

CHAPTER 2

Literature Review

This research aims to create and develop a model learning organization to early childhood private school Chiang Mai Province. The researcher studied concept, theory, and principle relating to learning organization through book, paper, text, and work of researchers and scholars; consequently, bring those researches' framework to be featured in the creation to learning organization to early childhood private school Chiang Mai Province research. The researcher advises these related theories as to be seen.

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2.1 The Concept of Private Education Administration

2.1.1 Education Policy Regarding National Education Act

The essence of education act of B.E. 2542 (1999) and Amendments (Second National education Act of B.E. 2545 (2002) consists the provisions having implications on restriction of a person's right, educational duties, education management system, process of education organizing et al. The most essential issue is generalized the act to academy by creating a new knowledge to learners regarding education reform policy in order to conserve the national culture. Organizing the system shall develop Thai citizens to be capable of learning and self-development to making a society to become learning society and be creative to reform. The ministry of education has imposed the policy and the principle for education organizing in 3 ways (Office of the Basic National Education commission, 1999). The policy of education reform regarding the ministry of education has imposed the concrete principle of reform as follow;

1. The basic education should be provided on a nationwide basis efficiently as individual development basis and profession.

2. Education shall aim at the full development of the Thai people in physical and mental health.

3. Education shall aim at the full development of the Thai people in morality; integrity; and desirable way of life so as to be able to live in harmony with other people.

4. Education shall increase and develop the labor force in all levels in order to improve their professions which shall lead to the efficient quality of life and lead to develop the community and the country.

5. Education shall maintain natural resources and environments for sustainable growth.

6. Education shall maintain and conserve national art and culture as a basis of living traditionally.

7. Education shall develop science and technology to lead to national development in globalization.

8. Education shall develop democracy for Thai citizen to realize their right, liberty and duty in their community, society and country.

2.1.2 The Structure and Types of Private Education

The office of the Private Education Commission is responsible to support and supervise private schools regarding Private Education Act B.E. 2550 (2007) which included academy or the place where a person provide the education that lower than higher education level to group of students that exceed 7 people in each semester. The applicants shall be either a person or corporations (limited company or partnership, foundations or cooperative). However, the applicants shall be qualified regarding the qualifications stated in section 15 of Private Education Act. B.E. (2007). The section has defined 3 types of private schools (The Office of Private Education Commission, 2007) as follow;

1. The schools shall construct the education following the education scheme that has been authorized by ministry of education or the scheme that has been approved by the ministry. The scheme consists of the basic education in early childhood , elementary and secondary levels.

2. The schools that construct the education following the education scheme that has been authorized by ministry of education or the scheme that has been approved by

the ministry shall meet the demands of various levels of persons. This shall combine the curriculum management that included, for instance, religion study, tutorial and art.

3. The disabled and gifted persons shall be provided in appropriate forms in accord with their competencies. These persons shall have the right to access the facilities, media, services, and other forms of educational aid in conformity with the criteria and procedures stipulated in the ministerial regulations.

To sum up, private school is the educational institutions that provide education lower than higher education level. The applicants of private schools shall be either a person or corporations (limited company or partnership, foundations or cooperative) or the committee that include formal, non-formal education and subsidized education.

The Model and Category of Educational Administration

1. There shall be 2 types of school education

1.1 Elementary Education shall provide the general curriculums in various levels regarding the scheme by the ministry of education

1.2 International Education shall provide the curriculum and courses of foreign countries in order to meet the demands of foreign student who temporarily reside in the Kingdom of Thailand.

2. There shall be 7 types of Non-Formal Education

2.1 Non-formal education shall provide the general education as following the non-formal high school scheme.

2.2 Occasional education shall provide the education that schedule occasionally.

2.3 Religious school education shall provide the religion study for instance, Islamic School, Sikhs School and Christianity School.

2.4 School of knowledge provision shall provide the course of knowledge transferring to learners.

2.5 Tutorial School shall provide the intensive education of selected subjects to learners.

2.6 Art School shall provide the education of variation of art.

2.7 Vocational school provides the professional education and short-term professional education.

3. There shall be special education and subsidized education

3.1 Special education shall provide to gifted person or mental and physical disabled such as the school for the blind and the school for deaf.

3.2 Subsidized education shall provide to impoverished person or handicap person. However, this specific education shall be provided by the authorized school that has been approved regarding the policy and criteria by the ministry of education. There shall be 2 groups of educational place.

3.2.1 Special Policy School shall provide the education that follows the special conditions for national security.

1) The Islamic Private School shall provide religious education, general education and professional education to Islamic citizens.

2) There shall be 2 types of private school of Chinese language which are general school that provide the education following permission of the ministry of education to be able to teach Chinese language in the course syllabus and the non-formal vocational school which provided the Chinese language education that has been approved by the ministry of education.

3.2.2 The charity private school has been initiated by charity for poor, orphan, disadvantaged, mental and physical disabled children.

1) The private school that applicants are the Bureau of royal household and subsidized school of royal intentions.

2) The School under the Royal Patronage of His Majesty the King that arranged by charity.

3) Charity school and Buddhist temples

4) Special educational school and Subsidized School

To sum up, the model and the types of private school management is the administrative of formal school, non-formal school, specialized school and subsidized school that follows the authority by ministry of education.

2.1.3 School Management Policy of Office of the Private Education Commission

The government is obligated to support and provide the opportunity for private school operate in education administrative regarding the limitation of public provision. On the other hand, the state must supervise the private schools of all levels in both formal and non-formal schools according to the policy, framework and educational projects. Moreover, the private education shall be acceptable profitable organization for education reform according to national educational act B.E. 2542 (1999), the ministry of education which have afforded to support the private education to maintain the quality and standard of excellence educational institutions as follow;

1. Improvement of course, contents, substance and procedure of learning that pay the important attention to learners.
2. Support the research and development and also adopt the new technology.
3. Support and improve the educational staffs and executive board by providing development workshop and produce the qualified teachers to generalize the knowledge to learners effectively and efficiently. The Office of the Private Education Commission have provided the policy and administration to manage on education broadly in 3 procedures (The ministry of Education, 1999).

1. Administration

1.1 There shall improve the organization and operation in The Office of the Private Education Commission to be more efficiency and flexible.

1.2 There shall control and supervise the private school's administrative regarding the legalization and government policy.

1.3 There shall control and encourage the private school's administrative regarding the political stability, national security and cultivate the respect of nation, religion and his majesty.

1.4 There shall provide the flexibility and security to private schools

1.5 There shall support the equality of education and solve the discrimination in society.

1.6 There shall control and support the welfare management and subsidized the private school efficiently.

2. Quantitative

2.1 There shall provide the support especially the charity school.

2.2 There shall encourage the private school to provide early childhood school and vocational school.

3. Qualitative

3.1 There shall improve the standard and quality of private school.

3.2 There shall improve the educational activity according to the ministry of education's scheme.

3.3 There shall provide the education to strengthen democracy with the monarchy along with the trend of education reform of the national education act.

The government shall provide the support toward the private organization to be responsible to manage the primary, vocational and higher educations. The educational system that has been approved by government shall be maintained. Therefore, the private organization should provide higher standard and quality of education than the public schools. Then, citizens are relied on private education. The role of public education has been progressed under the policy and educational plan no. 9 B.E. 2545-2549 (2003-2007) (The national education commission, 2003). The mission is to provide the human development to target the management of excellence, qualified education and upgraded international standard to learners. Wishing B.E. 2550 (2007), the educational vision provides the human development to enlarge the vision and perspectives that meet the demands of individual, community, society and nation. The education will focus on the procedure of educational center, variation of education and 4 principles of education reform (The Ministry of education, 1999).

1. There shall reform the teaching system by encouraging the student as a center of learning to support self-learning potential and evaluate the education in practice, adjust the role of teachers from communicator as a guidance of community and local intellectual. Also, there shall provide the opportunity to manage the course and adjust the technology to develop the educational system.

2. There shall reform the syllabus that emphasizes the demand of learner and community. There shall provide the procedure and contents that broadly connect and consistence to every level of education in knowledge, capability, creativity, moral and ethics.

3. There shall reform the teaching profession by improving the procedure of producing teacher and teaching development of teachers and board examination. Also, there shall improve the welfare and compensation to be compatible with the teaching profession and educational staffs.

4. There shall reform the administrative and management to expand the system to the local administration. The educational institutions shall provide the strategy to arrange the education to local community. Also, there shall provide the opportunity for the staff to evaluate and improve the education quality and education management.

To sum up, the policy of educational management of Office of the Private Education Commission shall expand the opportunity to manage the educational system for private education under the supervision of government which centralizes the attention to learners regarding the standard and quality of education. Also, there shall develop the self-learning system to learners and involve with the local community. Moreover, educational staffs should improve the procedures of learning and educational administration.

2.2 Concept of Early childhood School Administration

2.2.1 Concepts of early childhood school Education

With the reference to the book, Early Childhood Education Curriculum (2003), the principles of early childhood education management are divided into four main concepts:

2.1.1 A Child Development- Human development is continuous changes that occur in human beings during a fertilization process to an entire life.

2.1.2 Learning of human being- Various experiences from daily life have influence on learning. Accordingly, behavioural changes in children occur when they learn to communicate with others as well as interact with surroundings.

2.1.3 The importance of playing- ‘Playing’ is important activity of every child. To play brings happiness to them. This includes when they observe the surroundings, try to experiment new things, come up with creative ideas, be able to solve the problems and face the reality of the outside world.

2.1.4 Cultural and Social Contexts - This hold onto the fact that children grow up differently because of their different cultural and social contexts.

The researcher summarized all principles of child and human development. Significantly, it indicates that every child needs to go through developmental stages or changes continuously between the fertilization and under the age of six. Therefore, early childhood education is to focus on the capability of individuals in each age and to understand the differences among children such as their needs and interests. This conceptualizes curriculum as a ‘child center’. Moreover, two principles, learning from experiences and behaviour changes by engaging in personal and community levels, show that the best environment for learning is important factor to increase more learning opportunities in children.

2.2.2 The Definition of Pre-Primary Education

Early childhood education is to provide education or learning to early child with the expectation of preparation children to develop all aspects, for example, physical and mental health, emotion, social and cognitive skills, personality and educational development. (Thongdee and Kanjanakit, 2005).

To conclude, the early childhood education refers to provide learning which can help children prepare themselves before attending elementary school. The curriculum emphasises the ability and the children development leading to adjust and live in society. It is noted that the best learning for childhood is ‘learning through play’ in which it allows children to experience new things.

2.2.3 Scope of early childhood educational management

The management of early childhood education shall limit the procedures as follow (Tongdee and Karnjanakij, 2005).

2.3.1 There shall provide the education to every early childhood students broadly.

2.3.2 There shall be contingent on every capability students.

2.3.3 The courses should be consistence with the objectives of early childhood education and study the plan of early childhood education regarding national education reform.

2.3.4 The courses should be consistence with national education's standard.

2.3.5 The education should be familiar to educational staffs and social institution in the community.

To sum up, the early childhood school management shall require the corporation of intimately related educational staffs and persons who related to the youngster's education, especially the parents, guardians and community staffs in the social institutions in order to improve the early childhood education to be more efficient and achieve the goal of human development and national strength.

2.2.4 Early childhood School Administration

Managing early childhood school, principal needs to know and understand overall director's responsibilities. In this part, there are many students and executive educations' comments and suggestions.

With the reference to the book of early childhood school administration, Tantimet (2004) suggests that administrative structure for early childhood school can be divided into three systems, including small administrative structure, medium administrative structure, and large administrative structure.

It is noted that the word of 'experience orientation' is used instead of experience curriculum for the early childhood education. Moreover, early childhood school differs from elementary school as the study time is flexible and has no attendance. So the administrative structure must be set up regarding these concepts:

1. The Academic Administration consists of five concepts of The content curriculum, The activity-based curriculum, Supportive teaching materials, Teacher Supervision, and Evaluation of Learning.

2. Personnel Administration's main duty is to provide tasks to staff or workers properly in order to accomplish each project on a daily basis. Meanwhile, administrator supports and promotes the staff's career path. Personnel administration is typically the

heart of the officer management because every kind of works requires an effective cooperation of staffs for achievement.

3. Student Affairs Administration requires managing directors to hold on regulation, term, condition, and rules of any procedure.

4. Office administration or finance administration includes education services, financial planning, and facilities.

5. Building administration proposes plan of buildings in early childhood school, including the playground, structure of building, size of the classroom, furniture, bedroom, canteen, medical room and bathroom, etc.

6. Community Relations Administration

In conclusion, public and private school administration shares same vision which prioritizes children's development, including physical and mental health, emotions, social and cognitive skills and personality. Certainly, school aims to support early childhood students prepare themselves for a higher level of education.

2.2.5 The Policy regarding the early childhood education

The policy of educational management shall be operated by the ministry of education that has been announced on the 15th November B.E. 2548. The policy consists of the ideology, principles and the standard of management (Bureau of Academic Affairs and Educational Standards, 2005).

2.5.1 The ideology of early childhood educational management is the first basic management to initiate the qualified standard of Thai students to grow up efficiently and develop the life balance physically and mentally on the basis of diversity.

2.5.2 The principles of early childhood educational management shall concentrate on the development of student on the basis of parenting and reinforce the responsive behavior to the natural environments and develop their behavior on the basis of culture, tradition and social norms.

2.5.3 The standard of early childhood educational management consists 1) the standard of the education 2) the standard of the management and administrative 3) the standard of learning organization development.

