation & modelling
Total	**4.73**	**For improvement**

Table 2 presents that among the four (4) sub-components of a supportive learning environment, appreciation of differences (4.79), and time for reflection (4.37) obtained the highest scaled scores equivalent to the third quartile with a verbal interpretation of *articulation and modelling*. It is followed by psychological safety (4.71) and openness to new ideas (5.04) with a verbal interpretation of *for improvement*.

In general, the assessment of the learning organization level of CDSGA with respect to its "We Care Your Legacy to Share" guiding principle program as to supportive learning environment resulted in a general weighted mean of 4.73. Therefore, this building block is recommended for improvement. The institution can articulate and model its appreciation of differences and time for reflection to improve psychological safety and openness to new ideas.

Table 3
Weighted Means of Respondents' Assessment on Concrete Learning Processes and Practices

Sub-Components	Mean	Interpretation
Experimentation	5.19	For articulation & modelling
Information collection	5.22	For improvement
Analysis	4.67	For improvement
Education & training	5.08	For improvement
Information transfer	4.95	For improvement
Total	**5.02**	**For improvement**

It is shown in this Table (3) that among the five (5) subcomponents of concrete learning processes and practices, experimentation with a weighted mean of 5.19 obtained the highest scaled score of 74, equivalent to the third quartile with a verbal interpretation of *for articulation and modelling*. It is followed by information transfer (4.95) verbally interpreted as *for improvement*. Lastly, the information collection (5.22), education and training (5.08), and analysis (4.67) obtained weighted means equivalent to the second quartile scaled scores with a verbal interpretation *for improvement*.

In general, the assessment of the learning organization level of CDSGA with respect to its "We Care Your Legacy to Share" guiding principle program as to concrete learning processes and practices resulted in a general weighted mean of 5.02. Therefore, this building block is recommended for

improvement. The institution can articulate and model its experimentation to improve information collection, analysis, education and training, and information transfer.

Table 4
Weighted Means of Respondents' Assessment on Leadership that Reinforces Learning

	Mean	**Interpretation**
Leadership that Reinforces Learning	4.15	For articulation and modelling

It is shown in this Table (4) that the assessment of the respondents on the learning organization level of CDSGA as to leadership that reinforces learning resulted in a weighted means score of 4.15. This can be interpreted that this building can be articulated and modelled to improve other building blocks and their subcomponents.

In general, it can be interpreted that based on the assessment of the respondents on the building blocks of CDSGA as a learning organization with respect to its "We Care Your Legacy to Share" guiding principle program leadership that reinforces learning is the only building block that can be articulated and modelled. It can be maximized and used to improve the other building blocks: a supportive learning environment and concrete learning processes and practices to become a mature learning organization with a strong competitive advantage.

Internal Quality Assurance of the School's "We Care Your Legacy to Share" Guiding Principle

Table 5
Summary of Weighted Means on Institutional Sustainability Assessment (ISA)

Variables	**Mean**	**Interpretation**
Governance and Management	3.37	The criteria are met in most respects, at a level that demonstrates good practice.
Quality of teaching and learning	3.51	The criteria are met in all respects, at a level of excellence that provides a model for others.
Quality of Professional Exposure, Research and Creative Work	3.51	The criteria are met in all respects, at a level of excellence that provides a model for others.
Support for Students	3.71	The criteria are met in all respects, at a level of excellence that provides a model for others.
Relations with the Community	3.71	The criteria are met in all respects, at a level of excellence that provides a model for others.

Table 5 shows that as to KRA 01: *governance and management*, the institution obtained a mean score of 3.37. This means that the institution met the governance criteria in most respects, at a level that demonstrates good practice. This can be interpreted that the institution's management of operations, financial control, and quality assurance arrangements allowing the HEI to respond to development and change. Also, it must enable features that help improve the operations, quality, and development, such as 1) the use of Information and Communications Technology (ICT) for more efficient and effective management; and 2) viable, sustainable, and appropriate resource generation strategies to support its development plans.

Based on the KRA 02: *quality of teaching and learning*, the institution obtained a mean score of 3.51. This means that the institution met the quality of teaching and learning in all respects, at a level of excellence that provides a model for others. It can be interpreted that the institution achieves its quality of teaching and learning due in large part to its faculty roster with their appropriate expertise and competence. Student learning and performance are enhanced with the effective use of learning resources, such as library resources, laboratories, and information and communications technology.

Based on KRA 03: *quality of professional exposure, research and creative work*, the institution obtained a mean score of 3.51. This means that the institution met the criteria of quality of professional exposure, research, and creative work in all respects, at a level of excellence that provides a model for others. This also means that the institution provides a model for others. Students develop relevant competencies through programs that allow students to practice their learned competencies, such as programs for entrepreneurship, practicum, internship, apprenticeship, or on-the-job training (OJT). Further, the institution's research community produces relevant research and other advanced scholarly activity.

Based on the KRA 04: *support for students*, the institution obtained a mean score of 3.71. This means that the institution met the criteria of support services in all respects, at a level of excellence that provides a model for others. This means that in all respects, at a level of excellence that provides a model for others, the institution provides educational opportunities for the ablest and deserving students with support from student scholarships and has programs for student services to support the non-academic needs of the students. Also, the institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level

income groups, international students, and other special groups.

