

Organizational learning culture, professional competence and life-long learning skills: Basis for professional development opportunities framework

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Abstract

The study assessed the organization learning culture, professional competency and lifelong learning skills among teachers in China that was made the basis in developing a professional development opportunity framework. A descriptive design was utilized in the study as it shed light in describing the current state of organization learning culture, professional competency and lifelong learning skills among teachers within a specific university or group of universities. Survey questionnaire was used as the data gathering instrument since it allows the proponent to gather data from many teachers across universities. Participants of the study were the 417-teaching staff from five universities in Shandong province. In a flourishing corporate learning culture, the respondents moderately agreed on the significance of employee development, fostering knowledge sharing, and learning sustainability. The study discovered a reasonable degree of agreement about the significance of certain elements of teacher professional competency, such as technical competence, interpersonal skills, and ethical and professional skills. Regarding the significance of lifelong learning abilities, the respondents have moderately agreement concerning the social, cognitive, and personal domains. Further, the study revealed a significant positive relationship between organizational learning culture, professional competency, and lifelong learning skills. A professional development framework was developed for teachers.

Keywords: organizational learning culture, professional competence, lifelong learning skills, professional development opportunities

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1. Introduction

The development of organizational learning culture, the enhancement of professional competencies, and the promotion of lifelong learning are the key principles that may help in the formation of an effective model of teachers' professional development in China. Teachers are the backbone of any society, and they have a great responsibility to mold the future generation; hence, they need to be developed all the time. Therefore, the key tenets for developing an efficient professional development model for teachers in China are the advancement of professional skills, the promotion of lifelong learning, and the establishment of organizational learning cultures.

The improvement of organizational learning culture, professional abilities, and lifelong learning dispositions among college teachers is even more relevant in light of the role played by China's higher education system. With China's growing economy, the improvement of the education system in accordance with global standards, and the increasing number of students, teachers are an essential component in the evolution of higher learning institutions. Thus, if these key features are developed, China's higher education institutions will be in a position to enable their teachers to be lifelong learners, competent educators, and agents of change for the improvement of teaching and learning standards. Organizational learning culture is the common perception of the importance of learning and development in an organization. It is defined by the culture that supports the exchange of information, innovation, risk-taking, and learning from the errors made, as well as flexibility. Companies with a culture of learning are usually more innovative and flexible than those with no culture of learning (Senge, 2014).

In the research done by Hargreaves et al. (2018), it was established that when there is an organizational learning culture, teachers are able to learn and develop continuously. This culture is based on a set of values, beliefs, and practices that support knowledge sharing, cooperation, and innovation. In such a system, teachers are expected to take time to think about the way they teach, get feedback from their colleagues, and engage in other activities that can help them improve their teaching and knowledge. From the study done by Wen et al. (2021), it is seen that organizational learning culture has a positive relationship with teacher efficacy and student achievement. Professional competence is the set of characteristics that are required by teachers to enable them to carry out their duties. It involves the understanding of the teaching process, the understanding of the topic to be taught, the techniques of controlling learners, and the ability to assess the learner's comprehension and provide feedback. Thus, by enhancing their professional knowledge, teachers are able to provide high-quality instruction to meet the needs of every student and develop them as a whole (Day et al., 2017). According to Sulaiman (2020), there is a positive correlation between teacher competency and 21st-century competencies, indicating that educators with high levels of professional competence will be able to equip their students with the necessary skills for the 21st century.

With regard to this, lifelong learning skills are the generic competencies that enable teachers to learn and change as they teach. These skills enable teachers to be knowledgeable and up-to-date with the new trends in education, the new strategies being used in teaching, and the new technologies being used in the teaching profession, hence making the teachers professional in teaching (Day et al., 2017). Teachers can adapt to the changing demands of the teaching profession in today's world by developing lifelong learning skills. According to Darling-Hammond (2017), these competencies include creativity, critical thinking, problem-solving, and the capacity to pick up new technology and instructional techniques. Therefore, with these abilities, educators will be able to adjust, seek out additional knowledge, and enhance their approaches to meet the demands of the contemporary educational landscape.