To sum up, the policy of early childhood Educational management shall progress the countermeasure of early childhood education conducted by the ministry of

education. There shall comprise of ideology, principles and standard of education to accommodate and achieve the goals.

2.2.6 The Management of Early childhood Private School

The Private School Act, B.E. 2550 (2007) stated the meaning of a private school that it is the school of learning management, and the condition of successful education based on the target of a curriculum, a learning time and a measurement.

On the other hand, the Private School Act, B.E. 2550 (2007), as amended by the Private School Act (No.2) B.E.2554, was contained the act about the law. This law is about a warrantor, a transferring of the ownership and a right of possession over the land, school directors, an appeal committee, and an accounting and auditing. Moreover, the reserve fund of the school system is required in order not to cause problems in practice, and this makes education management and school development more effective and potential which is coincided with the operation of the Private Schools.

Moreover, the 2007 Private School Act has not been required the executive board of the Private School to have the power to administer the private school system, as follows

1. To set the school rules.
2. To approve policy and school development plan.
3. To provide a management and school management advice on personnel, plans, budgets, student activities, buildings, and community relations.
4. To ensure a quality assurance system in the school.
5. To monitor and evaluate the performance of the school director.
6. To approve one or more loans up to 25% of the school property at that time. If the loan is not approved, the board of directors must provide a possible choice to the school, unless it is considered that the loan is not benefit for the school management.
7. To approve and set the school fees and other school fees.
8. To approve the annual report, the annual financial statements, and the appointment of an auditor.
9. To consider the complaints of teachers, parents and students.
10. To manage other actions as required by law.

In this management of private schools, there is not only the executive committee but the licensee must also appoint the school director, the school manager and the deputy director of the school in order to perform the school management in various fields.

The 2007 Private School Act also states the responsibilities of private school managers in the system as follows

1. To response and manage the school budget.
2. The response the school general administration.
3. To perform other duties related to the management of the instrument, policies, system and school rules, and other duties as prescribed in the Private School Act B.E. 2550.

In conclusion, currently, the management of Early childhood Private School follows the Private School Act B.E. 2550. On the other hand, the management is determined by the school manager. This management will apply the school management model which is managed by the school manager board. Parents of students, communities, organizations, both public and private, can take the role of mentoring and manage the Early childhood Private School to achieve the quality in management. Moreover, the students will be a smart person and have knowledge, abilities and good attribute. All of these will achieve the national educational standard.

2.3 Learning Organization

2.3.1 The definition of learning organization and development

The organization is the unit that defined by society to organize the activities in the community. The organization shall be initiated by a group of minimum 2 persons. Thus, the organization is the mechanism and tool of dependence society.

Stephen P. Robbins (1990) claimed that organization is the cooperation between the related sectors of community that precisely defined the boundary of the sectors. The relationship shall lead to the goal.

Richard H. Hall (1996) stated that the relationship of the organization and cooperation between members. The organization has its own territory, regulations and rules to build the organization structure, connectivity and consistence procedures to

achieve the organization goals. The activity should be related and effect the members, organization and society.

Finally, Wanchai Meechad (2007: 3-5) has mentioned the organization characteristics as following;

1. The organization shall consist of minimum 2 persons which meet the characteristics of social unit. The organization should be a manual tool to proceed with the cases.

2. The organization would set the goals to achieve and the goals shall not be achieved by individual.

3. The organization shall arrange the activities that lead to their goals. The organization with the specific goal encourages the staff to be enthusiastic to achieve the goals. The activities should be arranged by the members to succeed.

4. The organization should set the relationship of empowerment which stated how the organization should elaborate the power.

5. The organization should limit their territory which separated from other sectors or separated the members from the non-members.

6. The organization shall be consistent on the activities that they arrange. There shall not be temporary or occasionally.

According to the definition and characteristics, the researcher have concluded that organizations is the unit of society that initiate by minimum 2 persons that aim to do their missions on the achievement basis. The organization shall define the roles, regulations and structure to achieve the goal. Moreover, the organization should be adjustable to the change in society.

The organization development regarding Donnelly et al (1975: 266-268) defined the organization development as the procedure of change within the organization. There consists 8 steps; (1) the enforcement of change which effected from the internal and external environment, (2) the realization of the essential of development in order to adjust with the external and internal environment, (3) the determination of problems and cause analysis which diagnoses carefully by the members, (4) There provides alternative solutions for the organization problems, (5) the realization of the limitation of development to be cotangent with reality which consider the conditions of the organization shall be able to adjust and adaptable to the reality, (6) The selection and

strategy of solution, (7) The procedure of development plan shall considers 2 issues; firstly, time and consistency and secondly, the limitation of change which should not affect to the organization and (8) the evaluation of changing to measure the assessment of goal.

Steers, Richard, M. (1977, pp. 169) purposes the procedure of change consists 8 steps; (1) the gap of work quality which causes from environment changing, structure and technology, (2) the realization of the executive of changing in organization, (3) Building the appropriate environment, (4) The diagnosis of cause, (5) the planning to change, (6) the selection of strategy and ways of changing, (7) the procedure to change and (8) the evaluation and follow-up results

Sunnanta Laohun (2001: 67-72) mentioned the organization management's procedures provide 5 steps to follow: (1) the diagnosis of organization, (2) Action by the organization development, (3) Process Maintenance and (4) Data Collection.

Siri-On Khantahat (200, 189-190) mentioned the 5 procedures of development as follow; (1) provide the understanding of organization development to leaders and coordinators to realize the importance of development, (2) Collecting the causes, strengths and weakness of the organization, (3) Planning the development scheme to set the goal and strategy by team working, (4) Initiate the group of organization development as an organization section, the team consists the leader and members in certain levels of work and each level shall provide discussion of the problems and solutions in the organization, (5) the activity should interfere in the organization for development. The activity in section (5) should be provided by the staffs and consultants. There shall organize the relationship between the stake holders, time and place in appropriation, for example, the election of leader that influence the change in the organization and be able to exchange the opinion and discussions. To appropriately work with the society should collect from the data, interview and questionnaires or alternatively using the other tool and interfere by the activity of the consultants for organization development such as, set the agenda, consult with persons and group, and revision the results of the activity for the information to development which consists 6 steps; (1) the entry of the organization consultants, (2) Contract and agreement between organization and costumers in both formal and informal ways, (3) Data Collection and

Diagnosis by observation, documentation and interview, (4) Feedback, (5) Intervention of the solution and (6) Evaluation.

Therefore, the author concludes that the organization development is attempted to improve organization and building the changing procedures consistently to get the organization adjusted to the changing environment and globalization. Thus, the organization should emphasize to develop themselves for sustainable learning organization.

2.3.2 The definition of Learning Organization

The ideology of Learning Organization initiated from the ideology of Argyris, the professor of psychological education and organization behavior in Harvard University.

The result is co-written with Schon, the professor of Philosophy of MIT in 1978. The search is written as Organization Learning: A Theory Perspective which is the first textbook of Learning Organization. At first, it was called Organizational Learning or OL which means the learning procedure in the organization.

Learning Organization is initiated in the book of Hayer who was the editor and published his book in the US. The book of Pedler was published in 1988 (Wirawat Pannitanai, 2001 and Wiroj Sararatana, 2005).

Later in 1990, the person who influence the knowledge of learning organization and publishing his works and be accepted widely is Senge, the professor of MIT who is the founder of Massachusetts Institute of Technology Center of Organizational Learning to analyze the theory and procedures of learning organization in the publishing journals and the book which called *The Fifth Discipline: The Art and Orate of the Learning Organization*. The book used the word "Learning Organization" instead of Organizational Learning. The book stated the 5 principles to build a new learning organization theoretically which believed that persons can expand their knowledge and ability to initiate the learning organization (Wirawat Pannitanai, 2001).

According to the definition of Learning Organization, the scholars have defined the definition of organization as follow;

Argyris (1977) gave the meaning of the Organizational Learning that it is the process of checking and correcting errors that occurred in Reduced Organizations, or it is the form of defensive routines or patterns that people express their habit to defend themselves. Later in the 1990's, it is the first year that defined the term of "learning organization". Senge (1990) gave the meaning of the Learning Organization that it is a member-based organization that continually empowers its members, both at the individual, group and organizational levels. This organization has new patterns of thinking and thought-provoking which lead members in the organization has the desire and collective aspiration. Furthermore, there is a continuous learning, by learning together with others and learning the whole organization.

Senge (1990) meaning about learning organization, it is an organization where people continually expand their capabilities to create the works they want. The new concept has been published and expanded which can freely create a new inspiration and where members of the organization can learn together.

Marquardt (1996) (cited in Jadsada Noknoi and others, 2009), Organizations that have the full power of the members to gather, manage and use knowledge to achieve organizational success, and converted to continuous learning of the organization. They also empower personnel, inside and outside the organization, to learn the work what they do. Moreover, the organization's members can learn about the use of technology which can increase the products.

Gephart and Marsick (1996), the learning organization is an organization that leverages and transforms its ability to learn with creative goals. It is an organization which can analyze, control, develop, manage, and direct the learning process such as strategic, vision, value leader, system, process and operation of learning organization in order to contribute the learning and development of the individual as well as accelerate learning at all levels.

Daft (2000), the learning organization is an organization that promotes communication in order to have cooperation from all people in the organization. For example, the analysis and problem solving, and the organization's operation to learn in new experiences, also, the organization is required to continue to improve and increase organization's capacity.

Viroj Sutta-Rattana (2001), learning organization is the organization which members of the organization are alert and motivated to continually develop their own potential. The members can create new things in the organization and have the good relationship to learn each other. It is the organization of finding the possibilities and opportunities.

Dech Thiemrat and Kansuda Makasiranon (2002), it is the organization that focuses on motivating and motivated all members. They can eager to learn, develop themselves all times and expands the capacity of oneself which help the organization to complete various missions by using the form of team working and learning together. The members in the organization will understand the system which can work together. It gives the organization a sustainable advantage over the competition in the age of globalization.

Panich (2003), Learning Organization is a process of working together with learning and learning from experience. The output of the learning organization is a mission assignment. Those who practice in the organization or related to the organization will have the knowledge about integrated learning by using a work as a base. The learning organization is dynamic. There is a change like life development. Moreover, their work is better in term of quality, efficiency, and innovation. Corporate culture is the one thing that the elating person will know in this term of the organization.

Nuttapan Kejornnan (2008), learning organization refers to the principles or guidelines that will enable the organization to be ready and has the potential to adapt from changing environments by responding to new opportunities and adapting them to operational benefits.

From above, the researcher has concluded the meaning of "Learning Organization" that it is a learning organization in a private school which has an administrative style. It emphasizes on the development of the leadership of administrators and private school teachers, along with the learning. These lead to the knowledge changing and transforming in terms of creating the new work, inspiring to learn the new things and developing the members, team, and organization. Technology is also used to motivate to create the new things in the changing environment. The managers of the private school have the visual to develop their abilities both in terms of

quality and efficiency. These lead the private school has the valuable culture and can use that thing to make the private school is better than others schools.

2.3.3 Importance of Learning Organization

Human resource development in the organization nowadays needs to change its form from the traditional that is sending the staff to train for solving occasional problems but sending staff to study for further knowledge and experience. The Contents of learning is not only focused on work but also need to learn cross-functional learning within the organization. Moreover, the staff needs to learn the truth outside the organization, trends, opportunities, and learn how to apply knowledge.

In changing the organization to exist in the world's state nowadays to make the organization to be a learning organization, there are several factors that drive it, but the key is this four main points.

1. Globalization
2. New Technology
3. Customer Influence
4. Intangible Assets

From the above of four motives, there are three levels of learning required, either can happen individually or in combination.

1. Individual-level learning is having the ability to seek knowledge, develop intelligence and attitudes in the person by studying independently and sharing what they have learned with others. It will focus on the encouraging of each person to know and learn about opportunities.

2. Team level is the enhancement of the group's ability to get everyone can involve and share what they have into the group. The team learning is often based on individual learning. The thing that each person learned can be shared with the team depends on the appropriate activities or process.

3. Organizational level is the applying of knowledge and everything that each person has had. All of the knowledge is being used for the purpose of the learning organization. The organization must empower the people to use the knowledge they have had for the organization. The organizations need to integrate quality into work's quality and create wide-spaces for learning, both in time and place.

From the 3 levels of learning, there must be the type of integration that each group interacts with each other. All of these must happen in the whole organization, either at the individual level, the team level, or the organizational level. The things must be created in the person and team is the knowledge, the understanding, attitudes, and abilities, as shown in Table 2.1.

Table 2.1 What to Build for 3 Levels of Learning

What to create	Individual level	Team level	Organization level
Knowledge and Understanding	<ul style="list-style-type: none"> - The importance of life-long learning - Self-Studying - Learning tools - Learning resources, etc. 	<ul style="list-style-type: none"> - The importance of the team - Teamwork psychology - How to work as a team - Communication style, etc. 	<ul style="list-style-type: none"> - Organizational development - Organization Vision - Customer Organization
Attitude	<ul style="list-style-type: none"> - Interested/will to develop one's self - Accept the changes, etc. 	<ul style="list-style-type: none"> - Interested/will to develop the team - Love the team - Share others, etc. 	<ul style="list-style-type: none"> - Will to develop organization - Love the organization - Accept the culture of organization, etc.
Ability	<ul style="list-style-type: none"> - Self-studying - Think critically - Application of knowledge, etc. 	<ul style="list-style-type: none"> - Study/work as a team - Group assessment, etc. 	<ul style="list-style-type: none"> - Study about teamwork within the whole organization - Evaluate the performance, etc.

