CHAPTER 4

Results

The results of the model learning organization to early childhood private school Chiang Mai Province l are sequenced as followings:

The procedures of data analysis

Section 1 The analysis of learning organization's components of
Chiang Mai's early childhood schools

Section 2 The analysis of state, problem, and assisting factor of being learning organization of
Chiang Mai's early childhood schools

Section 3 The results of learning organization's model on
Chiang Mai's early childhood schools

Section 4 The results of the learning organization model used with
Chiang Mai's early childhood schools

**Section 1   The analysis of learning organization's components of
Chiang Mai's early childhood schools**

The components used with this study are synthesized from the method explained in literature review. The tools used in this section are structural interview on individual honorable personnel in order to find out the value of IOC (Index of Item Objective Congruence). The certain value to be appropriate component is higher than 77.77 percent while each component must be approved by at least 7 from 9 honorable people. There're 6 components which have qualified both value and approval consisting of 1) System Thinking 2) Personal Mastery 3) Mental Model 4) Shared Vision 5) Team Learning 6) Knowledge Management. On the other hand, there are also 7 assisting factors which have passed the qualifications as well consisting of 1) Strategy 2) Appropriate Structure 3) Leadership 4) Management 5) Supportive and Corporate Learning Culture 6) Motivation 7) Learning Technology.

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In this stage, those featured honorable personnel have suggested and given supporting ideas as follows:

" …. The 5 concepts of Senge about creating learning organization cannot be cut off, but if we add knowledge management to be suitable with Thai context, then it might be possible to cut off. In developing learning organization, we don't cut off important part, especially the assisting factor or component part which improves organization's strategy…." Dr.Saowanit Chaiyamooksik, July 9th, 2017.

" …. The synthesized components of learning organization are appropriate especially on educational management. The model is important in making people to learn and exchange knowledge within the organization. I agree with all the assisting factors and components having within the model…." Prof.Dr.Chanita Raksapolmuang, July 19th, 2017.

" …. To make private pre-primary school be learning organization, managing directors can develop school to have such quality regarding Senge and Marquardt theories. I agree with how assisting factors and components were synthesized because they are related to what the theorists think and I think they are all applicable in creating learning organization …." Dr.Auayporn Wangtrakul, Dara College's Director, July 23rd, 2017.

The researcher had investigated the component and assisting factor's correctness and appropriateness to be a component of learning organization in Table 4.1 and 4.2.

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Table 4.1 The data from checking the component's correctness and appropriateness to be a component of learning organization (N=9)

Chiang Mai's Early childhood Schools' Learning Organization Component	Result of Consideration (N=9)				Final Result
	Correctness		Appropriateness		
	Amount	%	Amount	%	
Component 1 System Thinking	9	100	9	100	Applicable
Component 2 Personal Mastery	9	100	9	100	Applicable
Component 3 Mental Model	9	100	9	100	Applicable
Component 4 Shared Vision	9	100	9	100	Applicable
Component 5 Team Learning	9	100	9	100	Applicable
Component 6 Knowledge Management	9	100	9	100	Applicable
Total	**9**	**100**	**9**	**100**	**Applicable**

From Table 4.1, it has found that all of the honorable personnel have investigated and confirmed that all the synthesized components are correct and appropriate for application.   They also
suggested that the researcher rearrange the sequence of these components again to have them applied correctly in order.

Table 4.2 The data from checking the supporting factor's correctness and appropriateness   to be a component of learning organization (N=9)

Chiang Mai's Early childhood Schools' Learning Organization Supporting Factors	Result of Consideration (N=9)				Final Result
	Correctness		Appropriateness		
	Amount	%	Amount	%	
Component 1 Strategy	9	100	9	100	Applicable
Component 2 Appropriate Structure	9	100	9	100	Applicable
Component 3 Leadership	9	100	9	100	Applicable
Component 4 Management	9	100	9	100	Applicable
Component 5 Supportive and Corporate Learning Culture	9	100	9	100	Applicable
Component 6 Motivation	9	100	9	100	Applicable
Component 7 Learning Technology	9	100	9	100	Applicable
Total	**9**	**100**	**9**	**100**	**Applicable**

From Table 4.2, it has found that all of the honorable personnel have investigated and confirmed that all the synthesized supporting factors are correct and appropriate for application.

Section 2   The analysis of state, problem, and assisting factor of being learning organization of Chiang Mai's early childhood schools

There are 4 sections **of analysis as follows:**

Section 2.1 The result of sample's general information

From collecting data from 105 Chiang Mai's private early childhood school by using 315 questionnaires and having 100% rate of replying, the general information's data analysis is as follows:

Table 4.3 Respondent's General Information

General Information	N=315	Percentage
Gender		
Male	18	5.71
Female	297	94.29
Total	315	100.00
Age		
Under 30 years	24	7.62
31-40 years	136	43.17
41-50 years	84	26.67
51 years or higher	71	22.54
Total	315	100.00
Highest Education		
Bachelor Degree	208	66.03
Master Degree	98	31.11
Doctoral Degree	5	1.59
Others	4	1.27
Total	315	100.00

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Table 4.3   (continued)

General Information	N=315	Percentage
Work Experience		
Under 10 years	189	60.00
11-20 years	53	16.83
21-30 years	38	12.06
31 years or higher	35	11.11
Total	315	100.00
Work Position		
Managing Directors	105	33.33
Teachers	210	66.67
Total	315	100.00

From Table 4.3, the general information section has shown that 18 males and 297 females had responded to the questionnaire, accounting for 5.7% and 94.29% respectively. There are 24 respondents who are under 30 years old(7.62%), 136 people between 31 to 40 years old (43.17%), 81 people between 41 to 50 years old (26.67%), and 71 people higher than 50 years old (22.54%). Most of them graduated bachelor degree accounted for 208 respondents (66.03%) while there are 98 people (31.11%) who graduated Master Degree, 5 people (1.59%) who graduated Doctoral Degree, and 4 people (1.27%) who graduated from other types of education. 60% of them has less than 10 years of working experience, 16.83% is between 11 to 20 years, 12.06% is between 21 to 30 years, and 11.11 % is higher than 31 years. There were 105 managing directors (33.33%) and 210 teachers (66.67%) responded to the questionnaire.

Section 2.2 The analysis of state of being learning organization of Chiang Mai's early childhood schools

Table 4.4 Mean and S.D. of each component's in the state of being organization

The state of being learning organization of Chiang Mai's private early childhood school	Value (N=315)		Result	Rank
	$\bar{x}$	S.D		
System Thinking	3.15	0.49	Moderate	3
Personal Mastery	3.02	0.63	Moderate	4
Mental Model	2.65	0.84	Moderate	6
Shared Vision	3.46	0.87	Moderate	1
Team Learning	3.26	0.90	Moderate	2
Knowledge Management	2.77	0.80	Moderate	5
Overall	**3.05**	**0.75**	**Moderate**	

From Table 4.4 the overall state of being learning organizations for private Primary schools in Chiang Mai seems to be in the moderate degree ($\bar{x}$ = 3.05 S.D = 0.75). The Shared Vision Component has the highest average ($\bar{x}$ = 3.46 S.D = 0.87) standing at number 1. Followed by the Shared vision component standing at number 2 is the Team Learning component ($\bar{x}$ = 3.26 S.D = 0.90). Followed by the Team Learning component standing at number 3 is the Systematic Thinking component ($\bar{x}$ = 3.15 S.D = 0.49). Followed by Systematic Thinking component standing at number 4 is Personal Knowledge ($\bar{x}$ = 3.02 S.D = 0.63). Followed by the Personal Knowledge component standing at number 5 is the Knowledge Management component ($\bar{x}$ = 2.77 S.D = 0.80). Following the Knowledge Management Component with the lowest average and standing at number 6 is the Conceptualism component ($\bar{x}$ = 2.65 S.D = 0.84).

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Table 4.5 Mean and S.D. of the state of being learning organizations for private Early

childhood in Chiang Mai: The *Systematic Thinking* Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Joint planning	4.67	0.47	Highest	1
2.	Having a clear predetermined strategy ahead of time and a plan to use it	2.95	0.74	Moderate	5
3.	Understanding the inner workings of the school system	3.34	0.47	Moderate	2
4.	Working methodically, step-by-step, and systematically while being able to check the details	3.06	0.27	Moderate	4
5.	Working together to analyze the cause of the problems and being able to working within the school to solve them together	3.07	0.77	Moderate	3
6.	Monitoring and evaluating performance then taking that data to improve and develop the system. Through learning from other people and taking the experience to figure out how to prevent further problems efficiently.	1.85	0.81	Low	6
Overall		**3.16**	**0.58**	**Moderate**	

From Table 4.5, the state of being learning organizations for private Primary schools in Chiang Mai concerning The *Systematic Thinking Component* all aspects are at a moderate degree average ($\bar{x}$ = 3.16 S.D = 0.58). Results show that presently Joint planning is at the highest degree average ($\bar{x}$ = 4.67 S.D = 0.47) . Following *Joint Planning* is *Understanding the inner workings of the school system* such as improving Primary school's curriculum by taking the results from experience and quality improvement of the school as a key component in developing a curriculum etc. This

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Component stands at a Moderate degree ($\bar{x}$ = 3.34 S.D = 0.47). The component with the lowest degree is the *Monitoring and evaluating performance then taking that data to improve and develop the system through learning from other people and taking the experience to figure out how to prevent further problems efficiently* ($\bar{x}$ = 1.85 S.D = 0.81)

Table 4.6 Mean and S.D. of the state of being learning organizations for private early childhood schools in Chiang Mai: The *Personal Mastery* Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Having a passion for learning and developing themselves to influence students and fellow teachers in a positive way	3.57	0.72	High	3
2.	Having the enthusiasm in education and seeking out new knowledge to develop oneself for professional advancement	3.08	0.86	Moderate	4
3.	Having the knowledge and understanding in new techniques and technologies having to do with education management	2.94	0.29	Moderate	5
4.	Developing oneself to be able to effectively plan and manage the learning experience in the classroom efficiently	4.14	0.80	High	1
5.	Always exchanging ideas and knowledge with colleagues	2.67	0.48	Moderate	7

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Table 4.6 (continued)

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
6.	Taking the knowledge received from colleagues and applying it to oneself for personal development	2.94	0.29	Moderate	5
7.	Having the ability to organize a variety of activities by giving the children an opportunity to decide topics for learning where they are able to follow their interests and needs.	2.82	0.85	Moderate	8
8.	Having the ability to organize activities where children are able to practice their thinking and learn from experience based on the curriculum	2.59	0.59	Moderate	9
9.	Having the knowledge and skills to develop innovative technology and learning resources to apply appropriately to children at a Primary school level	2.56	1.23	Moderate	10
10.	Taking the knowledge from work and synthesizing new knowledge for personal development	1.80	0.81	Low	11
11.	Able to complete tasks assigned to meet the school's goals	4.10	0.91	High	2
Overall		**3.01**	**0.71**	**Moderate**	

The overall results from Table 4.6 The state of being learning organizations for private Primary schools in Chiang Mai The *Personal Knowledge* Component are at a moderate degree ($\bar{x}$ =3.01 S.D = 0.71). Results show that currently the highest degree average is the *Developing oneself to be able to effectively plan and manage the learning*

experience in the classroom efficiently component. This component stands at the highest degree ($\bar{x}$ = 4.14 S.D = 0.80). Following that component is the *Able to complete tasks assigned to meet the school's goals* component and the *Having a passion for learning and developing themselves to influence the students and fellow teachers in a positive way* which stands at a moderate degree ($\bar{x}$ = 3.08 S.D = 0.86). The lowest degree average is the *Taking the knowledge from work and synthesizing new knowledge for personal development* component ($\bar{x}$ = 1.80 S.D = 0.81).

When taking the data and considering its standard deviation we find that the results from the following component is higher than 1.00: *Having the knowledge and skills to develop innovative technology and learning resources to apply appropriately to children at a Primary school level* (S.D = 1.23). Overall this may be due to the target audience which consists of both managing directors and teachers who may have conflicting and inconsistent ideas from one another.

Table 4.7 Mean and S.D. of the state of being learning organizations for private

early childhood schools in Chiang Mai: The *Mental Model* Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	The process of coming to a decision is based on principles and correct theories	2.09	0.61	Low	6
2.	Being Open minded in accepting new teaching concepts and innovations for use in developing the school; such as bringing new learning processes that are in line with the 21st century to help bolster a child's development and thinking processes	2.75	1.29	Moderate	3
3.	Taking the knowledge gained from research and learning to develop one's work	2.82	0.72	Moderate	2
4.	Problem solving skills. Thinking of problems as opportunities to improve and develop your work in a positive way	1.58	0.74	Low	7
5.	A readiness to receive information and new experiences to bring for development and change in one's own creative thinking	4.06	0.86	High	1
6.	Always having an attentive and creative thought process	2.59	1.20	Moderate	5
7.	Improving new ways of thinking that are not only innovative but efficient	2.68	0.80	Moderate	4
	Overall	**2.65**	**0.89**	**Moderate**	

From Table 4.7 the overall average standard deviation of The state of being learning organizations for private Primary schools in Chiang Mai The *Conceptualization* Component is at a moderate degree ($\bar{x}$ =2.6 S.D =0.89). The data shows that currently the component with the highest average value is *A readiness to receive information and new experiences to bring for development and change in one's own creative thinking* ($\bar{x}$ = 4.06 S.D =0.86).

Following that component is the *Taking the knowledge gained from research and learning to develop one's work* component which has a moderate degree average ($\bar{x}$ = 2.82 S.D =0.72). The component with the lowest degree average is the *Problem solving skills. Thinking of problems as opportunities to improve and develop your work in a positive way* ($\bar{x}$ = 1.58 S.D = 0.74).

When taking the data into consideration, the S.D. of two components have resulted higher than 1.00: *Always having an attentive and creative thought process* and *Being Open minded in accepting new teaching concepts and innovations for use in developing the school* in that order (S.D =1.20, 1.29). Overall this may be due to the target audience which consists of both administrators and teachers who may have conflicting and inconsistent ideas from one another.

