

Organizational Learning Capabilities and Work Engagement among Employees in Jose Rizal Memorial State University System

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ABSTRACT

This study aimed to assess the Organizational Learning Capabilities and Work Engagement in the College of Business and Accountancy in Jose Rizal Memorial State University System. Descriptive-correlational research design was employed in this study. Employing frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis test and Spearman rank-order correlation, data were obtained from 93 faculties from College of Business and Accountancy at Jose Rizal Memorial State University System. The findings revealed that the perceived level of Organizational Learning Capability of the faculty is much capable that means the Organizational Learning Capabilities is very much practice. On the other hand, the perceived level of Work Engagement of the faculty members of the College of Business and Accountancy at Jose Rizal Memorial State University System is very much engaged which means that faculty members of the College of Business and Accountancy at the Jose Rizal Memorial State University System are very much engaged in their work as to dedication and absorption and much engaged as to vigor. Furthermore, analysis of data revealed that organizational learning capability is correlated with work engagement ($r = 0.52, p < 0.05$). This indicates that there is a strong significant relationship between organizational learning capability and work engagement.

KEYWORDS: *Organizational Learning Capability, Work Engagement, Faculty, Jose Rizal Memorial State University, Philippines*

INTRODUCTION:

Organizational Learning Capability is essential in preventing employees' work engagement from being neglected by the organization. Members of an organization can take on job challenges and grow as a result of the interacting processes of experiences and patterns of behavior (Bongcayat & Guhao, 2020). On the other hand, the organizational and managerial qualities, procedures, abilities, or factors that facilitate or allow an organization to learn are referred to as Organizational Learning Capability (Chiva, Alegre, & Lapiedra, 2007). However, lack of Organizational Learning Capability can quickly put the organization at risk due to slow productivity, employee attrition who take their knowledge assets with them, and failure to align human resources and realize the return on investment from a partnership, acquisition, or merger (Bongcayat & Guhao, 2020).

This study on organizational learning capabilities and work engagement is significant for it would help assess the present situation of the employees in College of Business and Accountancy at Jose Rizal Memorial State University System. Both of the employees and organization work engagement is regarded as extremely important (Lovina, Genuba, & Naparota, 2020). In addition, work engagement is regarded as important for an organization's ability to bolster employee relationships, keep employees engaged, and achieve high productivity rates (Bongcayat & Guhao, 2020). Additionally, employees are more committed to their jobs spend more time and effort at work, which improves productivity and quality of work (Brook, 2019). Indeed, on the day of a global recession, engaged employees with a full workforce can make all the difference in an

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organizations survival or success (Bongcayat & Guhao, 2020).

Given the importance of Work Engagement, the researcher conducted a thorough literature review of potential variables that may influence Work Engagement. Several authors discovered that variables like Organizational Learning Capabilities and Work Engagement are related. Organizational Learning Capability is critical in preventing employees' Work Engagement from being disregarded by the organization. Employees of an organization can take on job challenges and grow as a result of the interacting processes of experiences and mental models (Schaufeli & Bakker, 2004). On the other hand, the enhancement of Organizational Learning Capabilities keeps workers growing while also creating a competitive advantage for the institution (Mirheidary, Siadat, Hoveida, & Abedi, 2012). Thus, Organizational Learning Capabilities has a positive influence on Work Engagement (Bongcayat & Guhao, 2020).

The researcher's interest in conducting the current study that examines Organizational Learning Capability and determines the relationship with Work Engagement of employees, particularly College of Business and Accountancy, was sparked by the lack of consideration on the research gap mentioned above. Furthermore, the Jose Rizal Memorial State University Research Ethics Committee approves and releases a clearance to conduct the study; the research is motivated to consider the aforementioned variables because no studies have been conducted in Region IX, specifically in Jose Rizal Memorial State University in Zamboanga del Norte. Besides this, the majority of the researchers focused solely on non-teaching personnel. However, the current study aims to assess the teaching-employee's Organizational Learning Capabilities and Work Engagement at Jose Rizal Memorial State University.

Theoretical Framework

The Needs-Satisfying Approach

This research is based on the needs satisfying approach of Kahn's theory (1990) which states that employees become engaged when three psychological conditions or needs are met: meaningfulness (the feeling of receiving a return on one's investment of one's self in role performance), psychological safety (the feeling of being able to show and employ one's

self without fear of negative consequences), and availability (i.e., the belief of having the physical and mental resources to engage the self at work). Meaningfulness is influenced by the nature of the job, precisely its task and role characteristics. The social environment has the most significant influence on psychological safety, including interpersonal relationships, group dynamics, management style, and social norms. Finally, availability is determined by the personal resources that people bring to their roles, such as physical energy.

In addition, this study is also based on Ballendowitsch's (2009) proposition that employee engagement is defined as the extent to which employees think, feel, and act in accordance with the company's goals, including the extent to which employees go above and beyond in their work in the form of discretionary effort, creativity, and energy. He further stated that if employees want to be fully engaged, they must have a clear understanding of the organization's strategic goals, values, and how they fit in. Employees must also demonstrate a willingness, motivation, and emotional attachment to the organization in order to invest discretionary effort in going above and beyond.

Similarly, Bakker's (2009) proposition has a significant impact on this study. His proposition stated that engaged employees who are involved frequently experience positive feelings such as happiness, pleasure, and enthusiasm, have better health, express their commitment to others, and take responsibility and initiative in creating their own work-related and private resources. In terms of job performance, these outcomes distinguish engaged employees from non-engaged individuals.

Furthermore, Rich, Lepine, and Crawford (2010) support the anchor proposition that Work Engagement is an influential determinant framework that provides a broader perspective on how workers connect themselves to their organizational roles by converting their energy into productive, intellectual, and physical labors to make their own decisions about roles and responsibilities. As such, employee engagement is a model that defines how workers attach themselves to their organizational roles by turning their energy into productive, behavioral, and physiological labors.

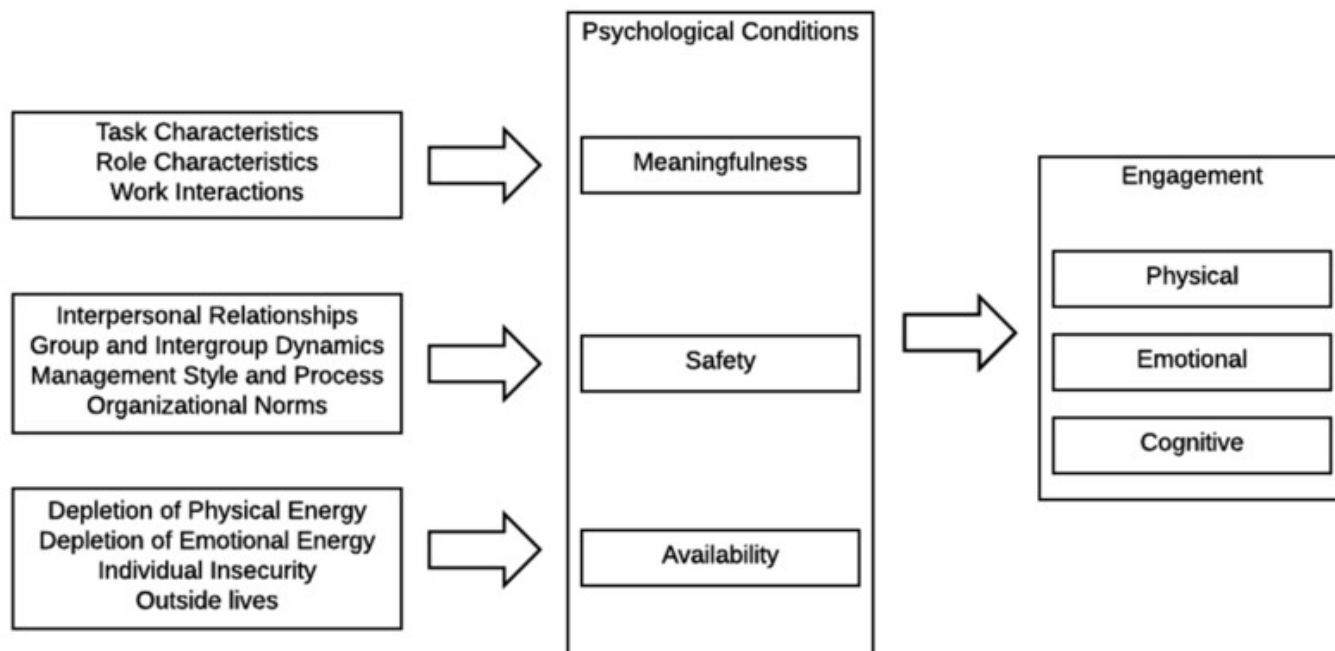


Figure 1: The Needs-Satisfying Approach

The Job Demands-Resources Model

The Job-Demands Resources (JD-R) model has been used as an explanatory framework in a number of studies on Work Engagement (Lesener, Gusy, & Wolter, 2018). The JD-R model is used by scholars who believe that engagement is the polar opposite of burnout because it conceptualizes burnout and engagement as two distinct constructs that are integrated in a single conceptual model.