In conclusion, the importance of learning organizations is changing the new paradigm of the way we are looking and solving the problems which need the linking of many theories.

These things lead to the development and can find the solution of problems directly. Factors that lead to a new learning organization are globalization, modern technology, customer influence and the importance of intangible assets.

2.3.4 Characteristics of Learning Organization

Learning Organization aims at continuity of learning within the organization. Many scholars define learning organization as followings:

Pedler et.al (1991) indicated about an infrastructure for conducting activities within the organization. Learning is the most important and divided into 11 types.

1. Strategy

1.1 Learning Approach to Strategy- This is used as a strategic lesson causing problems and solving them constantly.

1.2 Participative Policy Making- All members participate in making organizational policies and strategies.

2. Looking US

2.1 Information- Information technology helps create the same understanding among members in the organization. It is a database and a communication system that allow members to recognize the organization's direction and to make the right decision.

2.2 Formative and Accounting Control- The systems of account, budget and report create learning as well as control systems.

2.3 Internal Exchange- This encourages all agencies to understand the collaboration system when working with other agencies. It also supports the idea exchange within the organization.

2.4 Reward Flexibility- Members should be rewarded appropriately based on their effort.

3. Structures

3.1 Employees are boundary workers as environmental scanners because they are aware of actual problems.

3.2 Intercompany Learning

4. Learning Opportunities

4.1 Learning Climate

4.2 Self-Development for All- Resources are provided to facilitate members so that they are likely to have self-improvement. There are, moreover, the right approach and the feedback system for members to learn and improve themselves.

5. Structure

5.1 Enabling Structures

Gephart and Marsick (1996) showed 6 key characteristics of learning organizations.

1. Continuous Learning at Every Level of the Organization - Employees share learning approaches to help their teams and organizations learning by transferring and integrating knowledge. They are able to make their learning organization more effective by working together.

2. Knowledge Generation and Sharing - This focuses on the process of generating, gaining and conveying knowledge to employees in the organization. They can obtain information easily and quickly.

3. Critical Systemic Thinking- Employees are encouraged to think in new ways and to use logical skills systematically. They can realize the relation and the feedback to find the conclusion.

4. Culture of Learning- This supports learning and creativity

5. Subconscious of Flexibility and Flexibility and Experimentation- Employees have freedom to experiment, and find new innovation and ideas. Furthermore, they are welcome to create new workflow and brand-new products.

6. People Centered- It is based on the principle that human resources are totally important for learning organizations. Therefore, taking good care of employees, adding their values and supporting them are a must-do. Besides, the development and the encouragement of employees to learn new things all the time seem to be good ideas.

Marquardt and Reynolds (1994) presented the issues to consider the characteristics of learning organizations.

1. Uncertainty creation for improvement.
2. Creation of new understanding with accessible information.
3. Ability to adjust .
4. Low level employee involvement and participation at work.
5. Encouraging executives and commanders to be advisors, mentors, and advocates for employees to learn in the organization.
6. Culture creation of knowledge exchange within the organization.
7. Overall and systematic perspective.
8. Visions, goals and values in the same direction among all people in the organization.
9. Decentralization of decision making by empowering employees in the organization.
10. Role models which encourage to think, take risk and experiment.
11. Systems for learning together and benefits from business learning.
12. Needs of employees in the organization and customers as the first priority.
13. Supporting the community.
14. Relation of individual and organization development.
15. Network in the organization with technology.
16. Network in the community.
17. Learning from experience.
18. Rejection of practices resulting in unproductive organizational performance.
19. Motivating employees to work effectively and have new ideas supporting organizations.
20. Creation of confidence and trust within the organization.
21. Continual improvement.

22. Promoting the establishment of all types of teams.
23. Working groups from various sections.
24. Evaluation of employees' learning outcomes.
25. Having a look at how organizations can learn and grow.
26. Broad visions to be able to realize opportunities for organizational development.

Veerawat Pannitamai (2001) who wrote the book "The Development of Learning Organization" suggested that the assessment of learning organization should apply the following evaluation index.

1. How much does the organization achieve its set goals?
2. Quality and quantity of innovation.
3. Awards and honors the organization obtained.
4. Quality index of work.
5. Leadership in promoting learning climates in the organization.

Somkid Soinam (2004) conducted the research "The model development" of learning organization amongst secondary schools. This study identifies two types of learning organization.

1. Process Dimension of Learning Organization

1. Encouragement of learning among members of the organization and continually improving themselves.
2. Relation from personal learning to organizational learning.
3. Members at all levels learning naturally and recognizing changes that have taken place.
4. Organizational learning is the development of new knowledge or potential clarification that influences behaviors.
5. Creation of self-awareness and judgment on the environment.
6. Finding information, increasing learning abilities and applying them appropriately.
7. Developing their own capabilities to meet the real needs.
8. Broadening of modern thinking styles to be able to adjust to different environments.

9. Continuous increase in abilities.
10. Creating, learning and transferring knowledge and improving organization's values to share new knowledge and understanding.

2. Product Dimensions

1. The system has been developed to detect errors for the improvement.
2. Technology is used in the operation to suit current changes.
3. The data management system has been changed.

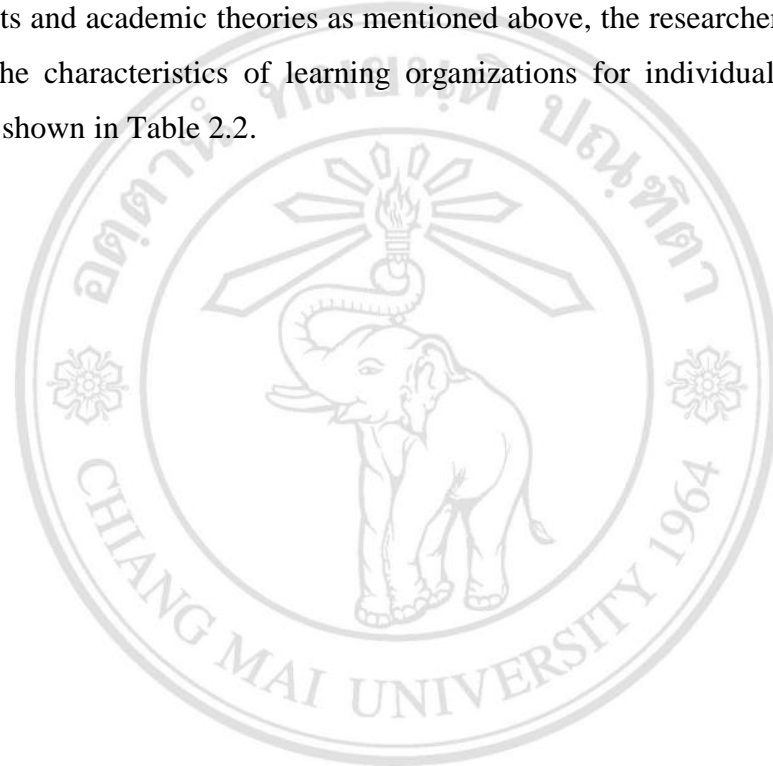
Viroj Sarnrattana (2005) set the indicators of school's characteristics being learning organization in the book "School Management to Learning Organization".

1. The school has teacher groups who systematically think about the overall development.
2. The school has teacher groups who embrace a sense of ownership and needs of school advancement.
3. The school has teacher groups who always would like to develop their knowledge and capacities.
4. The school allows teacher groups as well as personnel to participate in making school's policies and visions.
5. The school has teacher groups who learn together, and exchange knowledge and experience.
6. The school has teacher groups who have improved their own competences for endless work creation and goal achievement.
7. The school has teacher groups who are encouraged and supported to exchange knowledge.
8. The school has a friendly atmosphere. There are acceptance and trust among each other.
9. The school has the potential to solve problems and to create innovation time after time.
10. The school always seeks new possibilities and opportunities for future growth.
11. The school has taken good care of problems all the time.

12. The school upholds a motto stating that knowledge is not only for transmission and collection. It is but also innovation from thinking, experience and mutual recognition processes of personnel at school.

13. The school encourages teachers to have fresh thinking and learning processes. It also drives teachers to present their different ideas to personnel in the organization for learning and developing together.

Based on the study of learning organization's characteristics from previous research results and academic theories as mentioned above, the researcher analyzes and summarizes the characteristics of learning organizations for individuals, teams, and organizations shown in Table 2.2.



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Table 2.2 The comparison of the concepts of learning organization's characteristics at individual level

Author	Year	Learning Organization
Veerawat Pannitamai	2001	- quality innovation
Somkid Soinam	2004	- recognition of changes among members - quest for knowledge
Viroj Sarnrattana	2005	- being aware of quest for knowledge - thinking and doing systematically - creation of knowledge and innovation - endless self-improvement
Pedler et.al.	1991	- participation in thinking and doing - environment analysis and performance reflection
Marquardt	1994	- being eager to learn - use of technology - being responsible - decision making to deal with problems - creativity
Gephart, Marsick	1996	- endless learning
Conclusion		1. being a person of learning 2. being enthusiastic to learn 3. recognition of changes 4. Leadership 5. being responsible 6. Use of media and technology to develop work 7. Systematic thinking

Table 2.3 The comparison of the concepts of learning organization's characteristics at team level

Author	Year	Learning Organization
Veerawat Pannitamai	2001	- number of awards and honors
Somkid Soinam	2004	- relation from individual learning to organizational learning
Viroj Sarnrattana	2005	- use of learning resources together - encouragement and drive of thinking
Pedler et.al.	1991	- learning opportunities - exchange of ideas - good working atmosphere
Marquardt	1994	- acceptance of individuals' difference - teamwork and network - support of members' ability improvement - creation and transfer of knowledge
Gephart, Marsick	1996	- learning together - knowledge transfer - knowledge creation
Conclusion		1. learning together 2. having the same visions 3. teamwork 4. knowledge and learning exchange 5. creation of new knowledge together

Table 2.4 The comparison of the concepts of learning organization's characteristics at organization level

Author	Year	Learning Organization
Veerawat Pannitamai	2001	- number of successful work - quality index of work - encouragement and creation of learning atmosphere
Somkid Soinam	2004	- support of members' learning - data management system - monitoring system
Viroj Sarnrattana	2005	- members having engagement and ownership - members having high expectation - having the same visions - friendly atmosphere - coordination and distribution of thinking and learning processes
Pedler et.al.	1991	- use of learning strategy - rewards - focusing on information - decentralization - account and report system - monitoring system
Marquardt	1994	- suitable structure - visions emphasizing the learning - creation of organizational culture offering rewards - focusing on quality - use of learning strategies to create conscious mind of working
Gephart, Marsick	1996	- support of thinking and doing systematically - creation of learning cultures - people centered for development
Conclusion		1. all members in the organization learning together 2. learning cultures in schools 3. structures and management 4. friendly atmosphere to learn 5. systematic knowledge management

In conclusion, according to the researcher's concept, the learning organization's characteristics consist of individuals or group of people who need to improve their own potential and capabilities appropriately. The executives support, motivate and drive all personnel in the organization to learn creatively all the time. Creating visions under the same direction, working and learning together, inspiring and empowering individuals to have endless self-improvement are important to perform. Moreover, there are appropriate use of technology, promotion of creative contributions and innovations, good relationship, and flexibility. Well-defined goals in the same direction, additionally, that meet the needs of personnel and society are likely to be totally noteworthy.

2.3.5 The components and characteristics of learning organization

According to academic studies about learning organization, in order to become a learning organization, a private early childhood school needs cooperated learning organizational indicated components and characteristics, and regular internal development. Besides understanding the characteristics, organizations wishing to evolve to learning organization needs to study the concepts of the state of being learning organization. So that they are able analyze and synthesize the components and factors assisting the foundation of learning organization. The concepts had promoted by the following academics and researchers;

Peter M. Senge (1990) took an important role in learning organization concepts. His famous study; 'The Fifth Discipline: The Art and Practice of the Learning Organization' is extensively accepted. Senge stated in the study that the characteristics of learning organization have to follow the Five Disciples, which result in learning organization. The Five disciples are consisted of;

1. Personal Mastery - Members of learning organization regularly improve in order to develop new knowledge, extend capability, and foresee future.

2. Mental Model - Mental Model is a personnel's mind and moral tradition, which reflects organization's personnel's behavior. In order to evolve to learning organization, its personnel should have mental model that reflects proper images, which focus on public. Organizations are required to establish stage that reflects community of practitioners, to be an opportunity for concerted learning. To illustrate, creating

unofficial networks, meeting at hallways, storytelling, sharing experiences, meeting technique all includes new working tracks. Concerted learning is needed to create proper understanding, and improving Mental Mode together has concerted learning stage which reflects proper community of practitioners.

3. Shared Vision - Vision is the power to learn for organization members, and to drive organization's missions to shared success. Leaders need to develop proper vision, and share to make comprehension. Shared vision contained both internal value, such as inspiring ones to create consistency, faith, or team or organizational commitment, in order to motivate ones to think and do better. And external value, such as organizational success from excellence.

4. Team Learning - Knowledge and idea from personnel will be used to improve team's intelligence. Regular and continuous experience sharing through conversation and discussion of organization's members can be direct organization to the appropriate track. Moreover, team or persons are provided power for problem solution.