Table 4.8 Mean and S.D. of the state of being learning organizations for private early childhood schools in Chiang Mai: The *Shared Vision* Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	All staff members of the school have a part in the vision and goals for the school	4.67	0.47	Highest	1
2.	Allowing everyone an equal opportunity to share where they envision themselves in the future working with the school	3.68	0.79	High	4

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Table 4.8 (continued)

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
3.	Allowing everyone an equal opportunity to participate in deciding what the school's mission and clear strategy that aligns with the school's vision as much as possible	3.83	0.83	High	3
4.	Committed to achieving the school's vision	4.41	0.80	High	2
5.	Having an aim to work together with colleagues in order to accomplish and achieve the goals of the school	2.56	1.23	Moderate	7
6.	Having commitment and coordination with everyone to achieve the same goal	2.75	1.30	Moderate	6
7.	All teachers and staff are open minded in accepting the results and action that comes from the school's vision that was formed together	3.40	1.09	Moderate	5
	Overall	**3.61**	**0.93**	**High**	

From Table 4.8 The overall results from The state of being learning organizations for private Primary schools in Chiang Mai The *Shared Vision* Component are high ($\bar{x}$ = 3.61 S.D =0.93). From the results the *All staff members of the school have a part in the vision and goals for the school* component had the highest degree average ($\bar{x}$ = 4.67 S.D =0.47). Following that component with a high degree average is the *Committed to achieving the school's vision* component. The component with the lowest degree average compared with the other components is the *having an aim to work together with colleagues in order to accomplish and achieve the goals of the school* component ($\bar{x}$ = 2.56 S.D =1.23).

When taking the data and considering its standard deviation we find that the following components had results which exceeded 1.00. These were: the *Having an aim to work together with colleagues in order to accomplish and achieve the goals of the school* component, the *Having commitment and coordination with everyone to achieve the same goal* component, and the *All teachers and staff are open minded in accepting the results and action that comes from the school's vision that was formed together* component in the following order (S.D = 1.23, 1.30, *and* 1.09). Overall this may be due to the target audience which consists of both administrators and teachers who may have conflicting and inconsistent ideas from one another.

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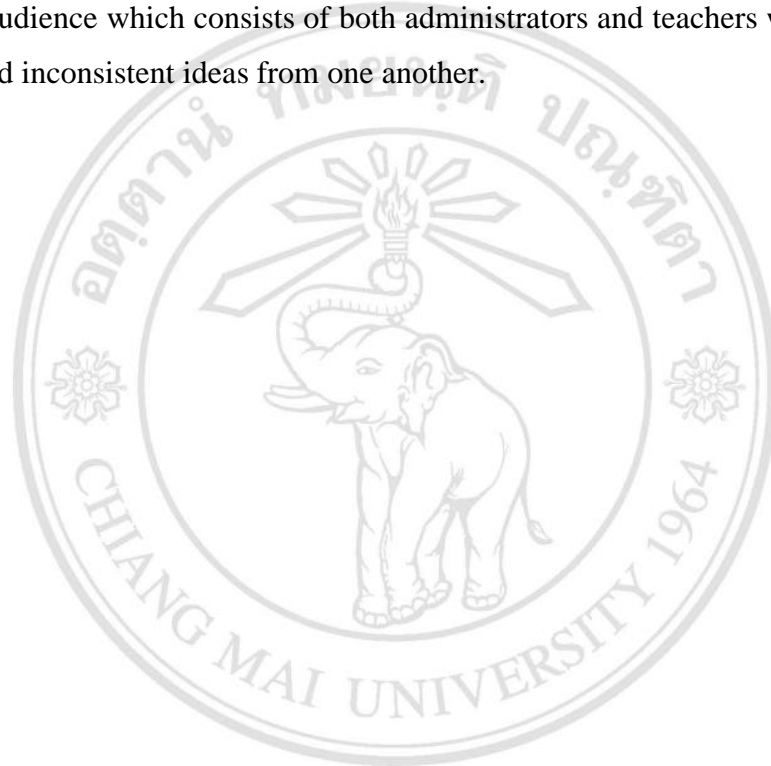
Table 4.9 Mean and S.D. of the state of being learning organizations for private early childhood schools in Chiang Mai: The *Team Learning* Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	The Staff and Personnel have the opportunity to learn things together i.e. having conversations, exchanging ideas, and having a mutual understanding of one's reasons and beliefs about managing primary school education	3.77	0.91	High	2
2.	Working and collaborating together which enables the sharing of knowledge and problem solving i.e. Teachers and staff members working together in making decisions about the management of school education	2.95	0.98	Moderate	3
3.	Teachers and staff working together to solve problems	4.14	0.81	High	1
4.	Learning new approaches to help in developing a colleagues work i.e. brainstorming and integrating staff to the best possible benefit	2.59	1.09	Moderate	5
5.	Teachers and staff exchange knowledge and ideas in order to the best methods of working i.e. experience planning, research for child development, or extracurricular activities	2.86	1.00	Moderate	4
	Overall	**3.26**	**0.96**	**Moderate**	

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From Table 4.9 the overall results of The state of being learning organizations for private Primary schools in Chiang Mai The *Team Learning* Component are at a moderate degree ($\bar{x}$ = 3.26 S.D = 0.96). The results show that the highest degree average is the *Teachers and staff working together to solve problems* component ($\bar{x}$ = 4.14 S.D = 0.81) . The following component is the *Working and collaborating together which enables the sharing of knowledge and problem solving i.e. Teachers and staff members working together in making decisions about the management of school education* component ($\bar{x}$ = 2.95 S.D = 0.98). The component with a moderate degree and the lowest degree average is the *Learning new approaches to help in developing a colleagues work i.e. brainstorming and integrating staff to the best possible benefit* component ($\bar{x}$ = 2.59 S.D = 1.09).

When taking the data and considering its S.D., there are two components which have resulted higher than 1.00: the *Learning new approaches to help in developing a colleagues work* component and the *The Staff and Personnel have the opportunity to learn things together* component in that following order (S.D = 1.09 and 1.00) . Overall this may be due to the target audience which consists of both administrators and teachers who may have conflicting and inconsistent ideas from one another.

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Table 4.10 Mean and S.D. of the state of being learning organizations for private
early childhood schools in Chiang Mai: The *Knowledge* Management
Component

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Always having the desire to seek out knowledge independently	2.69	1.19	Moderate	5
2.	Having a continuous pursuit of knowledge in and out of school i.e. organizing activities which build more knowledge such as organizing conferences, seminars, conducting research, and brainstorming	2.95	0.81	Moderate	3
3.	Collecting all this knowledge from various areas to apply to work development in the school and organizing it systematically	2.94	0.82	Moderate	4
4.	Collecting the knowledge gained from searching and synthesizing it to create new knowledge. Such as gathering and developing the new knowledge concerning childhood development and education management to apply it to the school	2.67	0.87	Moderate	6
5.	Creating new knowledge from experience and an expertise in working with personnel	3.95	0.85	High	2
6.	Storing all acquired knowledge using a database within school	2.21	0.91	Low	10
7.	Creating a storage for knowledge and innovation within the school which is accessible	2.21	0.92	Low	11

Table 4.10 (continued)

No.	Component (N=315)	$\bar{x}$	S.D	Level	Rank
8.	Creating a system of records and storage of important knowledge which includes sharing knowledge with others	2.25	0.85	Low	9
9.	There are personnel who are in charge of storing knowledge within the school	2.59	0.65	Moderate	8
10.	Organizing activities which share the knowledge within the school such as holding exhibitions of the works of preschoolers	2.59	0.67	Moderate	7
11.	Taking the knowledge received from knowledge distribution and applying it to school development	4.10	0.87	High	1
12.	Publishing this knowledge and distributing it to the public i.e. sharing knowledge that is beneficial to early childhood education within the school in the form of newsletters, pamphlets, websites etc.	2.15	0.96	Low	12
	Overall	**2.77**	**0.86**	**Moderate**	

From Table 4.10 the overall results of The state of being learning organizations for private Primary schools in Chiang Mai The *Knowledge* Component are at a moderate degree ($\bar{x}$ = 2.77 S.D =0.86). The results show that the highest degree average is the *Taking the knowledge received from knowledge distribution and applying it to school development* component ($\bar{x}$ = 4.10 S.D =0.87). Following that component with a moderate degree is the *Having a continuous pursuit of knowledge in and out of school i.e. organizing activities which build more knowledge such as organizing conferences, seminars, conducting research, and brainstorming* component ($\bar{x}$ = 2.95 S.D = 0.81). The component with the lowest degree average is the *Publishing this knowledge and distributing it to the public i.e sharing knowledge that is beneficial to*

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early childhood education within the school in the form of newsletters, pamphlets, and websites etc. component ($\bar{x}$ = 2.15 S.D = 0.96).

When taking the data and considering its standard deviation, there is only one component which has resulted higher than 1.00, which is Always having the desire to seek out knowledge independently component (S.D = 1.19). Overall this may be due to the target audience which consists of both administrators and teachers who may have conflicting and inconsistent ideas from one another.

Section 2.3 The Analysis on problems of being Learning Organization of Chiang Mai Private Early childhood School

Table 4.11 Mean and S.D. of the problems of being a learning organization of
Chiang Mai private early childhood school as components and overview

The problems of being a learning organization of Chiang Mai private early childhood school (N=315)	$\bar{x}$	S.D	Level	Rank
1. Systematic Thinking	3.02	0.58	Moderate	5
2. Personal Mastery	3.60	0.66	High	1
3. Mental Model	3.25	0.77	Moderate	3
4. Shared Vision	2.72	0.91	Moderate	6
5. Team Learning	3.22	0.96	Moderate	4
6. Knowledge Management	3.49	0.91	Moderate	2
Overall	**3.22**	**0.80**	**Moderate**	

From table 4.11, the Mean and standard deviation of the problems of being a learning organization of Chiang Mai private early childhood school is Moderate ($\bar{x}$ = 3.22 S.D =0.80). Concerning each component and found that the degree of Personal Mastery component is high, has the highest Mean ranked as no.1 ($\bar{x}$ =3.60 S.D = 0.66), The second is Knowledge Management ($\bar{x}$ =3.49 S.D = 0.91) , The third is Mental Model ($\bar{x}$ = 3.25 S.D = 0.77) , The next one is Team Learning ($\bar{x}$ =3.22 S.D =3.22), Following by System Thinking ($\bar{x}$ =3.02 S.D = 0.58) and the last one is Shared Vision

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($\bar{x}$ =2.75 S.D = 0.91). When considering the details of problems of each components of being a learning organization of Chiang Mai private early childhood school, each component is split and its analysis has result from table 4.16 to 4.21 as shown below.

Table 4.12 Mean and S.D. of the problems of being a learning organization of

Chiang Mai private pre elementary school, *System Thinking* component

No.	System Thinking component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Brainstorming	2.60	0.55	Moderate	4
2.	Having clear plan, which set before launch the plan	4.57	0.65	Highest	1
3.	Understanding school system. For example, Developing the early childhood curriculum by using the data from experience and quality assurance of the school as an important element in curriculum development.	2.67	0.47	Moderate	3
4.	Having working schedule with its priority, which can be investigated	3.14	0.80	Moderate	2
5.	Analyzing the problems and solutions of school operation together	2.57	0.72	Moderate	5
6.	Monitoring and Evaluating the performance. Then improve and develop the system by using own experience that got by learning from others to apply and figure out how to prevent arising problems effectively.	2.57	0.86	Moderate	5
	Overall	**3.02**	**0.67**	Moderate	

From table 4.12, the mean and standard deviation of problems of being a learning organization of Chiang Mai private early childhood school *system thinking* component in total, is moderate ($\bar{x}$ = 3.02 S.D = 0.67). The problems that have the

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highest level is *"Having clear plan, which set before launch the plan"* ($\bar{x}$ = 4.57 S.D =0.65) , the second is *"Having working schedule with its priority, which can be investigated"* on moderate level ($\bar{x}$ =3.14 S.D = 0.80), the two lowest Mean which share the same value are *"Analyzing the problems and solutions of school operation together"* and *"Monitoring and evaluating the performance. Then improve and develop the system by using own experience that got by learning from others to apply and figure out how to prevent arising problems effectively."* on moderate level ($\bar{x}$ = 2.57 S.D = 0.86)

Table 4.13 Mean and S.D. of the problems of being a learning organization of
Chiang Mai private early childhood school: *Personal Mastery* component

No.	Personal Mastery component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Always focus on learning to improve themselves, which affected student and others teacher.	3.16	0.64	Moderate	9
2.	Enthusiastic in learning, seeking new knowledge to brighter their career path.	3.73	0.75	High	6
3.	Having knowledge of technology to manage education system.	3.73	0.75	High	6
4.	Improving to be able to effectively manage the learning experience in the classroom.	2.69	1.35	Moderate	10
5.	Always exchange knowledge with colleague.	3.83	0.64	High	5
6.	Using exchanged knowledge to improve	3.93	0.76	High	4
7.	Having the ability to create student activities which the student can choose their favorite topic and learn in their own way.	3.30	0.54	Moderate	8

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Table 4.13 (continued)

No.	Personal Mastery component (N=315)	$\bar{x}$	S.D	Level	Rank
7.	Having the ability to create student activities which the student can choose their favorite topic and learn in their own way.	3.30	0.54	Moderate	8
8.	Having the ability to create student activities that let student train their thinking process from practical experience based on school curriculum.	4.94	0.27	Highest	1
9.	Developing and importing proper innovation, technology and knowledge source to apply with early childhood learning process.	4.12	0.85	High	3
10.	Bringing knowledge from working to create new knowledge for self-improving.	4.19	0.48	High	2
11.	Be able to achieve the assigned task to meet school goals.	1.99	0.96	Low	11
	Overall	**3.60**	**0.72**	**High**	

From Table 4.13 the problems of being a learning organization of Chiang Mai private early childhood school, *Personal Mastery* component. The Overall is on high level ($\bar{x}$ = 3.60 S.D = 0.72). The problem that has highest level is *"Having the ability to create student activities that let student train their thinking process from practical experience based on school curriculum"* ($\bar{x}$= 4.94 S.D = 0.27), the next one is *"Bringing knowledge from working to create new knowledge for self-improving"* which is on high level as well ($\bar{x}$ = 4.19 S.D = 0.48) , and the lowest level is "Be able to achieve the assigned task to meet school goals." ($\bar{x}$ = 1.99 S.D = 0.96)

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There is an issue where the standard deviation was higher than 1.00, which is *"Improving to be able to effectively manage the learning experience in the classroom."*(S.D = 1.35) because the target group included the managing directors and the teachers have different opinion.