In addition, The JD-R model assumes that Work Engagement results from the intrinsically motivating nature of resources, and distinguishes two types of resources; (1) job resources, which are defined as aspects of the job that are functional in achieving work goals, reducing job demands, or stimulating personal growth and development (for example, performance feedback, job control, and social support from co-worker’s); (2) personal resources, which are defined as aspects of the self-associated with resiliency and refer to the ability to successfully control and influence one’s environment (e.g., self-efficacy, optimism and emotional stability).

Furthermore, resources, according to the JD-R model, energize employees, encourage persistence, and focus on their efforts. To put it another way, resources encourage engagement in terms of vigor (energy), dedication (persistence), and absorption (focus). Furthermore, the JD-R model assumes that engagement, in turn, leads to positive outcomes such as job performance. As a result, the JD-R model proposes that work engagement mediates the relationship between job and personal resources on one hand and positive outcomes on the other.

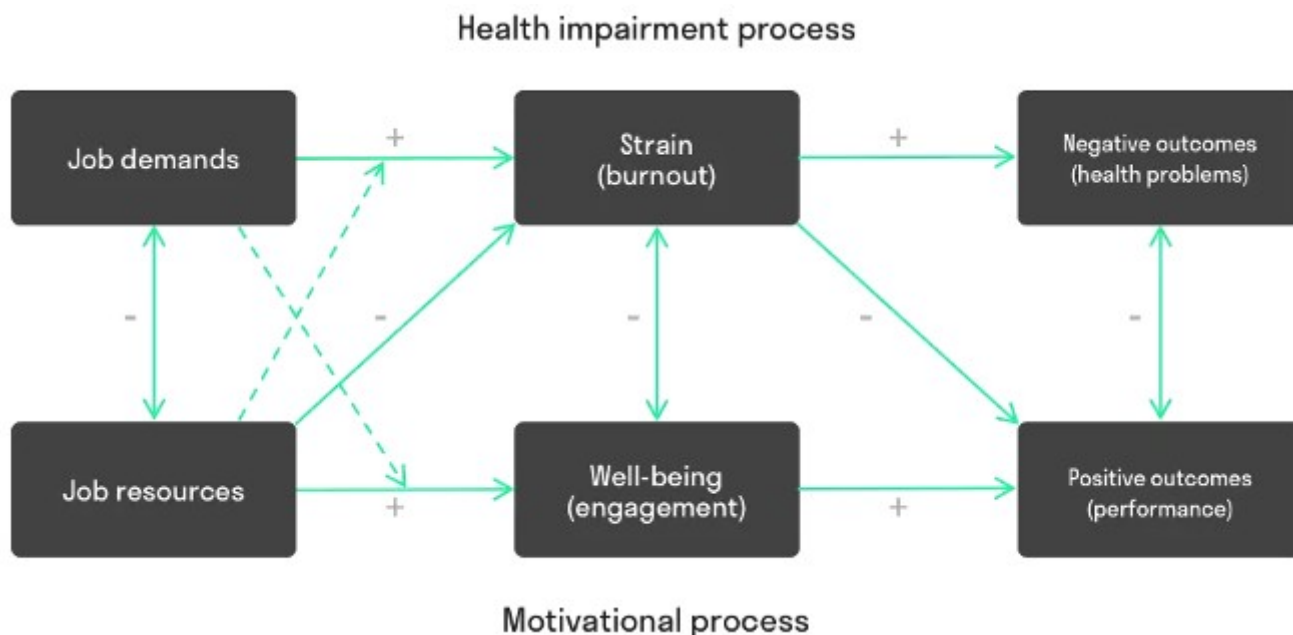


Figure 2: The Job Demands-Resources Model

Experiential Learning Theory

The Organizational Learning Capability is anchored on the experiential learning theory (ELT) by Kolb's (1984) stated that experiential learning theory is based in psychology, philosophy, and physiology and has significantly influenced leadership and organization development and contributed to principles of the learning organization since its introduction. Its basic premise is that learning occurs through the combination of grasping and transforming experience. ELT constitutes of a four-stage learning cycle: concrete experience (CE) and abstract conceptualization (AC) comprise the grasping component, while reflective observation (RO), and active experimentation (AE) make up the transforming experience component.

In addition, this learning process is characterized as a cycle in which the learner proceeds through the sequence of experiencing, reflecting, thinking, and acting in a repeating progression that is unique to each learning circumstance. Specifically, concrete experiences (experiencing) spark observation and reflection (reflecting), which is internalized and integrated into abstract concepts (thinking) that spark new behavioral experimentation (acting) (Yeganeh & Kolb, 2009, p. 15). This learning cycle can be entered at any point, but the stages are always followed in sequence.

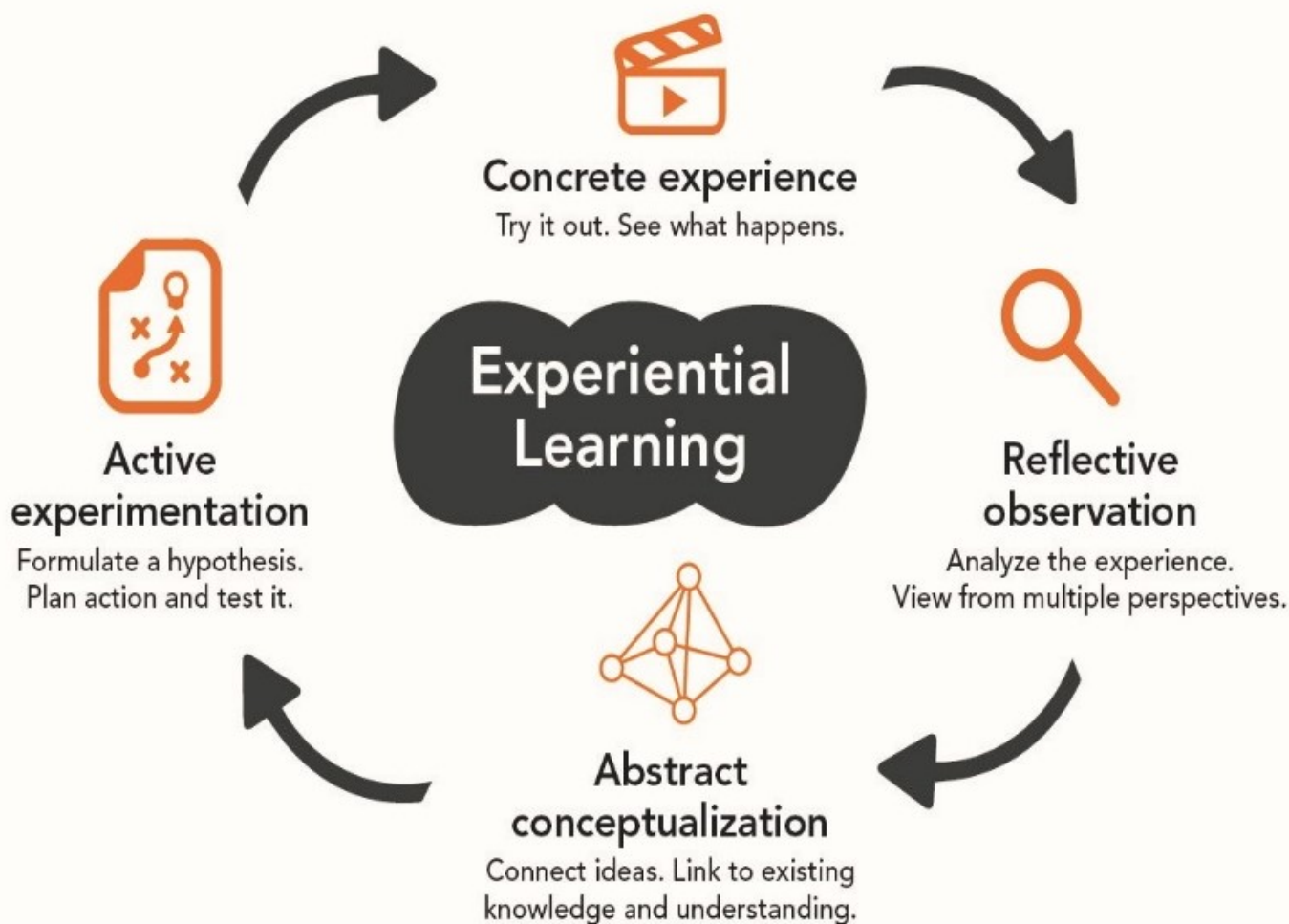


Figure 3: The Experiential Learning Theory

Conceptual Framework

To conceptualize this study, the schema is presented in Figure 1. First, the independent variable which is Organizational Learning Capabilities with indicators categorized into experimentation, risk taking, interaction with the external environment, dialogue and participative decision making. And second, the dependent variable which is Work Engagement with indicators classified into vigor, dedication and absorption.