5. System Thinking - Systematic thinking is the way to think, understand, and explain occurred phenomenon by connecting systematically. It is a knowledge that helps in systematical adaptation and systematic comprehension in both in detail and overall. System Thinking is the heart of learning organization creation.

Marquardt, M. (1996), a professor of Human Resources, George Washington University, and a president of Global Learning Association, is another famous academic who studies about learning organization. Marquardt suggests the five components of being learning organization;

1. Organization Subsystem - The system of organization required laid foundation to create learning organization. The foundation includes; vision, which compared to the compass that leads organization to its target. Strategy, is how to reach goal concerning by vision. Structure, which is an assisting factor functions in assisting parts to work appropriately. The most important part of the foundation is Organization Culture, which is believe or value of organization member that supports learning organization creation, for examples, value of teamwork, self-management, authorization, and decentralization.

2. People Subsystem - People subsystem is consisted of managers, employee leaders, customers, business partners, including surrounding communities. Every groups are worthy for learning organization, and must also be provided power, to provide opportunity of concerted learning, network relationship, and make benefit for society and community.

3. Technology Subsystem - Modern tools or technologies are helpful facilities in creating learning organization. There are two types of technology; first, technology to manage knowledge, which is for storing and exchanging knowledge. Second, technology enhances learning. It is how to use learning creation tools to facilitate learners, for examples, computer-based training, E-Learning, web-based learning.

4. Knowledge Subsystem - Knowledge subsystem will manage organizational knowledge, which includes seeking, creation, reservation, analysis and data mining, transferring and broadcasting, application and correction knowledge.

5. Learning Subsystem - Learning in the main system in learning organization creation, which is includes 3 levels; individual, team, or organizational level. In each level, learning process starts from each organization's member, which needs 5 principles to learn effectively. The five principles are Systematic Thinking, Mental Model, Personal Mastery, Self-Directed Learning, and Dialogue.

There are three important learning methods of learning creation in learning organization context; Adaptive learning: learn from past experience to improve in the future, Action Learning: learn from real situations or problems, and Anticipatory Learning: focus on organization's goal, such as vision.

Gephart. M.A., and Marsick. V.J. (1996) has analyzed type of Learning Organization, and also developed measurement of Learning Organization, which is composed of;

1. Levels of Learning: Team and Organizational level
2. Organizational systems which support learning and Change Management

Factors

2.1 Vision and strategies

2.2 Leadership and administration

2.3 Organization's culture and structure

2.4 Performances- 1) Communication 2) Information and knowledge management

3. Working and supports 4) Technology usages

Daft (2000) indicates a concept that learning organization is designed for endless learning by considering 5 components as follow:

1. Structure of the organization should be horizontal investigating from workflow more than from departmental functions.

2. Empowerment emphasizes on reinforcing power. The organization should focus on humans resource more than task through encouraging personnel to increase possibilities of working as a team.

3. Network ought to facilitate people to stay connected and share information.

4. Strategy creates cooperation both within and outside the organization.

5. Adaptive culture is that the organization always put public benefits as priority. In addition, changes acceptance, risking decisions, and constant improvement are also critical.

Watkins & Marsick (1992) suggest 7 important elements of developing learning organization. They give precedence to continuously learning, including creating and managing knowledge which leads to augmented results and values of the organization.

1. Create continuous learning opportunities

2. Promote inquiry and dialogue

3. Encourage collaboration and team learning

4. Establish systems to capture and share learning

5. Empower people toward a collective vision

6. Connect the organization to its environment

7. Provide strategic leadership for learning

Weerawut Makasiranont (2005) studies Marquardt's concepts and rearranged them to represent each domain.

1. Components of learning

1.1 Elements of learning system are divided into 3 levels.

1.1.1 Individual learning is composed of directive learning, learning from coworkers, computer learning, and learning from daily duties or specially assigned projects, including insight. Techniques used for individual learning are to find out what are individuals' interests and come up with fast learning methods and development plans.

1.1.2 Team learning focuses on self-managed learning which underlines creativity and freedom to inherit ideas. A team has to distribute their negative and positive experiences with other teams in organization to promote organizational intellectual abilities, which consist of continual modification, cross-profession works, and quality and team management for organizational learning; learning in group requires action learning as a practice. Moreover, this type of learning is featured with 3 components, such as needs to prescribe complicated issues by accompanying members' viewpoints, needs to commence culture and cooperation, and competency to encourage and promote learning of others.

1.1.3 Organizational learning is more than the sum of individual and team learning because it is affected by several factors like social, political, and structural ones. This learning level is involved with sharing believes and hypothesis between individuals and groups.

1.2 Types of learning methods

1.2.1 Adaptive learning starts when persons, teams, or organization have learned from experience and consideration with procedure. This type of learning emphasizes on maintaining and stabilizing the current systems.

1.2.2 Anticipatory learning occurs when learning organization learned to come up with variety of predictions without resulting in negative outcomes and experience. Those predictions consist of best opportunities and paths to acquire accomplishment.

1.2.3 Action learning is a type of learning involving with problem solving which commonly emphasize on facts and how to redeem success from all sorts of problems. This type of learning is a dynamic process.

1.2.4 Deuteron learning will result from critical investigating on many aspects of hypothesizes based on organization. This type of learning is called learning about learning. It urges the organization staffs to seek for their organization's context and be able to generate new strategies for learning.

1.3 Components of learning skills

1.3.1 System learning is a frame of thought which clarify whole plans; it provides a broad image of them.

1.3.2 Mental model is persons' aspects of thoughts or attitudes about incidents, events, or other concepts which affect their actions; this element differs among individuals.

1.3.3 Personal mastery is a special mastery which gives people drive to continuously improve their skills. It regulates staffs to confidently and ordinarily understand their organization at all levels; this includes the crews to support their coworkers to develop and perceive various experiences.

1.3.4 Self-direction learning requires all personnel to enthusiastically and responsively realize their position as learners, supporters, and promoters of all people surrounding them.

1.3.5 Dialogue is a communication which has intense quality, independency, creativity, and a gap to survey related issues. Persons have to be attentive and listen to each other's opinion. As a result, this element serves as an important tool to establish and connect learning with working in organization.

2. Components of organization- Creating learning organization is strategic vision of organization that chief executives must provide their effort to support and promote knowledge both among professions and between different careers and aim for their organization as priority. As same as CEOs, other staffs should have culture of learning and needs to co-learning in order to construct learning organization.

2.1 Vision motivates people to have mutual goal for their organization and be ready to advance together as an organization. It can lead to how they should think and come up with strategies. Learning organization must have its own identity, basic purposes, and vision as motives.

2.2 Culture values everything in society as well as in organization. If the culture does not give any value on learning, the organization will not become learning organization. Consequently, changing values to create learning organization is necessary.

2.3 Strategy can promote learning organization by merging learning with economic and personal successes or intervening learning into every single processes of the organization.

2.4 Structure influences the existence of organization and staffs because it specifies the processing system, tracking inspection of working results, communicating pathways, resolving process, and controlling level inside the organization.

3. Personal components

3.1 Leaders/Managers are required to convert their role from commanding into learning and promoting new leadership model.

3.2 Employees are considered to widen their limits of learning. In order to do that, all staffs should be provided opportunities to learn from being given more responsibility, involving with strategic development, establishing balance between personal and organizational desire.

3.3 Customers are the ones holding important information and thoughts which are necessary for organization's learning and strategies.

4. Component of knowledge management- Knowledge management is crucial component of learning organization. Knowledge is now become more essential than financial resources, marketing location, technology, or other resources. It is the source of tradition, culture, technology, operating systems, and organizational processes. It turns into important resource of modern organizations.

4.1 Acquisition makes people yearning for more knowledge in order to use it with their works. Organization must gather knowledge from within and outside itself to create its own knowledge.

4.2 Creation is different from acquisition. It means generating new knowledge. On the other hand, acquisition means adapting former knowledge.

4.3 Storage is the component which organizes all knowledge and arranges them into a system to be able to promptly, precisely, and appropriately search and deliver the knowledge.

4.4 Analysis and data mining are the tools allowing organization to understand the information they possessed. Furthermore, they play a role in storing and screening the information to utilize them in strategies and complicated businesses by applying proper technics to their matching information.

4.5 Transfer and dissemination must be done properly and swiftly throughout organization.

4.6 Application and validation

5. Technological components- Technology is an important for learning organization because it can determine the organization's progress beyond other organizations.

5.1 Learning managing technology uses technology and media to create new strategies to learn and efficient administration.

5.2 Learning improving technology employs technology, multimedia computers, vides with replying system, distant learning, and communicating devices that allows learners and teachers to communicate both one-way and two-way.

Vijarn Panich (2007) suggests an idea about learning organization that it does not only produce the results, but it also devotes itself to learning dedication, such as gathering, generating, and experiencing from learning to develop processes and organizational systems. Outputs of learning organization are the results from using knowledge related to organization's purposes, and the other output is creating personnel, for example, workers or persons involved with the organization. These people will come up with integrative learning which has the basis on their own works. This kind of learning is considered to be dynamic. Hence, their works' outcomes will constantly have development on both efficiency and innovation. Moreover, all staffs can relate to a personality of organization called corporate culture. By constructing various knowledge or fields, for example, managing field, learning person fields, organization needs to cooperate with other technical institutes or other learning organizations to get

these accomplished on Thai cultural and economic basis. Furthermore, organization tends to produce human resources with knowledge and skills for organization, attitude, vision, and thoughts of learning person. Learning organization is considered to economize energy because it has an ability to amass energy inside it and draw energy from surroundings to invent its outcomes. Conclusively, learning organization develops and creates itself by producing works, knowledge, and crews. In addition, it can sharply starts relationship with external agents and has co-learning culture from interactive learning through action both within and outside organization.

Five principles of being learning organization and learning person are systems thinking, personal mastery, mental models, shared vision, and team learning. These principles are briefly illustrated as follow:

1. System thinking is the most important of all the principles. It links persons' idea together, allows them to have a whole picture or a bird-eye view, provides them synthesized thinking, and makes them see relationship between parts of their systems, profoundly and widely.

2. Personal mastery helps people to be learning persons. Learning organization arises from learning persons working with each other. Therefore, without them, learning organization will not occur. On the contrary, only these people working together cannot always be called learning organization. There must be tools, which will be mentioned later, to unite and join them together. Humans are originally born with intelligence, but most of them are not able to pull out their potentials into uses. Thus, they can utilize a small amount of their full capability because they lack of skills allow them to creatively learn. This is executive chiefs' and managing officers' duty to learn on how to train their staffs to have creative learning.

3. Mental models are the principle which learning persons ought to possess. They should know how to think correctly and have multiple ideas to respond to different situations. Besides, they must be able to create mental models in order to prevent themselves from misleading thoughts holding them back from becoming learning persons.

4. Shared vision is mainly about unity. It causes an organization to gain incredible power. This principle is took place from psychological phenomenon which motivates personnel to work with commitment and conviction for their organization

because of the organizational vision affecting their beliefs, values, and life goals. Shared vision is not born from authorities' regulation; it comes from a process which all related people express approval to it. Conversely, individuals' visions do not necessarily have to be different. This shared vision developing process proceeds gradually and becomes slowly clearer.

5. Team learning is one of the two forces consisted in organization; individuals' skills of the staffs and team's ability. The latter one is given from synergy within the learning as a team and working as a team in organization.

Jutaporn Boonwan (2553) did a study on a model development for a Learning Organization in a college and the result of the study found out that the model includes 11 components which are

- 1) structure arrangement for a matrix organization(Matrix Organization) to empower relations with other learning organizations.
- 2) vision and obligations comes from coordinating different points of view of both workers in and outside of the organization.
- 3) environment and culture that Assists learning Focusing on culture that produces better work.
- 4) educational leadership to be set as an example of moral ethics with a good vision for managing social , uses studies to sort out problems and be able to design an educational system to respond to labor's need.
- 5) Communication for the image of the organization , must give and take information from different two way communication sources.
- 6) Data Transfer and Management Managing and transferring Data under a system Create a Database for data storage and always developing to respond to the need of different receiver.
- 7) information and technology using technology to improve and create a better learning system and create a system and connects people that are related.
- 8) learning as a team by learning by actual actions ,forecasting and adjusting to improve every team in their best aspects.
- 9) motivations for a better learning energy throughout their lives.

10) personnel development creating a plan for personnel development for each organization's esteem, the board of the college chooses the evaluation form that goes according to the needs for development.

11) evaluation by using indicators from 4 aspects and building up a self-evaluation report.

Anuchthida Siangchee (2011) did a study on model development and evaluation for a Basic Learning Organization and a part of the result of the study found that there are 4 main components, 13 minor components and 74 indicators that effects basic Learning Organization and 13 which are main components in term of organization, Learning, Personnel, Data and technology and in term of being a Learning organization from 5 aspects which are being shareable, having a plan, having a joint vision, being able to work as a team and being able to work as a system.

Juree Soipetch (2011) did a study on a model development for a popular Learning Organization the result found out that there are 7 main components which are systematical thinking, being Personal Mastery, having a joint vision, having a Mental Model, learning as a team, trust and cooperation and profession development, each component effects each other.

Runya Chupawa (2012) did a study on a model development for an occupational private school a part of result of the study found that there are 9 components that effects a private Learning Organization which are system structure, organization management, leadership changes vision, obligations, strategy and targets when working together, being innovative and using technology to develop personnel to be Personal Mastery, environmental development and creating a cultural organization, exchanging information, working as a team, motivation in work and system development for evaluation.

