



LEARNING ORGANIZATION DIMENSIONS AND REFLECTION-IN-ACTION PRACTICE OF TEACHERS

GERALDIN B. ESTRELLA, LPT, MAED
Teacher I

Abstract

This study aimed to determine the relationship between learning organization dimensions and the reflection-in-action practice of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita South District of Davao Occidental Division, Philippines. The study was conducted on the Second Semester of School Year 2022-2023. Research instruments on learning organization dimensions and reflection-in-action practice of teachers were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of learning organization dimensions is very high, the level of reflection-in-action practice of teachers is high, there is a significance on the relationship between learning organization dimensions and reflection-in-action practice of teachers.

Keywords: *Learning Organization Dimensions, Reflection-in-Action Practice of Teachers, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

Reflection-in-action teaching is a process whereby teachers reflect on their teaching practices to examine the overall effectiveness of their instructive approaches. Improvement or change in teaching methods may be required, depending on the outcome of this analytical process, which is based on critical reflection (Goodley, 2018).

Reflection-in-action teaching practice is one of the important processes in teacher education. It stimulates teachers and students to develop various skills like decision-making, metacognition and logical thinking. Educators define reflection as a complete systematic process of decision making to solve a given problem and it involves taking a systematic and thoughtful action through consistent self-inquiry where teachers thoroughly review their classroom experience through a complete cyclic procedure towards high quality standards of learning and teaching methodology.

Reflection-in-action is an important learning component for both learners and teachers. It is indicated that reflection and reflective learning have more positive effects on learning that underline the importance of developing and using reflective practices. When instructors engage in reflective teaching, they are dedicating time to evaluate their own teaching practice, examine their curricular choices, consider student feedback, and revise improve student belonging and learning (Pollard, 2002),

However, many teachers have misconceptions about reflection, for example, that reflection means just thinking and simple thinking about the teaching and learning process. Paterson and Chapman (2013) prepared a precise description of the reflective practice to interpret reflective teaching and learning practices more clearly. They established that reflection not only includes a simple overview and description of a learner's activity, but rather requires cognitive and metacognitive activities in which the learner recognizes what has been learned, mobilizes his/ her prior knowledge, and connects new information to existing information.

In the local context, there are several instances where teachers cite Reflection-in-action teaching as one of the skills they have to master in designing teaching and learning activities. They consider that many of them lack the practice to reflect on the activities and how it influences students' engagement and learning.

The problem-situations stipulated prompts the researcher to conduct this study. More so, it attempts to address the knowledge gap in terms of finding relevant evidence in the local context regarding relationship between learning organization dimensions and reflection-in-action teaching practice among teachers as the researcher has rarely come across with the same study on the same topic in the local setting.

This study is anchored on Reflective practice theory of Dewey, Schilpp & Hahn (1939). According to the paradigm, every experience begins with something that is either familiar to us or wholly new to us. In the following phase, we must think on the event and make a note of anything novel about it.

Reflective practice, according to Dewey, is the active, persistent, and careful consideration of any belief or pretended form of knowledge in light of the grounds that support it. Thinking about one's teaching, to put it very broadly, is a key component of reflective teaching. Reflective teaching is a process where teachers review their lesson plans, consider how they were delivered, and consider how they may be altered for better learning results.

Before, during, and after a course is delivered, reflective teaching involves assessing one's fundamental assumptions about teaching and learning as well as one's alignment with actual classroom practice. When lecturing reflectively, teachers examine their methods critically and seek out examples of good instruction.

A person who takes up a new interest and evaluates their progress in learning the new material associated with the hobby, as well as their knowledge gaps and preferred learning methods, is engaging in reflective learning.

This study is also supported by the proposition of Goleman, Boyatzis and McKee (2002) which states that learning dimensions organization has a central role in developing reflection-in-action of teachers in school. They added that to ensure deeper learning among the students, teachers and staff should work in collaboration for the students to acquire skills such as problem solving and thinking skills and to develop and nurture highly motivated and engaged learners.

Likewise, this study also considers the pronouncement of Thach and Murphy (1995) which states that reflection-in-action in teaching defines key characteristics of reinforcement sensitivity skills of students. The competency characteristics are useful for transferring learning to students making them acquire life skills essential for student development. In addition to a mastery of basic skills, effective teachers demonstrate a thorough understanding of the content of their curricular areas. They communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

This study aims to find out the significance of the relationship between learning organization dimensions and reflection-in-action practice of teachers.

This study is aimed to determine the relationship between the learning organization dimensions and reflection-in-action practice of teachers. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is

important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various parts of its cultural heritage.

