Vol. 3 No. 3 August 2023 ISSN: 2815-1445
International Peer Reviewed Journal

Southeast Asian Journal of Multidisciplinary Studies

INNOVATIVE WORK BEHAVIOR AND ORGANIZATIONAL LEARNING AS PREDICTORS OF WORK ENGAGEMENT OF NON-TEACHING PERSONNEL IN THE PRIVATE SCHOOLS: A CONVERGENT METHOD

Irenelle O. Dajero[1] and **Victor G. Quiambao Jr.**[2]
[1]Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: iodtojan@cmc.edu.ph

ABSTRACT

This study aimed to examine the work engagement of private school non-teaching personnel as predicted by innovative work behavior and organizational learning. The respondents of this study are the 150 non-teaching personnel of Private Schools in Region XI. A convergent parallel strategy was employed using an adopted survey questionnaire. The mean, standard deviation, Pearson r-moment correlation and Linear Regression Analysis were used as statistical tools. Qualitative data collected from in-depth interviews and focus groups was subjected to thematic analysis. Result indicated that on the level of innovative work behavior in the terms of idea generation and idea promotion was found to be very often evident while idea realization has the lowest mean. The level of organizational learning evidently revealed very often with strategic leadership having the highest value. The level of work engagement, vigor, dedication, as well as absorption described a very high value. The relationship between variables reflects the correlation between innovative work behavior and organizational learning to work engagement. The results show that among the independent variables, it is only the organizational learning significantly predict work engagement ($p<.05$). In the qualitative phase of the study, three essential themes emerged from the statements of the participants namely: job responsibilities and engagement; motivation and commitment; and feedback and recognition. On the other hand, work engagement can be attributed to the personnel organizational learning. Furthermore, organizational learning has a significant relationship, and with direct effect on work engagement.

Keywords: *Innovative Work Behavior, Organizational Learning, Work Engagement, Non-teaching Personnel, Convergent Method*

INTRODUCTION

Work engagement has recently gained interest particularly in the onset of the COVID 19 crisis as the pandemic caused mayhem in many businesses and institutions around the world. As outlined in the Gallup's State of the Global Workplace 2023 Report, only 23% of the employees in the global scale are engaged at work, while 17% are actively disengaged. This means that 60% of the workforce around the world is only doing the bare minimum to make it through the day. Unengaged employees, who account for 60% of this category, are undeterred with the success of their organization and perform only the bare minimum. They are often referred to as "quiet quitters," because they may not express their discontent openly, but they are unwilling to go above and beyond in their work. Actively disengaged individuals, on the other hand, are actively resentful of their existing work environment and may act out their dissatisfaction, subsequently damaging

their colleagues' work. The health of the organization and long-term business success depend on employee engagement. An engaged employee is one who is connected to their workplace, dedicated to their job, and invested in the organization's progress. Only 23% of the worldwide workforce is actively involved in their work, which is concerning. A disengaged workforce can be detrimental to any organization, resulting in reduced productivity, higher turnover rates, and higher absenteeism.

It is vital for any organization to have fully engaged employees who want to be a part of the team and who want to come to work every morning and give their best effort. Highly engaged employees greatly contribute to raising productivity and maintaining high levels of satisfaction, civic behavior, and performance (Bakker and Albrecht, 2018). According to Getz and Robinson (2003), companies exploring causes of idea improvements find that 80% of ideas are initiated by their employees and only 20% are the result of planned innovation activities that are through strategy or structure etc.

In the higher education institutions (HEIs) particularly in the Philippines, the non-teaching personnel play an essential role in the organization. Hence, understanding their level of work engagement can be vital information that institutions must consider. However, less than 20% of those surveyed in work engagement research reported truly experiencing this kind of joy in both their professional and personal lives. In reality, past studies suggested that the strict structure of their organizations or the lack of appreciation of many professionals' talents contributed to their loss of work engagement (Kodden, 2020).

There is growing evidence in the relevant literature that employees' work attitudes are critical in achieving needed organizational outcomes (Chalofsky, 2003; Steger & Dik, 2010). Employees' work engagement and organizational commitment increase positive work behaviors (e.g., teacher's organizational citizenship behaviors) (Saks, 2006) and decrease their counterproductive work behaviors (e.g., tardiness, voluntary absence, and job searching) (Richman, 2006).

Another empirical result from a study indicated that work engagement fully mediated the relationship between organizational learning and employee's innovative behavior, that is, executives with organizational learning can strengthen the work engagement of employees, thereby affecting employee's innovation behavior. Besides, we further found that work engagement also plays a full mediating role among organizational learning and employee's innovative ideas generation, advocacy, and implementation respectively (Lin and Lee 2017). It was suggested that leaders should take advantage of their learning culture to enhance their employees' work engagement and then this is also beneficial for the generation of innovative work behavior of employees.

Ample studies related to work engagement of teachers and faculty in the private organizations and institutions have been done. Thus, a study of predictors of the work engagement of non-

teaching personnel in the academe is interesting to do considering the management of institutions and organizations mainly focus on the development of the teaching workforce.
Despite the findings of numerous studies on each variable, there have been no known researchers that have looked at the relationships between innovative work behavior and learning organization as predictors of non-teaching personnel's work engagement using convergent mixed methods. Additionally, there aren't many studies looking at the relationship between the variables in the context of academic institution particularly in the local setting. Thus, this study intended to examine the impact of innovative work behavior and organizational learning on work engagement from the perspective of the non-teaching personnel.