Wipa Sairat (2014) did a study on a model of development for a middle school Learning Organization a part of the result of the study found that there are 8 components for being a learning organization which are joint vision of the organization, thinking systems, having a model within the organization, learning as a team, environment and culture of the organization and motivation in the organization.

The researcher has analyzed the documents and different researches related to Learning Organization and have summarized that the joint characters of a Learning Organization from different aspects are

1. Personal Mastery
2. Shared Vision
3. Mental Model
4. Team Learning
5. Thinking Systems
6. Knowledge Management

From the result based on concept, theory and principles related to Learning Organization the researcher has summarized the components of being a Learning Organization from documents, books about concept, theory and researches of 12 scholars both within and out of the country related to Learning Organization by analyzing each component whether they have similarities or not, and then using the components that have 50% or more similarity to be used as a component for the next research of Learning Organization.

Table 2.5 Component Analysis from domestic researcher

Author	Year	Results of the Analysis for Learning Organization	
Veeravut Makhasiranon	2548	1. Learning 2. Organization 3. Personnel	4. Knowledge/data management 5. Technology
Parichat Khunpleum	2548	1. Being knowledgeable 2. Creating mental models 3. Creating joint visions	4. Learning as a team 5. Systematical thinking
Vijarn Panich	2550	1. Systematical thinking 2. Being knowledgeable 3. Having mental models	4. Having visions 5. Learning as a team

Table 2.5 (continued)

Author	Year	Results of the analysis for Learning Organization
Anithida Siangchee	2554	1. Organization 2. Personnel learning 3. Knowledge/data management 4. Technology 1. Being knowledgeable 2. Having mental models 3. Joint vision 4. Learning as a team 5. Systematical thinking
Juree Soipetch	2554	1. Systematical thinking 2. Being knowledgeable 3. Joint vision 4. Having mental models 5. Learning as a team 6. Trust and cooperation 7. Occupation development
Runya Chupawa	2555	1. System structure management of organization 2. Leadership 3. Targeting vision obligations strategy when working together 4. Being innovative and using technology 5. Personnel development to be knowledgeable 6. Environmental development and creating cultural organization 7. System exchanging for education 8. Motivation in work 9. Development system for evaluation
Vipha Sairat	2557	1. Joint vision 2. Structure of organization 3. Systematical thinking 4. Having a model from within 5. Learning as a team 6. Personnel having excellence 7. Environment and cultural organization 8. Motivation

Table 2.6 Component Analysis from international researcher

Author	Year	Results of the analysis for Learning Organization
Senge	1990	1. Being knowledgeable 2. Mental models 3. Joint vision 4. Learning as a team 5. Systematical thinking
Marquardt	1996	1. Organization 2. Personnel 3. Technology 4. Data/knowledge 5. Learning
Gephart, Marsick and Buren	1996	1. Learning levels 2. System of organization that supports learning 3. Factors for managing change
Daft	1994	1. Structure 2. Empowering 3. Relationships 4. Strategy 5. Adjustabgle cultures
Watkins & Marsick	1999	1. Continuous learning chances 2. Support will to learn 3. Motivation for teamwork and team education 4. Creating a system for data management 5. Assists personnel's power through joint 6. Relate organization with the environment 7. Create strategic leader for further education

2.3.6 Assisting Factors for being a Learning Organization

It is essential for developing a school into a Learning organization to have components of a learning organization , but having Assisting Factors for being a Learning Organization will also help assist in creating a Learning organization to have a

Learning Organization model that is appropriate The researcher has analyzed the Assisting Factors for being a Learning Organization from documents , books and researches related to assisting factors for being a learning organization from both within and outside of the country.

Bennett and O'Brien (1994) found that there are 12 important factors for being a Learning Organization which are Strategy or Vision, Executive Practices, Managerial Practices, Environment Climate, Organization or Structure of the Job, Organization or Job Structure, Information Flow, Individual and Team Practices, Work process, Performance Goals or Feedback, Training or Education Development, Individual or Team Development and Rewards or Recognition.

Marquardt and Reynolds A. (1994) found that to be a global learning company there must be 11 assisting factors, which are 1. Appropriate Structure 2. Corporate Learning Culture 3. Empowerment 4. Environmental Scanning 5. Knowledge Creation and Transfer 6. Learning Technology 7. Quality 8. Strategy 9. Supportive Atmosphere 10. Teamwork and Network, and 11. Vision

Nevis, Dibella and Gould (1995) found that there are 7 factors that create a Learning Organization which are 1. Knowledge Resources 2. Production and Procedures 3. Documentation, 4. Spreading Knowledge 5. Learning Improvements 6. Marketing and 7. Skill Development

Kaiser, S.M. (2000) says that there are 8 factors for a learning organization, which are 1. Leadership 2. Organizational Culture 3. Mission and Strategy 4. Management Practices 5. Organizational Structure 6. Organizational Systems 7. Working Climate and 8. Motivation.

Viroj Sarrattana (2002) did a study on logical structure on assisting factors in terms of management for being a Learning Organization of a middle school in affiliate with the board of minsters of middle school district 9 by assigning 10 factors for the research which are 1. effectiveness of the school 2. occupational organization 3. joint vision 4. self-management and communication 5. creative motivation 6. leadership 7. creating culture and environment organization in a positive way 8. innovation management 9. education plan management 10. man's power development.

Luechai Chanpoj (2003) did a study on model for being a Learning Organization for a catholic occupational college and has found that factors that effect a Learning Organization based on the effects from high to low are 1. obligations and strategy 2. cultural organization 3. Leadership 4. work environment 5. structure organization 6. management 7. motivation and 8. system organization and by using these 8 factors you can predict the being of a learning organization by almost 68%.

Somkid Soinam (2004) did a study on development model for a Learning Organization in a high school to study about the levels of factors in terms of management and being a Learning Organization and to do a comparison of the factors in terms of management and factors for being a learning organization to find out the assisting factors in terms of management that could be used for forecasting a Learning Organization and later present the model for Learning Organization, to examine the model of a Learning Organization that is improved, to study the direct and indirect effect and the overall effect of factors in terms of management that effects Learning Organization and the result of the study based on the effectiveness of the factors from high to low includes 6 factors which are 1.work procedures of teachers 2.teamwork 3.technology system 4.work target 5.management, and 6.management procedures. There are 7 indirect factors which are 1.school environment and culture 2.vision and obligations 3.strategy development 4.teacher's leadership 5.school structure 6.motivation 7.technology and system. There are 11 overall factors which are 1.school environment and culture 2.teacher's procedure 3.knowledge target and flow 4.vision obligation 5.strategy 6.teacher's development 7.motivation 8.educational leadership 9.technology and system 10.school structure 11.procedure on management with details as follows

1. Factors related to vision obligations and strategy includes characters as listed which are 1 . participation 2.public relations 3.Fund management for facilities 4.improvement tracking 5. Success evaluation and 6.using the information as a back-up data.

2. Factors related to structure of organization include characters as listed which are 1.decreasing procedures 2.work application 4.work assignment and responsibility 6.work coordination system 7.improving rules and regulations 8.projects that enhances participation 9.personnel development and 10.creating a system for punishments and awards.

3. Factors related to technology and system includes characters as listed which are 1.personnel development 2.database development 3.assigned responsibility for maintenance, and 4.using benefits for student development.

4. Factors related to management include characters as listed which are 1.environment analysis 2 . policy analysis and procedure planning 3.assigned a responsible person or team 4.giving importance to a plan 5.chances for participation 6.communication and public relation, and 7.budget management and documentation

5. Factors related to procedures in terms of management include characters as listed which are 1.creating an administrative system 2.having a personnel responsible for equipment 3.appropriate commandments 4.communications for both in and outside the organization 5 . mechanism for supervising 6.system for insuring quality 7.reporting results and 8.meeting to analyze weaknesses and strengths.

6. Factors related to teacher's procedures include characters as listed which are 1.understandings in one's duty 2.team's object 3.ability to identify the problem 4. Mistake learning 5.exchanging point of views 6.activities for learning as a team, and 7.freedom and responsibility in self development.

7. Factors related to teacher's development include characters as listed which are 1.having a policy for self-development 2 .increasing ability and potential 3.create a teaching mechanism 4 .adapting to changes in roles 5.wants and true needs 6.learning psychology for both adults and students 7. Self-development.

8. Factors related to educational leadership includes characters as listed which are 1.being knowledgeable and having understandings in theories and philosophies in different subjects 2.knowing that there is no best way for education 3.knowing the importance of the subject 4.humanity development 5.being an educational role model 6.changing a student into a leader and 7.going according to plan while giving importance to the learner.

9. Factors related to school environment and culture includes characters as listed which are 1.relaxation 2.unity 3.honesty 4.being a learning organization 5.confidence to do new stuffs 6.trusting each other 7.pride in the school 8.participated learning 9.protecting and spreading important culture and creating a joint culture.

10. Factors related to motivation includes characters as listed which are 1. trust 2. respect and acceptance 3. supporting developments 4. chances for self-development 5. freedom 6. assigning a challenging task 7. supporting creativity 8. having a clear target 9. giving praises.

11. Factors related to target and back up data include characters as listed which are content with personal targets and school's target 2. improving effectiveness 3. check listing targets 4. public relations 5. success in each targets and having back up data in different aspects.

12. characters for being a Learning Organization in terms of procedures includes characters as listed which are continuous support in learning and changes 2. relating personal learning to organization learning 3. natural learning 4. self-acknowledgement 5. increasing learning ability 6. being creative 7. creating a better future for the school and results that can be measured from person to school level 8. being able to make success as targeted for school prizes and improving on environment and culture of the school.

Montri Pongpeaw (2548) did a study on management factors that Assists Learning Organization in schools in affiliate with Nonsaard organization in Udonthani district 2 the result found that management factors that Assists Learning Organization in the school from the overall image and from every aspect are in "high" level and after consideration from each aspect Assisting Factors for being a Learning Organization with the highest average is motivation and the one with the least average is management with details in each aspect as follows

1. the factors in vision obligations and strategy is in "high" level and after consideration in each topic it is found that the factor with the highest average is "schools with short and precise vision" and the factor with the least average is schools evaluate success according to vision obligations and strategy of teachers who are related in short terms.

2. the factors in school structure that Assists in being a Learning Organization in "high" level and after consideration in each topic it is found that the factor with the highest average is the school creates an assignment system to different personnel and the factor with the least average is school creates an award and punishment system based on effectiveness.

3. the factors in technology and system that Assists in being Learning Organization is in "high" level and after consideration in each topic it is found that the factor with the highest average is the school comes up with technology for knowledge management for both teachers and personnel and the factor with the least average is school coming up with different databases for learning and researches.

4. the factors in management that Assists in being Learning Organization in school is in "high" level and after consideration in each topic it is found that the factor with the highest average is schools that assign a group of people to be responsible for annual events and the factor with the least average is school coming up with policy analysis for pointing out weaknesses and strengths.

5. Factors in managements that Assists in being a Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is schools having a precise and agile administrative system and the factor with the least average is schools having personnel responsible for different aspects.

6. Factors in teacher's procedures that Assists in being a Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is every teacher having an understanding in one's duty and the factor with the least average is subject leaders exchanging knowledge and roles when there is a change.

7. Factors in teacher's development that Assists in being a Learning Organization is in "high" level and after consideration in each topic it is found that the factor with the highest average is schools having a vision for teacher's development to boost effectiveness and potential and the factor with the least average is schools developing teachers by giving importance to both evaluation and the course.

8. Factors in educational leadership that Assists in being a Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is the board supports educational excellence and supports learning through actual work and the factor with the least average is the board directs the education to go according to plans.

9. Factors in school environment and culture that assist in being Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is the boards supports protection and spreading of an important culture and the factor with the least average is schools support innovative environment and having confidence to come up with new things.

10. Factors in motivation that assist in being a Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is the board supports activities and creativities simultaneously, and the factor with the least average is the board assigns challenging tasks to teachers.

11. Factors in target and back up data that assist in being a Learning Organization in schools is in "high" level and after consideration in each topic it is found that the factor with the highest average is schools giving importance to development till they are successful in high levels and the factor with the least average is schools using back up data to improve education.

Surat Duangchachom (2006) developed the learning organization from a case study of the office of Maharakham educational service area zone 2 by analyzing factors assisting learning organization and reviewing the literature of learning organization and interestingly summarized them as follows:

1. Personal mastery through personnel development refers to personnel in the organization are trained to be persons who always seek knowledge, adjust for variation, interest in self-development, have a habit of learning and learn throughout their lives.

2. Shared vision and team learning refer to personnel in the organization has a chance to communicate and exchange their opinions. They shall brainstorm and visualize the future of the organization based on its objective and mission. Moreover, they shall have an open mind and listen to the opinions of others.

3. Teamwork refers to personnel in the organization are encouraged to coach and relay experiences to each other. They shall communicate and exchange knowledge and have a chance to work across department. Also, they shall study problems of the organization and plan to create something new together.

4. Development of the work atmosphere and organizational culture refers to the enhancement of the work atmosphere and operational plan within the organization which can affect personnel's performance. They shall take into account of the clarity of

goals, policies, regulations, mutual agreement, and operational standards and supports. Furthermore, they shall give an opportunity for members to express themselves in the creative works, including practices, beliefs, values, and traditions that most members of an organization accept.

5. Modification within the organization refers to the reduction of work procedure and duplication of service to be short and concise. Also, they shall be flat, decentralized and flexible.

6. Work motivation refers to personnel in the organization are encouraged and supported to be active and motivated to work. This covers the provision of a facilities budget and tools which are needed to perform tasks and care for the environment as well as praise and reward.