The first block at the left side contains the independent variable, which is the Organizational Learning Capabilities with its indicators, and the other block at the right contains the dependent variable which is the Work Engagement with its indicators. An arrow, from the independent variable pointing to the dependent variable, denotes the influence of the Organizational Learning Capabilities to the Work Engagement. Difference in the working behaviour of the employees can be dependent on moderating variables such as demographics which can be classified by age, educational attainment, monthly income and type of employment. This study

explored the demographic factors that affect Organizational Learning Capabilities to the Work Engagement through an empirical and quantitative study using statistical tool process.

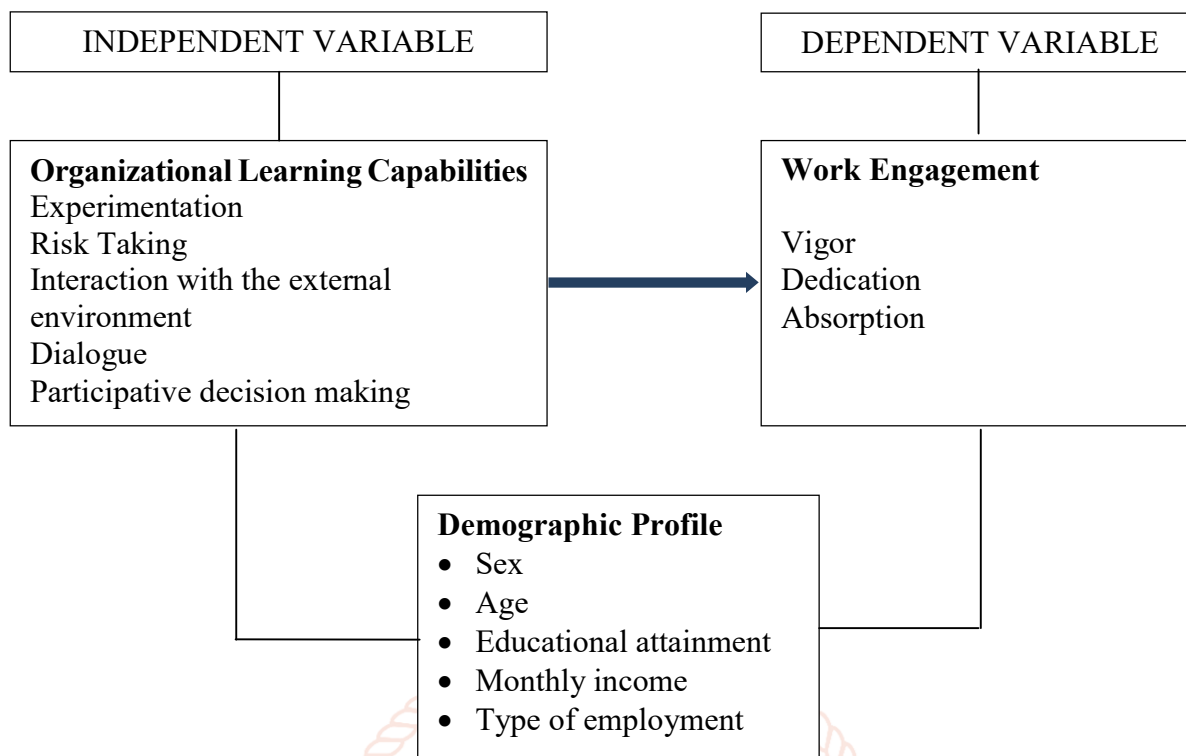


Figure 4 Conceptual Framework of the Study

Statement of the Problem

This study aimed to assess the Organizational Learning Capabilities and Work Engagement among employees of the College of Business and Accountancy at Jose Rizal Memorial State University System during the calendar year 2020.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. educational attainment;
 - 1.4. monthly income; and
 - 1.5. type of employment?
2. What is the perceived level of Organizational Learning Capabilities of the respondents in the College of Business and Accountancy in Jose Rizal Memorial State University System in terms of:
 - 2.1. experimentation;
 - 2.2. risk taking;
 - 2.3. interaction with the external environment;
 - 2.4. dialogue; and
 - 2.5. participative decision- making?
3. Is there a significant difference in the perceived level of Organizational Learning Capabilities of the respondents when data are analyzed according to profile?

4. What is the perceived level of Work Engagement of the respondents in the College of Business and Accountancy in Jose Rizal Memorial State University System along with:
 - 4.1. vigor;
 - 4.2. dedication; and
 - 4.3. absorption?
5. Is there a significant difference in the perceived level of Work Engagement when data are analyzed according to profile?
6. Is there a significant relationship between the perceived level of Organizational Learning Capabilities and Work Engagement of the respondents?

Hypotheses

This study is premised on these hypotheses:

1. There is no significant difference in the perceived level of Organizational Learning Capabilities of the respondents when data are analysed according to profile.
2. There is no significant difference in the perceived level of Work Engagement of the respondents when data are analyzed according to profile.
3. There is no significant relationship between the Organizational Learning Capabilities and Work Engagement.

Definition of terms

For reference, the following terms are hereby operationally and conceptually defined:

Absorption. This refers to the state of being fully concentrated and happily engrossed in one's work. In short, engaged employees have high levels of energy and are enthusiastically involved in their work.

Age. This refers to the person's year of existence.

Contractual Employee. As used in the study, this refers to an employee who is hired at a specific period of time.

Dedication. This refers to characteristics by being strongly involved in one's work and experiencing a sense of significance and enthusiasm.

Dialogue. This refers to a never-ending series of inquiries into the assumptions, certainties, and processes that make up daily life.

Educational Attainment. This refers to a term commonly used by statisticians to refer to the **highest degree of education** of an individual.

Employees. This refers to a person employed for wages or salary, especially at nonexecutive level.

Experimentation. This refers to a nonparametric method in finding the solution to ensure that technological implementation operates.

Interaction with the External Environment. This refers to the extent of the external environment interaction.

Job Order. As used in the study, this refers to an employee who is paid on a daily basis and no employee and employer relationship.

Monthly Income. As used in the study, this refers to the employees receiving compensation from employer, which rendered services in the institution.

Organizational Learning Capabilities. This refers to the organizational and managerial qualities, procedures, skills or factors that facilitate processes of organizational learning such as information generation, acquisition, dissemination, and integration that enable an organization to improve its performance.

Participative Decision Making. This refers to the impact that employees create during the process of decision-making. (tainties and processes that build up everyday experience.

Regular Employment. As used in the study, this refers to permanent employment and receiving complete benefits from employer.

Risk Taking. This refers to the organization's eagerness to venture into new ways, instead of sticking to the norms.

Sex. Either of the two major forms of individuals that occur in many species and that is distinguished respectively as female or male especially on the basis of their reproductive organs and structures.

Temporary. As used in the study, this refers to employment which is renewable every year, and benefits are the same with regular employment.

Type of Employment. This refers to an individual who has entered into or works (or worked) under the terms of a contract of employment.

Vigor. This refers to high levels of energy and resilience while working.

Work Engagement. This refers to the investment of emotional, physical and mental energy at work that is categorized by vigor, dedication and absorption.

Literature Review

Demographic

Individual differences are also evaluated in studies. Except for age, the findings show that demographic factors such as gender and having an administrative function have an impact on teachers' Organizational Learning Capabilities and Work Engagement (Tibet, 2015, p.12). Also, it was mentioned that the level of engagement of College Teachers is higher than the Secondary School Teachers. He further stated that female teachers are more dedicated to the organization than male teachers.

On the other hand, gender age and marital status have no effect on teachers' Organizational Learning Capability, but both demographic variables have an effect on teachers' normative engagement. As previously stated, male teachers have a higher level of Work Engagement than female teachers, and married teachers have a higher level of Work Engagement than single teachers and most faculty received higher salaries and benefits and may result in improved faculty learning capability development, knowledge, and skills (Tibet, 2015). They stated that level of educational attainment, monthly income, employment type has an effect on employee's Organizational Learning Capabilities and Work Engagement.

In addition, the results showed that there is no significant difference between the age and Organizational Learning Capability and no significant difference was observed between the level of educational attainment, monthly income, gender, status of employment and Organizational Learning Capability (Farzianpour, Irani, & Foroushani, 2016). On the other hand, 105 respondents/faculty of

College of Business and Management in Malaysia, 64.8 percent are male while only 35.2 percent are female. In connection with respondent's job position, 82.8 percent hold the position as lecturer while another 12.4 percent are senior lecturer. The remaining respondents are professor (2.9%) and associate professor (1.9%) (Ling & Chuang Way, 2015). Further revealed that the mean age of respondents is 41.19 (SD = 10.75), ranging from a minimum of 26 years to a maximum of 67 years. Moreover, in the study of Ling and Chuang Way (2015) revealed that 61.9 percent obtained Bachelor Degree and 31.8 Master Degree of faculty members in Business and Management in Malaysia and based from the findings of the study, most of the faculty are in the permanent status of employment. Furthermore, Farzianpour, Irani, and Foroushani (2016) indicated that 45.00 percent permanent and 20.80 percent of faculty members in Business and Management in Iran are in contractual status.