Table 4.14 Mean and S.D. of the problems of being a learning organization of
Chiang Mai private early childhood school: *Mental Model* component

No.	Mental Model component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Having good thinking process, analyzing on right theory.	3.74	0.75	High	2
2.	Open mind for new concept idea and teaching innovations to use in school development, for example bringing learning processes which suitable for learning system in the 21century to use for student thinking process development.	3.38	1.05	Moderate	4
3.	Use the knowledge from researching and learning to improve work efficiency.	1.90	0.87	Low	7
4.	Use solution process as a self-improving.	4.14	0.66	High	1
5.	Ready to receive new information and experience to develop their own thought creatively.	2.71	0.74	Moderate	6
6.	Always have creativity in thinking and working process.	3.19	0.92	Moderate	5
7.	Always trendy in working process.	3.72	0.76	High	3
	Overall	**3.80**	**0.96**	**High**	

From table 4.14 the problems of being a learning organization of Chiang Mai private early childhood school, Personal Mastery element. The Overall is on high level ($\bar{x}$ = 3.80 S.D = 0.96). The problem that has the highest level is "Use solution

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process as a self-improving" ($\bar{x}$ = 4.14 S.D = 0.66). The following is "Open mind for new concept idea and teaching innovations to use in school development" in average level ($\bar{x}$ = 3.38 S.D = 1.05), and the lowest is "Use the knowledge from researching and learning to improve work efficiency" ($\bar{x}$ = 1.90 S.D = 0.87)

Considering standard deviation, there is a problem that has standard deviation higher than 1.00 which is *"Open mind for new concept idea and teaching innovations to use in school's development"* (S.D = 1.05) because the target group includes managing directors and the teachers who have different opinion.

Table 4.15 Mean and S.D. of the problems of being a learning organization of Chiang Mai private early childhood school: *Shared Vision* component

No.	Shared Vision component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Every personnel has involved in making school goals.	1.73	0.75	Low	7
2.	Everyone have a chance to show their future goals of working in the school.	4.02	0.83	High	1
3.	Everyone has a chance to involve in mission and strategy creating, which clearly related to school goals.	2.51	0.80	Average	5
4.	Willing to work to achieve school goals.	1.76	0.81	Low	6
5.	Willing to work as a team to achieve school goals.	3.48	1.13	Average	2
6.	Having relationship and harmony with others to achieve the same goals.	2.66	1.19	Average	4
7.	Teacher and every personnel are open-minded, and also accept the result of education process and the achievement of school.	2.87	0.91	Average	3
Overall		**2.71**	**0.91**	**Average**	

From table 4.15 the problems of being a learning organization of Chiang Mai private early childhood school, Shared Vision element. The Overall Mean is at Moderate level ($\bar{x}$ = 2.71 S.D = 0.91). The problem that has highest level is *"Everyone have a chance to show their future goals of working in the school"* ($\bar{x}$ = 4.02 S.D = 0.83). The following is *"Willing to work as a team to achieve school goals"* in average level ($\bar{x}$ = 3.48 S.D = 1.13), and the lowest is *"Every personnel has involved in making school goals"* ($\bar{x}$ = 1.73 S.D = 0.75)

There are issues where the standard deviations are higher than 1.00, which are *"Willing to work as a team to achieve school goals"* (S.D = 1.13) and *"Having relationship and harmony with others to achieve the same goals"* (S.D = 1.19) because the target group includes managing directors and teachers who have different opinion.

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Table 4.16 Mean and S.D. of the problems of being a learning organization of
Chiang Mai private early childhood school: *Team Learning* component

No.	Team Learning component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Every personnel has a chance to learn together, for example brainstorming and accept others opinion about student and education process.	2.45	1.23	Low	4
2.	Working together cause a chance to learn each other in team working, for example teacher and personnel involved in the decision of education management.	3.91	0.85	High	1
3.	Teacher and personnel finding solution together.	2.34	0.99	Low	5
4.	Learning new way to developing with team, for example brainstorming together and find the best solution for efficient work.	3.62	1.04	High	3
5.	Teacher and personnel exchange their knowledge to find the best way of working, for example planning experience research to develop student and activity.	3.76	0.89	High	2
	Overall	**3.21**	**1**	**Moderate**	

From table 4.16 the problems of being a learning organization of Chiang Mai private early childhood school, *Team Learning* component. The Overall Mean is Moderate ($\bar{x}$ = 3.21 S.D = 1.00). The problem that has highest level is *"Working together caused a chance to learn each other in team working"* ($\bar{x}$ = 3.91 S.D = 0.85). The following is *"Every personnel has a chance to learn together"* in low level ($\bar{x}$ =

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2.45 S.D = 1.23), and the lowest is *"Teacher and personnel finding solution together"* in low level as well ($\bar{x}$ = 2.34 S.D = 0.99).Considering standard deviation, there are two problems that have standard deviations higher than 1.00 which are *"Every personnel has a chance to learn together"* (S.D = 1.23) and *"Learning new way to developing with team"* (S.D = 1.04) because the target group included managing directors and the teachers who have different opinion

Table 4.17   Mean and S.D. of the problems of being a learning organization of Chiang Mai private early childhood school: *Knowledge Management* component

No.	Knowledge Management component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Always looking for self-improvement.	3.58	1.08	High	7
2.	Always learning both in and out the school	3.85	0.97	High	3
3.	Using gathered knowledge to apply with the school, and have a good document.	3.85	0.95	High	4
4.	Use gathered knowledge to create new one.	3.92	0.57	High	1
5.	Create new knowledge from experience and personal talent.	2.34	1.09	Low	12
6.	Storing knowledge in school database.	3.68	0.79	High	5
7.	Creating user-friendly knowledge store and innovation in the school.	3.67	0.83	High	6
8.	Having knowledge storing system and also exchange knowledge with others	3.88	0.87	High	2
9.	Having storing personnel.	3.43	0.98	Average	10

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Table 4.17 (continued)

No.	Knowledge Management component (N=315)	$\bar{x}$	S.D	Level	Rank
10.	Create school activity that spread knowledge.	3.46	1.32	Average	9
11.	Use knowledge from the activity for school development.	2.60	1.11	Average	11
12.	Spreading knowledge to public.	3.58	1.14	Average	8
	Overall	3.49	0.95	Average	

From table 4.17 the problems of being a learning organization of Chiang Mai private early childhood school, *Knowledge Management* component. The Overall Mean is Moderate ($\bar{x}$ = 3.49 S.D = 0.95). The problem that is at the highest level is *"Use gathered knowledge to create new one"* ($\bar{x}$ = 3.92 S.D = 0.57). The following is *"Spread the knowledge to public"* at Moderate ($\bar{x}$ = 3.58 S.D = 1.14), and the lowest is *"Create new knowledge from experience and personal talent"* at low level ($\bar{x}$ = 2.34 S.D = 1.99).

Considering standard deviation, most of the problems have standard deviation higher than 1.00, which are *"Always looking for self-improvement"* (S.D = 1.08), *"Create new knowledge from experience and personal talent"* (S.D = 1.09), *"Create school activity that spread knowledge"* (S.D = 1.32), *"Use knowledge from the activity for school development"* (S.D = 1.11) and *"Spreading knowledge to public"* (S.D = 1.14) because the target group includes managing directors and the teachers who have different opinion.

Section 2.4 The analysis of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School

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Table 4.18 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: Each factor's Overview

List Component	$\bar{x}$	S.D	Level	Rank
1. Strategy	4.13	0.54	High	1
2. Appropriate Structure	3.81	0.79	High	5
3. Leadership	4.01	0.70	High	4
4. Management	3.52	0.90	High	7
5. Supportive and Creative Learning Culture	4.03	0.68	High	2
6. Motivation	4.02	0.75	High	3
7. Learning Technology	3.65	0.95	High	6
Overall	**3.88**	**0.76**	**High**	

From Table 4.18, it has been found that the all the assisting factors contribute to the foundation of learning organization at High Level ($\bar{x}$ = 3.88, S.D = 0.76). When examining into each factor, *"Strategy"* has the highest mean value ($\bar{x}$ = 4.13 S.D = 0.54) and is ranked the 1st; in sequences, the assisting factors are ranked *"Supportive and Creative Learning Culture"* ($\bar{x}$ = 4.03 S.D = 0.68), *"Motivation"* ($\bar{x}$ = 4.02 S.D =0.75, *"Leadership"* ($\bar{x}$ = 4.01 S.D = 0.70), *"Appropriate Structure"* ($\bar{x}$ = 3.81 S.D = 0.79), *"Learning Technology"* ($\bar{x}$ = 3.65 S.D = 0.95), and the least "Management" ($\bar{x}$ = 3.52 S.D = 0.90) respectively.

When identify into the details of each factor, the factors are divided into separate tables as shown from table 4.23 to 4.26

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Table 4.19 Mean and S.D. of factors assisting the Foundation of Learning
Organization amongst Chiang Mai Private Early childhood School:
Strategy component

No.	Strategy component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Having mutual strategy for executing the school	4.94	0.27	Highest	2
2.	The strategy related to school's vision, target, and development plan	4.15	0.81	High	5
3.	Officers contributing their ideas to creating school's strategy	4.19	0.48	High	3
4.	The strategy contributing to school's success	4.95	0.21	Highest	1
5.	School's officers being on top priority	3.83	0.64	High	6
6.	Adaptation of successful methods and techniques on school's management	2.69	1.35	Moderate	7
7.	Focusing on staff and officers' learning activities to achieve success as stated in school's vision	4.17	0.64	High	4
	Overall	**4.13**	**0.63**	**High**	

From Table 4.19, *"Strategy"*, the highest contributing factors ($\bar{x}$ = 4.13
S.D = 0.63) , has its most supportive component of *"The strategy contributing to school's success"* ($\bar{x}$ = 4.95 S.D =0.21); the second supportive component is *"Officers contributing their ideas to creating school's strategy"* ($\bar{x}$ =4.19 S.D = 0.48); while, the least supporting component is *"Adaptation of successful methods and techniques on school's management"* ($\bar{x}$ = 2.69 S.D =1.35), which its contribution is only Average.

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Reckoning S.D. of the components, the only supportive component found higher than 1.00 is *"Adaptation of successful methods and techniques on school's management"* ($\bar{x}$ = 2.69, S.D =1.35) because of the thinking differences between teachers and managing directors which yield diverse opinions.

Table 4.20 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: *Appropriate Structure* Component

No.	Appropriate Structure Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Compact Structure	4.13	0.59	High	2
2.	Flexible Management	3.38	1.05	Moderate	7
3.	Managing Committee setting up plans with directors and teachers	4.33	0.53	High	1
4.	Simple organization structure with officers working at their optimal capacity	3.40	1.09	Moderate	6
5.	Systematic job assigning and job responsibility	3.78	0.82	High	4
6.	Reductive job procedures bringing working flexibility	3.80	0.91	High	5
7.	Systematic working communication	3.82	0.85	High	3
	Overall	**3.81**	**0.83**	**High**	

From Table 4.20, *"Appropriate Structure"*, the 5th contributing factors ($\bar{x}$ = 3.81 S.D = 0.83), has its most supportive component of *"Managing Committee setting up plans with directors and teachers"* ($\bar{x}$ = 4.33, S.D =0.83) ; the second supportive component is *"Simple organization structure with officers working at their optimal capacity"* ($\bar{x}$ =3.40, S.D = 1.09); while, the least supportive component is *"Flexible Management"* ($\bar{x}$ = 3.38, S.D =1.05), which its contribution is only Moderate.

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Reckoning S.D. of the components, there are 2 supportive components found higher than 1.00, which are *"Flexible Management"* and *"Simple organization structure with officers working at their optimal capacity"* with S.D. of 1.05 and 1.09 respectively, because of the thinking differences between teachers and managing directors which yield diverse opinions.

Table 4.21 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: *Leadership* Component

No.	Leadership Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Capability in persuading and motivating teachers and staff's interest	4.16	0.56	High	3
2.	Being a good sample in working and living	5.00	0.00	Highest	1
3.	Having an ability to train officers as a trainer	4.59	0.65	Highest	2
4.	Having an ability to work with all-level officers	3.30	1.16	Moderate	7
5.	Capable of supporting officer's confidence after their completed job.	3.40	1.09	Moderate	6
6.	Capable of creating strong team with fluent and interactive communication	3.68	0.84	High	5
7.	Provoking teamwork and appropriate working attitude	3.39	0.92	High	4
	Overall	**4.01**	**0.74**	**High**	

From Table 4.21, *"Leadership"*, the 4th contributing factors ($\bar{x}$ = 4.01 S.D = 0.74), has its most supportive component of *"Being a good sample in working and living"* ($\bar{x}$ = 5.00, S.D =0.0) ; the second supportive component is *"Capability in persuading and motivating teachers and staff's interest"* ($\bar{x}$ =4.16, S.D = 0.56); while, the least supportive component is *"Having an ability to work with all-level officers"* ($\bar{x}$ = 3.30, S.D =1.16), which its contribution is only Average.

Reckoning S.D. of the components, there are 2 supportive components found higher than 1.00, which are *"Having an ability to work with all-level officers"* and *"Capable of supporting officer's confidence after their completed job"* with S.D. of 1.16 and 1.09 respectively, because of the thinking differences between teachers and managing directors which yield diverse opinions.

Table 4.22 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: *Management* Component

No.	Management Component (N=315)	x̄	S.D	Level	Rank
1.	Adapting SWOT Analysis into planning strategy and development	4.70	0.52	Highest	2
2.	Plans set regarding school's vision, mission, and target	4.92	0.27	Highest	1
3.	Action plans assigned to proper officers	4.26	0.75	High	4
4.	The school holding onto plan as its working procedures	3.23	1.14	Moderate	7
5.	Compact and fast management system	3.11	1.24	Moderate	8
6.	Sufficient and quality officers	2.74	1.17	Moderate	10
7.	Sufficient infrastructures and facilities	3.60	1.18	High	5
8.	Efficient school's supervising system with the use of information systems to process knowledge and experience	2.29	1.17	Low	12
9.	Periodically adapting work's result to the development of officers	2.58	1.18	Moderate	11
10.	Efficient quality control system	3.02	1.15	Moderate	9
11.	Standardized working reports and quality assurance	4.60	0.61	Highest	3
12.	Seminar for advantages and disadvantages of the school	3.24	1.15	Moderate	6
	Overall	**3.52**	**0.96**	**High**	

From Table 4.22, *"Management",* the 7th contributing factors ($\bar{x}$ = 3.52 S.D = 0.96), has its most supportive component of *"Plans set regarding school's vision, mission, and target"* ($\bar{x}$ = 4.92, S.D =0.27) ; the second supportive component is *"Action plans assigned to proper officers"* ($\bar{x}$ =4.26, S.D = 0.75); whereas, the least supportive component is *"Efficient school's supervising system with the use of information systems to process knowledge and experience"* ($\bar{x}$ = 2.29, S.D =1.17).