FRAMEWORK

This study contemplated on the Work Engagement Theory of Khan (Khan, 1990). This study held that the work engagement hypothesis should be broken down into cognitive engagement, emotional engagement, and physical engagement based on this idea. According to the notion of work engagement (Bakker et al. 2009), an engaged employee has an attitude that is filled with inexhaustible vitality, energy, and a desire to work hard and put out effort. A happy, affective-cognitive state of complete contentment is called engagement.

This study is also anchored on the theories of De Jong and Den Hartog (2010). They advocated the influential role of employees in exhibiting IWB through going beyond organizational routines, finding new ways to perform their job tasks, and relying on current technologies. Employees maintaining IWBs can appropriately and promptly interpret emerging work situations and provide new ideas to improve products and services (Afsar et al., 2018). Meanwhile, Tian et al. (2021) found that employee creativity was positively related to prosocial motivation. This research builds on Spiegelaere et al. (2014) definition of IWB is the ability of employees to generate, introduce, and apply new and beneficial ideas, processes, procedures, or products. Such definition is applicable to the boundaries of a job role, group or department, or the whole organization. De Jong and Hartog (2007) argued that employees' IWB plays a fundamental role in enabling the organization to innovate and adapt to dynamic business environments through building and maintaining competitive advantages (Choi et al., 2016). Based on such argumentations, it is essential to examine IWB as a predictor of employee's work engagement.

Another theory in which this research is anchored on is the Assimilation Theory, which is among the three popular organizational theories. Behavioral approaches to organizational learning place a stronger emphasis on the action-based changes that occur as people learn via performance, in contrast to cognitive models. This theory defines learning as something that can be observed, reasoned about, and measured. According to Nevis, DiBella, and Goulds' (1995) theory, learning involves three distinct stages: knowledge acquisition, which entails the development or creation of skills, insights, and relationships; knowledge sharing, which involves the sharing of what has been learned; and knowledge utilization, which involves integrating learning so that it is widely accessible and can be applied to new circumstances. The idea of a

learning organization has been around since the second half of the 20th century, but it gained popularity with US Professor Peter Senge's book "The Fifth Discipline," which was published in 1990. The notion of learning organization is founded on systems theory, which defines it as an organization's ability to process feedback efficiently in order to decrease the gap between the current state and the desired state (Almaney 1974; Peery Jr. 1975; Vancouver 1996; Tracy 1993).

METHOD

Research design

The researcher had the complete freedom and the ability to select the techniques and processes that best served the goals and comprehension of the problem by using the convergent mixed methods approach. The findings were interpreted based on the outcomes of both quantitative and qualitative data analysis developed in practice. A mixed methodology approach also encouraged a more in-depth comprehension of research questions and findings, which resulted in a logical conclusion on research difficulties and opportunities pertaining to the study problem.

This study design combined quantitative and qualitative research designs. Mixed methods research involved gathering quantitative and qualitative data, and analysis of the data integrates both forms of data. In particular, the convergent mixed method research design was used. A sort of mixed methods study called convergent method design collects quantitative and qualitative data simultaneously and analyzes it separately. The researcher integrated or compared the findings until the study came to a conclusion. Since it was important to compare statistical data with qualitative findings in order to comprehend the research problem better, convergent design was applied. Researchers also employed this design of mixed qualitative and quantitative research methodologies to demonstrate and support their qualitative findings using quantitative data.

In this study, the researcher gathered and examined quantitative and qualitative data separately on the same occurrence, and then the various results were converged during the interpretation by contrasting the various outcomes. Convergent parallel strategy was used to strengthen the outcomes and mitigate the shortcomings of the single approach. This enabled a more perceptive and varied observation, listening, and understanding of the situation's reality. (2011) Creswell & Clark

Respondents

In the quantitative strand, there were 150 non-teaching personnel from the selected staff of Private HEIs in Region XI who were purposively chosen as the respondents of the study. The schools were coded for ethical purposes. This technique was intended to produce a homogeneous sample whose units share the same characteristics (Cresswell & Poth, 2018). The following criteria were set for achieving homogeneity: should be a regular non-teaching personnel in the higher education institution and has at least one-year tenure with the academe.

Similarly, the choice of subjects was purposeful in qualitative terms; participants were chosen based on who could better answer research questions and understand the phenomenon under study (Seargent 2012). Therefore, one of the most important tasks in the study design strand was to identify appropriate participants. Selection of decisions was focused on research questions, conceptual insights and data that informs the analysis. The researcher chose 10 participants to be invited for an in-depth interview (IDI) and another 7 participants for the focus group discussions (FGD). The results of which were used to identify the emerging themes and patterns or responses as based on their lived experiences.

Instruments

For quantitative analysis, three instruments, including Dimensions of Learning Organization Questionnaire (Marsick & Watkins, 2003), Innovative Work Behavior scale (Janssen 2001), and Urtecht Work Engagement Scale-9 questionnaire, were employed to examine the predictors of work engagement.

