

CHAPTER 1

Introduction

1.1 The background and significance of this study

Education management is the important characteristic which helps people to have thinking principle and to be able to adapt themselves to new situations and things. Besides, the quality of human resource is a vital part in developing economy and society. Most of developed countries initially held onto developing their human resource's potential and competence in order to achieve stability of economy, society, and security. The national strategy of human resource development No.20, which was published for the year 2017 to 2036, focuses on developing human resources, especially emphasizing on lifetime sustainable development. The strategy aims to develop early childhood students to have appropriate mental and social development. Moreover, Thai constitution of the year 2017, measure 54, has regulated that all children need at least 12 years of education. The enforcement is valid from their pre-school to high school and the government supports all the tuition fees to those who need unconditionally. This policy is implied because the government wants children to receive appropriate foster and improvement regarding the paragraph one of the constitution. In the paragraph, it talks about age-related improvement of physical and mental status, discipline, temper, society, and intellectual. To support those improvements, local and private organizations need to take part in the process. Whereas, the national development plan published for year 2017 to 2036 states that a newborn to 5 year-old babies, from years 2010 to 2014, have a reduced percentage of age-related improvement from 73.40% to 72.70% (Office of Education Council, p.4), the plan then sets out that every early childhood children aged between 3-5 years old must have 100% access to education.

From the paradigm of the national law, as well as the policy about early childhood children, several considerations were put onto problems that the development of children aged between 3-5 years needs to be quickly developed. Due to the matter,

parents, managers, teachers, and caretakers should have enough understanding and knowledge about the importance of development in the 0-5 years-old period; so that they could give proper care and experience to optimize child's potential by using the knowledge from learning organization theory and theories from both local and international which explain about the development of early childhood ages. All of the theories combined provide useful knowledge and give crucial foundation of understanding how to develop all-roundly.

So, if children are taken care of properly and correctly regarding psychological theories and principles, they will continually develop. As to say, a child aged between 1 to 3 years old mostly receive cares and improvements from family members. However, most of children aged between 3 to 5 years old enroll early childhood schools and get education from both governmental and private sectors, the sectors which provide preparation for their students before attending elementary schools. In early childhood school, each organization aims to provide foundation of good thinking to their early stage of life. Consequently, children will understand merits and be clever to live. Conversely, if children are not taken care properly, their golden period of development would have been easily passed.

By the regulations of Office of Education Council (2009), they have set the measures to the developing and learning of early childhood children, which says that "always develop and provide preparation for early childhood children by giving knowledge to parents and the future parents so that they learn how to have their child developed well and ready for higher education.

From the report of Thai Yu-Yen-Pek-Shuk of the year 2007, its finding states that the overall quality of education was not in good condition, so the system reconstruction needed to be done, with the concluded issues provided. The issues had concluded that the problem of Thai education was because of the government's lack of interest on supporting early childhood schools, despite the period was critical for their developments of brain. If children miss their chance to develop during the period, it might have negative effects to their entire life.

In accompany with another report from Office of Educational Council, early childhood children appear to be slowly-developing in their temper, mind, intellect, and moral. The issue was under worrying circumstance due to the existing caregiving and

training which were in crisis and affected early childhood children. In other words, the children aged between 3 to 5 years old receive low-quality training and caring from their early childhood schools. The schools do not promptly teach them to be literal and computable in advance of their elementary school; so they couldn't enter the school they want and are suitable. Moreover, the low-quality education doesn't provide space for children to express themselves; instead, they force them to be silent and assign them exceeding homework which they couldn't simply handle. That happens mainly because teachers do not know how to practice individual-oriented teaching process. Therefore, the productive policy to develop teachers was provided emphasizing on having officers understood children's psychology and development. However, the insufficient amount of pediatrician, early childhood teacher and director, and child's psychologist retarded the efficiency of policy. Most of the early childhood directors haven't received specific knowledge which will significantly help in servicing quality early childhood school such as procurement skill or resource management skill. They also haven't known about how to arrange their own database of student's ability so they also don't know how to use the data and to cooperate with any management or development institutions.