The research sample included only those teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire for the independent variable of this study is learning organization dimensions, the indicators were taken from Leufvén, Vitrakoti, Bergström, Ashish and Målqvist, (2015) with the following indicators, continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, system connections, and strategic leadership. This five-point Likert Scale was used in determining the learning organization dimensions in this study.

Meanwhile, the dependent variable of this study is reflection-in-action practice of teachers, the indicators come from Faghihi and Anani Sarab (2016) and the indicators are the following: practical, cognitive, learner, metacognitive and critical.

This five-point Likert Scale was used in determining the reflection-in-action practice in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.05 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Malita South District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the

researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the problems in this study. **Mean.** This will be used to determine the level of learning organization dimensions and reflection-in-action practice of teachers. **Pearson-r.** This will be used to determine the relationship between learning organization dimensions and reflection-in-action practice of teachers.

3. RESULTS AND DISCUSSION

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Learning Organization Dimensions in terms of Continuous Learning

Presented in Table 1.1 is the level of learning organization dimensions in terms of continuous learning with a mean score of 4.33 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: people help each other learn, people are given time to support learning, and people are rewarded for learning.

Level of Learning Organization Dimensions in terms of Dialogue and Inquiry

Presented in Table 1.2 is the level of learning organization dimensions in terms of dialogue and inquiry with a mean score of 4.12 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: people give open and honest feedback to each other, whenever people state their view, they also ask what others think, and people spend time building trust with each other.

Level of Learning Organization Dimensions in terms of Team Learning and Collaboration

Presented in Table 1.3 is the level of learning organization dimensions in terms of dialogue and inquiry with a mean score of 4.27 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: teams/groups have the freedom to adapt their goals as needed, teams/groups revise their thinking as a result of group discussions or information collected, and teams/groups are confident that the organization will act as their recommendations.

Level of Learning Organization Dimensions in terms of Empowerment

Presented in Table 1.4 is the level of learning organization dimensions in terms of Empowerment with a mean score of 4.23 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: recognizes people for taking initiatives, gives people control over the resources they need to accomplish their work, and supports everyone who take calculated risks.

Summary of Level of Learning Organization Dimensions

Presented in Table 1.5 is the level of learning organization dimensions with the overall mean of 4.23 with a descriptive equivalent of very high indicating that all enumerated indicators were always observed.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, continuous learning obtained the highest mean of 4.33 with a descriptive level of very high, team learning and collaboration obtained a mean score of 4.27 with a descriptive

rating of very high, empowerment had a mean score of 4.23 or very high, dialogue and inquiry had a mean score of 4.12 or very high.

Level of Reflection-in-Action Practice of Teachers in terms of Practical

Presented in Table 2.1 is the level of reflection-in-action practice of teachers in terms of practice with a mean score of 4.18 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I have a file where I keep my accounts of my teaching for reviewing purposes, I talk about my classroom experiences with my colleagues and seek their advice/feedback, after each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague, and I discuss practical/theoretical issues with my colleagues.

Level of Reflection-in-Action Practice of Teachers in terms of Cognitive

Presented in Table 2.2 is the level of reflection-in-action practice of teachers in terms of cognitive with a mean score of 4.12 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I read books/articles related to effective teaching to improve my classroom performance, I participate in workshops/conferences related to teaching/learning issues, I think of writing articles based on my classroom experiences, and I look at journal articles or search the internet to see what the recent developments in my profession are.

Level of Reflection-in-Action Practice of Teachers in terms of Learner

Presented in Table 2.3 is the level of reflection-in-action practice of teachers in terms of learner with a mean score of 4.16 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I talk to my students to learn about their learning styles and preferences, I talk to my students to learn about their family backgrounds, hobbies, interests and abilities, and I ask my students whether they like a teaching task or not.

Level of Reflection-in-Action Practice of Teachers in terms of Metacognitive

Presented in Table 2.4 is the level of reflection-in-action practice of teachers in terms of metacognitive with a mean score of 4.03 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I talk to my students to learn about their learning styles and preferences, I talk to my students to learn about their family backgrounds, hobbies, interests and abilities, and I ask my students whether they like a teaching task or not.

Level of Reflection-in-Action Practice of Teachers in terms of Critical

Presented in Table 2.5 is the level of reflection-in-action practice of teachers in terms of critical with a mean score of 4.05 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I think about instances of social injustice in my own surroundings and try to discuss them in my classes, I think about the political aspects of my teaching and the way I may affect my students' political views, and I think about the ways gender, social class, and race influence my students' achievements.