In line with the study by Chan et al. (2019), it is seen that lifelong learning skills help in enhancing teaching

practices, positive results in students, and the quality of teachers. According to Gollnick et al. (2019), there is a need to ensure that teacher preparation programs incorporate the element of lifelong learning to prepare future teachers for the teaching profession. The culture of learning within the organization, teachers' professional competence, and lifelong learning skills are not just mere theories but the foundation of a quality higher education system that is expected to produce students fit for modern society. More empirical studies that look at contextual factors, particular educational contexts, the long-term effects, multiple perspectives, regional differences, technological innovations, student achievement, and ways to ensure the continuity and replication of effective practices are needed, despite the literature review on the significance of organizational learning culture, professional competence, and lifelong learning skills among teachers in China. Filling these gaps will help develop better strategies to improve teacher quality, student achievement, and educational quality in China by revealing the relationships between these factors.

China has been improving the education systems in the recent years which focus on the critical role of educator to equip students with the necessary skills to meet the challenges in the modern educational system. The development of proficient educators and the promotion of ongoing enhancement in educational institutions are primarily dependent on the existence of an organizational learning culture, professional experience, and capacity for lifetime learning. Though their significance is becoming increasingly apparent, there hasn't been much in-depth research done on these aspects of the Chinese educational system. The present study will be useful to the researcher as it will be an intellectually challenging and professionally rewarding venture where the researcher will be in a position to make a positive impact on the field of education while at the same time growing professionally and personally. The researcher will be able to make major contributions to the field of education while furthering her personal and professional development thanks to this chance, which will also bring her intellectual drive and professional fulfillment.

Objectives of the Study - The study aims to examine the organization learning culture, professional competency and lifelong learning skills among teachers in China which served as the foundation for developing framework for professional development opportunities. Specifically, it described the Organizational learning culture as to employee development, fostering knowledge sharing and learning sustainability; determined the professional competency as to technical competence, interpersonal skills, and ethical and professional; assessed the lifelong learning competencies as to cognitive, personal and social competencies; tested the significant difference between organization learning culture, professional competency and lifelong learning skills; developed a continuous development framework in teachers in China.

2. Methods

Research Design - The present study adopted the descriptive design in the assessment of "Organizational Learning Culture, Professional Competency, and Lifelong Learning Skills" as it aimed to describe and explain the current state in a specific context. Descriptive design is the suitable choice for this study because the researcher was able to explore, describe, and understand existing phenomena related to organizational learning culture, professional competence, and lifelong learning skills. This information can then be used to develop frameworks, identify best practices, and inform future research. Further, descriptive research allows for the exploration and documentation of these existing conditions which provided the basis for developing a framework that explains the relationships between these variables.

Participants of the Study - The study used 415 teachers as participants from the five universities in Guangdong province. Five universities and colleges in Guangdong province were used as research locale of the study. These were South China University of Technology, Zhuhai institute of Technology, City vocational and technical College, Zunyi Medical University and Zhuhai University of Science and Technology. The teaching staff were considered participants because they have direct experience, internal perspective, most relevant to the study and the richness of data which they can provide. Moreover, the teaching staff are directly involved in the educational process and have direct experience of the organizational learning culture, professional competence

and lifelong learning skills in their institutions. This makes them an ideal source of information for the study.

As university staff, they provided information on the internal policies, practices and decision-making processes of the university. With an emphasis on organizational learning culture, professional competence and lifelong learning skills, the teachers were good source of insights into these issues within their universities. Purposive convenience sampling was used as the sampling method because it allowed the researcher to focus on those who were likely to provide useful information. Due to the specific nature of the study, focusing on faculty members ensured that the data collected was directly relevant to the research questions. By selecting the faculty, the researcher was able to directly target individuals who had direct experience of the organizational learning culture, professional skills, and lifelong learning skills within their organization. This ensured that the data collected was relevant to the research questions.

Instrument of the Study - The survey questionnaire which was self-made was utilized as the gathering instrument tool in the study. The researcher designed the questionnaire to specifically answer the research questions and objectives of the study. This allowed him to collect the exact data needed to meet the research objectives. In addition, a self-designed questionnaire offers flexibility in format, language, and level of detail. The researcher customized the questions to meet the specific needs of the study and the respondents. In constructing the questionnaire, the researcher had fully developed the questions to ensure correct words were appropriate to assess the variables under study. This ensured that the questions are clear, concise, and appropriate to the study.