The development of learning resources and materials, which is the foundation of development amongst people, has also been lacked so far. The early childhood education doesn't hold on to the humanitarian psychology such as human right and child's right, therefore it doesn't have any method to protect children well-being. The system is also lacked of efficiency and many organizations don't sufficiently provide knowledge to parents on how to raise their early childhood children (aged between 0-5 years). The policies and their adaptation are struggling as well due to working inefficiency from the lack of collaboration between society and the lack of resource management. Moreover, above of all, the government doesn't even have the budget to continually support early childhood schools.

From the 9-years educational reconstruction period ranged from 2000 to 2008, the development of education had not been pursued and been suspended with worries from society. The readiness for primary school of children has been reduced devastatingly, and the inappropriate caregiving to family members such as elders and children had been at high ratio. Parents need to go working out of their home thus the caregiving is not appropriately given. From the survey of Thai National Statistical Office on children

and youth in 2002, it had found that children aged between 0-5 years old who received direct caregiving from their parent was accounted for only 44.50 percent. (Office of the National Economics and Social Development Board, 2007, p.31)

Early childhood private schools took part in Thai education in the period of Rama V when he founded Rachakumarl in 1892 and then Rachakumaree in 1893 in order to be the school of his 2 daughters. Therefore, those schools were the first early childhood private schools which had systemized educational systems, classroom, and schedules. Prior to the foundation, the class was held at the Main Palace and the teachers who taught were the members of Royal Institute. Originally, there were 3 grades and 3 books compatibly used with each grade. The teachers taught students how to read, write, and calculate while the teaching method was not very strict and supported children to learn by trial and error, so to emphasize more on physical readiness than mental readiness. Not long after that the government had the policy to found more early childhood schools starting in 1911 with Wattana Wittayalai, the first official early childhood school of Thailand.

In the late era of Rama VI, Rart School – the Thai former name of private school- was continually founded and its system was alternatively and informally set up according to each school's need. Hence, the government decided to issue the first Thai School Act on 10 February 1918 and it clearly stated out that the system of early childhood school started to get shape especially when read the purposes of the Act. The purposes emphasized to foster young children and to teach them how to read, write, and calculate properly. At the time, early childhood teachers didn't need to have a certificate to teach yet had an ability to prepare their students for primary school.

Nowadays, educational management of every-level private school is under the authority of Office of the Private Education Commission (OPEC). The office started to control private schools by performing private educational reform regarding Thai Constitution and 1999 Thai Educational Act, which emphasizes on independent, quality, and legalized private school. The Act aimed to have every private school able to organize their own education at every grade with standardized procedures. To support those aims, the government started to grant academic fund and benefit to standardized private schools; by doing that, each private school was able to organize itself.

Consequently, that successful reform brought Thai education to consider another Private School Educational Act in 2007 and the very Act was applied in 2008.

Chiang Mai is a large province of Thailand and has great importance on its society, economy, politics, and education. People from many nations and professions migrated to reside within the city and then started to do some businesses. However, governmental educational management doesn't correlate with the number of local and foreign children population; besides, even if the government concerns more about early childhood school's educational management, there is not enough funding to support. But, since each early childhood private school doesn't strictly need to hold onto government's support and Thai Office of Education doesn't formally set up the syllabus for this level of education, each early childhood private school still manage itself with their independent concepts and mostly owner's needs (Pongthip Theparee, 2007).

First early childhood private school in Chiang Mai Province was founded as Dara Wittayalai. Originally, the school was single-sex and just taught about Thai Buddhist scripture and typical housework. The type of teaching was part-time and its syllabus wasn't defined until 1879. In the year, American Presbyterians delegated Ms. Edna Sarah Cole and Ms. Mary Margaretta Campbell to base in Chiang Mai. After that, first Chiang Mai's Girl School was officially founded (Dara Wittayalai, 2003). Nowadays, there are 115 active, early childhood private schools in Chiang Mai (Chiang Mai's Private School Directory, 2005)

Many private schools need to shut down due to uncountable reasons such as budget deficit, lack of supporting organization, decreasing number of student, resigning of teacher, as well as unwilling transportation when parents have many kids. In 2009, Chiang Mai Private School Institution researched about "The education management of Chiang Mai's early childhood private school" and found the problems as followings.