The researcher of the current study used the Innovative Work Behavior questionnaire developed by Janssen (2001) comprising nine items based on the Scott and Bruce (1994) scale. It measured the three components of innovative behavior in the workplace namely idea generation, idea promotion, and idea realization. Three items referred to idea generation, three to idea promotion, and three to idea realization.

The DLOQ was designed to measure learning culture in organizations. In this research, the abbreviated 21 item DLOQ inventory by Marsick and Watkins (2003) was utilized to measure the cultural aspects of the learning organization. It measured the seven dimensions of the learning organization in the workplace including continuous learning, dialogue, and inquiry, team learning, embedded system, empowerment, system connection and strategic leadership.

In this research, the shortened version of the UWES-9 by W.B. Schaufeli et al. (2006) was used containing three items for vigor, three for dedication, and three for absorption. Several studies confirmed the short version of the UWES-9 in terms of consistency and structure. On the other hand, the qualitative component collected data from participants using an interview guide and a focus group discussion guide. This comprised guide questions and probing inquiries. Likewise, the general guidelines for conducting research interviews such as the in-depth interview (IDI) and focus group discussion (FGD) were the following: a setting venue with a little distraction was chosen, loud noise and dim light were avoided and the comfort of the interviewee had been ensured.

Statistical Tools

Mean and Standard Deviation were used to determine the level and calculate the magnitude of the data distribution of innovative work behavior, organizational learning and work engagement. Descriptive Statistics were used in the collection, presentation, analysis and interpretation of data. It comprised those methods concerned with collecting and describing a set of data so as to yield meaningful information. Pearson Product Moment Correlation was utilized to determine the relationships of innovative work behavior, organizational learning and work engagement. It was to to assess the strength and direction of the relationship between the variables Linear Regression Analysis was used to measure the influence of innovative work behavior, organizational learning and work engagement. In the meantime, the notes collected from in-depth interviews and focus groups were subjected to thematic analysis. Themes were recurring patterns that were found across multiple data sets. These patterns were significant to the description of a phenomenon and were connected to a particular research issue (Boyatzis, 1998). The following were the actions taken in the qualitative data analysis: Firstly, horizontalizing, or listing all pertinent expressions; second, reducing experiences to the invariant elements; third, thematic grouping to generate core themes; fourth, comparing numerous data sources to validate the invariant constituents; fifth, building individual textural descriptions of participants; sixth, building individual structural descriptions; and last, combining the texture and structure into an expression.

RESULTS AND DISCUSSION

This chapter presents the tabulated data, findings of the study, analysis and interpretation of the data obtained from the respondents. It shows the results of the study with the quantitative descriptive results of the independent variables innovative work behavior and organizational learning, and the dependent variable work engagement. It also includes the thematic analysis of the lived experiences of non-teaching personnel among private schools in Davao Region.

Level of Innovative Work Behavior

Shown in Table 1 is the level of innovative work behavior of the non-teaching personnel in private schools in Region XI, which contains three indicators, namely idea generation, idea promotion and idea realization. It garnered an overall mean of 4.03 and a standard deviation of 1.146. The SD results ranges from 1.196-1.493 which denotes that the respondents answers are not so dispersed from one another.

In terms of idea generation, the non-teaching staff exhibits the highest mean in searching out new working methods, techniques, or instruments with the mean of 4.21 described as high. Meanwhile, the lowest mean 3.85 is in the aspect of creating new ideas for difficult issues also described as high. The category mean is 4.05 which is likewise described as high. This means that the non-teaching personnel sometimes exhibit innovative work behavior in terms of idea generation. This backs up the study of Kanter (2005) that the individual who can be the source of any new idea is able to innovate and construct new ways to address the need. Hence, good idea generators are individuals who can approach problems or performance gaps from a different angle.

In the category of idea promotion, the results show that the non-teaching personnel exhibit 4.15 mean in acquiring approval for innovative ideas described as high. On the other hand, the lowest mean is 3.99 described also as high in terms of making important organizational members enthusiastic for innovation. The category mean is 4.07 which is described as high. This means that the employees sometimes manifest innovative work behavior in terms of idea promotion. This further suggests that employees still support innovation to improve better their products. This

conforms to the study of Janssen (2001) that the individual employees need to continuously collaborate in innovating and improving products, services and work processes. Moreover, also in study of Kanter (2005) that he emphasized that the innovative individual who takes prime responsibility for the introduction of innovations is often not formally appointed, but rather someone who feels a strong personal commitment to a particular idea and is able to sell it to others.

In the idea realization, the highest mean is in *transforming innovative ideas into useful applications* having a mean of 4.01 described as high. The lowest mean is 3.88 still described as high in the aspects of *introducing innovative ideas into the work environment in a systematic way.* Nevertheless, the category mean is 3.96 which is described as high. This indicates that the employees sometimes manifest innovative work behavior in terms of idea realization. This further suggests that the employees somehow considered their individual role in producing ideas that can be helpful to the company. This support the study of West (2002) that the measure of role innovation captures how many changes an individual has initiated in his or her job in comparison to the last role occupant.