7. Invention of innovation and technology in the workplace refers to personnel in the organization are encouraged to invent methods or bring inventions that can facilitate or reduce operational procedure. Also, they shall learn the benefits and how to use new technology effectively.

8. Knowledge and information management within the organization refers to the pursuit of the organization to store and provide systematic knowledge, support and facilitate personnel in accessing existing information and exhibit and disseminate information by various means.

Chukiat Boonkanan (2007) studied on the linear relationship model of factors influencing learning organization for basic education institutions and the results are shown as follows:

1. The linear relationship model of factors influencing learning organization for basic education institutions conformed to empirical data and all factors, including technology, organization, management, leadership, learning and knowledge management which can explain the variability of learning organization by 82%.

2. Technology factor had total and direct influence towards learning organization the most. The coefficients of influence were 0.58 and 0.76 respectively and management factor indirectly influenced the learning organization as a whole. The coefficient of influence was 0.51 which influenced through organization, knowledge management and learning factor.

Nahathai Wanta (2007) developed the causal model of learning organization and the test of variance by size of school and found out that there were many variables involved. Firstly, the variable factor that directly influenced learning organization was organizational culture. Also, it was found that the resource and information factor indirectly influenced through cultural organization factor to support learning. Secondly, the variable that indirectly influenced learning organization was the factor of vision and strategy of the school. Lastly, the most influential variables to learning organization were a cultural organization factor, resource and information factor, internal management factor and factor about vision and strategy of the school respectively. The causal model of school-based learning was consistent with empirical data.

Sasakorn Chaikhamharn (2007) researched on factors influencing learning organization of basic education institutions and the results are portrayed as follows: 1. There were 9 factors influencing learning organization of basic education institutions, including the appropriate structure of the organization, system thinking, strategy of the organization, supportive and corporate learning culture, personnel development, teamwork, shared vision, work atmosphere enhancement and knowledge invention and transference. 2. The level of learning organization of basic education institutions was at high level in the overall image. 3. The structural relationship of learning organization of basic education institutions found that the model of structural relationship corresponded to the empirical data. Furthermore, work atmosphere enhancement was found to be the most directly influencing factor while personnel development was found to be the most indirectly influencing factor for learning organization of basic education institutions followed by system thinking and appropriate structure of the organization factor. Also, it was revealed that 7 factors assisting learning organization were strategy, appropriate structure, leadership, management, supportive and corporate learning culture, motivation and learning technology.

From the study of concepts, theories and principles related to learning organization, the researcher summarized the synthesis of factors assisting learning organization from texts, concepts, theories, and researches of 12 academics from both domestic and oversea who focus to study on factors only. After comparing and analyzing, factors that were found to have at least 50% of the similarity and consistency or 6 out of 12 of chosen academics were defined as factors assisting learning

organization and will be used in the next step of the research procedure. These factors were summarized and shown in the Table 2.7 and 2.8 of learning organization elements synthesis from the concept of both domestic and oversea academics.

Table 2.7 Summary of the Synthesis of Factors Assisting Learning Organization of Domestic Academics

Academics	Year	The Synthesis of Factors Assisting Learning Organization
Wirot Sarrattana	2002	<ol style="list-style-type: none"> 1. School Efficiency 2. Professional Organization 3. Collective Decision and Shared Vision 4. Self-Management and Communication 5. Creative Incentives 6. Leadership of Variance 7. Culture creation and Creative Atmosphere Organization 8. Management, Variance and Innovation 9. Curriculum and Instruction Management 10. Personnel Development
Luechai Chanpo	2003	<ol style="list-style-type: none"> 1. Mission and Strategy 2. Organizational Culture 3. Leadership 4. Work Atmosphere 5. Organizational Structure 6. Management Operation 7. Motivation and organizational System

Table 2.7 (continued)

Academics	Year	The Synthesis of Factors Assisting Learning Organization
Somkit Soinam	2004	<ol style="list-style-type: none"> 1. Teachers and Staff Performance 2. Technology and Work System 3. Goals, Feedback Value and Practice 4. Management and Implementation 5. Service, Atmosphere and Culture of School 6. Vision, Mission and Strategy 7. Academic Leadership 8. School System 9. Motivation
Montri Pongkeaw	2005	<ol style="list-style-type: none"> 1. Vision, Mission and Strategy 2. System 3. Technology and Work Factor 4. Administration 5. Management 6. Teachers and Staff Performance 7. Teacher and Staff Development 8. Academic Leadership 9. Atmosphere and Culture 10. Motivation 11. Goals and Feedback Value

Table 2.7 (continued)

Academics	Year	The Synthesis of Factors Assisting Learning Organization
Surat Duangchachom	2006	<ol style="list-style-type: none"> 1. Personal mastery through personnel development 2. Shared vision and team learning 3. Teamwork 4. Development of work atmosphere and organizational culture 5. Modification within the organization 6. Work motivation 7. Invention of innovation and technology in the workplace 8. Knowledge and information management within the organization
Chukiat Boonkanan	2007	<ol style="list-style-type: none"> 1. Technology 2. Organization 3. Administration 4. Leadership 5. Learning 6. Knowledge Management
Nahathai Wanta	2007	<ol style="list-style-type: none"> 1. Organizational Culture 2. Vision and Strategy of School 3. Resources and Information to Support Learning 4. Internal Management
Sasakorn Chaikhamharn	2007	<ol style="list-style-type: none"> 1. Appropriate Structure 2. System Thinking 3. Strategy of the Organization 4. Supportive and Corporate Learning Culture 5. Personnel Development 6. teamwork 7. shared vision 8. work atmosphere enhancement 9. knowledge invention and transference

Table 2.8 Summary of the Synthesis of Factors Assisting Learning Organization of Oversea Academics

Academics	Year	The Synthesis of Factors Assisting Learning Organization
Bennett and O'Brien	1994	<ol style="list-style-type: none"> 1. Strategy or Vision and Team 2. Management Practices 3. Target Management Practice 4. Atmosphere 5. Organization or Structure of Work Development 6. Information Flow Acceptance 7. Performance of person 8. Work Procedure 9. Feedback Value of Work Operation 10. Training or Education 11. Individual or Team 12. Reward or
Marquard and Reynolds A.	1994	<ol style="list-style-type: none"> 1. Having appropriate structure 2. Having organizational culture 3. Empowerment atmosphere 4. Having environmental survey 5. Inventing and transferring knowledge 6. Learning technology 7. Aim for quality 8. Strategy 9. Having supportive 10. Teamwork and 11. Vision
Nevis, Dibella and Gould	1995	<ol style="list-style-type: none"> 1. Environmental Survey 2. Difference in Work Performance 3. Importance of Measurement and Evaluation 4. Experimental Initiatives 5. Openly and Verifiable Atmosphere 6. Continuing Learning 7. Diversity in Performance 8. Sponsorship aside from Leadership 9. Leadership Involvement 10. Systematic Consideration

Table 2.8 (continued)

Academics	Year	The Synthesis of Factors Assisting Learning Organization	
Kaiser S.M.	2000	1. Leadership 2. Organizational Culture 3. Mission and Strategy 4. Management Operation	5. Organization Structure 6. Organization System 7. Work Atmosphere 8. Motivation

2.3.7 Guidelines for Developing Schools as Learning Organization

According to Samarn Chanthadee (2000), schools have a duty in evolving individuals and it is necessarily consistent with future organizational concepts in order to be the learning organization. It should be the learning organization that always awake to changes, small, compact, fast, versatile and universal with modern technology. Moreover, it should be non-partisan organization filled with happy and proud members.

Kerka (1995) expressed that there are some attributes the learning organization should possess. Firstly, they should always create learning opportunities which can lead to the goal of organization. They should link the performance of personnel with organization and support personnel to openly discuss and share knowledge with each other. Besides, it is necessary to bravely take into account of using current conditions as the basis for change and being aware of the importance of interaction with the environment.

Moreover, Karsten' Voncken and Voorthius (2000) indicated that the learning organization should have mechanism improvement which is an important aspect of receiving information from the external environment. Members should be allowed to select, organize and disseminate information within the organization and get new ideas from customers and stakeholders. Therefore, these ideas will be used to strengthen the organization and improve communication within the organization. Also, they should create opportunities to exchange opinions and experiences which allow them to gain benefits from new ideas and support. This will create the collaboration for inventing new innovation and can lead the learning at all levels, which later will be defined as the value of the organization. Lastly, they should review and create learning experiences within the organization regularly.

Parskins (2000) explained that education institutions can refine youth and should establish professional cooperation. He pointed out that the successful learning organization should have a defined structure to promote the ability of members of the institution. It helps create the collaboration for determining the direction of the institutions. Besides, it helps promote self-control, create a dynamic system that can change according to the needs and create a vision of the community.

According to Butcher et al (2001), schools as learning organization should be systematic more than fragmented. Administrators, teachers, students, support staff, parents and community members should be involved in the operation of the institution. It will help strengthen the ability to perform tasks and help everyone to be part of the school decision-making process. Besides, the system of educational institutions must allow members to access the knowledge and spread the knowledge to every group in the system.

Hoy and Misket (2001) illustrated about mechanisms that make educational institutions to be effective learning organization and to be able to innovate something new. Those mechanisms are organizational structure that promotes continuous teaching and learning, cultural development and open atmosphere of the academy, opportunity to participate in decision-making and autonomy in self-control, personnel motivation to be successful in their career and to be ready for changes and leadership of change.

Brandt (2003) explained that schools as learning organization should create real and sustainable professional learning which leads to the success of learners. He added that individuals learn their best when the system is effective and when they have the opportunity to socialize. Also, the entire environment must support their learning. According to Brandt, there were 10 key aspects that schools should consider in order to be learning organization. Firstly, there must have a structure that supports learning behaviors and have a challenging and achievable goal. In schools, they should give an important to the learning of students and there should be staff who can accurately describe the organization development process. Furthermore, there should be the information management system that is appropriate for the purpose of the organization and the process that uses knowledge as a base and the process of creating new ideas. They should always exchange information with other sources, consider feedback on product and process and always improve work process. Also, they should have

supportive culture which refers to friendly atmosphere that encourages learning from others. Lastly, it should be an open system that is aware of movement from other environment, including social, political and economic conditions.

Wirot Sarrattana (2002) has published his second edition of the “School of Learning Organization” and summarized the conceptual framework of school development as the learning organization. In his work, he classified the conceptual framework into 4 systems including system, people, work and technology. Moreover, each system can be split into 10 subsystems and these subsystems are important for schools to become an effective learning organization. These 10 subsystems are school efficiency, professional organization, collective decision, shared vision, self-management and communication, creative incentives, leadership of variance, culture creation and creative atmosphere organization, management, variance and innovation, curriculum and instruction management and personnel development.

In conclusion, schools as learning organization must consider the important components of the organization, structure of operational culture and strategy in using the learning process of personnel at all levels in order to become successful organization or schools. They should give an important to knowledge, external information and within the school itself and knowledge creation in school regularly and continuously. Also, all members of the organization are responsible for creating the learning organization to take place in educational institutions.

2.4 Model's Concept

2.4.1 Model Meaning

Robbins (1993) stated that the word “Model” referred to abstract things that make us understand the phenomenon or reality easier. There were at least 3 important components of the model in general, including purpose, variable of the component or content and the relationship between these elements.

Husen and Postlethwaite (1994) remarked that model has different meanings from the theories because model still cannot be factually proven.

Direk Wannasian (2002) defined the word “Model” as something that has been developed to explain or illustrate key elements of a particular subject and to make it easier to understand as a guideline of the actions.

Kanlaya Phaikhoh (2003) illustrated that there was no definite definition of how much the model should be detailed; however, it was mostly depended on the specific phenomena or theories and basic principles for defining them.

Benjawan Keesookphan (2008) defined the word “model” into physical meaning and conceptual meaning. The physical meaning of the word “model” was a small copy of concrete things, while the conceptual meaning was model of abstract things. Both meanings represented a simple reality or a miniature of the phenomena. They showed continuing relationships, rationality and related associations by using reasons, data and presupposition to explain the phenomenon or existing theories and also create new theories. In other words, “model” referred to the outline of the subject of the study. It showed the thought structure and related elements to help in studying problems, concepts, and the phenomena for better understanding.

Yaowadee Rangchaikul Wiboonsri (2010) gave the definition of the word “model” as a means in which a person had conveyed his ideas, understanding, and imagination to any phenomenon by communicating in various ways, e.g. painting, portrait, chart, diagram and mathematical equation. It made it easy to understand and present stories or issues with systematic principles.

To conclude, the word “model” refers to the small copy or structure that has been developed to represent important elements of a reality for better understanding and practical guideline.

2.4.2 Model’s Component

From the study of examples from various related documents, it has been found that there are no fixed criteria for what kind of components are required. Most of them depend on the phenomena that the interested researchers undertake.

Brown and Moberg (1980) synthesized the model from a systematic approach and situational management principle into 5 components, including:

1. Environment
2. Technology

3. Structure
4. Management Process
5. Decision Making

Brown and Moberg's understanding of organization management and development model is shown as Figure 2.1.