Reckoning S.D. of the components, most of them are found higher than 1.00, which are *"The school holding onto plan as its working procedures", "Compact and fast management system", "Sufficient and quality officers", "Sufficient infrastructures and facilities", "Efficient school's supervising system with the use of information systems to process knowledge and experience", "Periodically adapting work's result to the development of officers",* and *"Seminar for advantages and disadvantages of the school"* with the S.D. of 1.14, 1.24, 1.17, 1.18, 1.17, 1.18, 1.15 and 1.15 respectively. All of the results may be affected by the thinking differences between teachers and managing directors, which yield diverse opinions.

Table 4.23 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: *Supportive and Corporate Learning Culture* Component

No.	Supportive and Corporate Learning Culture Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Beautiful and practical school	4.95	0.21	Highest	2
2.	Learning Space	4.92	0.27	Highest	1
3.	Meeting and knowledge exchanging space	4.67	0.47	Highest	4
4.	Happy and career-progressive working environment	3.73	0.95	High	7
5.	Interactive working environment creating trust between each other	3.94	0.82	High	8
6.	Taking comments and experience on learning of officers into consideration	3.01	1.14	High	10

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Table 4.23 (continued)

No.	Supportive and Corporate Learning Culture Component (N=315)	$\bar{x}$	S.D	Level	Rank
7.	Activities for officers to improve their students' experience and knowledge	2.89	1.11	Moderate	5
8.	Mutual ground for expressing ideas and accrediting one's honor	3.17	1.13	High	12
9.	Managing directors supporting teachers to have shared interaction and experience	4.65	0.56	Highest	11
10.	Managing directors supporting in reserving and inheriting school's cultures	4.42	0.82	Highest	9
	Overall	**4.03**	**0.75**	**High**	

From Table 4.23, *"Supportive and Creative Learning Culture"*, the 2nd contributing factors ($\bar{x}$ = 4.03 S.D = 0.75) , has its most supportive component of *"Beautiful and practical school"* ($\bar{x}$ = 4.95, S.D =0.21) ; the second supportive component is *"Interactive working environment creating trust between each other"* ($\bar{x}$ =3.94, S.D = 0.82); whereas, the least supportive component is *"Activities for officers to improve their students' experience and knowledge",* the only Moderate component ($\bar{x}$ = 2.89, S.D =1.11).

Reckoning S.D. of the components, there are 3 components found higher than 1.00, which are *"Taking comments and experience on learning of officers into consideration", "Activities for officers to improve their students' experience and knowledge",* and *"Mutual ground for expressing ideas and accrediting one's honor"* with the S.D. of 1.14, 1.11 and 1.13 respectively. All of the results may be affected by the thinking differences between teachers and managing directors, which yield diverse opinions.

Table 4.24 Mean and S.D. of factors assisting the Foundation of Learning
Organization amongst Chiang Mai Private Early childhood School:
Motivation Component

No.	Motivation Component (N=315)	$\bar{x}$	S.D	Level	Rank
1.	Justified measure regarding work's efficiency	4.57	0.61	Highest	3
2.	Trusting, relying, and accrediting one's effort	4.16	0.81	High	4
3.	Providing frequent field trips or workshops for teacher's development	4.83	0.39	Highest	1
4.	Success-induced working environment and infrastructure	3.97	0.89	High	5
5.	Assigning suitable and possible tasks	3.56	1.13	High	7
6.	Independent and creative thinking procedures for officers	2.71	1.10	Moderate	8
7.	Accrediting and providing decoration of honor to prominent officers and teachers	3.81	0.98	High	6
8.	Having an honorable award or reward for prominent officers and Punishing officers with improper behavior	4.59	0.63	Highest	2
	Overall	**4.03**	**0.75**	**High**	

From Table 4.24, *"Motivation"*, the 3rd contributing factors ($\bar{x}$ = 4.02 S.D = 0.89) , has its most supportive component of *"Providing frequent field trips or workshops for teacher's development"* ($\bar{x}$ = 4.83, S.D =0.39); the second supportive component is *"Trusting, relying, and accrediting one's effort"* ($\bar{x}$ =4.16, S.D = 0.81); whereas, the least supportive component is *"Independent and creative thinking procedures for officers"*, the only Average component ($\bar{x}$ = 2.71, S.D =1.10).

Reckoning S.D. of the components, there are 2 components found higher than 1.00, which are *"Assigning suitable and possible tasks"* and *"Free and creative thinking procedures for officers"* with the S.D. of 1.13 and 1.10 respectively. All of the results may be affected by the thinking differences between teachers and managing directors, which yield diverse opinions.

Table 4.25 Mean and S.D. of factors assisting the Foundation of Learning Organization amongst Chiang Mai Private Early childhood School: *Learning Technology* Component

No.	Learning Technology Component (N=315)	x̄	S.D	Level	Rank
1.	Proper technology suitable with modern working practices and needs	3.69	0.84	High	3
2.	Learning technology related to the needs to early childhood school's officers and students	3.31	1.21	Average	7
3.	Learning technology improving both properties and utility of early childhood school	3.57	1.01	High	5
4.	Efficient technology for teachers and officers' development	3.62	1.12	High	4
5.	Frequent updating on database in case easily adapting with tasks	2.99	1.27	Average	8
6.	Supporting officers who adapt innovation and technology with their tasks	3.78	1.03	High	2
7.	Supporting officers who properly adapt innovation and technology in developing early childhood students	3.36	1.12	Average	6
8.	Using the benefits from technology to improve education style	4.89	0.46	Highest	1
Overall		**4.03**	**0.75**	**High**	

From Table 4.25, *"Learning Technology"*, the 6th contributing factors ($\bar{\bar{x}}$ = 3.65 S.D = 1.01) , has its most supportive component of *"Using the benefits from technology to improve education style"* ($\bar{x}$ = 4.89, S.D =0.46); the second supportive component is *"Learning technology improving both properties and utility of early childhood school"* ($\bar{x}$ =3.57, S.D = 1.01); whereas, the least supportive component is *"Frequent updating on database in case easily adapting with tasks"*, the only Moderate component ($\bar{x}$ = 2.99, S.D =1.27).

Reckoning S.D. of the components, there are 6 components found higher than 1.00, which are *"Learning technology related to the needs to early childhood school's officers and students"*, *"Learning technology improving both properties and utility of early childhood school"*, *"Efficient technology for teachers and officers' development"*, *"Frequent updating on database in case easily adapting with tasks"*, *"Supporting officers who adapt innovation and technology with their tasks"*, and *"Supporting officers who properly adapt innovation and technology in developing early childhood students"* with the S.D. of 1.24, 1.01, 1.12, 1.27, 1.03, and 1.12 respectively. All of the results may be affected by the thinking differences between teachers and managing directors, which yield diverse opinions.

Section 3   The results of learning organization's model on Chiang Mai's early childhood schools

3.1   The results of the Model of learning organization and its Instruction

The workshop was held with participation of 20 managing directors and teachers from Chiang Mai's private early childhood school on December 9th, 2016 from 9 a.m. to 3 p.m. at Kowit Thamrong School. The conclusion of the workshop is that

3.1.1 The analysis from section 1 and 2 has yielded out component's relations with states and problems as follows:

1) The components of learning organization and its relation from the Stage 2's ranking have been shown in table 4.26, according to the resolution from the workshop.

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Table 4.26 The ranking of component's relation with state and problem of being learning organization

State	Problem	Ranking
1. Shared Vision	1. Personal Mastery	1. Personal Mastery
2. Team Learning	2. Knowledge Management	2. Knowledge Management
3. Personal Mastery	3. Mental Model	3. Mental Model
4. System Thinking	4. Team Learning	4. Shared Vision
5. Knowledge Management	5. System Thinking	5. Team Learning
6. Mental Model	6. Shared Vision	6. System Thinking

From Table 4.26 has shown the ranks of learning organization's components are 1. Personal Mastery 2. Knowledge Management 3. Mental Model 4. Shared Vision 5. Team Learning and 6. System Thinking. The supporting factors of learning organization and its relation from the Stage 2's ranking have been shown in table 4.26, according to the resolution from the workshop.

Table 4.27 The ranking of supporting factor's relation with state and problem of being learning organization

| No.	Supporting Factor	$\bar{x}$	S.D	α	Level	Rank
1	Strategy	4.13	0.54	0.87	High	1
2	Appropriate Structure	3.80	0.79	0.97	High	5
3	Leadership	4.01	0.70	0.93	High	4
4	Management	3.52	0.90	0.98	High	7
5	Supportive and Corporate Learning Culture	4.03	0.68	0.95	High	2
6	Motivation	4.02	0.76	0.96	High	3
7	Learning Technology	3.65	0.95	0.97	High	6

From Table 4.27 has shown the rank of learning organization's supporting factors which are 1. Strategy   2. Supportive and Corporate Learning Culture   3. Motivation   4. Leadership 5. Appropriate Structure   6. Learning Technology and 7. Management**.**

3)   The relations between learning organization and components and learning organization and supporting factors are shown in figure 4.1 and 4.2
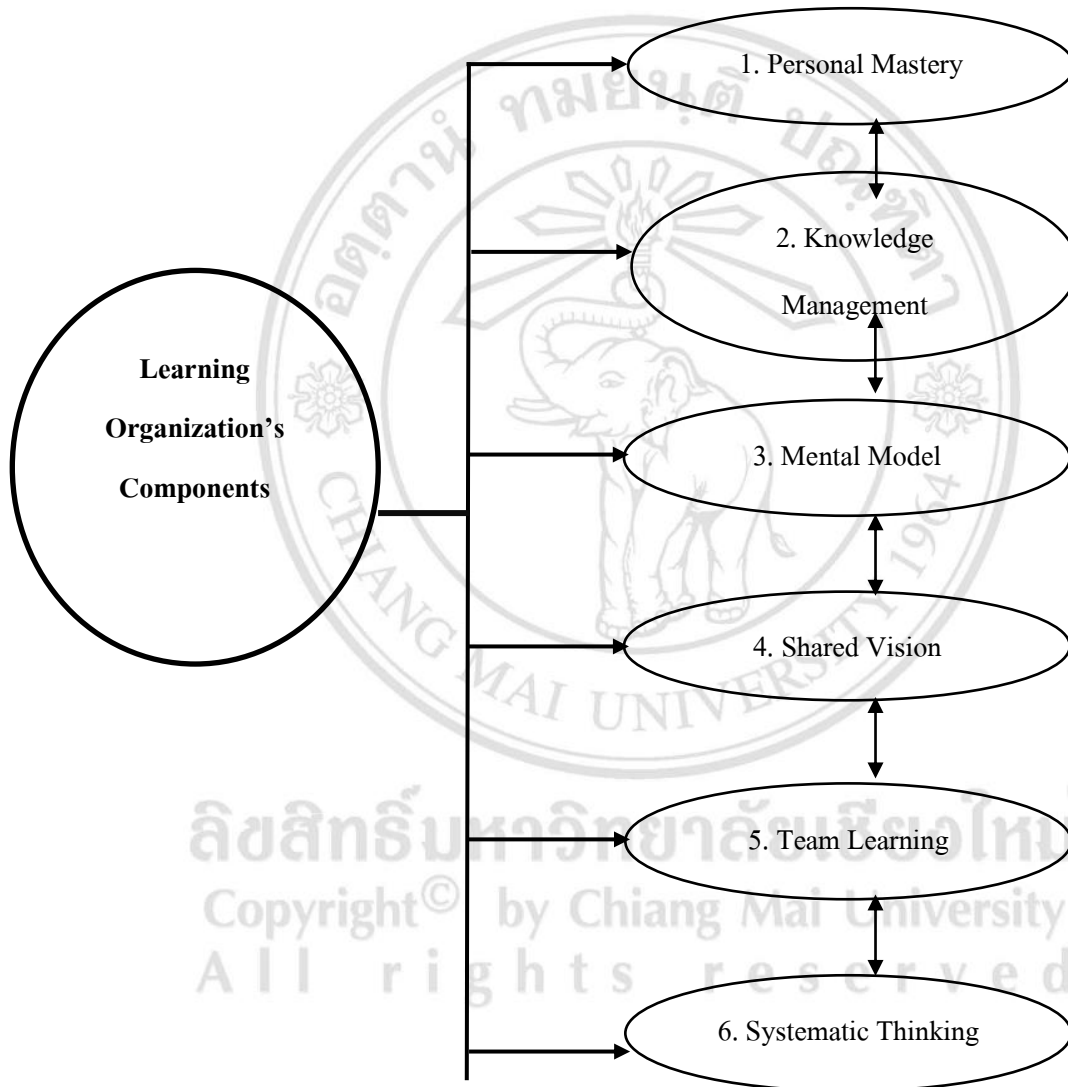
Figure 4.1 The illustration of relation between state of being learning organization of Chiang Mai's private early childhood school
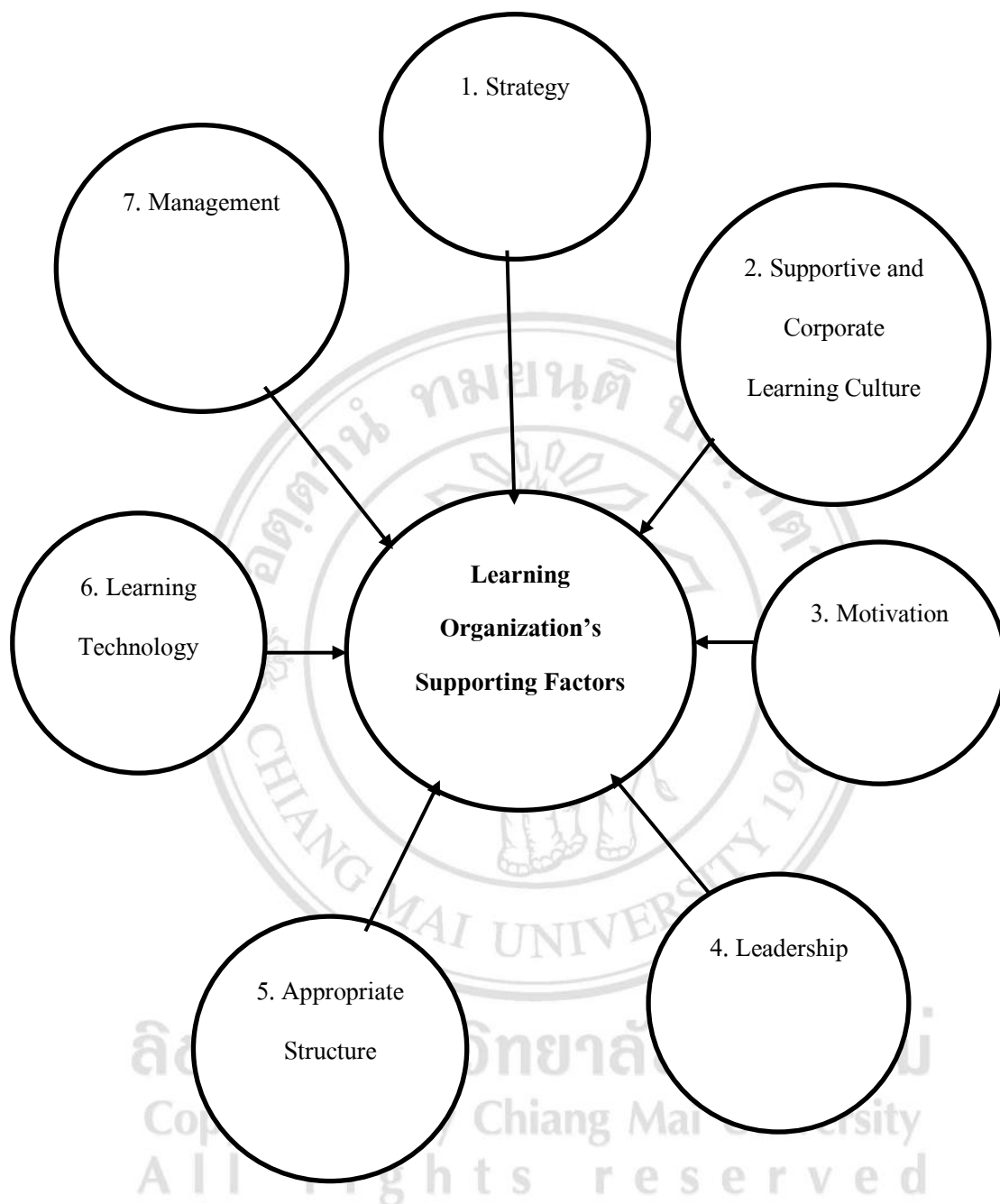
Figure 4.2 The illustration of the relation between supporting factors of being learning organization of Chiang Mai's private early childhood school