Summary of Level of Reflection-in-Action Practice of Teachers

Presented in Table 2.6 is the level of reflection-in-action practice of teachers. Computations revealed an overall mean score of 4.10 or high, indicating that the said respondents gave a high level of trust among the school heads.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

The indicator practical got the highest rating with a mean score of 4.18 or high, the indicator learner has a mean score of 4.16 or high, cognitive obtained mean score of 4.12 or high, critical has a mean score of 4.05 or high, and metacognitive obtained a mean score of 4.03 or high.

Significance on the Relationship between Dimensions of Learning Organization and Reflection-in-Action Practice of Teachers

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed R-value of 0.408 with a $p < 0.01$ which is significant at 0.05 alpha level. Doing an in-depth analysis, it could be gleaned that the indicators of learning organization dimensions and reflection-in-action practice of teachers among teachers *Significant at 0.05 significance level. Revealed a computed R-values ranging from .196 to .354 with $p < 0.01$ which is lesser than .05 level of significance. This implies that the higher the learning organization dimensions is, the higher the reflection-in-action practice of teachers among teachers there is. Hence, the null hypothesis which states that there is no significant relationship between learning organization dimensions and reflection-in-action practice of teachers among teachers is rejected.

4. MAJOR FINDINGS

The level of learning organization dimensions with the overall mean of 4.23 with a descriptive equivalent of very high, the level of reflection-in-action practice of teachers had an overall mean score of 4.10 or high, the computed R-value of 0.408 with a $p < 0.01$ which is significant at 0.05 alpha level.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The respondents were found to exhibit a very high level of learning organization dimensions. This indicates that the provisions relating to the learning organization dimensions embodied in the item is always observed.

There is high level of reflection-in-action practice of teachers. This indicates that the provisions relating to reflection-in-action practice of teachers embodied in the item is always observed.

There is a significant relationship between relationship between learning organization dimensions and reflection-in-action practice of teachers. This implies that the higher the learning organization dimensions display; the higher will be their reflection-in-action practice

of teachers. Thus, the null hypothesis that states that there is no significant relationship between learning organization dimensions and reflection-in-action practice of teachers of the respondents is rejected.

The study revealed a very high level of learning organization dimensions. The researcher recommends that Public Schools District Supervisor may provide technical assistance to school heads and teachers on how to improve in the aspect of dialogue and inquiry in order to make the school personnel able to communicate effectively with the parents and other stakeholders.

The results of the study revealed a high level of reflection-in-action practice of teachers. The researcher recommends that the school heads may provide Learning Action Cell on the topic metacognition to improve the practice of the teachers on this aspect and eventually help improve the learning outcome of the students.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the enhancement of learning organization dimensions and reflection-in-action practice of teachers.

REFERENCES

- Abdolhoseini, B., Abdollahi, B., Zaynabadi, H. R., & Zarghami, S. (2018). Identifying the dimensions and behavioral indicators of school principals in the context of quantum paradigm: qualitative research. *School Administration*, 5(2), 173-191.
- Akinbode, A. (2017). Reflective Teaching as Ethical Practice. *Becoming a Reflective Practitioner*.
- Akman, M. K. (2021). Socio-Psychological Dimensions of Teaching and Learning. *European Journal of Education Studies*, 8(12).
- Aljuburi, A., & Othman, A. (2022). The Impact of Organizational Climate Dimensions on School Performance: A Study of UAE K-12 Private School Managers. *International Journal of Advanced Research in Education and Society*, 4(4), 1-15.
- Andreia Vieira, R. E. I. S., & Pinho, A. S. Reflective Pre-Service Education of Primary School Teachers in A Perspective of Global Citizenship and Social Justice. *Graphic Design*, 80.
- Antunes, H. D. J. G., & Pinheiro, P. G. (2020). Linking knowledge management, organizational learning and memory. *Journal of Innovation & Knowledge*, 5(2), 140-149.
- Antunes, H. D. J. G., & Pinheiro, P. G. (2020). Linking knowledge management, organizational learning and memory. *Journal of Innovation & Knowledge*, 5(2), 140-149.
- Antunes, H. D. J. G., & Pinheiro, P. G. (2020). Linking knowledge management, organizational learning and memory. *Journal of Innovation & Knowledge*, 5(2), 140-149.
- Arefian, M. H. (2022). 'Reflections facilitate emotions and emotions filter reflections': beginning teachers' perceptions of affective reflective practices. *Reflective Practice*, 1-12.
- Armstrong, D. K., & Asselin, M. E. (2017). Supporting faculty during pedagogical change through reflective teaching practice: An innovative approach. *Nursing Education Perspectives*, 38(6), 354-357.
- Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Light, G., ... & Tooher, M. (2020). *Reflective teaching in higher education*. Bloomsbury Academic.