Meanwhile, the overall mean of 4.03 which can be described as high. This means that the employees sometimes exhibit innovative work behavior. This result corresponds to the study of Leong and Rasli (2014), which revealed that innovative work behavior is generally framed in the context of how individuals could facilitate the achievement of initiation and intentional introduction of new and useful ideas, processes, products or procedures. Moreover, innovation is a central concern for organizations that the managers faced with the challenge of mobilizing the innovative potential of all sorts of employees (De Spiegelaere, et al. 2012).

Table 1. Level of Innovative Work Behavior

Innovative Work Behavior	Mean	SD	Description
IDEA GENERATION			
I am creating new ideas for difficult issues.	3.85	1.227	High
I am searching out new working methods, techniques, or instruments.	4.21	1.243	High
I am generating original solutions to problems	4.10	1.314	High
Category mean	**4.05**	**1.209**	**High**
IDEA PROMOTION			
I am mobilizing support for innovative ideas.	4.06	1.196	High
I am acquiring approval for innovative ideas.	4.15	1.227	High
I am making important organizational members enthusiastic for innovative ideas.	3.99	1.303	High
Category mean	**4.07**	**1.132**	**High**
IDEA REALIZATION			
I am transforming innovative ideas into useful applications.	4.01	1.401	High
I am introducing innovative ideas into the work environment in a systematic way.	3.88	1.409	High
I am evaluating the utility of innovative ideas.	3.99	1.493	High
Category mean	3.96	1.367	High
OVERALL MEAN	**4.03**	**1.146**	**High**

Level of Organizational Learning

Table 2 shows the level of organizational learning of the non-teaching personnel. The organizational learning contains four indicators such as continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, systems connections, and strategic leadership. The overall mean is 4.81 while its standard deviation is .745 which ranges from .907-1.255 which denotes that respondents' answers are closer to one another.

In terms of continuous learning, it shows a highest mean in the aspect of in my organization people help each other learn with a mean of 4.96 described as very high. On the other hand, the lowest mean is 4.44 in the aspect of in my organization people are rewarded for learning described as high. Meanwhile, the category mean of continuous learning is 4.75, described as very high. This means that continuous learning is oftentimes manifested in the non-teaching personnel in private schools. This supports the study of Beeson and Davis (2000) that the systems perspective, applied to organizations in its classic formulations fails to give a sufficient account of change. Thus, the model attributes a central role to management and overestimates management's power to control events and actions. Moreover, it produces an impression that organizational change must be managed, and that managers can always manage change. Peter Senge believes that team members should engage in continuous learning to develop their skills and stay updated with industry trends. Learning opportunities can include workshops, training sessions, conferences, and online courses.

In particular, the dialogue and inquiry have the highest mean of 4.89 in both the facet of giving open and honest feedback to each other and building trust with each other described as very high. The category mean of dialogue and inquiry is 4.84 described as very high, which means that organizational learning in terms of dialogue and inquiry oftentimes manifest among the non-teaching personnel. This result conforms that bureaucratic culture shouldn't dominate the organization (Kuntz et al., 2023); instead, there should be room for ambidexterity or the exploration and use of new knowledge.

In team learning and collaboration, the item in my organization, teams/groups have the freedom to adapt their goals as needed got the highest mean of 4.94 described as very high. The category mean of team learning and collaboration garnered a mean of 4.81 described as very high, which means that it is oftentimes manifested in the respondents. Thus, this result supports Pentland (2019) that effective communication is crucial for team learning and collaboration. It involves active listening, sharing ideas and information openly, and encouraging feedback. According to Lencioni (2002), a team should have a clear understanding of its common objectives and goals. This shared purpose provides a unifying focus and encourages collaboration. Furthermore, the employee needs knowledge transfer and integration leads to the creation of a collective corpus of knowledge rooted in organizational culture, work processes, and organizational memory. This supports the study of Akgun et al., (2007) that the firms with greater knowledge transfer and integration tend to recover and apply knowledge to different situations that guarantee firms' constant learning to rotate among organizational members in order to enhance organizational commitment, and earn business excellence and performance.

Table 2. Level of Organizational Learning

Organizational Learning	***Mean***	***SD***	***Description***
CONTINUOUS LEARNING			

In my organization, people help each other learn.	4.96	1.166	Very High
In my organization, people are given time to support learning.	4.85	1.177	Very High
In my organization, people are rewarded for learning.	4.44	1.255	High
Category mean	**4.75**	**1.13**	**Very High**
DIALOGUE AND INQUIRY			
In my organization, people give open and honest feedback to each other.	4.89	1.03	Very High
In my organization, whenever people state their view, they also ask what others think.	4.73	1.123	Very High
In my organization, people spend time building trust with each other.	4.89	1.053	Very High
Category mean	**4.84**	**0.977**	**Very High**
TEAM LEARNING AND COLLABORATION			
In my organization, teams/groups have the freedom to adapt their goals as needed.	4.94	0.998	Very High
In my organization, teams/groups revise their thinking as a result of group discussions or information collected.	4.64	1.071	Very High
In my organization, teams/groups are confident that the organization will act as their recommendations.	4.85	1.012	Very High
Category mean	**4.81**	**0.975**	**Very High**
EMBEDDED SYSTEMS			
My organization creates systems to measure gaps between current and expected performances.	4.27	1.101	High
My organization makes its lessons learned available to all employees.	4.65	1.156	Very High
My organization measures the results of the time and resources spent on training.	4.62	1.005	Very High
Category mean	**4.52**	**1.024**	**Very High**
EMPOWERMENT			
My organization recognizes people for taking initiatives.	4.75	1.231	Very High
My organization gives people control over the resources they need to accomplish their work.	4.93	0.941	Very High
My organization supports employees who take calculated risks.	4.82	0.959	Very High
Category mean	**4.83**	**0.971**	**Very High**
SYSTEMS CONNECTIONS			
My organization encourages people to think from a global perspective.	5.08	0.921	Very High