1. The funds from government sector were very few and insufficient to develop schools.
2. The entrance age had been changed from 3 to 4 due to changes in policy and plan from government sector
3. Local authorities try opening babysitting center, not early childhood school.
4. The change in regulations affected the money fluidity of private school, such as the raise in property tax.

5. The raise in living cost which causes parents to not being able to pay tuition fee on time, so they are in arrears and sometimes cause children to perform sudden quit.

6. The Free Trade Policy under ASEAN agreement in 2015 has allowed more foreign schools to run business in Thailand such schools as bilingual schools or international schools.

In addition, Thai Constitution of developing economy and society in 2016, the 12th edition for 2016-2020, as well as National Development Plan of 2017 to 2031, has stated that every child receives the least education of twelve years from their early childhood to high-school graduation without expenses. The government has to do that in order that children will have proper developments on their body, mind, discipline, society and intellect. To do so, the government needs to support and aid every authorizing unit including private and public sectors to participate in the process of developing quality and efficient Thai learners. To adjust Thailand to be Version 4.0, which aims to make Thai competent and growing as developed country with sustainable stability, the 20-years constitution, 12th edition, aims at improving personal mastery believing it as a foundation of sustainable country. If the aims are completed, Thai people will be flexible, mentally and physically ready, able to analyze, and learning throughout their life. Besides, the aims are also correlated with the purposes of the mention in Educational Reform in 1999 and 2002, which aimed to develop human resources as well. To move to higher step, every single unit needs to participate in supporting and receiving proper education and to make this society a learning society. The concepts of learning society are vastly mentioned as the core of sustainable development; hence, if the goal of lifetime learning is included in our education system, learning organization should be added into it to be the guarantee of continually developing both in education and teaching (Keeves, P, J, 1998). Because school always faces changes socially and organizationally, it needs to implement the learning organization concept into its missions in case of sustainably improving regardless of unstoppable changes. Anyway, learning organization could also be added into goal and vision of any school.

From the study about basic knowledge of learning organization (Senge, 1990), it suggested that the ways one organization can develop to be learning require these 5 components as follows.

1) Personal Mastery – Managing directors and members of organization must develop their skill and expertise to be specialized in one specific field. Being a specialist or having specific knowledge helps controlling circumstance easier. And by being able to predict what will happen to the organization, the ones could find out ways to prevent or protect those problems efficiently.

2) Mental Model – Managing directors and members of organization should hold onto right belief and attitude to develop properly. Some beliefs and attitudes significantly deteriorate the learning of one and organization.

3) Shared Vision – The process of having everyone within the organization focus on specific organization's goal so that they can work in the same direction for future prosperity.

4) Team Learning – Managing directors should create an atmosphere of teamwork so that each individual can learn and grow simultaneously. Team Learning also helps reduce controversy in the workplace as they're always working and cooperating with each other for good sake.

5) System Thinking – The Holism approach which explains that everybody understands several parts of organization systematically. They should also understand if one thing changes within the organization, the other things will be affected.

Early childhood private schools are significant organizations to the result of education and country development. To create basic and good foundation to one's life needs to be performed in early childhood ages. If one needs to build a house, they firstly need to focus on building strong foundation piling and structure so that the house will not be easily destroyed or moving; the same happens to learning organization. The implementation of learning organization is crucial for school's development as it focuses on personal to be always learning until he/she becomes a lifetime learner. If many accomplish to be lifetime learners, there comes a team and organization which can be called Learning Organization. When there're lots of learning organizations, it easily helps to develop both management and efficiency of education system. However, to get to that level of improvement, it requires some components to be done, the components which support personnel's learning (Padler, Burgoyne, and Boydell, 1991).