There are three sections to the questionnaire. The organizational learning culture was discussed in the first section with reference to staff development, information exchange, and learning sustainability. The third section evaluated the lifelong learning skills in terms of cognitive, personal, and social skills. The second half rated professional competency in terms of technical competence, interpersonal skills, and ethical and professional abilities. The indicators in the questionnaire were pilot tested to assess its reliability. The following summarizes its reliability.

Table 1
Reliability Summary Table

Variable	Cronbach's Alpha	New Cronbach Alpha	Remarks
1A. Employee development	0.898	0.898	Good
1B. Fostering knowledge sharing	0.857	0.857	Good
1C. Learning sustainability	0.834	0.834	Good
2A. Technical competence	0.872	0.872	Good
2B. Interpersonal Skills	0.665	0.720	Acceptable
2C. Ethical and professional skills	0.893	0.893	Good
3A. Cognitive Skills	0.908	0.908	Excellent
3B. Personal skills	0.881	0.881	Good
3C. Social skills	0.888	0.888	Good

Generally, the variables demonstrate good to excellent internal consistency which means that measures for these variables are reliable and consistent for further use in research or evaluation.

Data Gathering Procedure - Upon completion of the questionnaire, a content validation was done from the experts to accurately measure the intended concepts. It sought the opinion of experts to verify its relevance, clarity, completeness and lack of bias in the items of the questionnaire. After the content validation, the researcher made the necessary revisions to improve the validity of the questionnaire to ensure that it collected accurate and meaningful data. Pilot testing of the questionnaire was done to identify and resolve potential problems before the main data collection phase. By conducting a pilot test, the researchers was able to improve the overall quality and reliability of the questionnaire, resulting in more accurate and meaningful data collection. The researcher obtained permission from the human resource managers of five selected universities in Guangdong Province to conduct the study and administer the questionnaire to their academic staff. This step ensured that the study was conducted with the approval and support of the university administration. The

completed questionnaires were distributed to 415 academic staff using an online survey platform. Participants were provided with clear instructions for completing the questionnaire and were guaranteed on the confidentiality of their answers. After completion, the questionnaires were automatically collected and stored electronically. The collected data is then entered into a database for interpretation and analysis.

Data Analysis - Weighted mean and rank were used to analyze employee development, knowledge sharing, and learning sustainability in order to evaluate the organizational learning culture. Professional competency was determined in terms of technical proficiency, interpersonal skills, and ethical and professional abilities. Lifelong learning skills were evaluated in terms of cognitive, personal, and social skills. Every variable has a p-value of less than 0.05, indicating a non-normal distribution according to the Shapiro-Wilk test. Therefore, to evaluate this substantial link, Spearman rho was used in the non-parametric testing. The data was analyzed using SPSS version 28.

Ethical Consideration - The study was submitted to the university's ethics committee and the researcher received approval to conduct the study. The ethics committee approved this study as being in accordance with ethical principles and guidelines. An approval letter from the ethics committee was received by the researcher. Before beginning this study, the participants were fully informed about the purpose and design of the study and what it meant to participate in it. In addition, all the participants signed written informed consent. Also, all participant data is confidential and their identities were not revealed in any published reports or presentations. Records were kept securely in order to retain privacy.

3. Results and discussions

Table 2
Summary Table on Organizational Learning Culture

Key Result Areas	Composite Mean	VI	Rank
Employee Development	2.98	Agree	1
Fostering Knowledge Sharing	2.97	Agree	2
Learning Sustainability	2.96	Agree	3
Grand Composite Mean	2.97	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 2 presents the summary table on organization learning culture as to employee development fostering knowledge sharing, and learning sustainability, with a grand composite mean of 2.97 which indicates agree on all indicators. Companies develop a robust learning culture that not only fosters employee development but also supports continuous improvement and innovation, leading to long-term sustainability and success. Organizations learn regardless of whether they use a systematic learning approach. However, this does not mean that the approach leads to a high level of effectiveness of organizational processes. A poor learning process can lead to misleading conclusions. Therefore, organizations rely on systematic approaches to achieve a systematic learning capability. Such approaches are found in the field of organizational learning (OL). OL is "the process by which an organization changes or modifies its mental models, rules, processes, and knowledge, thereby maintaining or improving performance". Knowledge and a learning culture within an organization are crucial for the effective implementation of an OL approach. It is therefore important to raise awareness for the improvement of OL (Basten et al., 2018).