Additionally, no significant differences were shown when Work Engagement was compared in terms of sex, monthly income, civil status, and educational attainment among faculty in accountancy, Business, and Management College of Business Administration, Lyceum of the Philippines University (Caisip, 2021). In article by Caisip (2021) indicated that in terms of age, a no significant difference was observed for absorption and significant difference was observed for vigor and dedication while for employment status a significant difference was revealed for all domains in Work Engagement

Organizational Learning Capabilities

Organizational Learning Capability has been supplied with different yet related definitions by different authors. The organizational and managerial qualities, guidelines, competences, or conditions that support or allow an organization to gain knowledge are referred to as Organizational Learning Capability. On the other hand, Organizational Learning Capability is defined as an organization's inherent ability to create, enrich, and apply knowledge in order to outperform its competitors in terms of competitiveness and performance (Bongcayat & Guhao, 2020). However, Organizational Learning Capability implies a complex, multidimensional and dynamic concept (Al-Faouri, 2015).

In addition, Tibet (2015) stated that the total learning activities that occur across an organization in its complex environment are referred to as Organizational Learning. Further stated that Organizational Learning is critical to maintaining competitiveness in volatile industries Organizational Learning is a process that occurs in a company to

structure a growing awareness of the constantly changing environment and to keep up with adaptation and modification issues. Moreover, the management and leadership qualities, procedures, abilities, or factors that allow or enable an organization to learn are referred to as Organizational Learning Capability (Bongcayat & Guhao, 2020).

Furthermore, stated Organizational Learning as total quality management is becoming increasingly important in every part of the world. Every organization must implement and improve its organizational learning program in order to get ahead and stay ahead (Tibet, 2015). In addition, Organizational Learning Capability is a set of managerial and organizational factors that facilitate the learning process and help the organization and its members in order to update their knowledge and encouraged to create new ideas. The managerial and organizational factors listed in the definition, include management commitment, systemic vision, outdoor space and experimentation and the transferring and integration of knowledge, which totally form the four domains of organizational learning capabilities (Farzianpour, Irani, & Foroushani, 2016). Moreover, Organizational Learning Capability dimensions have long been recognized as a significant tool for measuring an organization's effectiveness and ability to innovate and grow. Organizational Learning Capability dimensions are widely assumed to have positive effects on organizations and employees; moreover, there is empirical evidence of a positive association with employee attitudes and Organizational Learning Capabilities (Chiva & Alegre, 2009).

Experimentation

Experimentation determined that this indicator is the most supported dimension in the Organizational Learning literature regarding generating new recommendations and ideas that treated employees are sympathetic (Bongcayat & Guhao, 2020). On the other hand, Encouragement and support for free experimentation with new innovative methods are needed by management. Failure analysis and experimentation can help an organization learn. A significant failure must be used in the learning process of an organization. As a result, teams should accept failures quickly and methodically in order to optimize the learning process. To ensure that technological implementation works, experimentation is a particularly heuristic method of finding a solution (Tibet, 2015). Moreover, Ling and Chuang Way (2015) stated that the school institution allows teachers' knowledge to constantly improve, renew, and broaden, which increases academicians' work

innovativeness, and the management also encourages academicians' work innovativeness by strengthening the institution's Organizational Learning Capability.

Risk Taking

It discusses ambiguity and error tolerance, and it goes on to say that failure is an important part of effective Organizational Learning because it examines the advantages and disadvantages of success and errors (Bongcayat & Guhao, 2020). In addition, Liles (1981) defined risk as the possibility of an unfavourable outcome as a consequence of multiple actions. Additionally, risk-taking refers to an organization's willingness to try new things rather than sticking to the status quo (Wiklund & Shepherd, 2003). Moreover, Kouzes and Posner (1987) stated that increasing business opportunities comes from taking risks based on lessons learned from past successes and failures. Furthermore, risk-taking does, in fact, lead to unexpected opportunities. Employees learn from their mistakes, and those lessons lead them down an important new path where they can advance internally (Zeilinger, 2017).

Dialogue

It refers to a never-ending series of inquiries into the assumptions, certainties, and processes that make up daily life. Dialogue is vital to overall learning, according to the researchers, because it fosters both individual and organizational learning. In addition, the dialogue process is seen by many practitioners and scholars of organizational learning as the entry point for collaborative learning and communication among businesses (Bongcayat & Guhao, 2020). On the other hand, as a dimension of organizational learning, dialogue improves communication and attempts to reach mutually agreeable conclusions. It has become an important part of comprehending learning issues and opportunities (Gear, Vince, Read, & Minkes, 2003). As a result, communicative interaction occurs when the sender's message has some meaning for the receiver (Ballantyne, 2004). Moreover, Bongcayat and Guhao, (2020) organizational learning is a dialogue process that provides a channel for communication and collaborative learning within the institution as well as between groups and teams. Dialogue can be defined as an aspect of effective learning that encourages communication and attempts to reach a common conclusion. In Organizational Learning Capability study results, dialogue has emerged as a critical component for institutional improvement as a means of comprehending the challenges and opportunities of learning and change, successful technological innovation is positively influenced by individual's communication.

Participative Decision Making

It refers to the impact that employees have during the decision-making process, and it was written that when organizations implement participative decision-making, they reap the benefits of increased organizational commitment, employee involvement, and job satisfaction (Bongcayat & Guhao, 2020). Indeed, Ayub (2017), stated employees who participate in decision-making improve their performance and group cooperation to optimal levels. Moreover, employees have a significant amount of influence in the decision-making process in participatory decision making. The decision-making process is critical to the success of product innovation processes. Participatory decision making increases capable commitment, involvement, and the ability to innovate (Mat & Razak, n.d). Further, stated that successful high technology organization employees practice much capable decision-making and a high level of participation in decision-making by line managers when dealing with changes in the environment. Further stated the ability to participate in decision making is an important process in increasing innovation.

Work Engagement

Work engagement, according to Bakker and Leiter (2010), is a critical target for organizational development. Work Engagement and organizational commitment are considered equal in some related literature. By defining terms like "loving one's job" as "work engagement" and "loving one's organization" as "organizational commitment," a very broad discrimination can be made. It is critical to demonstrate the distinction and relationship between these variables.

In addition, engagement is a common term in business, consulting, and academia. The term "employee engagement" is not entirely clear, but it was most likely coined by the Gallup organization in the 1990s (Buckingham & Coffman, 1999). On the other hand, common use of the terms "employee engagement" and "work engagement," the latter is preferred because it is more specific. Work Engagement refers to the employee's relationship with their work, whereas employee engagement may also include the employee's relationship with the organization (Bongcayat & Guhao, 2020).

Moreover, Work Engagement is commonly thought to be a function of job resources, personal resources, and job demands. Job demands and job resources are defined by the job demand model. Physical and psychological costs, such as high work pressure, poor environmental conditions, and problems Job resources, on the other hand, are the physical,

psychological, social, and organizational aspects that reduce job demands while stimulating personal development and growth (Tibet, 2015). Furthermore, Work Engagement is thought to be beneficial for both the individual and the organization because it influences how individuals do their work and complete their work tasks (Demerouti & Cropanzano, 2010).

Furthermore, engaged workers may perform better because they have more physical resources. Indeed, research has consistently found a link between Work Engagement and health. A recent study, for example, found that engaged workers had fewer psychosomatic complaints than their non-engaged counterparts (Bakker, Demerouti, & Brummelhuis, 2012). In addition, workers who are fully engaged in terms of vigor, dedication, and absorption can become workaholics if they are not cautious. Too much focus at work without a break will make employees dislike their jobs, even if work appears to be a game (Gaither, 2016). Moreover, Work Engagement is described as an energetic state in which the worker is committed to outstanding job results and is confident of its efficacy (Lovina, Genuba, & Naparota, 2020).

Vigor

In principle, Work Engagement captures how employees perceive their job: as stimulating and vigorous, and as something to which they want to devote time and effort, described as vigor (Lovina, Genuba, & Naparota, 2020). In addition, Vigor is defined as an eagerness to exert oneself in one's job and diligence in the face of adversity by employees who possess strength and mental flexibility. Additionally, having more energy can help employees increase their power, mental resilience, and willingness to put forth effort in their jobs, as well as persevere in dealing with problems (Kulikowski, 2017). Furthermore, Acharya and Gupta (2015) stated that vigor refers to an employee's willingness to put forth significant effort and stability in their work and to persevere in the face of adversity. On the other hand, employees' strength is proportional to their physical stamina (Maroc, Pinto, Sinval, & Queiros, 2018). Moreover, fully engaged teachers with respect to vigor, dedication and absorption, can become workaholics unless they are cautious. Too much focus at work without taking a break will make employees hate their employment, even if work looks like a game (Bongcayat & Guhao, 2020).

Dedication

Dedication when police officers are fully dedicated, they have a feeling of excitement, encouragement, emotion and even difficulty at work (Kulikowski,

2017). As stated by Kamau and Sma (2016) stated that resources energize police officer, encourage their dedication, and make them focus on their efforts. Further, Naparota, Genuba, and Lovina (2020) stated that when a police officer is heavily engaged in their job they will step further than the ordinary level of performance. Furthermore, Maroc et al. (2018) stated that vigor has a wider scope not only by referring to a specific cognitive or religious disorder, but also by including emotional management of stressful events. Further stated that the employees living with enthusiasm, inspiration, and pride implies that is strongly dedicated in his or her job.