3.1.2 The results of activities which will be used for creating learning organization amongst Chiang Mai's private early childhood schools are analyzed by the researcher with the results from the workshop and synthesized data to be the concept, method, and activity of creation in Table 4.28 to Table 4.29;

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Table 4.28 The Concept, Method, and Activity for Creating Learning Organization in relation to Components

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
1. Personal Mastery	1.1 Having a passion for learning and developing themselves to influence students and fellow teachers in a positive way	Moderate	High	1. Supporting officers to be always eager to find new knowledge for self and career development	1. Workshop/Seminar For Resolution	1. Activity of Brain – based Learning 2. Workshop of Learn and share 3. Activity of Yellow Pages 4. Activity for excellence
	1.2 Having the knowledge and understanding in new techniques and technologies having to do with education management	Moderate	High	2. Supporting officers to understand new innovation related to education management	2. Workshop/Academic knowledge exchanging	
	1.3 Always exchanging ideas and knowledge with colleagues	Moderate	High	3. Supporting officers to always exchange knowledge	3. Scheduling various types of classes	
	1.4 Taking the knowledge received from colleagues and applying it to oneself for personal development	Moderate	High	4. Supporting officers to bring knowledge from others to be adapted with their work	4. Noting self-development/Competition for work's result	

Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
1. Personal Mastery	1.5 Having the ability to organize a variety of activities by giving the children an opportunity to decide topics for learning where they are able to follow their interests and needs.	Moderate	Highest	5. Supporting officers to be able to create activity to improve children's learning and thinking method regarding the education management of official plan	5. Workshop for improving thinking process	5. Activity for Coaching 6. Activity for Google's Apps Applications 7. Activity for classroom researching
	1.6 Having the ability to organize activities where children are able to practice their thinking and learn from experience based on the curriculum	Moderate	High	6. Supporting officers to be able to create various activities which serve student's subject and interest	6. Workshop for improving thinking skill	
	1.7 Taking the knowledge from work and synthesizing new knowledge for personal development	Low	High	7. Supporting officers to bring shared knowledge to create new concept for work development	7. Self-Developing, Work's result presenting	

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
2. Knowledge Management	2.1 Having a continuous pursuit of knowledge in and out of school i.e. organizing activities which build more knowledge such as organizing conferences, seminars, conducting research, and brainstorming	Moderate	High	1. Supporting officers to always find new knowledge internally and externally	1. Touring, Seminar for exchanging knowledge	1. Activity of Brain – based Learning 2. Learn and share Workshop
	2.2 Collecting the knowledge gained from searching and synthesizing it to create new knowledge. Such as gathering and developing the new knowledge concerning childhood development and education management to apply it to the school	Low	High	2. Supporting officers to always find new knowledge internally and externally	2. Touring, Seminar for exchanging knowledge	

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
2. Knowledge Management	2.3 Collecting all this knowledge from various areas to apply to work development in the school and organizing it systematically	Low	High	3. Supporting officers to develop their work with shared knowledge and store it systematically	3. Meeting for exchanging method to learn and store knowledge systematically	3. Activity of Yellow Pages 4. Activity for excellence
	2.4 Creating new knowledge from experience and an expertise in working with personnel	Low	High	4. Supporting officers to bring knowledge to be analyzed, synthesized, and created as new concept to improve personnel's mastery	4. Stage for learning/Presenting good example/Training researching method	

Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
2. Knowledge Management	2.5 There are personnel who are in charge of storing knowledge within the school	Low	High	5. Supporting officers to store knowledge in storing documents and innovative database which networks in school with assigned staff to monitor	5. Storing data systematically/Assigning personnel to be in charge of data	5. Activity of Coaching 6. Activity for Google's Apps Applications 7. Activity for classroom researching
	2.6 Taking the knowledge received from knowledge distribution and applying it to school development	Low	High	6. Supporting officers to spread concept by using school or public project for development	6. Creating Exhibition and Spreading knowledge online through Facebook Page or Line Program	

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
3. Mental Model	3.1 Taking the knowledge gained from research and learning to develop one's work	Low	High	1. Applying thinking, analyzing, resolving method with their tasks	1. Seminar for exchanging knowledge	1. Activity for quality guarantee2. Activity for Brain – based Learning classroom 3. Learn and Share Workshop
	3.2 Problem solving skills. Thinking of problems as opportunities to improve and develop your work in a positive way	Low	High	2. Supporting officers to turn problem into chance regarding theories correctly for better changes	2. Workshop for learning	
	3.3 A readiness to receive information and new experiences to bring for development and change in one's own creative thinking	Moderate	Moderate	3. Supporting officers to have thinking process and readiness for new experiences to be adapted with their thinking and practice creatively	3. Seminar for development and Noting new knowledge	

Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
3. Mental Model	3.4 Improving new ways of thinking that are not only innovative but efficient	Low	High	4. Supporting officers to develop mixed, modern and flexible method of thinking	4. Seminar for development and Noting new knowledge	4. Activity of Yellow Pages 5. Activity for excellence
	3.5 Being Open minded in accepting new teaching concepts and innovations for use in developing the school; such as bringing new learning processes that are in line with the 21st century to help bolster a child's development and thinking processes	Moderate	Moderate	5. Supporting officers to store knowledge in storing documents and innovative database which networks in school with assigned staff to monitor	5. Touring, Seminar for development, Exchange Learning 6. Training brain development 7. Bringing technology to develop officer	6. Activity of Coaching 7. Activity for Google's Apps Applications 8. Activity for classroom researching 9. Activity for exhibition, innovation, and teaching awards

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
4. Shared Vision	4.1 Allowing everyone an equal opportunity to participate in deciding what the school's mission and clear strategy that aligns with the school's vision as much as possible	High	High	1. Supporting officers to use learned thinking method to analyze and resolve their tasks	1. Touring, Seminar for development, Exchange Learning	1. Activity for school's quality improvement 2. Activity for quality guarantee
	4.2 All staff members of the school have a part in the vision and goals for the school	Moderate	Moderate	2. Supporting officers to participate in setting school's vision and in turning problem into chance for better development	2. Workshop for participation to note agreement together	

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
4. Shared Vision	4.3 Committed to achieving the school's vision	Moderate	Moderate	3. Supporting officers to work regarding school's vision successfully	3. Presenting work, Honoring good merits to create culture in school	3. Activity for Learn and Share Workshop 4. Activity of Yellow Pages
	4.4 All teachers and staff are open minded in accepting the results and action that comes from the school's vision that was formed together	Moderate	Moderate	4. Supporting officers to be open-minded with the success of school's vision	4. Meeting for Exchange Learning/Presenting good examples	5. Activity of Coaching

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
5. Team Learning	5.1 Working and collaborating together which enables the sharing of knowledge and problem solving i.e. Teachers and staff members working together in making decisions about the management of school education	Average	High	1. Supporting team resolution and knowledge exchanging	1. Touring, Seminar for exchange learning, addressing agreement	1. Activity for school's quality improvement 2.Activity for Brain – based Learning classroom 3. Activity of Learn and Share Workshop 4. Activity of Yellow Pages 5. Activity for excellence 6. Activity of Coaching
	5.2 The Staff and personnel have the opportunity to learn things together i.e. having conversations, exchanging ideas, and having a mutual understanding of one's reasons and beliefs about managing primary school education	Average	High	2. Supporting officers to have chance to learn many things together	2. Creating learning team	
	5.3 Teachers and staff working together to solve problems	Average	High	3. Supporting teachers and officers to altogether find excellent practices to resolve problem	3. Creating stage for exchange learning	

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Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
6.System Thinking	6.1. Having a clear predetermined strategy ahead of time and a plan to use it	High	High	1.Supporting clear working practices in advance	1.Touring/Seminar for development/ Exchange Learning	1. Activity for school's quality improvement
	6.2 Understanding the inner workings of the school system	Moderate	Moderate	2.Supporting officers to understand school's network and working procedure	2. Meeting for exchange learning	2. Activity for quality guarantee 3. Activity for Brain – based Learning classroom
	6.3 Working methodically, step-by-step, and systematically while being able to check the details	Moderate	Moderate	3.Supporting officers to understand working procedure and its priority which is set systematically and observably	3. Systemizing school's information technology	

Table 4.28 (continued)

Component	State of being learning organization	Level of state	Level of problem	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
6.System Thinking	6.4 Working together to analyze the cause of the problems and being able to working within the school to solve them together	Moderate	Moderate	4.Supporting officers to mutually analyze and resolve problems under school's operation	4. Analyzing organization with SWOT Analysis	4. Learn and Share Workshop 5. Activity of Yellow Pages 6. Activity for excellence 7. Activity of Coaching 8. Activity for Google's Apps Applications 9. Activity for classroom researching 10. Activity for exhibition, innovation, and teaching awards
	6.5 Monitoring and evaluating performance then taking that data to improve and develop the system. Through learning from other people and taking the experience to figure out how to prevent further problems efficiently.	Low	Moderate	5. Supporting the followings-up and measurements to be used in improving school's system	5. Supervising working results	

Table 4.29 The Concept, Method, and Activity for Creating Learning Organization in relation to Assisting Factors

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
1. Strategy	1.1 Adaptation of successful methods and techniques on school's management	Moderate	1. Supporting officers to apply successful techniques with education management	1. Analyzing organization with SWOT Analysis 2.Workshops for participation in academic knowledge exchanging	1. Activity for school's quality improvement 2. Learn and Share Workshop 3. Activity for excellence 4. Activity of Coaching
	1.2 School's officers being on top priority	High	2. Developing officers in the school	2.Exhibition and Rewards for good officers	
	1.3 The strategy related to school's vision, target, and development plan	High	3. Developing strategy regarding school's vision, goal, and plan	3. Analyzing organization with SWOT Analysis	

Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
1.Strategy	1.4 The strategy contributing to school's success	Highest	1. Supporting officers to apply successful techniques with education management	1. Analyzing organization with SWOT Analysis 2.Workshops for participation in academic knowledge exchanging	1. Activity for school's quality improvement 2. Learn and Share Workshop 3. Activity for excellence 4. Activity of Coaching
	1.5 Having mutual strategy for executing the school	Highest	2. Developing officers in the school	2.Exhibition and Rewards for good officers	
	1.6 Focusing on staff and officers' learning activities to achieve success as stated in school's vision	High	3. Developing strategy regarding school's vision, goal, and plan	3. Analyzing organization with SWOT Analysis	

Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
2. Supportive and Corporate Learning Culture	2.1 Meeting and knowledge exchanging space	Moderate	1. Supporting teachers and officers to express their opinion on educational experience	1. Workshops for participation in academic knowledge exchanging	1. Activity for Brain – based Learning classroom 2. Learn and Share Workshop 3. Activity for excellence 4. Activity of Coaching 5. Activity of Yellow Pages
	2.2 Activities for officers to improve their students' experience and knowledge	Moderate	2. Supporting teachers and officers to mutually develop themselves to always be able to provide new experience for students.	2.1 Workshop 2.2 Activity for exchange learning	
	2.3 Mutual ground for expressing ideas and accrediting one's honor	Moderate	3.Supporting mutual working practices which accept and honor other's opinions	3. Mutual agreement to be practiced	

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Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
3. Motivation	3.1 Success-induced working environment and infrastructure	Moderate	1. Providing facilities and atmosphere which assists working practices	1. Developing working facilities	1. Learn and Share Workshop 2. Activity of Coaching 3. Activity for excellence 4. Activity for exhibition, innovation, and teaching awards
	3.2 Accrediting and providing decoration of honor to prominent officers and teachers	Moderate	2. Aiding, honoring, and rewarding spectacular officers	2. Holding a meeting to clarify types of award	
	3.3 Trusting, relying, and accrediting one's effort	High	3. Rewarding or announcing honor to teacher or officer with excellent job	3. Monitoring, Following-up, and Measuring working practices under set period	

Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
4. Leadership	4.1 Capable of creating strong team with fluent and interactive communication	Moderate	1. Supporting teamwork and free-thinking	1. Analyzing organization with SWOT Analysis 2.Workshops for participation in academic knowledge exchanging	1. Activity for school's quality improvement 2. Activity for quality guarantee 3. Learn and Share Workshop 4. Activity of Coaching 5. Activity for excellence 6. Activity for exhibition, innovation, and teaching awards
	4.2 Provoking teamwork and appropriate working attitude	Moderate	2. Supporting good social value in working	2. Giving teacher and officer a chance to mutually decide	
	4.3 Having an ability to train officers as a trainer	High	3. Having art in winning morality with friendly manner	3. Seminar for exchanging and supervising learning	