Among the dimensions, the employee development obtained the highest rank with a composite mean of 2.98 and an agreed verbal interpretation. This indicates that to encourage a learning culture within your organization that fosters employee development, you need to create an environment where continuous learning is encouraged, supported and integrated into daily work-flow. Malik et al. (2017) proved that as automation and structural transformation characterize the new digital reality of the 21st century, modern organizations require a resilient and engaged workforce to maintain a competitive advantage. Although there is extensive literature on the topic of learning organizations in management discussions, there is a paucity of research investigating the impact of learning organizations on employee resilience and work engagement. Learning organizations positively impact

employee resilience and work engagement. The results of their study suggest that employee resilience partially mediates the impact of learning organizations on work engagement. Their study provides HR managers with concrete insights to promote employee resilience, which in turn can play a key role in building a highly engaged workforce.

Table 3
Summary Table on Professional Competency

Key Result Areas	Composite Mean	VI	Rank
Technical Competence	2.97	Agree	1.5
Interpersonal Skills	2.97	Agree	1.5
Ethical and Professional Skills	2.96	Agree	3
Grand Composite Mean	2.97	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

The summary table on professional competency in terms of technical proficiency, social skills, and ethical and professional abilities is shown in Table 3. A composite mean of 2.97 demonstrates agreement across all parameters. Expertise is essential to the success of individuals and organizations. It includes the technical, interpersonal skills, and ethical standards necessary to enable professionals to perform their jobs effectively, foster collaboration, drive innovation, and maintain high standards of quality and integrity. The ability of a teacher to carry out the teaching-learning process is determined not only by his own capabilities, but also by the abilities of all the parties involved in managing all available resources. Today, teacher performance indicates that the implementation of the teaching-learning process begins with the creation of a learning plan and ends with its implementation among students. The teacher's performance in carrying out the teaching-learning process also consists of how the teacher creates enjoyable teaching-learning situations, as well as a comfortable school environment. For this reason, the teacher needs to optimize his task by developing skills in the form of subject matter expertise (Annisa et al., 2020).

Among the dimensions, technical competence and interpersonal skills obtained the highest rank with a composite mean of 2.97 and an agreed verbal interpretation. This indicates that in today's fast-paced, constantly evolving work environment, it is essential to develop and maintain technical competency through training, work experience, and continuous learning to remain competitive and productive. Arballo et al. (2019) proved that technical skills are linked to specific knowledge in different disciplines. Technical competencies, therefore, have a cross-functional effect in the processing of information, knowledge, communication and intelligence in all disciplines. In terms of performance, technical competencies are expected to function symbiotically with other discipline-specific competencies, i.e. one competency type cannot be separated from another. In this sense, technical competencies appear as "modelers" of professional competencies.

People can enhance their work performance and contribute positively to their organizations by improving their interpersonal skills through practice. A teacher's typical behavior towards promoting agency is to be more in charge of their class, speak loudly, and hold their balance carefully during lessons. In contrast, risky behavior or lack of discipline in the classroom reduces a teacher's interpersonal behavioral competence. Being kind and accommodating to students' needs are common behaviors that foster community among teachers; on the other hand, disciplining students or making fun of or ridiculing at them weakens that community. People's behaviors and perceptions grow more individualized and dependent on one another when they (teachers and pupils) build a history of interactions (Mainhard et al., 2018).

Table 4
Summary Table on Lifelong Learning Skills

Key Result Areas	Composite Mean	VI	Rank
Cognitive Skills	2.99	Agree	1
Personal Skills	2.97	Agree	2.5
Social Skills	2.97	Agree	2.5
Grand Composite Mean	2.98	Agree	

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

The summary table of lifelong learning abilities related to social, personal, and cognitive skills is shown in Table 4; a grand composite mean of 2.98 implies agreement across all categories. New technologies, industry shifts, and information changes are occurring at an unprecedented rate throughout history. Lifelong learning skills enable you to adapt to these changes, acquire new knowledge and skills, and stay relevant in your personal and professional life. Rapid technological improvements are causing skills to gradually lose value, and new technologies are generating skill gaps in workers, which calls for the acquisition of suitable skills and lifelong learning. Strong cognitive abilities, familiarity with fundamental ICTs, analytical prowess, and a variety of non-cognitive abilities including creativity, problem-solving, critical thinking, and communication are all necessary for the occupations of the future. It's also critical to retrain and reskill employees, particularly as life expectancy rises. A fundamental rethinking of professional development and lifetime learning results from all these developments (Kim et al., 2020).