My organization works together with the outside community to meet mutual needs.	4.92	0.984	Very High
My organization encourages people to get answers from across the organization when solving problems.	4.82	0.907	Very High
Category mean	**4.91**	**0.119**	**Very High**
STRATEGIC LEADERSHIP			
In my organization, leaders mentor and coach those they lead.	4.93	0.941	Very Highn
In my organization, leaders continually look for opportunities to learn.	5.04	0.937	Very High
In my organization, leaders ensure that the organization's actions are consistent with its values.	5.12	1.046	Very High
Category mean	**5.03**	**0.913**	Very High
Overall	**4.81**	**0.745**	**Very High**

In terms of embedded systems, the item my organization makes its lessons available to all employees got the highest mean of 4.65 describes as very high. The category mean of embedded systems has a mean of 4.52 still described as very high with an interpretation that organizational learning in terms of embedded systems oftentimes manifests in the non-teaching personnel. This supports that can play a significant role in organizational learning by providing opportunities for practical hands-on experience, experimentation, and innovation. They can be utilized as learning platforms within organizations to foster skill development, knowledge sharing, and collaboration. It also conforms to Brocke's insights into how embedded systems can be utilized as practical learning tools, enabling employees to gain hands-on experience, experiment with new technologies, and develop innovative solutions. It explores the potential benefits of incorporating embedded systems into organizational learning strategies and provides practical examples and case studies.

In empowerment, the highest mean is in the item my organization gives people control over the resources they need to accomplish their work with the mean of 4.93 described as very high. Meanwhile, the category mean is 4.83 described as very high. This denotes that empowerment is oftentimes manifested among the respondents. This result agrees to Vjesnik's suggestions (2004) that perceived organizational support would play an important role and significantly contribute to psychological empowerment and organizational learning which would in turn improve job performance; and, Dahou study (2016) reveals that empowerment appears as one of the modest HR practices with strong positive results on HR and the entire organization performance.

In systems connections, the highest mean is 5.08 on the item my organization encourages people to think from a global perspective described as very high. The category garnered a mean of 4.91 described as high which means that the staff oftentimes manifests systems connections. This implies that Understanding and nurturing these connections is essential for fostering a culture of learning, knowledge sharing, and innovation.

In terms of strategic leadership, the highest mean is in my organization, leaders ensure that the organization's actions are consistent with its value with the mean of 5.12 described as

very high. The category mean of 5.03 also describe as very high interprets that strategic leadership is oftentimes manifested among the non-teaching personnel in the private schools. This attributes to Shoemaker et.al (2013) study that the higher the uncertainty in your environment, the larger the potential provided you have the leadership abilities to capitalize on it. Meanwhile, the overall mean of the variable organizational learning is 4.81, which described as very high. This denotes that organizational learning is oftentimes evident among the non-teaching personnel in the private schools in the region. This can be attributed to the high level of organizational learning of the non-teaching personnel in the private schools in terms of management commitment, system perspective, openness and experimentation and knowledge and integration. It means that the firm with greater effective strategy likely appear to success in the rigorous environments. This supports the study of Garvin (2000) that the organizational learning has become one of the essential instruments for firms' operations, competitive advantage, and performance. Moreover, the organizational learning by the employee helps to understand customer needs and market requirements very well, and respond them effectively.

Level of Work Engagement

Table 3 shows the level of work engagement of the non-teaching personnel in the private schools in Region XI. The Work Engagement has three indicators, namely vigor, dedication and absorption.

Table 3. Level of Work Engagement

Work Engagement	Mean	SD	Description
VIGOR			
At my work, I feel bursting with energy	4.75	1.221	Very High
At my job, I feel strong and vigorous	5.07	0.941	Very High
When I get up in the morning, I feel like going to work	5.18	0.984	Very High
Category mean	**5.00**	**0.892**	**Very High**
DEDICATION			
I am enthusiastic about my job	5.32	0.824	Very High
My job inspires me	5.08	0.908	Very High
I am proud on the work that I do	5.18	0.838	Very High
Category mean	**5.19**	**0.822**	**Very High**
ABSORPTION			
I feel happy when I am working intensely	5.23	0.841	Very High
I am immersed in my work	5.15	0.976	Very High
I get carried away when I'm working	4.69	1.27	Very High
Category mean	**4.96**	**0.825**	**Very High**
Overall	**5.05**	**0.798**	**Very High**

The overall mean is 5.05 while the standard deviation is .798 which ranges from .822-1.270.This denotes that respondent's answers are clustered to the mean.