Moreover, Naparota, Genuba, and Lovina (2020) stated that employees with a high level of dedication in work could handle stress and challenges. Further mentioned strengthened the findings that when employees are fully dedicated and involved in their work are expected deeper and stronger involvement than the usual level of job involvement.

Absorption

Absorption is an element of commitment described by being fully focused and deeply involved in one's job and less capable of being stressful, such there are issues to cope with and break away from work (KuliKowski, 2017). On other hand, Omar (2016) stated that a last measurement of absorption in Work Engagement is completely explained. Further stated that when employees were deeply charmed and one would experience problems withdrawing from one's job, the employees would be heavily absorbed in their work.

Absorption is a perfect focus of employees in their work and fully absorbed time does not matter, and a willingness to spend effort at work (Naparota, Genuba, & Lovina, 2020). In addition, Coetzee and de Villiers (2010) stated that a employees focuses on their job, making absorption a behavioral aspect of involvement. On other hand, Bakker and Leiter (2010) stated that absorption is a main component of Work Engagement that may appear as a consequence of energy exerted by an employee. Additionally, employees obtained a high level of engagement to work that implies fully possess energy in the face of stressful activities (Albrecht, 2010).

Moreover, Naparota, Genuba, and Lovina (2020) stated that perfect work experience employees and fully absorbed described as focus attention, clear mind, mind and body unison, effortless concentration, complete control, loss of self-consciousness, time distortion, and internal enjoyment. In addition, findings revealed that a fully absorbed employee would be less likely absent from his or her job and to have strength to face stress and problems (Bakker,

Demerouti, & Brummelhuis, 2012). Moreover, Bongcayat and Guhao (2020) stated that there is a significant relationship between Organizational Learning Capability and Work Engagement of teachers.

RESEARCH METHODOLOGY

Method Used

The descriptive-correlational method of research was utilized in the study with the aid of questionnaire checklist. It is primarily concerned of assessing the Organizational Learning Capabilities and determining the relationship of Work Engagement among employees in College of Business and Accountancy at Jose Rizal Memorial State University System. The study investigated three variables, the Organizational

Learning Capabilities as the independent variable and the Work Engagement as the dependent variable and, demographic profile as intervening variable.

Respondents of the Study

The respondents of the study were the ninety-nine (99) faculty members of the College of Business and Accountancy (CBA) of the Jose Rizal Memorial State University System during the calendar year 2020 with complete numeration. But due to internet connectivity problems, only Fifty Five (55) responded the questionnaire in the Google form, the Thirty Eight (38) respondents the researchers' personally distributed the questionnaire. Table 1 below shows the distribution of respondents by campus.

Table 1 Distribution of Respondents by Campus

Campus	Population	Respondents	Percent
Dapitan City (Main Campus)	47	47	100.00
Dipolog City Campus	16	16	100.00
Katipunan Campus	19	16	84.21
Tampilisan Campus	5	5	100.00
Siocon Campus	12	9	75.00
Total	99	93	93.94

Research Instrument

This study utilized adopted a downloaded questionnaire from web sources. The adopted questionnaires comprised of factors, like Organizational Learning Capabilities and Work Engagement. There were two instruments used in this study namely: Organizational Learning Capabilities Scale (OLCS) and Work Engagement Scale (WES). Organizational Learning Capabilities Scale is based on the research study by Chiva and Alegre (2009). This scale is designed the factors that influence the way employees feels about learning capabilities of school institution. The instrument contained factors that are related to Organizational Learning Capabilities and to the perception of the situation of the individual employees, Organizational Learning Capabilities Scale consists of fourteen (14) items divided into five (5) indicators namely experimentation, risk taking, interaction with the external environment, dialogue, and participative decision making. Work Engagement Scale is based on the research study by Schaufeli & Bakker (2003). Work Engagement Scale consists of seventeen (17) items divided into three (3) indicators namely vigor, dedication and absorption.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of data gathered.

Frequency Counting and Percent. They are used to determine the profile of the respondents in terms of sex, age, educational attainment, monthly income, and type of employment.

Weighted Mean. This is used to quantify the respondents' ratings on the Organizational Learning Capability and Work Engagement.

Presented below are the scoring guide in giving qualitative description and interpretation of the responses of the items in Organizational Learning Capability and Work Engagement.

Organizational Learning Capability

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Almost Always	Very Much Capable
3	2.51 – 3.25	Often	Much Capable
2	1.76 – 2.50	Sometimes	Capable
1	1.0 – 1.75	Never	Slightly Capable

Work Engagement

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Almost Always	Very Much Engaged
3	2.51 – 3.25	Often	Much Engaged
2	1.76 – 2.50	Sometimes	Engaged
1	1.0 – 1.75	Never	Slightly Engaged

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the students' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney U Test. This is used to test the difference in Organizational Learning Capability and Work Engagement when respondents are grouped in terms of sex.

Kruskal-Wallis Test. This is used to test the difference in Organizational Learning Capability and Work Engagement when respondents are grouped in terms of age, educational attainment, monthly income, and type of employment.

Spearman Rank-Order Correlation. This is used to determine the correlation between Organizational Learning Capability and Work Engagement.

The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00		No correlation

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. Thus, displaying of the statistical formulas is not necessary. All statistical tests were performed at 0.05 level of significance.

RESULTS AND DISCUSSION**Table 2 Profile of Respondents in terms of Sex**

Sex	Frequency	Percent
Male	34	36.56
Female	59	63.44
Total	93	100.00

Table 2 presents the profile of the respondents in terms of sex. It shows that thirty- four (34 or 36.56%) of the respondents are males while fifty-nine (59 or 63.44%) are females. It means that the majority of the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are females. This implies that females are more inclined in teaching profession compared to male. The finding is in contrary with the study of Ling and Chuang Way (2015) in 105 respondents/faculty of the School of Business and Management in Malaysia, 64.8 percent are male while only 35.2 percent are females.

Table 3 Profile of Respondents in terms of Age

Age	Frequency	Percent
25 and below	15	16.13
26 – 35	54	58.06
36 – 45	18	19.35
46 – 55	5	5.38
56 & above	1	1.08
Total	93	100.00

Table 3 portrays the profile of the respondents in terms of age. It reveals that fifty- four (54 or 58.06%) of the respondents are in the age bracket of 26-35, followed by eighteen (18 or 19.35%) who belonged to the 36-45 age

bracket. Only one (1 or 1.08%) of the respondents belonged to the age bracket of 56 & above. This means that majority of the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are still young in teaching profession and are very strong in the performance of their duties and responsibilities. This implies that 58.06 percent of the faculty members in the College of Business and Accountancy are in their middle ages. This finding is supported by the study of Ling and Chuang Way (2015) which revealed that the mean age of respondents is ranging from a minimum of 26 years to a maximum of 67 years in the College of Business and Management in Malaysia.

Table 4 Profile of Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percent
Bachelor's Degree	2	2.15
Bachelor's Degree w/ Masteral Units	36	38.71
Masteral Degree	14	15.05
Masteral Degree w/ Doctoral Units	30	32.26
Doctoral Degree	11	11.83
Total	93	100.00

Table 4 depicts the profile of the respondents in terms of educational attainment. Table 4 reflects that about 38 percent of the employees (38.71%) earned bachelor degree programs with master's units. However, more than 32 percent of these employees (32.26%) earned master's degree program with doctoral units. It means that a proportion of employees in Jose Rizal State University prioritize taking graduate education. It maybe because graduate education is useful in the promotion and force themselves to school and to take graduate and/or post graduate programs. In addition, pursuing graduate study is a professional development thus, providing better knowledge related to the teaching profession and graduate study and post graduate are their priority. This finding is inconsistent to the study of Ling and Chuang Way (2015) which indicated that 61.9 percent obtained Bachelor Degree and 31.8 percent Master Degree of the faculty members in Business and Management in Malaysia.

Table 5 Profile of Respondents in terms of Monthly Income

Monthly Income	Frequency	Percent
15,000 & below	2	2.15
15,001 – 20,000	34	36.56
20,001 – 25,000	6	6.45
25,001 – 30,000	39	41.94
30,001 & above	12	12.90
Total	93	100.00

Table 5 displays the profile of the respondents in terms of monthly income. Thirty-nine (39 or 41.94%) of the respondents are receiving monthly income of at most Php 25,000.00. However, a considerable proportion of about 6 percent of the employees indicated a monthly income of at least Php 20,000. Observation supported that it is typical for employees received with insufficient income. This finding is supported by the study of Tibet (2015) which indicated that most faculties received higher salaries and benefits and may result in improved faculty learning capability development, knowledge, and skills.