Among the dimensions, cognitive skills obtained the highest rank with a weighted mean of 2.99 and an agreed verbal interpretation. This indicates that high levels of cognitive ability are prerequisites for academic success and lifelong learning. They are fundamental because they involve processing information, learning, remembering, and problem-solving. As demonstrated by Kraft (2017), a growing number of national and international organizations have recognized sophisticated cognitive capabilities as necessary for success in the modern workplace. Complex cognitive talents are a collection of intricately linked sub-skills that facilitate cognitively demanding tasks, according to learning scientists and psychologists. These abilities allow people to apply procedural and content information from well-known scheme to unfamiliar situations, as well as to frame new problems into cognitive schemes. Creating dynamic systems, managing air traffic, detecting illness, and building computer programs are a few examples. Students who were exposed to a greater variety of teaching approaches, such as group work, inquiry, in-depth research, and a focus on problem solving, did better on open-ended assessments in math and science that gauged their ability to make decisions, solve problems, and comprehend concepts.

Table 5
Relationship Between Organizational Learning Culture and Professional Competency

Variables	rho	p-value	Interpretation
Employee Development			
Technical Competence	0.862**	< .001	Highly Significant
Interpersonal Skills	0.878**	< .001	Highly Significant
Ethical and Professional Skills	0.866**	< .001	Highly Significant
Fostering Knowledge Sharing			
Technical Competence	0.863**	< .001	Highly Significant
Interpersonal Skills	0.866**	< .001	Highly Significant
Ethical and Professional Skills	0.876**	< .001	Highly Significant
Learning Sustainability			
Technical Competence	0.888**	< .001	Highly Significant
Interpersonal Skills	0.873**	< .001	Highly Significant
Ethical and Professional Skills	0.881**	< .001	Highly Significant

** . Correlation is significant at the 0.01 level

The correlation between professional competency and corporate learning culture is seen in Table 5. The computed rho-values, which range from 0.862 to 0.888 in the table, show that there is a very strong direct association between the organizational learning culture and professional competency sub variables. Because the resulting p-values were less than 0.01, there was a statistically significant association between organizational learning culture and professional competency.

A learning culture places development as a top priority. This entails implementing training initiatives, fostering a culture of information exchange, and furnishing people with resources to enhance their skill sets. This directly enhances their competence in their respective roles. Enterprises encounter constant change. A learning culture fosters an environment where employees are encouraged to enthusiastically adopt novel concepts and engage in experimentation. This enables individuals to cultivate the capacity to adjust to new situations and technologies by honing their adaptability and problem-solving abilities. Openly sharing knowledge enhances

team collaboration and effectiveness. This promotes a feeling of shared learning, where individuals can gain from the expertise of others, resulting in a more skilled and capable workforce.

Moreover, when employees experience a sense of competence and recognition for their abilities, they become more actively involved in their job. This implies a readiness to acquire new knowledge and disseminate it, so enhancing the educational environment. A competent workforce is more capable of recognizing issues and formulating innovative solutions. The adoption of a problem-solving mindset can foster innovation and facilitate the exploration of novel insights, hence enhancing the entire educational milieu. Enhanced employee competence leads to improved individual and organizational performance. This achievement strengthens the importance of acquiring knowledge, motivating individuals to persist in enhancing their abilities. Essentially, a learning culture facilitates the acquisition of skills and information for employees, while a competent workforce enhances the learning culture by promoting innovation and sharing knowledge.