In terms of vigor, the aspect of *when I get up in the morning I feel like going to work* is the highest mean with a value of 5.18 described as very high. Meanwhile, the lowest mean is *at my work, I feel bursting with energy* with a value of 4.75 described as high. The category mean is 5.00 which

refers to the description of very high. This denotes that the employees oftentimes manifest vigor in the workplace. This result corresponds to the study of Schaufeli et al. (2006) that vigor characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. This means also that vigorous employees are ready to put lot of energy in their work and strongly carry on in the face of obstacles.

In dedication, the results show that the item *i am enthusiastic about my job* has the highest mean with a value of 5.32 described as very high. On the other hand, the lowest mean is 5.08 described as very high in being *inspired in my job.* The category mean is 5.19 which is described as very high. This indicates that the employees oftentimes manifest dedication in the workplace. This result also suggests that employees are devoted in their job and consider it as challenging and inspiring. This is in congruence to the study of Schaufeli et al. (2006) that the dedication mean to those employee who are strongly involved in their work and experiencing a sense of significance, enthusiasm, and challenges in a work place.

In terms of absorption, the highest mean is 5.23 described as very high in the item I am happy when I am working intensively. The lowest mean is 4.69 also described as very high in the aspect of I get carried away when I am working. Nevertheless, the category mean is 4.96 which is described as very high. This denotes that the employees oftentimes manifest absorption in the workplace. This result shows that absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. This is aligned to the study of Schaufeli et al. (2006) which revealed that absorption distinguishes employees work engagement from burnout.

Meanwhile, the overall mean is 5.05 which can be described as very high. This means that the non-teaching personnel of the private schools oftentimes exhibit work engagement. In short, engaged employees have high levels of energy and are enthusiastic about their work. Moreover, they are often fully immersed in their work so that time flies fast. This supports the study of Schaufeli and Bakker (2004) which revealed that when the work engagement is higher, it means that the employee devotes all of his/her efforts into the job role and goes all out comprehensively. They also recognize the importance of their job.

Influence of Innovative Work Behavior and Organizational Learning on Work Engagement

Table 4 shows the influence of innovative work behavior and organizational learning on work engagement. The results show that among the independent variables, it is only the organizational learning significantly predict work engagement ($p<.05$).

In particular, the organizational learning have significant and positive influence on work engagement ($B=.825$, $p<.05$). This suggest that for every unit increase in organizational learning, there is a corresponding increase in work engagement by .825. In other words, the organizational learning have positive contribution to the work engagement of non-teaching personnel.

Meanwhile, the innovative work behavior does not significantly influence the work engagement of non-teaching personnel ($B=.046$, $p>.05$). This means that innovative work behavior is not contributory to the work engagement of non-teaching personnel.

On the other hand, the model explains 71.3 percent of the variance of work engagement. This suggests that 28.7 percent of the variance of work engagement can be attributed to other factors aside from innovative work behavior and organizational learning

Table 4. Influence of Innovative Work Behavior and Organizational Learning on Work Engagement

Model		Standardized Coefficients	t	p-value	Remarks
1	(Constant)		2.131	.036	
	IWB	.046	.708	.481	Not Significant
	OL	.825	12.677	.000	Significant

Note: R=.844, R-square=.713, F=100.693, P<.05

Lived experiences as regards to work engagement

Table 6 presents the lived experiences of the participants regarding the work engagement. The data gathered for qualitative strand was transcribed, translated and had undergone thematic analyst by an expert of qualitative data analyst. The essential themes that emerged from the statements of the participants are as follows: job responsibilities and engagement, motivation and commitment, and feedback and recognition.

Table 6. Lived Experiences of Participants

Themes	Core Ideas
Theme 1: Job Responsibilities and Engagement	Logging in at HRD, arranging workplace and specific assignment Proper communication, love for the work, demonstrating engagement Observing silence, being in the office earlier, preparing documents Accepting personnel request forms, giving updates, raising concerns, track schedule, troubleshooting computers, maintenance of computer labs and offices
Theme 2: Motivation and Commitment	Motivation from the love for the institution, commitment to the job, values of commitment and love Satisfaction in serving students, being motivated by challenging work and vital role, motivation from work itself, financial needs, and contribution to the processes of the office.
Theme 3: Feedback and Recognition	Feedback on student satisfaction, conferences, and monitoring.

	Positive feedback announcements, direct communication for feedback and improvement Safety observation reports, and feedback through safety committee meetings.

Job Responsibilities and Engagement. During the interview regarding their experiences towards work engagement in relevance with innovative work behavior and organizational learning, the staff has shared that job responsibilities and engagement is one of the essential themes to consider. The theme has four core ideas namely *Logging in at HRD, arranging workplace and specific assignment; proper communication, love for the work, demonstrating engagement; observing silence, being in the office earlier, preparing documents; and, accepting personnel request forms, giving updates, raising concerns, track schedule, troubleshooting computers, maintenance of computer labs and offices* They have emphasized that proper communication and love for the work are the foundation in demonstrating engagement at work.

