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The Applicability of the Dimensions of Learning Organizations in Philippine Universities: The Case of the University of Perpetual Help System

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Introduction

- ▶ 21st Century – Knowledge – based economy
- ▶ calls for building a culture of creating, acquiring, and transferring knowledge and modifying its behavior to reflect new knowledge and insights (Garvin, 1993, 2000).



Introduction

- ▶ A learning organization has become an interesting area in the fields of human resource and organization development and its application is beginning to increase and has widely spread to varying degrees even in the school systems (Egan, Yang & Barlette, 2004).



Introduction

- ▶ The Philippines challenges attributable to differentiated factors that call for change in probably all aspects such as culture, people, structure, systems and processes, and others.
- ▶ With the basic education reform in K to 12 and higher education reforms, school organizations are now up to the challenge of changing their directions where raising the bar and sustaining elevated quality in education become primordial concerns.



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Introduction

- ▶ Thus, the need to explore and examine the practices of colleges and Universities as to whether they are moving with or ahead of the twenty-first century education, by becoming Learning Organizations, has become imperative.



Introduction

- ▶ Learning Organization requires six action imperatives. *Watkins and Marsick (1993)*
 - (1) empowering people toward a collective vision,
 - (2) promoting inquiry and dialogue,
 - (3) encouraging collaboration and team learning,
 - (4) creating continuous learning opportunities,
 - (5) connecting the organization to the environment, and
 - (6) establishing systems to capture and share learning.



Introduction

- ▶ 4 different levels for an organization to have the capacity of continuous learning and change. *Watkins and Marsick (1993)*
 1. individual (continuous learning and dialogue and inquiry),
 2. team (collaboration and team learning),
 3. organization (empowerment and systems), and
 4. societal levels (connection to environment).



Conceptual Framework

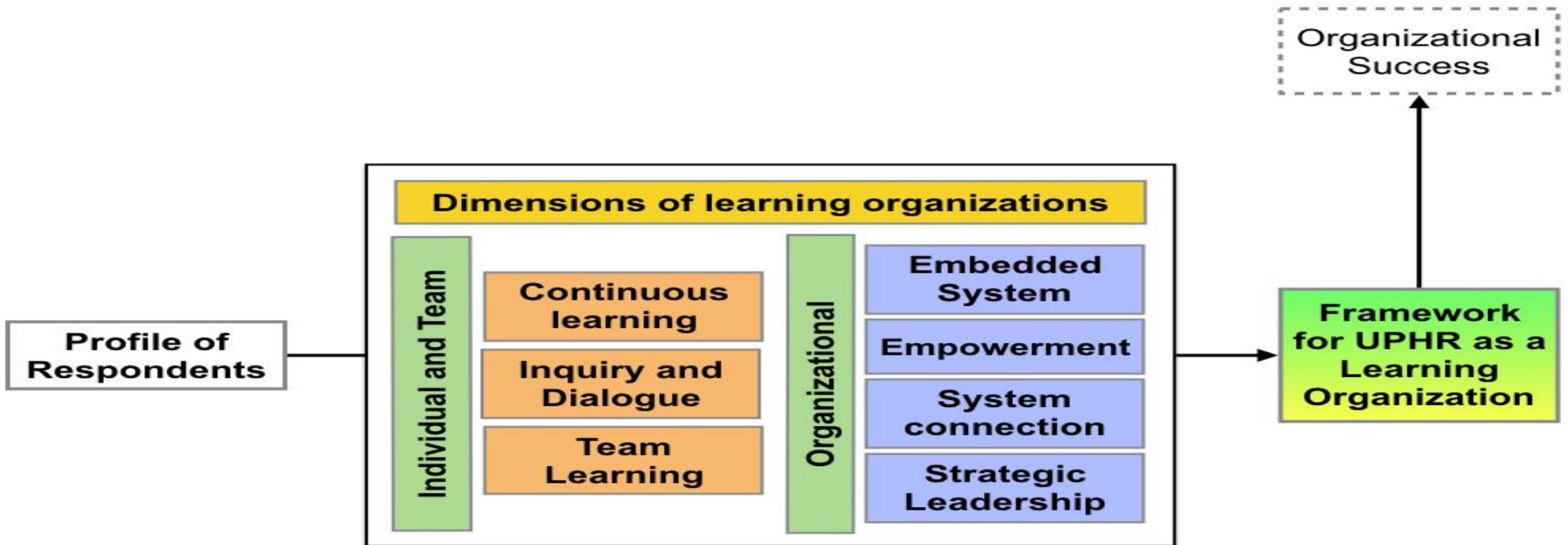


Figure 03. Conceptual Framework



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Statement of the Problem

1. The profile of respondents classified as managerial employees and faculty members grouped according to position held, gender, and length of service.