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Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
5.Appropriate Structure	5.1 Systematic job assigning and job responsibility	Moderate	1. Operating the system and mechanism of the organization effectively	1. Analyzing organization with SWOT Analysis 2.Workshops for participation in academic knowledge exchanging	1. Activity for school's quality improvement 2. Activity for quality guarantee 3. Learn and Share Workshop
	5.2 Compact Structure	Moderate	2. Supporting to use information system with management	4. Organizing efficient system 5. Developing school's quality guarantee system	

Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
6. Learning Technology	6.1 Learning technology related to the needs to early childhood school's officers and students	Moderate	1. Supporting the use of technology to seek new knowledge which suits the need of student, teacher, and officer	1. Seminar/Meeting for exchange learning	1. Activity for Brain – based Learning classroom 2. Learn and Share Workshop 3. Activity for excellence
	6.2 Learning technology improving both properties and utility of early childhood school	Moderate	2. Supporting the use of technology to be adapted with working practice and early childhood educational management	2. Workshop for exchange learning	
	6.3 Efficient technology for teachers and officers' development	Moderate	3. Supporting teacher and officer to use technology efficiently	3. Continual seminar relating to technology	

Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
6. Learning Technology	6.4 Frequent updating on database in case easily adapting with tasks	Moderate	4. Supporting the development of overall database	4. Updating new and update information system	4. Activity of Coaching 5. Activity of Yellow Pages 6. Activity for Google's Apps Applications
	6.5 Supporting officers who adapt innovation and technology with their tasks	Moderate	5. Developing officer to adapt technology and innovation with their work	5. Workshop teaching how to adapt technology with their work	
	6.6 Supporting officers who properly adapt innovation and technology in developing early childhood students	Moderate	6. Developing officer to adapt technology and innovation with educational management	6. Workshop teaching how to adapt technology with children's learning	

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Table 4.29 (continued)

Assisting Factors	Concept of supporting factors	Rank	The result of synthesizing	The method of creating learning organization	The activity to create learning organization
7. Management	7.1 Adapting SWOT Analysis into planning strategy and development	Moderate	1. Supporting the use of plan as way of working	1. Creating school's development plan	1. Activity for school's quality improvement 2. Activity for quality guarantee 3. Learn and Share Workshop 4. Activity for excellence
	7.2 Plans set regarding school's vision, mission, and target	Moderate	2. Having plan related to school's vision, mission, and goal	2. Creating school's development plan	
	7.3 Action plans assigned to proper officers	Moderate	3. Assigning officer to be sufficiently responsible with school's tasks	3. Creating working instruction and assigning responsible personnel	
	7.4 Efficient quality control system	Moderate	4. Reporting the results of school's standardized quality-guarantee system.	4. Arranging school's information system	

From Table 4.28 to 4.29, the researcher has concluded the 10 unanimous activities from the workshop of creating learning organization

1. Activity for school's quality improvement

2. Activity for quality guarantee

3. Activity for Brain – based Learning classroom

4. Activity for Learn and Share Workshop

5. Activity for Yellow Pages

6. Activity for excellence

7. Activity of Coaching

8. Activity for Google's Apps Applications

9. Activity for classroom researching

10. Activity for exhibition, innovation, and teaching awards

All of the ten activities are related to components and supporting factors of learning organization as follows:

The relation with components

Component 1 Personal Mastery has 7 activities to be developed

Component 2 Knowledge Management has 7 activities to be developed

Component 3 Mental Model   has 7 activities to be developed

Component 4 Shared Vision   has 5 activities to be developed

Component 5 Team Learning has 6 activities to be developed

Component 6 System Thinking has 7 activities to be developed

The relation with assisting factors

Assisting factor 1	Strategy has 4 activities to be developed
Assisting factor 2	Supportive and Corporate Learning Culture has 5 activities to be developed
Assisting factor 3	Motivation has 4 activities to be developed
Assisting factor 4	Leadership has 6 activities to be developed
Assisting factor 5	Appropriate Structure has 6 activities to be developed

<table>
<tr><td>Assisting factor 6</td><td>Learning Technology has 6 activities to be developed</td></tr>
<tr><td>Assisting factor 7</td><td>Management has 7 activities to be developed</td></tr>
</table>

The conclusion of the relation between component/assisting factors and activities is as follows:

1. Activity for school's quality improvement has relation with 4 components

    and 3 assisting factors, total of 7 units.

2. Activity for quality guarantee has relation with 3 components and 3 assisting factors, total of 6 units.

3. Activity for Brain – based Learning classroom has relation with 5 components and 2 assisting factors, total of 7 units.

4. Activity for Learn and Share Workshop has relation with 6 components

    and 7 assisting factors, total of 13 units.

5. Activity for Yellow Pages has relation with 6 components and 4 assisting factors, total of 10 units.

6. Activity for excellence has relation with 5 components and 6 assisting factors,

    total of 11 units.

7. Activity of Coaching has relation with 7 components and 7 assisting factors, total of 13 units.

8. Activity for Google's Apps Applications has relation with 4 components

    and 3 assisting factors, total of 7 units.

9. Activity for classroom researching has relation with 6 components and 0 assisting factors, total of 6 units.

10. Activity for exhibition, innovation, and teaching awards has relation with 1 component and 2 assisting factors, total of 3 units.

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Therefore, all of workshop's attendees had come to the resolution of 10 activities which will be used with the model of Chiang Mai's private early childhood school's learning organization, which will be shown as followings and in Table 4.30

    1. Activity for school's quality improvement

    2. Activity for quality guarantee

    3. Activity for Brain – based Learning classroom

    4. Activity for Learn and Share Workshop

    5. Activity for Yellow Pages

    6. Activity for excellence

    7. Activity of Coaching

    8. Activity for Google's Apps Applications

    9. Activity for classroom researching

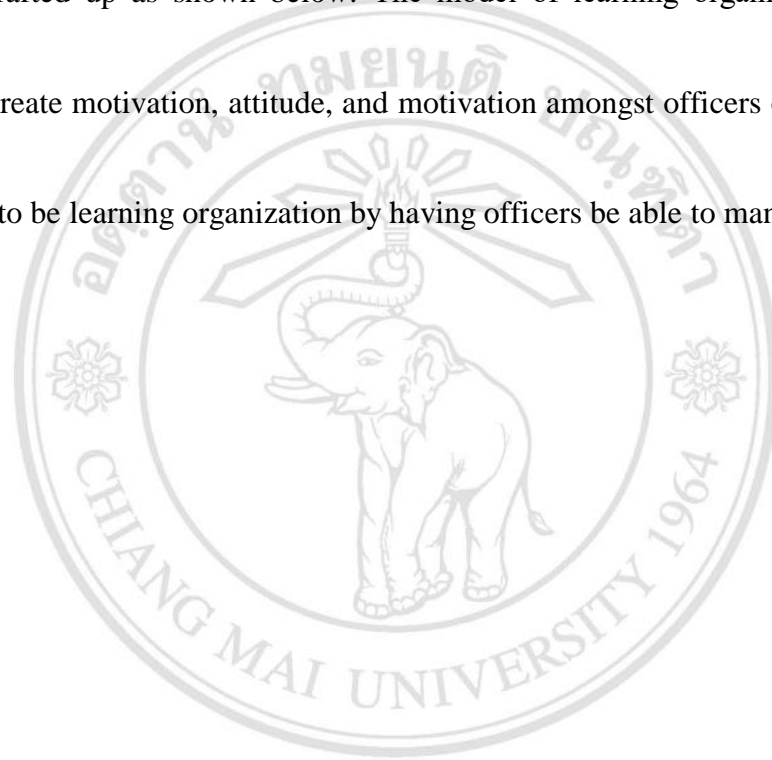   10. Activity for exhibition, innovation, and teaching awards

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Table 4.30 The relation between activity and component/assisting factor of private early childhood schools in Chiang Mai

Activity for the foundation of Chiang Mai's private early childhood schools	Components						Assisting Factors							Total
	1. Personal Mastery	2. Knowledge	3. Mental Model	4. Shared Vision	5. Team Learning	6. System Thinking	1. Strategy	2. Supportive and Corporate Learning	3. Motivation	4. Leadership	5. Appropriate	6. Learning	7. Management	
1. Activity for school's quality improvement				✓	✓	✓	✓			✓	✓		✓	7
2. Activity for quality guarantee			✓	✓		✓				✓	✓		✓	6
3. Activity for Brain – based Learning classroom	✓	✓	✓		✓	✓	✓					✓		7
4. Activity for Learn and Share Workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
5. Activity for Yellow Pages	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	10
6. Activity for excellence	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	11
7. Activity of Coaching	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
8. Activity for Google's Apps Applications	✓	✓	✓			✓					✓	✓	✓	7
9. Activity for classroom researching Activity for classroom researching	✓	✓	✓		✓	✓								5
10. Activity for exhibition, innovation, and teaching awards			✓							✓	✓			3
Total	7	7	7	5	6	7	4	5	4	6	6	6	7	-

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As the workshop's resolution had been concluded, the Figure 4.3 showing the model of learning organization for Chiang Mai's private early childhood school was drafted up as shown below. The model of learning organization for Chiang Mai's private early childhood school (Drafted)

Concept: To continuously create motivation, attitude, and motivation amongst officers of the school with clear and observable processes

Purpose: To make a school to be learning organization by having officers be able to manage education for individual, team, and organization

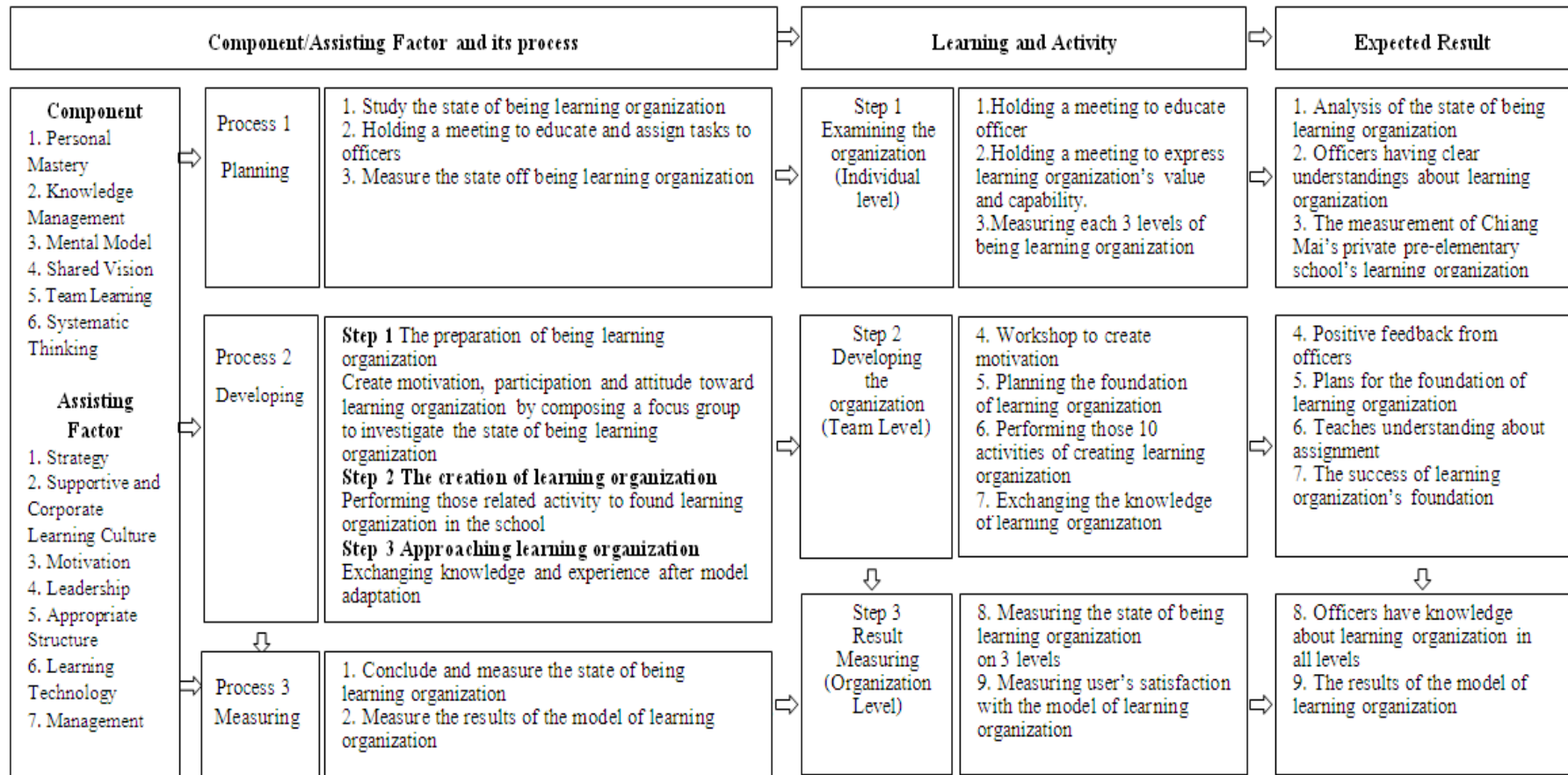| Component/Assisting Factor and its process			Learning and Activity		Expected Result
Component 1. Personal Mastery 2. Knowledge Management 3. Mental Model 4. Shared Vision 5. Team Learning 6. Systematic Thinking **Assisting Factor** 1. Strategy 2. Supportive and Corporate Learning Culture 3. Motivation 4. Leadership 5. Appropriate Structure 6. Learning Technology 7. Management	Process 1 Planning	1. Study the state of being learning organization 2. Holding a meeting to educate and assign tasks to officers 3. Measure the state off being learning organization	Step 1 Examining the organization (Individual level)	1. Holding a meeting to educate officer 2. Holding a meeting to express learning organization's value and capability. 3. Measuring each 3 levels of being learning organization	1. Analysis of the state of being learning organization 2. Officers having clear understandings about learning organization 3. The measurement of Chiang Mai's private pre-elementary school's learning organization
	Process 2 Developing	**Step 1** The preparation of being learning organization Create motivation, participation and attitude toward learning organization by composing a focus group to investigate the state of being learning organization **Step 2 The creation of learning organization** Performing those related activity to found learning organization in the school **Step 3 Approaching learning organization** Exchanging knowledge and experience after model adaptation	Step 2 Developing the organization (Team Level)	4. Workshop to create motivation 5. Planning the foundation of learning organization 6. Performing those 10 activities of creating learning organization 7. Exchanging the knowledge of learning organization	4. Positive feedback from officers 5. Plans for the foundation of learning organization 6. Teaches understanding about assignment 7. The success of learning organization's foundation
	Process 3 Measuring	1. Conclude and measure the state of being learning organization 2. Measure the results of the model of learning organization	Step 3 Result Measuring (Organization Level)	8. Measuring the state of being learning organization on 3 levels 9. Measuring user's satisfaction with the model of learning organization	8. Officers have knowledge about learning organization in all levels 9. The results of the model of learning organization

Figure 4.3 The model of learning organization for Chiang Mai's private pre-elementary school (Drafted)

From Figure 4.3 "The model of learning organization for Chiang Mai's private early childhood school (Drafted)", the model of learning organization had been accordingly created and consisted of 4 sections. The sections are consisted of 1) Introduction and Principle 2) Component, Factor, and Its Procedure 3) Workshop and Activity and 4) Model's Targeted Result, and has details as followings:

1.   Introduction and Principle

1.1 The model's principle uses motivation, attitude, and motivation amongst officers of the school with clear and observable processes

1.2 The purpose of the model is to have officers be able to manage education for individual, team, and organization

2.   Components/Assisting Factors and its procedure

2.1 The 6 components and 7 assisting factors featured in the model

Component	Assisting Factor
1. Personal Mastery	1. Strategy
2. Knowledge Management	2. Supportive and Corporate Learning Culture
3. Mental Model	3. Motivation
4. Shared Vision	4. Leadership
5. Team Learning	5. Appropriate Structure
6. System Thinking	6. Learning Technology
	7. Management

2.2 The processes of the model

2.2.1 Process of Planning

The basic concept of this process is to provide officers knowledge and understanding as shown below:

1) The process of studying the state of being learning organization by observing, interviewing, and meeting.