Table 6
Relationship Between Organizational Learning Culture and Lifelong Learning Skills

Variables	rho	p-value	Interpretation
Employee Development			
Cognitive Skills	0.871**	< .001	Highly Significant
Personal Skills	0.870**	< .001	Highly Significant
Social Skills	0.864**	< .001	Highly Significant
Fostering Knowledge Sharing			
Cognitive Skills	0.879**	< .001	Highly Significant
Personal Skills	0.864**	< .001	Highly Significant
Social Skills	0.858**	< .001	Highly Significant
Learning Sustainability			
Cognitive Skills	0.874**	< .001	Highly Significant
Personal Skills	0.878**	< .001	Highly Significant
Social Skills	0.871**	< .001	Highly Significant

** . Correlation is significant at the 0.01 level

The association between organizational learning culture and abilities related to lifetime learning is seen in Table 6. The computed rho-values, which range from 0.858 to 0.879 in the table, show that there is a very significant direct correlation between the organizational learning culture and lifelong learning abilities sub variables. Because the resulting p-values were less than 0.01, there was a statistically significant association between organizational learning culture and lifetime learning skills.

An essential element of a learning culture is the concept that learning is never ending. Organizations that advocate for this foster a nurturing atmosphere that places importance on ongoing skill enhancement. This promotes a proactive approach among employees to actively pursue learning opportunities throughout their professional lives, thereby cultivating abilities for lifetime learning. (Edmondson, 2020). Learning cultures offer employees opportunities to participate in training programs, workshops, and other resources aimed at enhancing their skills. This provides individuals with the necessary resources and expertise to remain current and consistently acquire new knowledge. (Skilling et al., 2020). When information is freely exchanged and cooperation is fostered, employees gain knowledge from one another's experiences and specialized knowledge. Exposure to a variety of ideas and approaches enhances their knowledge and fortifies their ability to study throughout their lives (Calvani et al., 2021). An organizational learning culture enhances lifelong learning skills. Employees that possess robust lifetime learning skills are inherently driven to acquire knowledge and assume responsibility for their own professional growth. A learning culture fosters this by promoting autonomy and offering opportunity for self-directed learning endeavors. (Fisher, 2020). Acquiring lifelong learning skills enables individuals to effectively adapt to change and efficiently handle issues. These abilities are essential in the current rapidly changing corporate landscape, and a culture of learning that emphasizes creativity and experimentation promotes their growth. Employees that possess robust lifetime learning abilities can actively enhance the organization's reservoir of knowledge. They have the ability to disseminate their recently gained knowledge to their peers, so enhancing the learning environment and providing advantages for all those involved (Yildiz, 2022).

Table 7
Relationship Between Professional Competency and Lifelong Learning Skills

Variables	rho	p-value	Interpretation
Technical Competence			
Cognitive Skills	0.875**	< .001	Highly Significant
Personal Skills	0.876**	< .001	Highly Significant
Social Skills	0.872**	< .001	Highly Significant
Interpersonal Skills			
Cognitive Skills	0.870**	< .001	Highly Significant
Personal Skills	0.877**	< .001	Highly Significant
Social Skills	0.869**	< .001	Highly Significant
Ethical and Professional Skills			
Cognitive Skills	0.861**	< .001	Highly Significant
Personal Skills	0.871**	< .001	Highly Significant
Social Skills	0.869**	< .001	Highly Significant

** . Correlation is significant at the 0.01 level

Table 7 describes the relationship between professional competency and lifelong learning skills. As seen in the table, the computed rho-values ranging from 0.869 to 0.877 indicate a very strong direct relationship among the sub variables of professional competency and lifelong learning skills. There was a statistically significant relationship between professional competency and lifelong learning skills because the obtained p-values were less than 0.01. Numerous occupations undergo rapid progressions in knowledge and technology. Continual learning abilities empower individuals to consistently gain fresh knowledge and skills, ensuring their competence in their constantly changing domains (Jang et al., 2020). Lifelong learning skills enable individuals to expand their skill sets and acquire new competences in response to changing job responsibilities and industry demands. Their ability to adapt allows them to remain relevant and competitive in the job market. Complex challenges necessitate a variety of different methods and answers. Lifelong learning skills enable individuals to acquire knowledge from many sources and utilize it innovatively to efficiently address difficulties. (Yalabik et al., 2021) It is worth to note that attaining professional achievement and receiving acknowledgment for one's competence can be extremely motivating. This motivation might stimulate a strong inclination towards further education in order to uphold and improve one's set of talents. Moreover, proficiently acquiring new skills enhances one's self-assurance in their aptitude for learning. This sense of self-efficacy motivates individuals to persist in their learning endeavors throughout their professional lives, thereby enhancing their abilities for lifelong learning. (Ozcelik et al., 2023) Professionals that are competent are more capable of recognizing areas where they may have deficiencies in their knowledge or skills.