Statement of the Problem

2. The extent to which the employees applied the seven (7) learning organization dimensions in the management of work-related responsibilities in both individual and team levels, in the dimensions of:

- ▶ Continuous learning
- ▶ Dialogue and Inquiry
- ▶ Team learning?



Statement of the Problem

3. The extent by which UPHSD is operating as a learning organization University as perceived by its Managerial employees and Faculty in the dimensions of:

- ▶ Embedded system
- ▶ Empowerment
- ▶ System connection
- ▶ Strategic leadership.



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Statement of the Problem

4. The framework for learning organizational development that can be designed and applied to the University of Perpetual Help System



Methodology

- Descriptive research
- Dimension of Learning Organization Questionnaire (DOLQ)
- Exploratory research
- Random sampling
- 100 respondents
- Frequency, percentage, and mean



Results and Discussion (RQ1)

Position Held	%	Gender	%	Length of Service	%
Managerial Employees	42	Male	55	0-5 years	42
Faculty Members	58	Female	45	6-10 Years	15
				11-15 Years	18
				16-20 Years	7
				More than 20 years	18
Total	100		100		100



Results and Discussion (RQ2)

Dimensions that pertain to individuals and group levels

	Dimensions	Mean	Verbal Interpretation	Degree of Application
LO1	continuous learning	4.39	Often	Moderate
LO2	dialogue and inquiry	4.35	Often	Moderate
LO3	team learning and collaboration	4.21	Often	Moderate



Results and Discussion (RQ3)

Dimensions that pertain to organizational level

	Dimensions	Mean	Verbal Interpretation	Degree of Application
LO 4	Embedded system	4.33	Often	Moderate
LO 5	Empowerment	4.27	Often	Moderate
LO 6	System connection	4.21	Often	Moderate
LO 6	Strategic leadership	4.38	Often	Moderate