Table 6 Profile of Respondents in terms of Type of Employment

Type of Employment	Frequency	Percent
Regular/Permanent	43	46.24
Temporary	12	12.90
Job Order/Contractual	38	40.86
Total	93	100.00

Table 6 reveals the profile of the respondents in terms of the type of employment. Forty-three (43 or 46.24%) of the respondents are regular/permanent in status. Thirty-eight (38 or 40.86%) are job order/contractual status, and twelve (12 or 12.90%) are temporary. The data revealed that the majority of the respondents are regular/permanent in the employment status. This can be attributed to the strict implementation of the educational qualification required for a regular/permanent appointment, which is a holder of a master's degree aligned to the job. The finding is contrary to the study of Farzianpour, Irani, and Foroushani (2016) which indicated that 45.00 percent of the faculty members in Business and Management in Malaysia are permanent and only 20.80 percent are in contractual status.

Table 7 Level of Organizational Learning Capabilities of Respondents in terms of Experimentation

A. Experimentation	WM	SD	Description	Interpretation
1. People here receive support and encouragement when presenting new ideas	3.19	0.68	Often	Much Capable
2. Initiative often receives a favorable response here so people feel encouraged to generate new ideas	3.16	0.65	Often	Much Capable
Overall Mean	3.18	0.67	Often	Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 7 presents the perceived level of Organizational Learning Capability in terms of experimentation. The two items obtained weighted means of 3.19 and 3.16 both described as often and interpreted as much capable. The overall mean is 3.18 which is described as often and interpreted as much capable. Standard deviation showed homogeneity of the responses of the respondents. This means that the faculty members of the College of Business and Accountancy at Jose Rizal Memorial State University System is more capable on the Organizational Learning Capability in terms of experimentation. This implies that the faculty members and employees often received support and encouragement in presenting new ideas and initiatives often received a favorable response and, capable to generate new ideas. The finding is supported by the study of Ling and Chuang Way (2015) which revealed that the school institution allows teachers' knowledge to constantly improve, renew, and broaden, which increases academicians' work innovativeness, and the management also encourages academicians' work innovativeness by strengthening the institution's Organizational Learning Capability.

Table 8 Level of Organizational Learning Capabilities of Respondents in terms of Risk-Taking

B. Risk-taking	WM	SD	Description	Interpretation
1. People are encouraged to take risks in this organization	2.94	0.75	Often	Much Capable
2. People here often venture into unknown territory	2.55	0.76	Often	Much Capable
Overall Mean	2.75	0.76	Often	Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 8 portrays the perceived level of Organizational Learning Capability in terms of risk-taking. The two items obtained means within the range of 2.51-3.25 which were described as often and interpreted as much capable. The overall mean is 2.75 which is described as often and interpreted as much capable. Standard deviation showed homogeneity of the responses of the respondents. This means that the faculty members of the College of Business and Accountancy at Jose Rizal Memorial State University System are much capable on the Organizational Learning Capability in terms of risk-taking. The finding implies that the faculty members often encouraged to take risks in the organization. The finding is supported by the study of Chiva and Alegre (2009) which indicated that institution orients employees' on the importance of taking risks and accepting mistakes, allowing employees to learn the benefits of error, which include risk tolerance, prompting attention to problems and the search for solutions, ease of problem recognition and interpretation, and variety in organizational responses.

Table 9 Level of Organizational Learning Capabilities of Respondents in terms of Interaction with the External Environment

C. Interaction with the external environment	WM	SD	Description	Interpretation
1. It is part of the work of all staff to collect, bring back and report information about what is going on outside the company	2.99	0.80	Often	Much Capable
2. There are systems and procedures for receiving, collating and sharing information from outside the company	3.00	0.79	Often	Much Capable
3. People are encouraged to interact with the environment: competitors, customers, technological institutes, universities, suppliers etc.	3.26	0.72	Almost Always	Very Much Capable
Overall Mean	3.08	0.77	Often	Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 9 reveals the perceived Organizational Learning Capability level of the respondents in terms of interaction with the external environment. Study revealed in the table, item 3 which states that "People are encouraged to

interact with the environment: competitors, customers, technological institutes, universities, suppliers etc.” obtained the highest mean of 3.26 which is described as almost always and interpreted as very much capable. The other two items obtained the means within the range of 2.51-3.25 which are described as often and interpreted as much capable. The overall mean is 3.08 which is described as often and interpreted as much capable. Standard deviation showed homogeneity of the responses of the respondents. It means that the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are much capable on the Organizational Learning Capability in terms of interaction with the external environment. This further implies that the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are often encouraged to interact with the external environment. The finding is supported by Mat and Razak (n.d) indicated that an organization must deal with external shocks, and that as a result, they must adapt and learn to cope with that situation for the rest of their lives. The external environment necessitates greater caution on the part of organizations. The current trend in innovative firms, which previously relied on internal resources and development, is to collaborate with external sources to generate new ideas, concepts, and technology for employee development, thus collaboration will bring benefit to the institutions employees including the latest changes or developments which affect institutions competitiveness.

Table 10 Level of Organizational Learning Capabilities of Respondents in terms of Dialogue

D. Dialogue	WM	SD	Description	Interpretation
1. Employees are encouraged to communicate	3.53	0.69	Almost Always	Very Much Capable
2. There is a free and open communication within my work group	3.49	0.60	Almost Always	Very Much Capable
3. Managers facilitate communication	3.34	0.65	Almost Always	Very Much Capable
4. Cross-functional teamwork is a common practice here	3.25	0.75	Often	Much Capable
Overall Mean	3.40	0.67	Almost Always	Very Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 10 shows the perceived level of Organizational Learning Capability in terms of dialogue. As can be gleaned in the table, items 1,2, and 3 obtained weighted means within the bracket of 3.26-4.00 which are described as almost always and interpreted as very much capable. Item 4 obtained the lowest mean of 3.25 which is described as often and interpreted as much capable. The overall mean is 3.40 which is described as almost always and interpreted as very much capable. Standard deviation showed homogeneity of the responses of the respondents. This finding indicates that the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are very much capable on the Organizational Learning Capability in terms of dialogue. This further implies that the open communication within the work group of the Jose Rizal Memorial State University System is very much practiced among employees. The finding is supported by the study of Bongcay at and Guhao (2020) which indicated that Organizational Learning Capability is a dialogue process that provides a channel for communication and collaborative learning within the institution managers as well as between groups of teachers and teams. He further stated that dialogue has emerged as a critical component for institutional improvement as a means of comprehending the challenges and opportunities of learning and change, successful technological innovation is positively influenced by individual's communication.

Table 11 Level of Organizational Learning Capabilities of Respondents in terms of Participative Decision Making

E. Participative decision making	WM	SD	Description	Interpretation
1. Managers in this organization frequently involve employees in important decisions	2.97	0.76	Often	Much Capable
2. Policies are significantly influenced by the view of employees	2.96	0.79	Often	Much Capable
3. People feel involved in the main company decisions	2.85	0.75	Often	Much Capable
Overall Mean	2.93	0.77	Often	Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 11 depicts the perceived level of Organizational Learning Capabilities of the respondents in terms of participative decision-making. The data shows that all items obtained weighted means within the range of 2.51-

3.25 which are described as often and interpreted as much capable. Standard deviation showed homogeneity of the responses of the respondents. This finding indicated that the faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System are much capable on the Organizational Learning Capability in terms of participative decision making. This implies that managers or key officials of the University System often or frequently involve employees in decision-making. The finding is consistent with the study of Mat and Razak (n.d) which indicated that employees have a significant amount of influence in the decision-making process in participatory decision making. The decision-making process is critical to the success of product innovation processes. Participatory decision making increases capable commitment, involvement, and the ability to innovate. They further assert that successful high technology organization employees practice much capable decision-making and a high level of participation in decision-making by line managers when dealing with changes in the environment. Furthermore, the ability to participate in decision making is an important process in increasing innovation.

Table 12 Summary of Level of Organizational Learning Capabilities of Respondents

Indicators	WM	SD	Description	Interpretation
A. Experimentation	3.18	0.62	Often	Much Capable
B. Risk-taking	2.74	0.69	Often	Much Capable
C. Interaction with the external environment	3.08	0.66	Often	Much Capable
D. Dialogue	3.40	0.59	Almost Always	Very Much Capable
E. Participative decision making	2.92	0.68	Often	Much Capable
Overall Mean	3.06	0.65	Often	Much Capable

WM = Weighted Mean SD = Standard Deviation

Table 12 displays the summary of the perceived level of Organizational Learning Capability of the respondents. As displayed in the table, dialogue obtained the highest mean of 3.40 which is described as almost always and interpreted as very much capable. Experimentation, risk-taking, interaction with the external environment, and participative decision making obtained weighted means between 2.51 and 3.25 which are described as often and interpreted as much capable. The overall mean is 3.06 which is described as often and interpreted as much capable. Standard deviation showed the same level of responses of the respondents. This finding pointed out that faculty members of the College of Business and Accountancy in Jose Rizal Memorial State University System is much capable on the Organizational Learning Capability. This finding also implies that open communication in the University System is almost always and very much practice. The finding is supported by the study of Chiva and Alegre, (2009) which indicated that Organizational Learning Capability dimensions have long been recognized as a significant tool for measuring an organization's effectiveness and ability to innovate and grow. Organizational Learning Capability dimensions are widely assumed to have positive effects on organizations and employees; moreover, there is empirical evidence of a positive association with employee attitudes and Organizational Learning Capabilities.