2) Holding a meeting to provide the basis of learning organization for individual advance research

3)   Measuring the state of being learning organization

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2.2.2 Process of Developing

This process aims at practicing according the created model by putting officers through the 10 activities to change developing procedures. The activities are attended by workshop, individual learning, and practicing. This process is divided into 3 steps which are

1) Step1 The preparation of being learning organization

1.1 Create motivation, participation and attitude toward learning organization

1.2 Composing a focus group to investigate the state of being learning organization

2) Step2 Performing those related activity to found learning organization in the school

1. Activity for school's quality improvement

2. Activity for quality guarantee

3. Activity for Brain – based Learning classroom

4. Activity for Learn and Share Workshop

5. Activity for Yellow Pages

6. Activity for excellence

7. Activity of Coaching

8. Activity for Google's Apps Applications

9. Activity for classroom researching

10. Activity for exhibition, innovation, and teaching awards.

3) Step3 Approaching learning organization

Exchanging knowledge and experience after model adaptation

2.3 Process of Measuring

This stage follows the adaptation of the model by observing, following, and measuring those 10 adapted activities, then reflects the success of the model of learning organization. The results are divided as followings:

2.3.1 The results of the state of being learning organization

2.3.2 The measuring on result of the model of learning organization

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3. Workshop and Activity

The workshop and activity are consisted of 3 stages which are varied in accordance with the focused levels, which are individual level, team level, and organization level.

    3.1 Step 1   Examining the organization (Individual level)

        3.1.1   Holding a meeting to educate officers

        3.1.2   Holding a meeting to express learning organization's value and capability.

        3.1.3   Measuring each 3 levels of being learning organization

    3.2 Step 2   Developing the organization (Team Level)

        3.2.1   Workshop to create motivation

        3.2.2   Planning the foundation of learning organization

        3.2.3   Performing those 10 activities of creating learning organization

        3.2.4   Exchanging the knowledge of learning organization

    3.3 Step 3   Result Measuring (Organization Level)

        3.3.1   Measuring the state of being learning organization on 3 levels.

        3.3.2   Measuring user's satisfaction with the model of learning organization

4. Model's Targeted Result

The targeted results of the model which will be considered successful are consisted of the followings:

    4.1 Analysis of the state of being learning organization

    4.2 Officers having clear understandings about learning organization

    4.3 The measurement of Chiang Mai's private early childhood school's learning organization

    4.4 Positive feedback from officers

    4.5 Plans for the foundation of learning organization

    4.6 Teacher understanding about assignment

Table 4.31 The activities used for the foundation of Chiang Mai's private early childhood school

No.	Activity	Components/Assisting Factors	Purpose	Success Determiner	Goal
1.	Activity for school's quality improvement	Component No. 4 5 6 Supporting Factor No. 1 4 5 7	1. To let officers learn systematically 2. To let officers participate in developing school 3. To let officers exchange knowledge with each other	1. School's action plan 2. Systemized organization 3. Actual participation 4. Officer's Accomplishment with tasks 5. Good interaction and relation between officers	1. School's action plan 2. Every officer participate in planning strategy and resolving problem 3. Officers follow the action plan and strategy 4. 80% of participating officers is satisfied with the model
2.	Activity for Brain – based Learning classroom	Component No. 1 2 3 5 6 Supporting Factor No. 2 6	1. To have officers be able to manage education in a new way 2. To have learners developed all-rounded 3. To let officers exchange new knowledge and adapt it with their tasks	1. Teacher manage their education with Brain – based Learning 2. Learners have 4-rounds development 3. Good interaction and relation between officers and school	1. 80% of participating officers uses Brain – based Learning 2. Learners have proper development 3. 80% of participating officers have proper development

Table 4.31 (continued)

No.	Activity	Components/Assisting Factors	Purpose	Success Determiner	Goal
3.	Workshop of Learning and sharing	Component No. 1 2 3 4 5 6 Supporting Factor No. 1 2 3 4 5 6 7	1. To support teamwork 2. To exchange knowledge extensively 3. To exchange working experience 4. To solve problem with teamwork method 5. To support good relationship	1. Officers involve in teamwork activity 2. Officers create working network 3. Officers share work experience and problem-solving skill 4. Officers share new way to seek experience 5. Officers have good relation with others and school	1. 80% of officers exchanges knowledge 2. 80% of officers exchanges working experience 3. 80% of officers exchange teaching experience 4. 80% of officers is satisfied with the activity
4.	Workshop of Yellow Pages	Component No. 1 2 3 4 5 6 Supporting Factor No. 2 5 6 7	1. To gather systemized information to be used with future tasks 2. To inform useful data to participants	1. Proper way to store and adapt knowledge 2. The crucial knowledge is spread through medias, offline and online. 3. Officers have good relation with others and school	1. Officers store crucial knowledge 2. Officers participate in exchanging crucial knowledge 3. 80% of officers is satisfied with the activity

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Table 4.31 (continued)

No.	Activity	Components/Assisting Factors	Purpose	Success Determiner	Goal
5.	Activity for excellence	Component No. 1 2 3 5 6 Supporting Factor No. 1 2 3 4 6 7	1. To support good relationship 2. To let officers express their excellence in their own way 3. To gather excellent practices to be the methods of working 4. To create good sample of corporate's culture	1. Good interaction within the organization 2. Officers suggest excellent ways from own experience or their favorite people 3. The excellent ways of working	1. 80% has chance to express their excellent ways of working 2. 80% achieve excellences from the activity 3. 80% is satisfied with their participation
6.	Activity of coaching	Component No. 1 2 3 4 5 6 Supporting Factor No. 1 2 3 4 5 6 7	1. To adjust working method 2.To create leadership and teamwork 3. To create good discipline 4. To have good corporate culture 5. To exchange knowledge	1. Officers have problem-solving skill 2.Officers being able to be follower, leader, and team worker 3. Officers have good relation with others and school 4.Teamworking corporate culture 5. Officers exchange knowledge	1. 80% has problem-solving skill 2. 80% learns to be leader, follower, and team worker 3. 80% is satisfied with the activity

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Table 4.31   (continued)

No.	Activity	Components/Assisting Factors	Purpose	Success Determiner	Goal
7.	Activity for Google's Apps Applications	Component No. 1 2 3 5 6 Supporting Factor No. 5 6 7	1. To develop officer's technological capacity 2. To let officers apply technology with their job 3. To use technology to exchange crucial information and knowledge 4. To store and exchange knowledge by allowing flexible access to officers	1. Officers understand new technologies 2. Officers adapt technology with their task 3. Officers use technology to exchange crucial knowledge 4. Officers learn how to store and spread data 5. Officers have good relationship with others and school	1. Officers accomplish using technology with their job 2. Officers use technology to exchange and spread crucial knowledge 3. 80% of officers is satisfied with the activity.

From Table 4.31 the researcher adapts learning organization instruction with Chiang Mai's private early childhood school in order to create it.

The model's instruction is consisted of 6 sections, which are 1) Model's explanation 2) Introduction 3)The basic knowledge about learning organization 4)Type of learning organization and its procedure 5)Measurement of the model and 6) Reference and appendix. The basic detail about each section is as followings:

Section 1   Model's explanation contains purpose, goals, suggestion, and definition.

Section 2   Introduction contains history and importance of learning organization.

Section 3   The basic knowledge about learning organization contains

     3.1 The concept of learning organization

     3.2 The component and factor of learning organization

Section 4   Type of learning organization and its procedure contains

     4.1 The component of learning organization of Chiang Mai's private early childhood school.

     4.2 The way to progress the component of learning organization of Chiang Mai's private early childhood school.

Section 5   Measurement of the model contains

     5.1 Tools to measure the result of the model

     5.2 Ways to analyze and measure the model

Section 6   Reference and appendix

The result of the model and instruction used with Chiang Mai's private early childhood schools. The researcher held Focus Group Discussion (FGD) with 7 honorable personnel to analyze benefit, correctness, appropriateness, and feasibility of the model on January 5th, 2017 at Auang-Luang Conference Room, building 2, Floor 3, Faculty of Education Chiang Mai University. The Focus Group Discussion was discussed on many components on condition that if any component has at least 5 from 7 vote, the   component was able to be the component of learning organization of Chiang Mai's private early childhood school. The discussion yielded result as follows:

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1. The state of being learning organization is consisted of component and assisting factors which were synthesized in the discussion and voted entirely-unanimously by honorable personnel.

2. The model of learning organization to be used on Chiang Mai's private early childhood school is consisted 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)Model's Condition. The first section consisted of the component and assisting factors, the second section has 3 steps to process the model's action plan – the first step is to prepare, next to proceed, and the last to measure-. The third section contains 3 steps as well – the first step is to understand learning organization, second to proceed and develop, and the last to measure the result-. The fourth section had no change from discussion while on the fifth section, one of honorable personnel suggested adding conditions of each steps. The step 1 needs to be added with condition which leads to create motivation and attitude to the users and the step 2 needs to be added with the rules of participation in activities. The researcher and members of the meeting had considered activities to be used with the development of school to be learning organization and found 7 practical activities as followings:

1. Activity for school's quality improvement

2. Activity for Brain – based Learning classroom

3. Activity for Learn and Share Workshop

4. Activity of Yellow Pages

5. Activity for excellence

6. Activity of Coaching

7. Activity for Google's Apps Applications

And in step 3, the measurement of the model, the rule was forwarded to managing directors, honorable personnel, and teachers that all of them would adapt the model with their school to pursue success of learning organization.

After all the additions and discussions, the researcher again asked honorable personnel to investigate benefit, correctness, appropriateness, and feasibility of the learning organization model to be used with Chiang Mai's private early childhood schools, and found the confirmations as shown in Table 4.32 and 4.33

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Table 4.32 The result of benefit, correctness, appropriateness, and feasibility of the model of learning organization to be used with Chiang Mai's private early childhood schools

List of investigation (N=7)	Benefit			Correctness			Appropriateness			Feasibility		
	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*
Step 1 Preparation												
1. The study on the state of being learning organization	4.43	0.53	High	4.57	0.53	Highest	4.83	0.38	Highest	4.57	0.53	Highest
2. The meeting to clarify model's working procedure	4.71	0.49	Highest	4.43	0.53	Highest	4.28	0.49	High	4.57	0.53	Highest
3. The study on concept of learning organization	4.29	0.38	High	4.29	0.49	High	4.43	0.53	High	4.57	0.53	Highest
Total	**4.47**	**0.46**	**High**	**4.43**	**0.51**	Highest	**4.5**	**0.48**	**Highest**	**4.60**	**0.52**	**Highest**
Step 2 The proceeding of development												
4. Creating realization about learning organization's importance	4.57	0.53	Highest	4.86	0.38	Highest	4.43	0.53	High	4.43	0.53	High
5. Doing the focus group to investigate school's state of being learning organization	4.71	0.49	Highest	4.43	0.53	Highest	4.57	0.53	Highest	4.71	0.49	Highest
6. Activity to improve school's strategy	4.57	0.53	Highest	4.71	0.49	Highest	4.57	0.53	Highest	4.57	0.53	Highest

Table 4.32 (continued)

List of investigation (N=7)	Benefit			Correctness			Appropriateness			Feasibility		
	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*
7. Activity to spread knowledge to classroom with Brain – based Learning method	4.57	0.53	Highest	4.57	0.53	Highest	4.43	0.53	High	4.43	0.53	High
8. Workshop of Learn and share	4.71	0.49	Highest	4.57	0.53	Highest	4.43	0.53	High	4.71	0.49	Highest
9. Workshop of Yellow Pages	4.57	0.53	Highest	4.86	0.49	Highest	4.57	0.53	Highest	4.71	0.49	Highest
10. Activity for excellence	4.71	0.49	Highest	4.57	0.53	Highest	4.43	0.79	High	4.71	0.49	Highest
11. Activity of Coaching	4.71	0.49	Highest	4.57	0.53	Highest	4.57	0.79	Highest	4.71	0.49	Highest
12. Activity for Google's Apps Applications	4.71	0.49	Highest	4.86	0.38	Highest	4.71	0.49	Highest	4.57	0.53	Highest
Step 3 Approaching the being of learning organization												
13. The activity of exchange knowledge about learning organization every week	4.71	0.49	Highest	4.71	0.49	Highest	4.86	0.38	Highest	4.57	0.53	Highest
Total	**4.65**	**0.51**	Highest	**4.67**	**0.48**	**Highest**	**4.56**	**0.56**	**Highest**	**4.61**	**0.51**	**Highest**

Table 4.32 (continued)

List of investigation (N=7)	Benefit			Correctness			Appropriateness			Feasibility		
	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*	$\bar{x}$	S.D	*Meaning*
Step 4 Result Measurement												
14. The measurement of state of being organization on individual levels	4.57	0.53	Highest	4.71	0.49	Highest	4.71	0.49	Highest	4.86	0.38	Highest
15. The measurement of model's user satisfaction	4.71	0.49	Highest	4.71	0.49	Highest	4.43	0.53	High	4.71	0.49	Highest
Total	**4.64**	**0.51**	Highest	**4.71**	**0.49**	Highest	**4.64**	**0.48**	**Highest**	**4.68**	**0.48**	**Highest**
Overall	**4.58**	**0.49**	**Highest**	**4.60**	**0.49**	**Highest**	**4.57**	**0.51**	**Highest**	**4.63**	**0.50**	**Highest**

From Table 4.32, the result of benefit, correctness, appropriateness, and feasibility from honorable personnel has shown that the model of learning organization to be used with Chiang Mai's private early childhood school has "Highest Benefit" ($\bar{x}$ = 4.58, S.D = 0.49), "Highest Correctness" ($\bar{x}$ = 4.58, S.D = 0.49), "Highest Correctness" ($\bar{x}$ = 4.60, S.D = 0.49), "Highest Appropriateness" ($\bar{x}$ = 4.57, S.D = 0.51) , and "Highest Feasibility" ($\bar{x}$ = 4.63, S.D = 0.50).