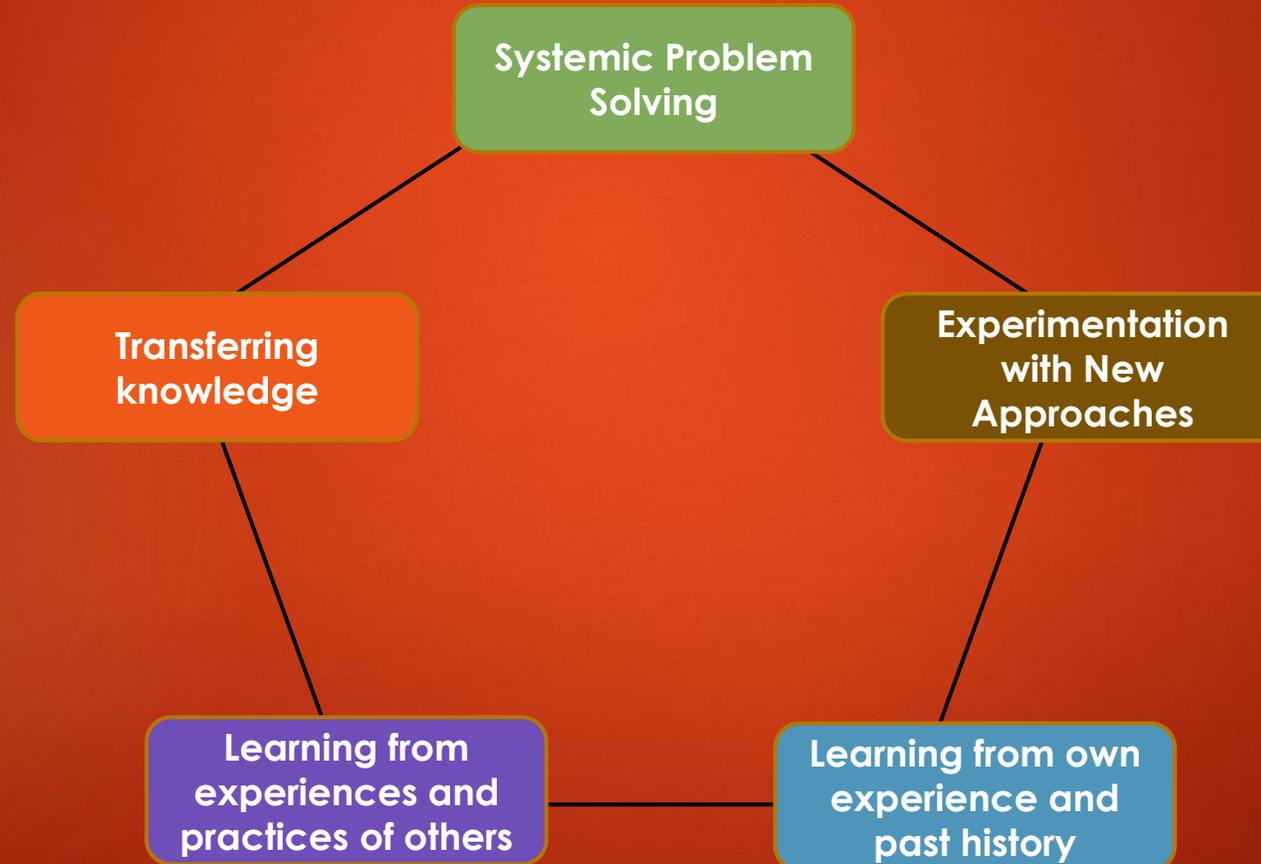
Results and Discussion (RQ3)

Table 13. Summary Distribution of Mean Scores for the 7 LO Dimensions

#	Learning Organization Dimension	Mean	Verbal Interpretation	Degree of Application	Rank
1	Continuous Learning	4.39	Often	Moderate	2
2	Dialogue and Inquiry	4.35	Often	Moderate	5
3	Team Learning and Collaboration	4.38	Often	Moderate	3.5
4	Embedded Systems	4.33	Often	Moderate	6
5	Empowerment	4.27	Often	Moderate	7
6	Systems Connection	4.46	Often	Moderate	1
7	Strategic Leadership	4.38	Often	Moderate	3.5



Results and Discussion (RQ4)





Conclusions

1. The principles and theories of learning organization as advanced by Watkins and Marsick (1996, 1997, 2003) and the seven (7) learning organization dimensions based on the model, as perceived by respondents, are indicatively practiced and experienced to a certain degree and frequency (often) by both University managerial employees and faculty members in both college and basic education;



Conclusions

2. These learning organization dimensions showing that they are being practiced and experienced at a certain degree or frequency (often) conclusively indicate that the dimensions are applicable to the case of the University;

3. The seven (7) dimensions have not reached or obtained the level of frequency of almost always practiced indicate that there is a need to increase and strengthen these practices so as to sustain the development of becoming a learning organization;



Conclusions

4. A framework for development of learning organization can be made applicable to the University of Perpetual Help System based on a 5-point action imperatives , which are (1) the application of systematic problem solving (2) experimentation with new approaches (3) learning from own experience and past history (4) learning from the experiences and best practices of others, and (5) transferring knowledge.



Recommendations

1. The formulated framework of development in becoming a learning organization be applied, instilled and practiced, across the University and in all aspects of operations such as in governance, management, instruction, student services, research and community extension, using new interventions and programs that address areas of improvement or that contribute to increasing, enhancing and /or expanding skills of both managerial employees and faculty members to transform towards having a mindset for a learning organization;



Recommendations

2. A focal body be created or an existing office be tasked to ensure that practices of a learning organization be institutionalized towards instilling a culture of learning imbued with the passion and commitment of all employees in all levels, to continue to grow, develop, and be transformed;
3. A follow-up action research and data-gathering processes, be made by other researchers or practitioners in the University, to work out the details of the action imperatives within the framework, test out the details and cascade the actions down and across all levels of the organization,



Thank you.