Table 13 Test of Difference of Organizational Learning Capability as to Sex

Organizational Learning Capability	U-value	p-value @ 0.05	Interpretation
Experimentation	929.50	0.53	Not Significant
Risk Tasking	957.00	0.71	Not Significant
Interaction with the External Environment	716.50	0.02	Significant
Dialogue	789.00	0.08	Not Significant
Participative Decision Making	803.00	0.10	Not Significant

p-value is lesser that 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 13 conveys the test of the difference of the perceived level of Organizational Learning Capability when respondents were grouped in terms of sex. Applying the Mann-Whitney U test, it was found out that experimentation, risk-taking, dialogue, and participative decision-making obtained p-values greater than 0.05 level of significance. It means that there is no significant difference in the level of Organizational Learning Capability in terms of experimentation, risk-taking, dialogue, and participative decision-making when respondents were grouped in terms of sex. Thus, the null hypothesis was accepted. This implies that sex as a variable cannot be used to determine the difference in organizational learning capability in terms of experimentation, risk-taking, dialogue, and participative decision-making. This further implies that how males and females perceived Organizational Learning Capability in terms of experimentation, risk-taking, dialogue,

and participative decision making did not significantly differ. While interaction with the external environment obtained a p-value of 0.02 which is less than 0.05 level of significance. This means that there exists a significant difference in the Organizational Learning Capability in terms of interaction with the external environment when respondents were grouped as to sex. Thus, the null hypothesis was accepted. This implies that sex as a variable can be used to determine the difference in the Organizational Learning Capability in terms of interaction with the external environment. This finding further implies that how males and females perceived Organizational Learning Capability in terms of interaction with the external environment significantly differ. This finding is in contrary to the study of Farzianpour, Irani, and Foroushani (2016) which revealed that there is no significant difference shown when Organizational Learning Capability compared in terms of the level of sex.

Table 14 Test of Difference of Organizational Learning Capability as to Age

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
Experimentation	2.83	0.59	Not Significant
Risk Tasking	2.38	0.67	Not Significant
Interaction with the External Environment	3.93	0.42	Not Significant
Dialogue	3.64	0.42	Not Significant
Participative Decision Making	1.95	0.46	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 14 reveals the test of difference in the perceived level of Organizational Learning Capability in terms of age. Using the Kruskal-Wallis H test, it was found out that all indicators of Organizational Learning Capability obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the Organizational Learning Capability when respondents were grouped as to age. This precludes that age as a variable cannot be used to determine the difference in Organizational Learning Capability. Thus, the null hypothesis was accepted, it implies that there is no significant difference in the level of Organizational Learning Capability when respondents are grouped as to age. This finding further implies that how respondents of different age brackets perceived the level of Organizational Learning Capability did not significantly differ. This finding is supported by Farzianpour, Irani, and Foroushani (2016) which revealed that there is no significant difference shown when Organizational Learning Capability compared in terms of age.

Table 15 Test of Difference of Organizational Learning Capability as to Educational Attainment

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
Experimentation	6.33	0.18	Not Significant
Risk Tasking	3.78	0.44	Not Significant
Interaction with the External Environment	5.56	0.23	Not Significant
Dialogue	7.22	0.13	Not Significant
Participative Decision Making	4.17	0.38	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 15 presents the test of difference in the perceived level of Organizational Learning Capability as to educational attainment. Applying the Kruskal-Wallis H test, all indicators of Organizational Learning Capability obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Organizational Learning Capability when respondents were grouped as to their educational attainment. Thus, the null hypothesis which states that there is no significant difference in the perceived level of Organizational Learning Capability was accepted. This implies that educational attainment as a variable cannot be used to determine the difference in the perceived level of Organizational Learning Capability. This further implies that how respondents of different educational attainment perceived Organizational Learning Capability did not significantly differ. This finding is supported by the of Farzianpour, Irani, and Foroushani (2016) which revealed that no significant difference were shown when Organizational Learning Capability compared in terms of educational attainment.

Table 16 Test of Difference of Organizational Learning Capability as to Monthly Income

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
Experimentation	8.59	0.07	Not Significant
Risk Tasking	4.93	0.30	Not Significant
Interaction with the External Environment	5.79	0.21	Not Significant
Dialogue	7.69	0.10	Not Significant
Participative Decision Making	2.51	0.64	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 16 portrays the test of difference in the perceived level of Organizational Learning Capability as to monthly income. Employing the Kruskal-Wallis H test, all indicators of Organizational Learning Capability yielded p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Organizational Learning Capability when the respondents were grouped as to their monthly income. Thus, the null hypothesis was accepted. This implies that monthly income as a variable cannot be used to determine the difference in the perceived level of Organizational Learning Capability. This further implies that how respondents of different income levels perceived Organizational Learning Capability did not significantly differ. This finding is supported by Farzianpour, Irani, and Foroushani (2016) which revealed that there is no significant difference shown when Organizational Learning Capability in terms of monthly income.

Table 17 Test of Difference of Organizational Learning Capability as to Type of Employment

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
Experimentation	0.29	0.87	Not Significant
Risk Tasking	2.20	0.33	Not Significant
Interaction with the External Environment	1.26	0.53	Not Significant
Dialogue	4.73	0.09	Not Significant
Participative Decision Making	1.76	0.41	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 17 reveals the test of difference in the perceived level of Organizational Learning Capability as to the type of employment. Utilizing the Kruskal-Wallis H test, all indicators of Organizational Learning Capability obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Organizational Learning Capability when respondents are grouped in terms of the type of employment. Thus, the null hypothesis was accepted. This implies that type of employment cannot be used to determine the difference in the Organizational Learning Capability. This further implies that how respondents of different types of employment perceived Organizational Learning Capability did not significantly differ. This finding is supported by Farzianpour, Irani, and Foroushani (2016) which revealed that there is no significant difference shown when Organizational Learning Capability in terms of employment status.

Table 18 Level of Work Engagement of the Respondents in terms of Vigor

A. VI = Vigor	WM	SD	Description	Interpretation
1. At my work, I feel that I am bursting with energy	3.06	0.64	Often	Much Engaged
2. At my job, I feel strong and vigorous	3.22	0.66	Often	Much Engaged
3. When I get up in the morning, I feel like going to work	3.25	0.64	Often	Much Engaged
4. I can continue working for very long periods at a time	3.06	0.72	Often	Much Engaged
5. At my job, I am very resilient, mentally	3.27	0.57	Almost Always	Very Much Engaged
6. At my work I always persevere, even when things do not go well	3.31	0.64	Almost Always	Very Much Engaged
Overall Mean	3.20	0.65	Often	Much Engaged

WM = Weighted Mean

SD = Standard Deviation

Table 18 shows the perceived level of Work Engagement of respondents in terms of vigor. As shown in the table, item 6 which states that “At my work, I always persevere, even when things do not go well” obtained the highest mean of 3.31 which is described as almost always and interpreted as very much engaged followed by item 5 which states that “At my job, I am very resilient, mentally” with a mean of 3.27 which is described as almost always and interpreted as very much engaged. Items 1 to 4 obtained weighted means within the range of 2.51 – 3.25 which are described as often and interpreted as much engaged. The overall mean was 3.20 with a description of often and interpreted as much engaged. This finding means that the faculty members of College of Business and Accountancy in Jose Rizal Memorial State University System are much engaged in their work in terms of vigor. This finding is supported by Bongcayat and Guhao, (2020) which indicated that fully engaged teachers with respect to vigor.

Table 19 Level of Work Engagement of the Respondents in terms of Dedication

B. DE = Dedication	WM	SD	Description	Interpretation
1. I find the work that I do full of meaning and purpose	3.49	0.60	Almost Always	Very Much Engaged
2. I am enthusiastic about my job	3.46	0.58	Almost Always	Very Much Engaged
3. My job inspires me	3.52	0.58	Almost Always	Very Much Engaged
4. I am proud of the work that I do	3.62	0.51	Almost Always	Very Much Engaged
5. To me, my job is challenging	3.51	0.58	Almost Always	Very Much Engaged
Overall Mean	3.52	0.57	Almost Always	Very Much Engaged

WM = Weighted Mean

SD = Standard Deviation

Table 19 depicts the level of Work Engagement in terms of dedication. The data indicate that all items obtained weighted means within the range of 3.26-4.00 described as almost always and interpreted as very much engaged. The overall mean is 3.52 still described as almost always and interpreted as very much engaged. It means that the faculty members of College of Business and Accountancy at Jose Rizal Memorial State University System are very much engaged in their work in terms of dedication. The finding is supported by Bongcayat and Guhao (2020) which indicated that fully engaged teachers with respect to dedication can become workaholic unless they are cautions. Too much focus at work without taking a break will make employees hate their employment, even if work looks like a game.