Motivation and Commitment. Second, the staff has shared that motivation and commitment is another essential themes to consider. The theme has two core ideas namely motivation from the love for the institution, commitment to the job, values of commitment and love, and satisfaction in serving students, being motivated by challenging work and vital role, motivation from work itself, financial needs, and contribution to the processes of the office. They have emphasized that values of commitment, love for work and challenging work motivates engagement at work.

Feedback and Recognition. Lastly, the staff has shared that motivation and commitment is another essential themes to consider. The theme has three core ideas namely Feedback on student satisfaction, conferences, and monitoring; positive feedback announcements, direct communication for feedback and improvement; and, safety observation reports, and feedback through safety committee meetings. They have emphasized that students' satisfaction and positive management feedback make them feel accomplished that positively affect their engagement at work.

Data Integration of the Salient Qualitative and Quantitative Findings

Table 7 displayed the joint display of the relevant quantitative and qualitative results regarding innovative work behavior and organizational learning and how these variables influenced work engagement. The table has four major parts namely aspect of point, quantitative findings, qualitative findings, and nature of integration. Further, the qualitative data and quantitative data were compared for similarities and differences and integrated to make a comprehensive results relevant to the converging ideas generated from the two strands.

In the merging analysis, the focus is the nature of data integration, which describes the pair of quantitative and qualitative findings that are merged. Regarding the findings, the nature of integration has two kinds namely merging-converging (confirmation) and merging-converging (expansion).

Merging-Converging (confirmation). To specify, the findings for the nature of data integration in merging-converging emphasizing confirmation consist of the following aspect of points. First, organizational learning practices can enhance non-teaching personnel's

engagement by providing them with the necessary skills and knowledge to perform their job responsibilities effectively.
Second, the core ideas under this theme highlight the specific tasks and responsibilities that non-teaching personnel engage in as part of their job. These activities, such as arranging the workplace, preparing documents, following office procedures, and troubleshooting computers, contribute to their overall work engagement.

Merging-Converging (expansion). To specify, the findings for the nature of data integration in merging-converging emphasizing expansion consist of the following aspect of points. First, the quantitative results on organizational learning can further support this theme by indicating that when non-teaching personnel perceive support for their learning and development, it can enhance their motivation and commitment, leading to higher work engagement.
Second, the quantitative results on organizational learning can further support this theme by indicating that when non-teaching personnel perceive support for their learning and development, it can enhance their motivation and commitment, leading to higher work engagement.

Table 7. Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Innovative Work Behavior and Organizational Learning on Work Engagement	Organizational learning practices can enhance non-teaching personnel's engagement by providing them with the necessary skills and knowledge to perform their job responsibilities effectively.	The core ideas under this theme highlight the specific tasks and responsibilities that non-teaching personnel engage in as part of their job. These activities, such as arranging the workplace, preparing documents, following office procedures, and troubleshooting computers, contribute to their overall work engagement.	Merging-Converging
Innovative Work Behavior and Organizational Learning on Work Engagement	The quantitative results on organizational learning can further support this theme by indicating that when non-teaching personnel perceive	The qualitative findings on commitment to the institution, motivation from challenging work, satisfaction in serving students, and contribution to the office processes align with the	Merging-converging

	support for their learning and development, it can enhance their motivation and commitment, leading to higher work engagement.	concept of work engagement.	

CONCLUSION

The level of innovative work behavior of the non-teaching personnel is high. In particular, the non-teaching personnel in the private schools sometimes exhibited idea generation, idea promotion and idea realization. This means that the non-teaching personnel sometimes exhibited innovative work behavior. The level of organizational learning of the non-teaching personnel is very high. In particular, the non-teaching personnel in the private schools oftentimes exhibited continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, systems connections and strategic leadership. This means that the non-teaching personnel oftentimes manifested organizational learning. The level of work engagement of the non-teaching personnel is very high. In particular, the non-teaching personnel in the private schools oftentimes exhibited vigor, dedication and absorptions. This means that the non-teaching personnel oftentimes exhibited work engagement. There was a significant relationship between organizational learning and work engagement of the non-teaching personnel in the private schools in Region XI. Among the two independent variables, only organizational learning significantly work engagement while innovative work behavior does not significantly predicted personnel work engagement. This implies that organizational learning can improve better the work engagement of the non-teaching personnel while the innovative work behavior does not contribute to their work engagement.

REFERENCES

Ayoub, A. E. A. H., Almahamid, S. M., & Al Salah, L. F. (2021). Innovative work behavior scale: development and validation of psychometric properties in higher education in the GCC countries. *European Journal of Innovation Management*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/ejim-04-2021-0176

Basten, D., & Haamann, T. (2018). Approaches for Organizational Learning: A Literature Review. *SAGE Open*, *8*(3), 215824401879422. Sagepub. https://doi.org/10.1177/2158244018794224

Chen, K.-N. (2006). Library evaluation and organizational learning: A questionnaire study. *Journal of Librarianship and Information Science*, *38*(2), 93–104. https://doi.org/10.1177/0961000606063891