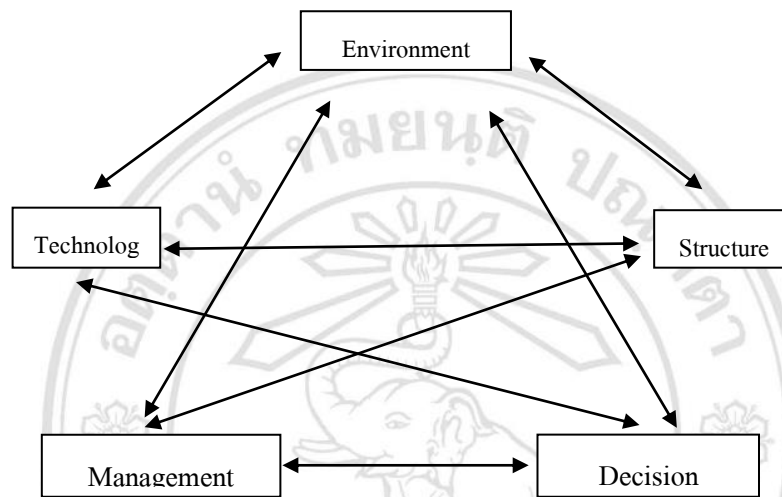


Figure 2.1 Brown and Moberg's Systematic and Conditional Model
Reference: Brown, W.B., and Moberg, D.J. (1980)

Benjaporn Keawmeesri (2002) the quantity, structure, relationship of the components of a model depend on the phenomena, theories designing and basic principles of the interested study.

Saman Asawaphum (2549) suggested 2 sections of management which are 1) purpose of the model and 2) its mechanic, which both of them help improve the model's progression. The context was concluded as followings:

1. There shall be a decision model for management by creating database and organization's decision model.
2. The mechanic within organization should properly flow with right tasks assigned to right officers of every level.
3. The management system should bound job responsibility, and distributes tasks rightly to external and internal officers.

4. The component of management should have measurement on result of officer's work.

5. The management should have enough environmental and human resources.

According to most of the related studies, the components of educational management model are referred to establishing organization management or the structure of management system and processing method of important duties in the organization such as personal management, academic management, and financial management.

To conclude, the models are objectively set to conform to processing needs by considering phenomenon in studies of concept and theory. In each model setting is depended on establishment of organization management or the structure of management system, processing method, and organization duties and responsibilities.

2.4.3 Creating and Developing the Model

Since model was constructed and developed, the appropriate model or chosen model is considered by analysis of the cooperation between philosophy or model's concept and issue. Therefore, to provide a perfect and effective Constructing and developing model the systematical development is required.

Keeves (1988) suggested 4 principles to create and develop learning organization model.

1. The model should have variable's correlation which is better than linear regression.

2. The model should be able to predict its result by having proper measuring tools which yield valid measurement.

3. The model should have its rationale and capability to describe following phenomenon.

4. The model should extend new visions and relations between variables.

Boonchum Srisaard (2003) mentioned to the study about developing model which is thesis control model can be operated in 2 steps.

1. In constructing and developing step, in the beginning, the researcher would construct and develop model in accordance with hypothesis by studying theories,

concepts, related models that have been developed, results of related studies, synthesizing the conditions and situations. These can benefit to specify the model's components and factors as well as their characteristics. Moreover, the components of developing model are arranged reasonably and principally by these study.

2. After the developing step, model should be investigated the correctness because the model which is developed base on related theories, concepts, others model, and even the result of previous study that is evaluated by expert are just a hypothesis.

Saman Asawaphum (2549) suggested concept and method to develop model in 3 ways.

1. The model creation is based on database analysis such as surveying or field observation.
2. The presentation and application of the model should be verified by honorable personnel or the board of meeting so that it would be more feasible.
3. The development of the model means that researcher should study 3 things which are creation, application, and result measuring.

Wipa Sairat (2014) applies the concepts of model developing in her study and developing of model. Firstly, she researches about related knowledge from related document and studies. She also investigates in field works. Then, she defines the conceptual framework and drafts the model. After that, she examines the concordances of content with defined components of model to find out the model's trustworthiness. Lastly, the model is applied in real situation.

From the synthesis of model developing in academic studies, it can be concluded that there are 4 steps of constructing and developing model.

1. Study of current conditions and problems step.
2. Model construction and development step.
3. Model verifying step.
4. Model operation, revision, and improvement step.

In this research, the researcher divides the steps of learning organization's model of Chiang Mai's private early childhood schools into 4 steps as following:

1. Research and synthesize knowledge about the components of being learning organization of Chiang Mai's private early childhood schools step.
2. Study of conditions, problems, and factors assisting the foundation of learning organization to specify the components of the model step.
3. Draft and verify the model step.
4. Step of reviewing model's operation and presenting complete model as in

Figure 2.2.

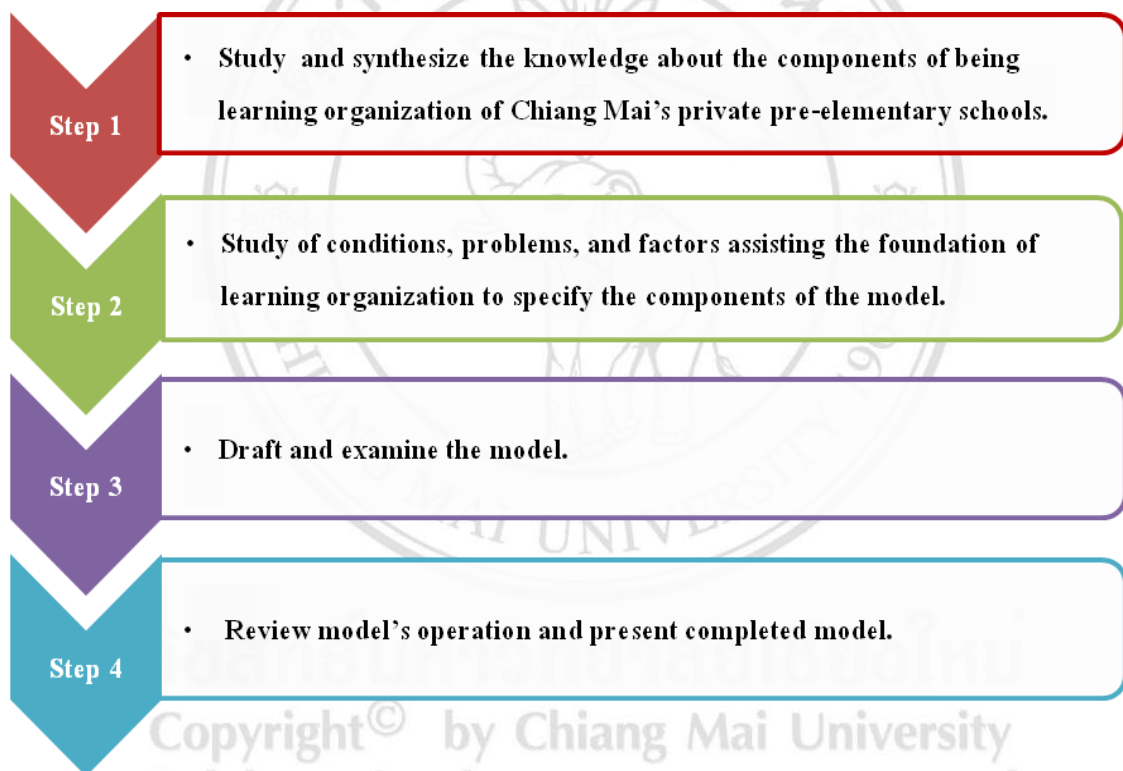


Figure 2.2 Steps of model construction

Reference: The researcher's model construction.

2.4.4 Connoisseurship Model

Connoisseurship Model is a concept of the research that is evaluated by the honorable personnel. This concept is created by Eisner who is developer of this idea. It is different from other evaluations as following (Prachuab Suksomboon, 2000);

1. It is not mainly focusing on an achievement of an objective. Contrasting to Goal-Based Model, Responsive Model, and Decision Making, this concept is focusing on deeply critical analysis in considered issue that can be unrelated to any of the objectives, participants, or decision- making process. However, according to the experts' judgment, this concept can be mixed these factors together in order to the get conclusion about the quality, efficiency, or appropriateness of what you are evaluating.

2. It is a form of evaluation focusing on a specific issue (Specialization). It is developed by deep and intimate Art criticism and is analyzed by super expert because value cannot be measured by any tools, but the experts' judgment. Then, it is applied to the higher education level in a specific branch that is evaluated by the expert of that branch. So, this evaluation becomes popular to estimate the college education which needs the specialization.

3. This evaluation is a tool for evaluating focusing on belief that is the experts must be equitable and have a good judgment. Moreover, the standard and the criteria will come from the experiences and skills of the expert.

4. It allows having flexible operation process for the expert depending on his willing and skills starting from the step of defining the important issue that will be considered. Furthermore, choosing the expert will mainly focus on professional status, experiences, and high credibility.

Eisner (1976) offered the development concept and applied to some issues that need to be more careful than quantitative research. He believes that the equal perception is the basic characteristic of the expert. He offered Connoisseurship Model as following;

1. Different from Goal-Based Model, Responsive Model, and Decision Making that mainly focus on a success of an objective, this concept focuses on deeply critical analysis in considered issue that can be unrelated to any of the objectives, participants, or decision- making process. However, this concept can be mixed these factors together according to the experts' judgment so that you can find the conclusion about the quality, efficiency, or rightness of what you are estimating.

2. It is a mean of evaluation focusing on a specific issue named Specialization. It is developed by deep and intimate Art Criticism and is analyzed by higher expert because we cannot measure the value by any tools, except the experts' judgment. After that, it is applied to the higher education level in a specific branch that is evaluated by

the expert of that branch. So, this evaluation becomes popular to estimate the college education which needs the specialization.

3. This evaluation use people or the experts as tool for evaluating by focusing on belief that is the experts must be equitable and have a good judgment. Moreover, the standard and the criteria will come from the experiences and skills of the expert.

4. It allows having a flexible operation process for the expert depending on his willing and skills starting from the step of defining the important issue that will be considered. Then, it is specifying the wanted information. Next, it is data processing and data processing. The last step is how to present.

Connoisseurship Model is educational evaluation that is called “Educational Criticism” and this criticism needs the experts. This mean is very popular in university education and reliable because making a decision or doing criticism of the experts who have knowledge about their specific branch is acceptable.

A summary of the research model of learning organization: private primary schools, Chiang Mai. Researcher defines the meaning of “model” that is a little connected element which can show the principles and the operation. There are three elements of the model. First, it is elements and steps of the operation, learning for activity, and the goal or result of model. Creating the model includes study of the related knowledge and synthesis the elements, learning the status or condition, the problems, and the factors that is helpful for the learning organization, defining the elements of the model, drafting and examining the model, and finally studying the result of applying the model and presenting the complete model.

2.5 Concepts of Manual

2.5.1 Meaning of Manual

Academicians have given the meaning of instruction in many ways.

Webster dictionary (Webster. 1983) defines a meaning of teacher’s instruction which it is carried an academic content and provided a teaching objectives for teacher and student.

Mongkol Chuenchom (2002) has gave the meaning to instruction which it is a book that makes readers to understand the operation particular approach and apply to achieve their operation up to standard and purpose.

Sompol Saktaveekulkij (2003) interprets the instruction as a book or document that being a guide for the reader to proceed their work correctly by own.

From given meaning of instruction, the researcher can interpret that it is a document or book which provide details for operating something to users. Its purpose is to make the users clearly understand in the detail and apply it in the operation by themselves up to the standards and purpose of instruction.

2.5.2 Type of manual

Forming the instruction, the academicians have given the meaning to type of manual as following:

Anuchit Choengjumnian (2002) has divided the instruction into 2 types.

1. The curriculum instruction is carried suggestion and technique of using media and innovation that relate in particular subject or class, for example subject instruction, course instruction, and instructional media manual.

2. General instruction provides the suggestion and technique to achieve the instruction up to the defined curriculum. Moreover, this kind of manual are not precisely related to the content in specific subject such as manual for doing activity for improving democracy in school, and manual for doing activity to make a good habit in early childhood schools.

Preecha Changkwanuen and others (1996) explain the general manual in 3 main types.

1. Teacher's Manual handbook provides the guideline and suggestion for teacher. They are included courses, approaches, activities, media, materials, and sources of information. They generally used with textbook.

2. Student's Manual or Workbook is commonly used with textbook. It contains lessons, orders, exercises, problems or questions, blanks for writing answers, and tests. At the present time, the student's manual are not only provided for applying with the

textbook, but it is also provided for using with the media which stand for teacher. The examples for student's manual are distance education and e-learning lesson.

3. General manual carried the details about operating something to the readers. Its intention is to make readers understand with the details and correctly apply in their operation by themselves.

Aumnuay Thotrakoon (1998) has divided manual into 3 types. First type is curriculum manual. This manual contains the details and suggestions for curriculum user to clearly understand the procedure and effectively apply in particular intention. Second is internship manual which carries the suggestion about being intern for students and companies as well as internship participants to go on the same direction. Third is student's manual. This kind of manual provide suggestion for behaving in the school by giving an information about school, buildings, rules, discipline, and benefit in service and facilities that students will receive.

From the study of academicians about type of teacher's manual handbook, the researcher can conclude that they are divided into 3 types.

1. The instruction manual is kind of manual that suggests the guides or techniques for instructing, media applying, and related innovation such as a course manual and activity for reading skill and learning organization manual.

2. The operation manual contains the suggestion about student's internship for the school, company, and internship participants. It conducts the direction of each operation to achieve as the purpose such as computer assembling manual for high vocational Certificate level.