Table 20 Level of Work Engagement of the Respondents in terms of Absorption

C. AB = Absorption	WM	SD	Description	Interpretation
1. Time flies when I'm working	3.52	0.62	Almost Always	Very Much Engaged
2. When I am working, I forget everything else around me	2.87	0.86	Often	Much Engaged
3. I feel happy when I am working intensely	3.18	0.69	Often	Much Engaged
4. I am immersed in my work	3.28	0.56	Almost Always	Very Much Engaged
5. I get carried away when I'm working	2.97	0.76	Often	Much Engaged
6. It is difficult to detach myself from my job	2.84	0.78	Often	Much Engaged
Overall Mean	3.26	0.65	Almost Always	Very Much Engaged

WM = Weighted Mean

SD = Standard Deviation

Table 20 displays the perceived level of Work Engagement of respondents in terms of absorption. The data indicates that item 1 which states that “Time flies when I'm working” obtained the highest mean of 3.52 which is described as almost always and interpreted as very much engaged followed by item 4 which states that “I am immersed in my work” with a weighted mean of 3.28 described as almost always and interpreted as very much engaged. Items 2, 3, 5, and 6 obtained weighted means within the range of 2.51-3.25 which are described as often and interpreted as much engaged. The overall mean is 3.26 which is described as almost always and interpreted as very much engaged. It means that the faculty members of College of Business and Accountancy in Jose Rizal Memorial State University System are very much engaged in their work as to absorption. This finding is supported by the Bongcayat and Guhao, (2020) which indicated that fully engaged teachers with respect to absorption, can become workaholics unless they are cautious. Too much focus at work without taking a break will make an employees hate their employment, even if work looks like a game.

Table 21 Summary on the Level of Work Engagement of the Respondents

Indicators	WM	SD	Description	Interpretation
A. VI = Vigor	3.20	0.65	Often	Much Engaged
B. DE = Dedication	3.52	0.57	Almost Always	Very Much Engaged
C. AB = Absorption	3.26	0.65	Almost Always	Very Much Engaged
Overall Mean	3.33	0.62	Almost Always	Very Much Engaged

WM = Weighted Mean SD = Standard Deviation

Table 21 conveys the summary of the perceived level of work engagement of the faculty members of College of Business and Accountancy in Jose Rizal Memorial State University System. As can be gleaned in the table, dedication obtained the highest weighted mean of 3.52 followed by absorption with a weighted mean of 3.26 both are described as almost always and interpreted as very much engaged. Vigor obtained a weighted mean of 3.20 which is described as often and interpreted as much engaged. The overall mean is 3.33 which is described as almost always and interpreted as very much engaged. It means that the faculty members of College of Business and Accountancy in Jose Rizal Memorial State University System are very much engaged in their work as to dedication and absorption and much engaged as to vigor. The finding is supported by the Gaither (2016) which stated that teachers who are fully engaged in terms of vigor, dedication, and absorption can become workaholics if they are not cautious. Too much focus at work without a break will make employees dislike their jobs, even if work appears to be a game.

Table 22 Test of Difference of Work Engagement as to Sex

Work Engagement	U-value	p-value @ 0.05	Interpretation
Vigor	771.50	0.06	Not Significant
Dedication	989.50	0.91	Not Significant
Absorption	874.00	0.30	Not Significant

p-value is lesser that 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 22 discloses the test of difference in the perceived level of Work Engagement as to sex. Applying the Mann-Whitney U test, all indicators of work engagement yielded p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of work engagement when respondents were grouped in terms of sex. Thus, the null hypothesis was accepted. This implies that sex cannot be used to determine the difference in the perceived level of work engagement. This further implies that how males and females perceived Work Engagement did not significantly differ. This finding is supported by the study of Caisip (2021) which indicated that no significant differences were shown when Work Engagement was compared in terms of sex.

Table 23 Test of Difference of Work Engagement as to Age

Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	1.97	0.74	Not Significant
Dedication	7.40	0.12	Not Significant
Absorption	12.55	0.01	Significant

p-value is lesser that 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 23 presents the test of difference in the perceived level of Work Engagement when respondents are grouped in terms of age. Using the Kruskal-Wallis H test, vigor and dedication as indicators of Work Engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Work Engagement in terms of vigor and dedication when respondents were grouped in terms of age. Thus, the null hypothesis was accepted. This means that age cannot be used to determine the difference in the perceived Work Engagement in terms of vigor and dedication. This further implies that how respondents of different age brackets perceived Work Engagement in terms of vigor and dedication did not significantly differ. While absorption as an indicator of Work Engagement obtained a p-value of 0.01 which is less than 0.05 level of significance. This means that there exists a significant difference in the perceived level of Work Engagement in terms of absorption when respondents were grouped in terms of age. Thus, the null hypothesis is rejected. This implies that how respondents of different age brackets perceived the level of Work Engagement in terms of absorption significantly differ. This finding is in contrary to the study of Caisip (2021) which indicated that in terms of age that there is no significant difference was observed for absorption and there is a significant difference was observed for vigor and dedication.

Table 24 Test of Difference of Work Engagement as to Educational Attainment

Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	3.51	0.48	Not Significant
Dedication	4.33	0.38	Not Significant
Absorption	7.29	0.12	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 24 portrays the test of difference in the perceived level of Work Engagement as to educational attainment. Applying the Kruskal-Wallis H test, all indicators of Work Engagement obtained p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Work Engagement when respondents are grouped in terms of educational attainment. Thus, the null hypothesis was accepted. This implies that educational attainment as a variable cannot be used to determine the difference in the perceived level of Work Engagement. This further implies that respondents of different level educational attainment did not significantly differ in terms of Work Engagement. This finding is supported by the study of Caisip (2021) which revealed that there is no significant differences shown when Work Engagement compared in terms of educational attainment.

Table 25 Test of Difference of Work Engagement as to Monthly Income

Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	1.06	0.90	Not Significant
Dedication	4.17	0.38	Not Significant
Absorption	1.50	0.83	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 25 reveals the test of difference in the perceived level of Work Engagement as to monthly income using the Kruskal-Wallis H test. The result showed that all indicators of Work Engagement yielded p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Work Engagement when respondents were grouped as to monthly income. Thus, the null hypothesis was accepted. This implies that monthly income as a variable cannot be used to determine the difference in the perceived level of Work Engagement. It implies that how respondents of different monthly income levels perceived Work Engagement did not significantly differ.

Table 26 Test of Difference of Work Engagement as to Type of Employment

Work Engagement	H-value	p-value @ 0.05	Interpretation
Vigor	2.59	0.27	Not Significant
Dedication	0.75	0.69	Not Significant
Absorption	4.08	0.13	Not Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 26 shows the test of difference in the perceived level of Work Engagement as to the type of employment utilizing the Kruskal-Wallis H test. All indicators of Work Engagement gave p-values greater than 0.05 level of significance. This means that there is no significant difference in the perceived level of Work Engagement when respondents were grouped in terms of the type of employment. Thus, the null hypothesis was accepted. This finding implies that the type of employment cannot be used to determine the difference in the perceived level of Work Engagement. It implies that the respondents of different types of employment did not significantly differ in terms of Work Engagement. The finding is in contrary to the study of Caisip (2021) which revealed that there is significant difference of employment status in all domains of Work Engagement among faculty in Accountancy, Business, and Management in the College of Business and Accountancy, Lyceum of the Philippines University.

Table 27 Test of Relationship between Organizational Learning Capability and Work Engagement

Variables	Means	r-value	p-value	Interpretation
Organizational Learning Capability Vs Work Engagement	3.06 3.33	0.52	< 0.001	High Positive Correlation/Significant

p-value is lesser than 0.05 level of significance = significant

p-value is greater than 0.05 level of significance = not significant

Table 27 depicts the test of the relationship between Organizational Learning Capability and Work Engagement using Spearman Rank-Order Correlation and Cohen et al (2014) interpretation guide for correlation value. Analysis of data revealed that Organizational Learning Capability is correlated with Work Engagement ($r = 0.52$, $p < 0.05$). This means that there is a high positive relationship between Organizational Learning Capability and Work Engagement. Thus, the null hypothesis was rejected. The finding indicates that as the level of Organizational Learning Capability increases, Work Engagement also arises. It further implies that Work Engagement is affected by Organizational Learning Capability. The finding is supported by Bongcayat and Guhao (2020) which stated that there is a significant relationship between Organizational Learning Capability and Work Engagement of teachers.

Conclusions

The faculty members of College of Business and Accountancy at Jose Rizal Memorial State University System of the province of Zamboanga del Norte, Philippines, are equally possessed the attributes of the organizational learning capabilities and work engagement at the approaching capacity and engagement level. Likewise, the teaching experience and professional development in the form of pursuing graduate studies and attending training have no bearing to the organizational learning capabilities and work engagement level possessed by the faculty since, these endeavors are not related to the learning capabilities and work engagement development. However, the faculty were inferred as capable, committed and engaged as to work related and, to learning capabilities despite their weaknesses in dealing with the organization and the working environment.

Recommendations

Enhancement seminar in all aspects of organizational learning capabilities and work engagement is to be provided to faculty members of the College of Business and Accountancy in using the results developed by the researchers. The ultimate goal and objective is to enhance further teaching and learning capabilities as to participative decision making, dialogue, interaction with the external environment, risk-taking and experimentation of faculty members to achieve the very much high capacity of dealing the organization and, to very highly engage as to vigor, dedication and absorption in the teaching profession.

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