- Ayu, N. K. N. I. (2021). *An Analysis of The English Teachers' Perception on Reflective iThinking Practice in Online Learning In SMAS Laboratorium Undiksha* (Doctoral dissertation, Universitas Pendidikan Ganesha).
- Aziz, A. A., Ismail, F., Ibrahim, N. M., & Samat, N. A. (2017). Investigating the implementation of Higher Order Thinking Skills in Malaysian classrooms: Insights from 12 teaching practices. *Sains Humanika*, 9(4-2).
- Basten, D., & Haamann, T. (2018). Approaches for organizational learning: A literature review. *Sage Open*, 8(3), 2158244018794224.
- Belinski, R., Peixe, A. M., Frederico, G. F., & Garza-Reyes, J. A. (2020). Organizational learning and Industry 4.0: findings from a systematic literature review and research agenda. *Benchmarking: An International Journal*, 27(8), 2435-2457.
- Blackley, S., Sheffield, R., Maynard, N., Koul, R., & Walker, R. (2017). Makerspace and reflective practice: Advancing pre-service teachers in STEM education. *Australian Journal of Teacher Education (Online)*, 42(3), 22-37.
- Bowling, A., Giorgi, A., Filson, C., & Kitchel, T. (2022). Agricultural education preservice teachers' metacognitive processes and reflective observations during a reflection-in-action activity. *Teaching and Teacher Education*, 114, 103695.
- Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons.
- Brunzell, T., Stokes, H., & Waters, L. (2019). Shifting teacher practice in trauma-affected classrooms: Practice pedagogy strategies within a trauma-informed positive education model. *School Mental Health*, 11(3), 600-614.
- Cañabate, D., Garcia-Romeu, M. L., Menció, A., Nogué, L., Planas, M., & Solé-Pla, J. (2020). Cross-Disciplinary Analysis of Cooperative Learning Dimensions Based on Higher Education Students' Perceptions. *Sustainability*, 12(19), 8156.
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European journal of teacher education*, 43(4), 466-487.
- Caskurlu, S., Maeda, Y., Richardson, J. C., & Lv, J. (2020). A meta-analysis addressing the relationship between teaching presence and students' satisfaction and learning. *Computers & Education*, 157, 103966.
- Cordner, G. W. (2019). *Police administration*. Routledge.
- Cunha, M. P. E., & Clegg, S. (2019). Improvisation in the learning organization: A defense of the infra-ordinary. *The learning organization*, 26(3), 238-251.
- Cunha, M. P. E., & Clegg, S. (2019). Improvisation in the learning organization: A defense of the infra-ordinary. *The learning organization*, 26(3), 238-251.
- Danook, A. A., & Hussein, A. P. D. M. A. (2020). Activating the learning dimensions of strategic crisis management in the organization/an analytical study of the views of a sample of managers in the Kirkuk Health Department. *ENTERPRENEURSHIP JOURNAL FOR FINANCE AND BUSINESS*, 1(2).
- Danso, S., Mensah, J. F., Boateng, A., & Pravina, P. (2022). Understanding the Socio-economic Implications of Pre-service Teachers School-based Experiences through Students' Reflective Practices. *African Journal of Development Studies*, 2022(si1), 245.