Dahiya, R., & Raghuvanshi, J. (2021). Validation of innovative work behaviour scale: Indian apparel manufacturing sector. *Asia Pacific Management Review*. https://doi.org/10.1016/j.apmrv.2021.06.002

de Jong, J., & den Hartog, D. (2010). Measuring Innovative Work Behaviour. *Creativity and Innovation Management*, *19*(1), 23–36. https://doi.org/10.1111/j.1467-8691.2010.00547.x

de Jong, Jeroen P.J. & Den Hartog, Deanne. (2008). Innovative Work Behaviour: Measurement and Validation. https://www.researchgate.net/publication/23528607_Innovative_Work_Behaviour_Measurement_and_Validation

Gheorghe, C.-M., Purcărea, V. L., Gheorghe, I.-R., & Popa-Velea, O. (2018). Investigating the dimensions of learning organizations questionnaire (DLOQ) in a Romanian private ophthalmology organization. *Romanian Journal of Ophthalmology*, *62*(4), 288–295. https://doi.org/10.22336/rjo.2018.44

Gherardi, S., Nicolini, D., & Strati, A. (2007). The Passion for Knowing. *Organization*, *14*(3), 315–329. https://doi.org/10.1177/1350508407076146

Hutchison-Krupat, J. (2017). Idea Generation and Selection. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3034337

Kodden, B. (2020). The Relationship Between Work Engagement and Sustainable Performance. *SpringerBriefs in Business*, 39–45. https://doi.org/10.1007/978-3-030-46463-9_6

Kornish, L. J., & Hutchison-Krupat, J. (2016). Research on Idea Generation and Selection: Implications for Management of Technology. *Production and Operations Management*, *26*(4), 633–651. https://doi.org/10.1111/poms.12664

Leufvén, M., Vitrakoti, R., Bergström, A., KC, A., & Målqvist, M. (2015). Dimensions of Learning Organizations Questionnaire (DLOQ) in a low-resource health care setting in Nepal. *Health Research Policy and Systems*, *13*(1). https://doi.org/10.1186/1478-4505-13-6

Likert-Type Scale Response Anchors. (n.d.). Retrieved May 8, 2023, from https://aidaform.com/images/blog/Likert-Scale-3-5-7-Point-Examples.pdf

Mascareño, J., Rietzschel, E. F., & Wisse, B. (2021). Ambidextrous Leadership: Opening and Closing Leader Behaviours to Facilitate Idea Generation, Idea Promotion and Idea Realization. *European Journal of Work and Organizational Psychology*, *30*(4), 1–11. https://doi.org/10.1080/1359432x.2021.1872544

Mohod, Sharad & Ikbal, Feroz. (2018). Literature review on employee engagement. https://www.researchgate.net/publication/347151451_Literature_review_on_employee_engagement

Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology, 91*(6), 1321–1339. https://doi.org/10.1037/0021-9010.91.6.1321

Odor, H. O. (2018). A Literature Review on Organizational Learning and Learning Organizations. *International Journal of Economics & Management Sciences*, *07*(01). https://doi.org/10.4172/2162-6359.1000494

Ogueyungbo, O. O., Chinonye, L. M., Igbinoba, E., Salau, O., Falola, H., & Olokundun, M. (2020). Organisational learning and employee engagement: The mediating role of supervisory support. *Cogent Business & Management*, *7*(1). https://doi.org/10.1080/23311975.2020.1816419

Organizational Learning: Theory & Meaning Explained. (2021, March 3). The CloudTutorial. https://www.thecloudtutorial.com/organizational-learning/

Ouyang, C., Zhu, Y., & Ma, Z. (2022). Ambidextrous Leadership and Employee Voice Behavior: The Role of Work Motivation and Ambidextrous Culture. *Psychology Research and Behavior Management*, *Volume 15*, 2899–2914. https://doi.org/10.2147/prbm.s385033

PDF Organizational Learning and the Learning Organization. (n.d.). ResearchGate. https://www.researchgate.net/publication/322235340_Organizational_Learning_and_the_Learning_Organization

Ruoslahti, H., & Trent, A. (2020). Organizational Learning in the Academic Literature – Systematic Literature Review. *Information & Security: An International Journal*, *46*(1), 65–78. https://doi.org/10.11610/isij.4605

Shah, S. T. H., Shah, S. M. A., & El-Gohary, H. (2022). Nurturing Innovative Work Behaviour through Workplace Learning among Knowledge Workers of Small and Medium Businesses. *Journal of the Knowledge Economy*. https://doi.org/10.1007/s13132-022-01019-5

Smith, E. (n.d.). *100 Open-Ended Employee Engagement Survey Questions*. Blog.remesh.ai. Retrieved June 19, 2022, from https://blog.remesh.ai/open-ended-employee-engagement-survey-questions

TUOMINEN, T., & TOIVONEN, M. (2011). STUDYING INNOVATION AND CHANGE ACTIVITIES IN KIBS THROUGH THE LENS OF INNOVATIVE BEHAVIOUR. *International Journal of Innovation Management*, *15*(02), 393–422. https://doi.org/10.1142/s1363919611003209

Yang, B., Watkins, K. E., & Marsick, V. J. (2004). The construct of the learning organization: Dimensions, measurement, and validation. *Human Resource Development Quarterly*, *15*(1), 31–55. https://doi.org/10.1002/hrdq.1086