Personal development targets at maximizing learning capability of one. When personnel of organization learn, they have more experience which later could be merged with the others to create a characteristic of learning organization (Witoon Simachokedee, 2000).

Learning organization is new and needs leaders and managing directors' attention. They need to continually provide new experiences for personnel in organization by holding onto the belief that "As people learn, their abilities expand" and "Learning organization will grow and develop everlastingly" (Viroj Sarrattana, 2001).

In order to be competitive amongst other school and to be able to perform according such quality standard, the school needs to be more efficient and quickly learning than other schools (Ted O'Keeffe, 2002). By creating human resourced-related learning structure to have personnel be learning personnel, managing directors, as organization's leaders, should always find activities and plans to develop their officers. If the personnel of organization become learning personnel, the organization will also be learning organization.

The researcher also professes as managing director of early childhood school in Chiang Mai and has a will to synthesize basic knowledge about learning organization from many scholars and thinkers and to adapt those synthesized data with the learning organization's model creation for early childhood private schools, Chiang Mai Province.

1.2 Research Question

1.2.1 What components support the state of being learning organization amongst early childhood private school Chiang Mai Province?

1.2.2 What are the circumstances, problems, and supporting factors of being learning organization amongst early childhood private school Chiang Mai Province?

1.2.3 What model and instruction of learning organization should be adapted with early childhood private school Chiang Mai Province?

1.2.4 What are the results of the model and instruction used with early childhood private school Chiang Mai Province?

1.3 Research Purpose

1.3.1 To study the components of being learning organization of early childhood private school Chiang Mai Province.

1.3.2 To research condition, problem, and facilitating factor of being learning organization of early childhood private school Chiang Mai Province

1.3.3 To create model and instruction of learning organization to early childhood private school Chiang Mai Province.

1.3.4 To study about the results of model and instruction which the research has created for early childhood private school Chiang Mai Province.

1.4 Research Framework

Stage 1: The study about components of being learning organization of early childhood private school Chiang Mai Province.

Population Scope

The data about components of being learning organization of Chiang Mai's early childhood private school is provided by expert who has investigated and verified each related component. The honorable personnel are included with professors from public and private universities, who have graduated doctoral degree in major such as Education Administration and Educational development, and scholars who have interest about educational management and learning organization.

Content Scope

1. The synthesized data from books, articles, concepts, theories, and 12 related researches about learning organization have yielded out 6 components of being learning organization which are 1) *Personal Mastery* 2) *Knowledge Management* 3) *Mental Model* 4) *Shared Vision* 5) *Team Learning* and 6) *System Thinking*.

2. The synthesized data from books, articles, concepts, theories, and 12 related researches about learning organization have yielded out 7 facilitating factors of being learning organization which are 1) *Strategy* 2) *Supportive and Corporative Learning Culture* 3) *Motivation* 4) *Leadership* 5) *Appropriate Structure* 6) *Learning Technology* and 7) *Management*.

Stage 2: The study about state, problem, and facilitating factor of being learning organization of early childhood private school Chiang Mai Province.

Population Scope

The population in this stage is consisted 121 people who are managing directors and teachers of early childhood private school Chiang Mai Province in semester 2015.

Content Scope

1. The scope of components and data from Stage 1, which will be analyzed to find out state and problem of being learning organization of early childhood private school Chiang Mai Province.
2. The scope of components and data from Stage 1, which will be analyzed to find out facilitating factors for learning organization of early childhood private school Chiang Mai Province.

Stage 3: The creation of model and handbook for learning organization to early childhood private school Chiang Mai Province.

Population Scope

The population in this stage is divided into 2 groups

Group1: The group is used to identify method and concept of learning organization model and instruction. The population in this group is derived from Purposive Sampling Method, accounted for 20 people who are managing directors and teachers of early childhood private schools Chiang Mai Province.

The managing director in this stage must be 1) Directors/ Deans of early childhood school 2) Academic Managers of early childhood school and 3) Scholars with interest in early childhood school's educational management.