3. A general manual is kind of manual that give the information about a particular operation. Its purpose is to make the readers to correctly understand the given information on their own such as cooking manual.

2.5.3 The components of manual

The academicians have defined the significant components of forming a manual that can be functionally operated as follow.

Preecha Changkwanyuen and others (1996) have illustrated components of forming a manual which is composed of explanation of manual, instruction substance

preparation, process, method, and activity. To form the manual user's requirement should be considered. The estimating of problems in using the manual can facilitate the problem-solving by adding more information for users. The suggestion and problem in the manual should be written by the old staggers who experience in the problem which they are writing. Of this, the manual's users can acknowledge the future problems and weakness in each processing. The good manuals should contain sources of information and references for the user can take on further study.

Ekkawut Kraimak (1998) also defined the components of manual 8 parts.

1. Explanation in a manual generally covers with 4 things as following:
 - 1.1 The purpose of manual
 - 1.2 Basic knowledge needs to use manual
 - 1.3 How to use the manual
 - 1.4 Suggestion.
2. In teaching substance generally comes with explanation and analysis of the substance for teacher to understand the substance.
3. The details of preparing for teaching are including:
 - 3.1 The preparation of material, location, instructional media, and necessary tools.
 - 3.2 Preparing the instructional documents, worksheets and exercises, test papers and keys.
 - 3.3 Essential coordination etc.
4. The details of process, method, and activity in schooling are essentially given in manual. They are divided into 4 parts.
 - 4.1 Suggestion for instructional step and method.
 - 4.2 Suggestion and example of instructional activity to be succeeded.
 - 4.3 Example, worksheet, and media in the instruction.
 - 4.4 recommendation of what should be done and what should not be done which are from the manual writer's own experiences.
5. Measurement of the Model is the significant part of the instruction that its detail should be given in manual.
 - 5.1 Measurement tool

5.2 Measurement method

5.3 Measurement criteria

6. Adding extra information in manual can facilitate teacher by estimating the dominant problem and give the knowledge about solving the problem to be more effective instruction.

7. Problem and suggestion about prevention and solving problem in the process should be written by old stager who experienced with the problem. It will let user know weakness and problem that will happen in each process first. Additionally, the information which is given by old stager for helping teacher pleasantly instructs are the strong point of manual. The old stagers who give the problem and suggestion about prevention and solving problem in manual are considered as writers who do well in their duty.

8. Good book must have sources of information and references. Of this it will be useful for readers to take further study, especially the teacher's manual which the instructional model is. It is effective for teacher to have reliable sources and reference in order to precede the instruction.

From the study about the components of manual by academicians, the researcher found that the effective components of manual are composed of 7 parts which are 1. Manual's explanation 2. Introduction 3. Content 4. Locations Materials and Media 5. Evaluation 6. References and Appendix.

2.6 Related Research

2.6.1 Domestic Research

Thailand has many people interested in studying about learning organization which the goal of each research can be concluded as followings:

Viroj Sarratana and Anchalee Sarrattana (2002) have researched about management factors and the state of being learning organization. The research has found that primary schools under Thai Office of Primary School, District 9th was merely a bit higher than High Level. The improvement of management factors is at High Level which is sequenced from low to high as followings, the development of being professing organization, human resource development, creative motivation,

management development, leader of innovation, management and application of innovation, development of school's efficiency, and shared decision and vision.

Parichat Khunpluem (2003) has developed the model of learning organization to be applied with Thai's universities. The research has found that proper model consists of Personal Mastery because if officer has high level of it, they are eager to learn and be able to adapt themselves to various situations. They can even turn pressure into motivation in doing tasks. Mental Model was mentioned as the capability of listening to other opinions. They will be open-minded and seeking various sources of knowledge. Next factor is Shared Vision. If the officer clearly understands organization's vision and accept that the success of it belongs to all staff, they will accomplish the goal quicker. Teamwork is to develop and enhance any situation as a team. Systematic Thinking is that every officers exchange their opinion to each other and unit. They shall also be able to prioritize working tasks. Regarding management's concept, it has been found that the factor that creates learning organization are being conscious and training mental state to be eager to learn. One should rely on fact and reason in their analytical and critical thinking. Also they should not underestimate anyone's capability and support the team and teamwork. The understanding of priority, structure, and policy were also regarded as importance to the flexible model.

Pananan Kosinanont (2007) has studied about developing Rachapruerk University to be learning organization and found that 5 disciplines, which are Personal Mastery, Mental Model, Shared Vision, Team Learning, Systematic Thinking, positively correlate with the readiness of being learning organization at the significance value of 0.01.

Metta Thepprathum (2007) researched about the state of being learning organization of Baanhungpong College. The research result showed that the state of being learning organization of Baanhungpong College is overall at High Level. Team learning was ranked the most Highest, following with Shared Vision, Mental Model, and Personal Mastery. The research also suggested that officer should go sightseeing, seeking knowledge, and workshop while holding onto teamwork.

Paveena Charoenphum (2015) did the thesis about the relationship between corporate culture and state of being learning organization of the secondary school in District 25th. The result of the research had shown that 1) the mean of school's state of

being learning organization ranged between 4.21 to 4.35 , defined as High Level (=4.28). When considering on each side, which includes 1) Approaching-Success culture 2) Governmental Culture 3) Adaptive Culture and 4) Relative Culture, the result had shown that Approaching-Success culture had the highest mean while Adaptive Culture had the lowest; it also found that 2) the means of state of being learning organization on Society Level ranged between 4.11 to 4.25, defined as High Level (=4.19). When considering on featured factors, the assisting factors are Shared Leadership, Shared Vision, Shared Learning and Application, Supportive Condition, and Exchange Learning. Shared Vision and Shared Knowledge and Application had the highest means while the lowest is of Supportive Condition. The last finding to emphasize is that 3) the correlation value ranged from 0.250 to 0.686 in a positive correlation at significance value of 0.01. The highest correlation value is of Relative Relation (X4) and Shared Vision (Y1) with $r=0.686$ at the medium level of relation.

Waraporn Trakulsarid (2002) researched about team learning through web-based lessons on Prachomklao Thonburi Technology. The research's size of sample is 30 people divided in to 5 groups. Each group was tested within 15 weeks. The result showed that the efficiency after the test was higher at significance value of 0.05. Conversation Activity was used the most, following by Web Board. The samples were satisfied with the developed lessons and Somjai Oonsumran's research (2546), which studied about the relation between leadership, team learning, systematic thinking, and the development of learning organization. The research's result had been shown that the relation is correlated at the significance value of 0.05, whereas the 3 factors had average Variance of being learning organization at 77.

Pongpat Intrumpan (2007) researched about the measurement of learning organization and found that the measurement was developed regarding 5 components which are learning, organization, personnel, knowledge, and technology. Scoring Rubric was used to measure quality of each practice and the result suggested that the measuring tool's validity value is 0.96. On the other hand, of the managing directors' paper, the chi-square value of the measuring tool when measuring state of being learning organization equals to 89.37, $p=0.06$, degree of freedom = 70, $GFI=0.97$, $AGFI = 0.94$, and $RMR = 0.04$. Meanwhile, of the teacher's paper, the chi-square value of the measuring tool when measuring state of being learning organization equals to 81.48,

$p=0.07$, degree of freedom = 64, GFI=0.98, AGFI = 0.95, and RMR = 0.03. The measurement had shown that the school was at Average Level of being learning organization. For managing directors, the most effective factor is personnel while the least is Technology. For teachers, the most effective factor is Organization while the least is Technology.

2.6.2 International Research

International researchers had researched about learning organization. Regarding literature review's selections, their research's purpose is concluded as followings:

Grader (2003) researched about the application of learning organization to medium level school. Understanding about learning organization had been adapted with school and yielded satisfaction to organization and officer. The research was performed in Explorative Research by collecting and observing data from medium level school's officers. The samples were divided into 2 groups. Group 1 didn't get any support on their personal mastery, was treated regularly and not exposed to shared vision. Meanwhile, Group 2 got support from managing director to have personal mastery, teamwork, shared vision, opinion exchanging. The research's recommendation is that the managing directors should support research and development by studying about developing proper measuring tool to measure practices of learning organization.

Kolody (2003) researched about how to apply learning organization to school regarding Senge's concept. The concept consists of 5 principles which are Personal Mastery, Teamwork, Shared Vision, Mental Model, and Systematic Thinking. The result had shown that strong organization needed shared vision, supports from every organization's level, continuity of learning, and adaptation to changing circumstances in order to be lifetime learning organization.

The conclusion from both domestic and international researches is that the emphasis is put on the importance of learning organization. Meanwhile, private early childhood school should be remained with proper management and practices. For private early childhood school, there are a lot of controversial about its practice, which all responsible personnel need to figure out problem's resolution. Therefore, the

researcher has recognized the importance of researching about learning organization in order that the research can be adapted with future research and so on.

2.7 Research Framework

The researcher has defined theoretical concept regarding researches about pre-primary school educational administration, which consist of concept and principle to manage early childhood school. Government's policy about early childhood school is also adapted within this research so that the researcher can study and analyze about its core. Besides, the policy from Thai Office of Private School is inserted in literature review because the policy always clarifies way and solution to deal with early childhood school administration. The researcher has defined the concept of model of learning organization as various components which altogether work to form learning organization. The model of learning organization consists of 5 sections, which are 1) Introduction and Principle 2) Component, Factor, and Its Procedure 3) Workshop and Activity 4) Model's Targeted Result, and 5) Models' Condition; meanwhile, the creation of the model consists of 4 steps, which are 1) Studying and Synthesizing component 2) Studying about state, problem, and assisting factor 3) Model creation and testing 4) Studying about model's result. In this research, the research framework is shown in Figure 2.3.

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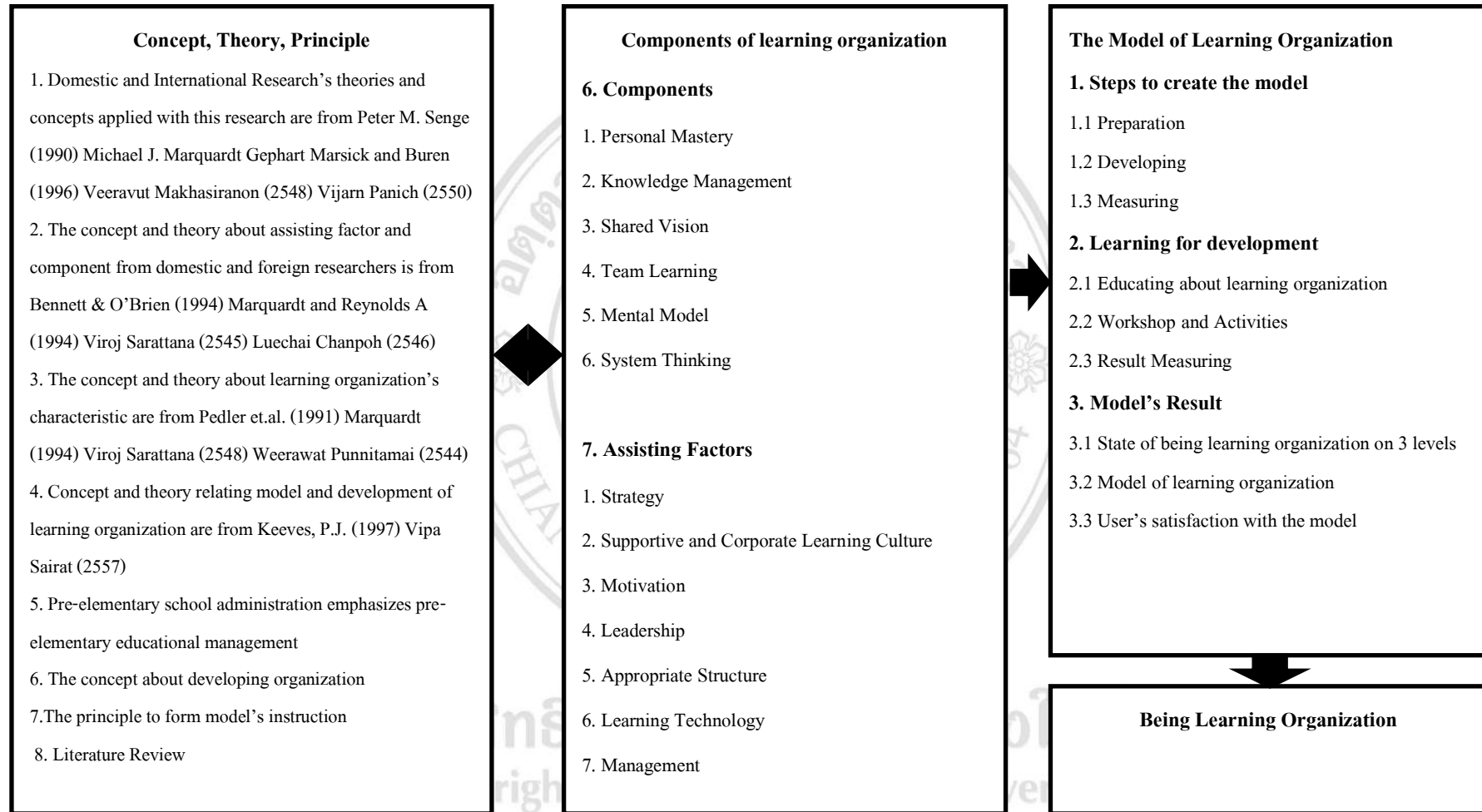


Figure 2.3 The framework of Learning Organization Model of Chiang Mai's private early childhood school