Based on the KRA 05: *relations with the community*, the institution obtained a mean score of 3.71. This means that the institution met the criteria of relations with the community in all respects, at a level of excellence that provides a model for others. This result can be interpreted that in all respects, at a level of excellence that provides a model for others, the institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines or internationally and its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance. Also, the institution offers programs that consider the country's social, cultural, economic, or developmental needs at local, regional, or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

Action Plan towards a Higher Level of PACUCOA Accreditation and ISA Compliance

Table 6
Proposed Action Plan

Key Result Area 01: **Organizational Learning**
1. **Character Development Program**. *It aims to develop the character of proactiveness, creativeness, and a culture of collaboration to promote trust and good relations among members that will improve a supportive learning environment and concrete learning processes and practices.*
2. **Consultation, Orientation and Simulation Program.** *It aims to provide concrete and detailed information about the initiative's rationale, pros, and cons slowly and gradually to improve a supportive learning environment and concrete learning processes and practices.*
3. **Team Learning Session**. *It aims to facilitate informal knowledge exchange within teams through mentoring to improve the supportive learning environment and concrete learning processes and practices and articulate leadership that reinforces learning.*
Key Result Area 02: **Governance and Management**
4. **Development of Departmental Action Plan and Allocation of Budget.** *It aims to promote proactiveness and support the initiatives that will contribute to each office and department's growth, development, and efficiency to improve governance.*
5. **Performance Monitoring System.** *It aims to facilitate the objective, transparent, responsive, and effective monitoring of performance for immediate feedback and improvement to improve governance.*

Key Result Area 03: **Quality Teaching and Learning**
6. **Gabrielian Standard of Education Guide**. *This aims to guide the faculty in facilitating teaching and learning to maintain the institution's quality of education.*
7. **Faculty Development Program**. *This aims to develop the competence of the faculty in providing quality teaching and learning through an immersion program.*
Key Result Area 04: **Quality Professional Exposure, Research, and Creative Work**
8. **Creation of Research Sharing and Caring Circle.** *This aims to strengthen and promote research culture by creating research groups that will lead, motivate, and guide members to prepare, present, and publish research.*
Key Result Area 05: **Support for Students**
9. **Exploration of Potential Markets and Linkages**. *This aims to explore new emerging and potential markets like the nearby municipality of Sta. Maria and alumni who are working abroad through social media and flexible learning.*
10. **Improvement of Online Presence and Responsiveness.** *This aims to improve online support services by making them more responsive and alert to student concerns.*
11. *Caring Program for Offline and Modular Learners.* *This aims to give attention to the least attended group of learners who need support services.*
12. **Development of Concrete Scholarship Policies and Action Plan**. *This aims to provide more concrete scholarship policies to retain and help scholars perform and meet academic requirements.*
Key Result Area 06: **Relations with the Community**
13. **Conduct Outreach Program in Partnership with the LGU.** *This aims to provide an outreach program to a specific community considering growing adolescence as target beneficiaries who are less fortunate to avail of educational, livelihood and employment services.*

CONCLUSIONS

Based on the findings of the study, the researcher has drawn the following conclusion:

1. **Relative to F-1**: The results obtained are more generalizable to the college faculty and staff according to position and the basic education and college according to departments.
2. **Relative to F-2**: The "We Care Your Legacy to Share" program of CDSGA is effective to develop leadership that reinforces learning. This building block is the basic but the most essential in learning organization transformation. It can be articulated and modelled to

improve and develop a supportive learning environment and concrete learning processes and practices.

3. **Relative to F-3**: The internal quality assurance of CDSGA is compliant with the standard of Institutional Sustainability Assessment's six (6) key result areas. Hence, CDSGA has the potential to achieve a higher level of accreditation by PACUCOA and also on the other programs simultaneous with ISA institutional accreditation.

4. **Relative to F-4**: The proposed action plan can develop a supportive learning environment with concrete learning processes/practices and strengthen internal quality assurance.

RECOMMENDATIONS

The conclusion of the study has to lead the researcher to the following recommendations:

1. **Relative to F-1**: The obtained results from the majority groups of the respondents should be compared to the other small groups to test the significance of their responses.

2. **Relative to F-2**: CDSGA as a learning organization should establish a strong leadership that reinforces learning that can be articulated and modelled to develop a supportive learning environment and concrete learning processes/practices through an effective organizational learning program.

3. **Relative to F-3**: CDSGA should improve its governance and management to maintain its quality of teaching and learning, quality of professional exposure, research / creative work, support for students, and relations with the community so it can submit for a higher level of accreditation of accredited programs, accreditation of non-accredited programs, and ISA accreditation.

4. **Relative to F-4**: CDSGA should implement the proposed action plan to improve its supportive learning environment and concrete learning processes/practices and strengthen its internal quality assurance.

Other Recommendation

1. Another follow-up study should be conducted after the proposed action plan has been implemented to determine whether its supportive learning environment and concrete learning processes/practices have strengthened its internal quality assurance

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