Professional Development Opportunities Framework

A professional development opportunities framework built on the interplay of organizational learning culture, professional competence, and lifelong learning looks at these three aspects to create a comprehensive and supportive system for employee growth. The organizational learning culture was assessed as to employee development, fostering knowledge sharing and learning sustainability; the professional competency was evaluated as to technical competence, interpersonal skills, and ethical and professional skills while the lifelong learning skills assessed the lifelong learning skills was measured using cognitive, personal and social skills.

This framework leads to a more skilled and adaptable workforce. Improved employee engagement and retention, enhanced innovation and problem-solving capabilities, a competitive advantage in the marketplace. As the organization's needs and the industry evolve, the framework has to be revisited and adapted to ensure it continues to support a culture of continuous learning and professional growth.



Figure 1: Professional Development Opportunities Framework

The culture of organizational learning creates an atmosphere that promotes and facilitates continuous learning inside the company. Professional competence describes the particular abilities and know-how required to carry out a task successfully. Furthermore, the capacities that enable people to take command of their educational path are known as lifelong learning skills. Strong organizational learning cultures at universities provide a powerful atmosphere for faculty growth. Professors may stay up to date in their specialties by taking advantage of the professional development possibilities this setting offers, such as conferences and seminars. Cooperation and mentoring are fostered, enabling seasoned instructors to impart expertise and assist more junior ones. Furthermore, an organizational learning culture encourages psychological safety, which allows instructors to take risks and learn from them. Faculty members are enabled by this combination to consistently improve their professional competence (Yildiz, 2022). The promotion of lifelong learning skills among university professors is significantly influenced by the organizational learning culture. It promotes a growth mentality among educators, who see themselves as continuously improving in their abilities. Critical thinking and problem-solving abilities are strengthened when one collaborates with colleagues from other fields and is exposed to a variety of views. According to Boyatzis et al. (2020), the corporate learning culture itself benefits from these competencies for lifetime learning. Teachers who actively seek out new information are more inclined to impart their knowledge, which enhances the classroom atmosphere as a whole. Additionally, emphasizing lifelong learning encourages innovative teaching methods, which eventually improves student learning results. Universities experience a positive feedback loop that is fueled by the interaction of corporate learning culture, professional competency, and lifelong learning abilities. As pointed out by Longenecker et al. (2020), robust organizational learning culture enables faculty members to enhance and perfect their professional skills. This encourages students to keep learning and developing as a result. Through encouraging knowledge sharing and creativity, skills for lifetime learning then give back to the organizational learning culture. In the end, this connectivity helps teachers and students alike, creating a lively and dynamic classroom that supports academic success.

4. Conclusions and recommendations

The respondents expressed moderate agreement on the organizational learning culture fostered by the universities in terms of employee development, knowledge sharing, and the sustainability of learning practices. There is moderate agreement on the professional competencies of teachers in terms of technical competence, interpersonal skills, and ethical and professional skills. The respondents moderately agree that they possess the lifelong learning competencies in view of cognitive, personal, and social aspects. There is highly significant relationship between organizational learning culture, professional competency, and lifelong learning skills. A professional development framework was developed for teachers to enhance their organizational learning,

professional competence and lifelong learning skills.

The Human resource managers of universities may continuously design and implement professional development programs that will help faculty understand and contribute to a strong organizational learning culture. Department heads/deans of different colleges may study and implement a personalized professional development plan tailored to individual teacher needs to ensure targeted skill development. The HR manager may develop a professional development program designed to foster lifelong learning skills in teachers that may ultimately continue to deliver high-quality education for their students. A professional development opportunities framework may be used as reference by teachers in all levels in the academic institutions. Future researchers may explore and study the unique challenges and opportunities for organizational learning culture, professional competence, and lifelong learning skills within different academic disciplines.

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