Group2: The group is also used to identify method and concept of learning organization model and instruction. The population in this group is derived from Purposive Sampling Method as well, however with different approach.

The samples contain 7 experts; the expert profess as university-level teachers with doctoral degrees in field related to educational management/ administration, or are the scholars under the primary-level institution who have an interest or experience with early childhood educational management or learning organization.

Content Scope

1. The model is focused to yield 5 important sections which are 1) Introduction and Principle 2) Component, Factor, and Its Procedure 3) Workshop and Activity 4) Model's Targeted Result, and 5) Model's Term and Condition; while the instruction is aimed to have 6 sections which are 1) Model's Explanation 2) Introduction 3) The Basic Knowledge of Learning Organization 4) Type of Learning Organization and Its Procedure 5) Measurement of the Model and 6) Appendix
2. The measurement in this stage aims to verify benefits, correctness, appropriateness, and feasibility of the model

Stage 4: The study on results of model and instruction after applied to Chiang Mai's early childhood private school.

Population Scope

One specific school with approval from managing directors and teachers to be experimented by the adaptation of learning organization components, the school must have the state of being learning organization under Moderate Level.

Content Scope

To study about the results of the model and instruction of learning organization and user's satisfaction with the model

1.5 Definition

1.5.1 Chiang Mai Early childhood private School – is Private school that established under Private School Act B.E. 2550 (2007) and run its education program regarding the program of the Ministry of Education or the officially approved one from formal education program section 15 (1) – Early childhood school type. The level of education can be alternatively arranged whether from kindergarten to early childhood, or to one specific level depending on school's readiness.

1.5.2 Model of Learning Organization of Chiang Mai Early childhood private School – is the model that has featured components of being learning organization and its procedure, which the sections are consisted of 1) Introduction and Principle 2) Component, Factor, and Its Procedure 3) Workshop and Activity 4) Model's Targeted Result, and 5) Model's Term and Condition

1.5.3 Components of being Learning Organization of Chiang Mai Early childhood private School – is the supporting components of being learning organization which were investigated and verified by experts. There are 6 components consisting of System Thinking, Personal Mastery, Mental Model, Shared Vision, Team Learning, and Knowledge Management; in addition, the 7 facilitating factors are Strategy, Supportive and Corporate Learning Culture, Motivation, Leadership, Appropriate Structure, Learning Technology, and Management.

1.5.3.1 Personal Mastery – is how the officers of learning organization always improve themselves for more knowledge, skill, happiness, eagerness, logical thinking, analyzing, and decision making by working with their colleagues and bringing the knowledge and experience from the interaction to apply with their own work in order to have it more efficient and recent to be used with the organization.

1.5.3.2 Knowledge Management– is the ability of the officers of learning organization to research and gather all the knowledge in many ways to synthesize and apply with their work in case to benefit the development of school

systematically, to document those data effectively that make it easy for future management, and to also exchange those internal and external knowledge for work development purposes.

1.5.3.3 **Mental Model** – is how creative the officers of learning organization are and how open-minded they are with new knowledge and method. It also includes the mental ability to turn crisis into chance or to resolve problem in their workplace.

1.5.3.4 **Shared Vision** – is to let the officers of learning organization to share their individual visions and thoughts through brainstorming process with regards to school's mission; in order to achieve final visions for the organization.

1.5.3.5 **Team Learning** – is that all the officers do thing together, which will cause knowledge exchanging and situation for problem solving. All the situations combined will create quality teamwork and chance for a success.

1.5.3.6 **System Thinking** – is that the officers of learning organization have thoughtful mind, understand processing of works and connections of school's working operation, see the problems, then analyze their source and solve them, and also use empirical data to operate working tasks in the school and to detect the progress of the school.

1.5.3.7 **Strategy** – is that the operation of early childhood private school relies on educating and relating their officers with the organization's vision and target.

1.5.3.8 **Supportive and Corporate Learning Culture** – is that the school has supportive facilities that are suitable with the concept of learning organization. The infrastructures should be supportive to the learning of teacher and officer to build up teamwork, friendly, creative and trustworthy working atmosphere.