- Deniz, Ü., & Demirkasimoğlu, N. (2022). The cultural dimensions of Pakistani teachers' zone of acceptance regarding school principals' authority. *International Journal of Leadership in Education*, 1-30.
- Dewey, J., Schilpp, P. A., & Hahn, L. E. (1939). *The Philosophy of John Dewey*.
- Dibā'i Sāber, M., & Sobhāninejād, M. (2021). Explaining the conceptual framework of the dimensions and components of the curious curriculum and investigating the degree of conformity of the content of the primary school curriculum with it. *Educational Innovations*, 20(3), 31-54.
- Dixon, N. M. (2017). *The organizational learning cycle: How we can learn collectively*. Routledge.
- Eğriboyun, D. (2019). The transactional leadership behaviours, learning organization dimensions and job motivation in the schools. *Advances in Social Sciences Research Journal*, 6(3).
- Ellinger, A. D., & Ellinger, A. E. (2021). Providing strategic leadership for learning: optimizing managerial coaching to build learning organizations. *The Learning Organization*, 28(4), 337-351.
- Farrell, T. S. (2020). Professional development through reflective practice for English-medium instruction (EMI) teachers. *International Journal of Bilingual Education and Bilingualism*, 23(3), 277-286.
- Farzaneh, M., Ghasemzadeh, P., Nazari, J. A., & Mehralian, G. (2021). Contributory role of dynamic capabilities in the relationship between organizational learning and innovation performance. *European Journal of Innovation Management*, 24(3), 655-676.
- Fuertes-Camacho, M. T., Dulsat-Ortiz, C., & Álvarez-Cánovas, I. (2021). Reflective practice in times of COVID-19: a tool to improve education for sustainable development in pre-service teacher training. *Sustainability*, 13(11), 6261.
- Ghaffari, S., Burgoyne, J., Shah, I., & Nazri, M. (2017). Perceptions of learning organization dimensions among non-academic employees of top public universities in Malaysia. *Australian Journal of Basic and Applied Sciences*, 11(1), 107-116.
- Gould, N., & Taylor, I. (2017). *Reflective learning for social work: research, theory and practice*. Routledge.
- Gresch, H., & Martens, M. (2019). Teleology as a tacit dimension of teaching and learning evolution: A sociological approach to classroom interaction in science education. *Journal of Research in Science Teaching*, 56(3), 243-269.
- Grey, C. (2021). A very short, fairly interesting and reasonably cheap book about studying organizations. *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations*, 1-100.
- Habibi, A., Yusop, F. D., & Razak, R. A. (2020). The role of TPACK in affecting pre-service language teachers' ICT integration during teaching practices: Indonesian context. *Education and Information Technologies*, 25, 1929-1949.
- Harris, A., & De Bruin, L. R. (2018). Secondary school creativity, teacher practice and STEAM education: An international study. *Journal of Educational Change*, 19, 153-179.
- Henrick, E. C., Cobb, P., Penuel, W. R., Jackson, K., & Clark, T. (2017). Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness. *William T. Grant Foundation*.

- Hutchison, E. D. (2018). *Dimensions of human behavior: Person and environment*. Sage Publications.
- Kaldi, S., & Xafakos, E. (2017). Student teachers' school teaching practice: The relation amongst perceived self-competence, motivation and sources of support. *Teaching and Teacher Education*, 67, 246-258.
- Karsenty, R., & Arcavi, A. (2017). Mathematics, lenses and videotapes: A framework and a language for developing reflective practices of teaching. *Journal of mathematics teacher education*, 20, 433-455.
- Kavitha, P., & Suthanthiradevi, J. (2021). A STUDY ON LEARNING STRATEGIES AND ITS DIMENSIONS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION THEIR SELECTED VARIABLES. *Elementary Education Online*, 20(5), 7559-7559.
- Kim, K., Watkins, K. E., & Lu, Z. (2017). The impact of a learning organization on performance: Focusing on knowledge performance and financial performance. *European Journal of Training and Development*, 41(2), 177-193.
- Kim, K., Watkins, K. E., & Lu, Z. (2017). The impact of a learning organization on performance: Focusing on knowledge performance and financial performance. *European Journal of Training and Development*, 41(2), 177-193.
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and teaching*, 23(4), 387-405.
- Kraft, M. A., & Blazar, D. (2017). Individualized coaching to improve teacher practice across grades and subjects: New experimental evidence. *Educational Policy*, 31(7), 1033-1068.
- Leithwood, K., & Louis, K. S. (Eds.). (2021). *Organizational learning in schools*. Taylor & Francis.
- Leithwood, K., & Louis, K. S. (Eds.). (2021). *Organizational learning in schools*. Taylor & Francis.
- Longworth, N. (2019). *Making lifelong learning work: Learning cities for a learning century*. Routledge.
- Lotter, C. R., Thompson, S., Dickenson, T. S., Smiley, W. F., Blue, G., & Rea, M. (2018). The impact of a practice-teaching professional development model on teachers' inquiry instruction and inquiry efficacy beliefs. *International Journal of Science and Mathematics Education*, 16, 255-273.
- Louis, K. S., & Murphy, J. (2017). Trust, caring and organizational learning: The leader's role. *Journal of educational administration*.
- Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017). Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn. *Teaching and teacher education*, 66, 171-183.
- Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017). Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn. *Teaching and teacher education*, 66, 171-183.
- Mai, N. K., Do, T. T., & Ho Nguyen, D. T. (2022). The impact of leadership competences, organizational learning and organizational innovation on business performance. *Business Process Management Journal*, 28(5/6), 1391-1411.
- Manfra, M. M. (2019). Action research and systematic, intentional change in teaching practice. *Review of Research in Education*, 43(1), 163-196.

Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning*, 23(1), 184-205.

Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning*, 23(1), 184-205.

© GSJ