1.5.3.9 **Motivation** – is that the school encourages their officers to be fully-conscious and eager for work. To do that the school may procure tools and facilities as needed for working and teaching, reserve high-quality working environment, praise merits, give rewards and honorable awards.

1.5.3.10 **Leadership** – is that the managing directors of early childhood private school are dedicated to their teachers and staffs to make them accomplish their visions and careers, also be able to guide and support them to be creative and proficient regarding the missions of the school.

1.5.3.11 **Appropriate Structure** – is that the school has low level of red-taped procedure which dulls the fastness of task operation. The processes of working should be compact and properly distributed, which will be supportive and interactive to the school internally and externally.

1.5.3.12 **Learning Technology** – refers to the way that early childhood private school motivates teachers and staffs to use technology to comfort and decrease their working processes, and use their increased time to improve data works, as well as spread the technology and its benefit to colleagues to improve the productivity of the organization.

1.5.3.13 **Management**– refers to the way that early childhood private school emphasizes on their management quality by continually improving its efficiency through introducing, following up, and progressing their working system. The school should have quality-assurance system, be able to bring old data to be the prediction of quality-improving method, and always inform their relevant officers of goals and their status.

1.5.4 The state of being learning organization of early childhood private school – refers to private school that consists of teachers and staffs who want to improve and develop their potential by learning have been supported and encouraged by administrator, let everyone learn all the time by vision, empowering, support for new technology and innovation, flexible for method and operation and has a clear goal that meet the needs of environment, society and people.

1.5.5 Targets or Results – refers to the result of the model of learning organization on early childhood private school Chiang Mai Province under 6 components, 3 levels of learning organization, and user's satisfaction with the model

1.5.6 The state of being learning organization of early childhood private school Chiang Mai Province- refers that early childhood private school Chiang Mai Province has the state of being learning organization in three levels which are individual level, team level, and organization level. The levels of learning organization are as followings:

Individual Level – consists of lifetime learner who is always eager to learn, keeps up with changes, has characteristic of a leader, be responsible, and uses technology to develop work and system.

Team Level – consists of teamwork and shared visions in working, has interactive activities, and altogether exchanges knowledge.

Organization Level – consists the learning of entire organization whether it's structured and managed well, has a learning culture and atmosphere, or systematizes it organization.

1.5.7 The model of learning organization's quality on early childhood private school – refers to the investigation on the model's benefit, correctness, appropriateness, and feasibility of being learning organization.

1.5.8 The results of the model– refer to the adaptation of the learning organization model on early childhood private schools in Chiang Mai and the users' overall satisfaction.

1.5.9 The user's satisfaction– refer to the satisfaction and value that users have and give to the model of learning organization of early childhood private school in Chiang Mai. The willingness, happiness, and satisfaction that the users have with the model are measured to be the overall satisfaction.

1.5.10 Model's Handbook– refer to the model's handbook which is used to be the guideline for founding learning organization which are divided into 6 sections, 1) Model's Explanation 2) Introduction 3) The Basic Knowledge of Learning Organization 4) Type of Learning Organization and Its Procedure 5) Measurement of the Model and 6) References and Appendix

1.6 Expected Benefits

1.6.1 The results of the research will be a prototype of model to be used for developing early childhood private school learning organization for all local and other provinces' schools. The prototype will transform an organization to be learning organization and the officers working with the organization will be lifetime learner and keep up with this dynamic world.

1.6.2 The results will be valuable information for high-level managing directors of early childhood schools

1.6.3 The results could be adapted with policy making in educational management to have an effective policy for pursuing the model's and organization's goal.

1.6.4 The results could be used in planning the development of educational management amongst early childhood private schools so that they can optimize the efficiency and productivity of their organization.

1.6.5 The results could be used by future or other researchers to expand deeper into the topic of learning organization amongst early childhood school, and adapted by other institutions in the will to improve their productivity.



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