Table 4.33 The result from investigating model instruction's appropriateness on Chiang Mai's private early childhood school.

List (n=7)	Appropriateness		
	$\bar{x}$	S.D.	Meaning
Part 1 Model's Explanation			
1.1 Purpose	4.71	0.49	Highest
1.2 Target	4.57	0.49	Highest
1.3 Model's Instruction	4.71	0.49	Highest
1.4 Definition	4.57	0.49	Highest
Part 2 Introduction			
2.1 Learning Organization Origin and Importance	4.57	0.49	Highest
Part 3 The basic knowledge about learning organization			
3.1 Learning Organization Concepts	4.71	0.49	Highest
3.2 Components of learning organization	4.86	0.38	Highest
Part 4 Type of Learning Organization and Its Procedure			
4.1 The assisting factor and component of learning organization	4.57	0.49	Highest
4.2 Model's procedures	4.57	0.49	Highest
Part 5 Measurement of the model			
5.1 Tools for measurement	4.86	0.38	Highest
5.2 Method of measurement	4.71	0.49	Highest
Part 6 Reference and Appendix			
6.1 Reference and Appendix	4.57	0.49	Highest
Overall	**4.66**	**0.47**	**Highest**

From Table 4.33, the overall model instruction's appropriateness investigated by honorable personnel was "Highest" ($\bar{x}$= 4.66 SD = 0.47). The detail in list is sequenced from low to high. When investigating individually, the highest means are with No.7 The Components of Learning Organization and No.10 The Measurement of the State of Being Learning Organization with the two sharing $\bar{x}$= 4.86 and SD = 0.38; the means of No.2 Target, No.4 Definition, No.5 Learning Organization Origin

and Importance, No.8 The assisting factor and component of learning organization, No.9 Model's procedures, and No.12 Reference and Appendix are as well at "Highest". Every part has shown the model's instruction is appropriate and applicable.

Table 4.34   The comparisons between the drafted model from Workshop and the model discussed in FGD (Focus Group Discussion)

Details of the drafted model from Workshop	Details of the model discussed in FGD
1. The concept and purpose of the model	1. The concept and purpose of the model

2. The component and its procedure
2.1 The 6 components and 7 assisting factors
2.2 The model's procedure is divided into 3 steps
    Step 1 Planning
    Step 2 The proceeding through 10 activities
    Step 3 Measurement
	2. Input– The component and its procedure
	2.1 The 6 components and 7 assisting factors
	2.2 The model's procedure is divided into 3 steps
	    Step 1 Studying Preparation
	    Step 2 Proceeding through 7 activities
	    Step 3 Measurement

3. Workshop and Activity
    Step 1 Organization's Investigation
    Step 2 Practice for development
    Step 3 Result measurement
	3. Process – Workshop and Activity
	    Step 1 Organization's Investigation
	    Step 2 Practice for development
	    Step 3 Result measurement

4. Result of the model	4. Output – The result of the model
	5.Model's Term and Condition

From Table 4.34, the details of comparisons between the drafted model from Workshop and the model discussed in FGD are described.

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The model of Chiang Mai's Private Early childhood School's Learning Organization

The model is consisted of 5 sections

1) Introduction and Principle
2) Components, Factors and Produce

   1. The 6 components and 7 assisting factors
   2. The model's procedure with 3 steps
      Step 1 Planning
      Step 2 The proceeding through 10 activities
      Step 3 Measurement

3) Workshop and Activity with 3 steps
   Step 1 Organization's Investigation
   Step 2 Practice for development
   Step 3 Result measurement

4) Model's Targeted Result and
5) Model's Term and Condition; while the 7 activities to be used for

development

   1. Activity for school's quality improvement
   2. Activity for brain – based learning classroom
   3. Activity for Learn and Share Workshop
   4. Activity for Yellow Pages
   5. Activity for excellence
   6. Activity of Coaching
   7. Activity for Google's Apps Applications

The completed conclusion of the model details is shown in the Figure 4.4

Concept: To continuously create motivation, attitude, and motivation amongst officers of the school with clear and observable processes

Purpose: To make a school to be learning organization by having officers be able to manage education for individual, team, and organization

Condition: The managing directors need to be a leader for creating motivation while teachers all participate to create learning organization
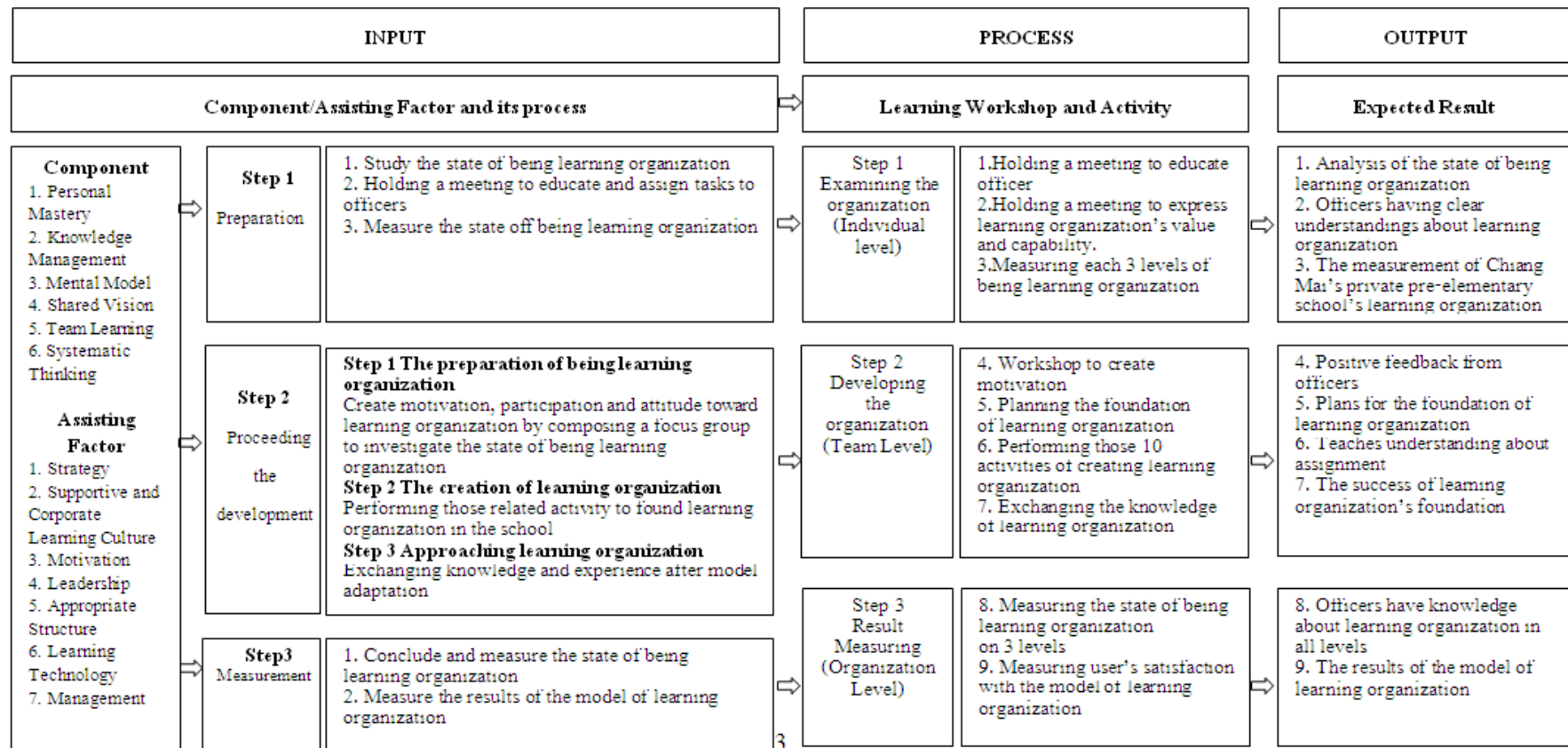
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INPUT			PROCESS		OUTPUT
Component/Assisting Factor and its process			**Learning Workshop and Activity**		**Expected Result**
Component 1. Personal Mastery 2. Knowledge Management 3. Mental Model 4. Shared Vision 5. Team Learning 6. Systematic Thinking **Assisting Factor** 1. Strategy 2. Supportive and Corporate Learning Culture 3. Motivation 4. Leadership 5. Appropriate Structure 6. Learning Technology 7. Management	**Step 1** Preparation	1. Study the state of being learning organization 2. Holding a meeting to educate and assign tasks to officers 3. Measure the state off being learning organization	Step 1 Examining the organization (Individual level)	1.Holding a meeting to educate officer 2.Holding a meeting to express learning organization's value and capability. 3.Measuring each 3 levels of being learning organization	1. Analysis of the state of being learning organization 2. Officers having clear understandings about learning organization 3. The measurement of Chiang Mai's private pre-elementary school's learning organization
	Step 2 Proceeding the development	**Step 1 The preparation of being learning organization** Create motivation, participation and attitude toward learning organization by composing a focus group to investigate the state of being learning organization **Step 2 The creation of learning organization** Performing those related activity to found learning organization in the school **Step 3 Approaching learning organization** Exchanging knowledge and experience after model adaptation	Step 2 Developing the organization (Team Level)	4. Workshop to create motivation 5. Planning the foundation of learning organization 6. Performing those 10 activities of creating learning organization 7. Exchanging the knowledge of learning organization	4. Positive feedback from officers 5. Plans for the foundation of learning organization 6. Teaches understanding about assignment 7. The success of learning organization's foundation
	Step3 Measurement	1. Conclude and measure the state of being learning organization 2. Measure the results of the model of learning organization	Step 3 Result Measuring (Organization Level)	8. Measuring the state of being learning organization on 3 levels 9. Measuring user's satisfaction with the model of learning organization	8. Officers have knowledge about learning organization in all levels 9. The results of the model of learning organization

Figure 4.4 The model of learning organization for Chiang Mai's private pre-elementary school

Section 4 **Research on results of using the learning organization model amongst Chiang Mai's private early childhood schools**

4.1 utilizing learning organization model of early childhood school Chiang Mai includes procedure planning of learning organization model in early childhood school in Chiang Mai according to manual in Table 4.35

Table 4.35 Procedure planning for learning organization model of early childhood school in Chiang Mai

D/M/Y	development step
9 to 20, January 2017	**Step 1 Planning (2 weeks)** 1. studying the condition of being a learning organization of private early childhood school(evaluation of being a learning organization before using the model) 2. meeting for creating understandings of procedures 3. studying the concept of learning organization by oneself
23 January to 21 April 2017	**Step 2 Developing (3 months)** development elements from 6 aspects and 7 assisting factors in development 1. planning readiness for learning organization (individually) (20 days) **2.** create learning organization by using 7 activities (as a team) (60 days) **3** target on being a learning organization (full organization) (10 days)
24 April to 5 may 2017	**Step 3 Measuring (2 weeks)** summarize and evaluate the result of being a learning organization of private early childhood school in Chiang Mai 1. evaluation of being a learning organization after development 2. evaluation of satisfaction of users of learning organization model

From Table 4.35 procedure planning for learning organization model of early childhood school in Chiang Mai can be summarized as follows:

Step1 Planning

1.1 After studying the condition of being learning organization it is found that the condition of being learning organization is not perfect because personnel do not understand and lacks confidence in terms of learning organization and lacks motivation to learn and also lacks systematic thinking which results in the learning level to be in medium level and the details of result of the evaluation are as in table 4.38 - 4.41

1.2 Meeting for creating understanding in procedures

The researcher proceeded a meeting for creating understandings in procedures to plan readiness for the board and teachers in Pimandek school Chiang Mai. Before the procedures of the research, the researcher asked for unofficial permission from the director of the to study the condition of the procedures before the actual research .The researcher did a meeting on details of the target and the concepts and theory of the research for the director of school by using 3 hours on 9th January 2017from 09.00 – 12.00 at the meeting room of the school which got a good feedback from participants of the meeting such as

"...I've heard about learning organization but have never joined one before ..."

(1st participant of development)

"....Creating a learning organization is a challenging task and we should have done it long ago ..."

(7th participant of development)

"...If we truly cooperate then our organization will truly grow much stronger ...."

(8th participant of development)

1.3 Studying the concept of learning organization by oneself

Studying the concept of learning organization by oneself by creating understandings in terms of procedures according to activities listed in the manual

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including using new innovations and knowledge resources that is planned to make personnel of the school study by oneself from documents that the researcher has developed by giving the documents in terms of learning organization model to the director of the school. So that the school gets to study the documents and can operate according to the procedures by oneself and can study from the knowledge resources by oneself for 1 week and then summarize as a knowledge learnt from studying the details of at least 3 pages and then submit the form on the days of workshop which got a very good feedback from the participants and they have given opinions as follows.

"...Just seeing the English word "Learning Organization" makes me get headache, but after actually doing them I feel better ..."

(2nd participant of development)

"...I never knew what learning organization was Learning Organization but now I know that it is very important ..." (7th participant of development)

"...Before I thought the things we did was already good but after reading the documents

I got to know now that we must really improve ..." (6th participant of development)

"...It's not too tough for us if we really want to do it ..."

(5th participant of development)

"...The 6 aspects and 7 factors are what we have been doing, but we haven't been doing them well enough ..."

(7th participant of development)

Step 2 Developing

2.1 Step 1 result of planning for readiness of a learning organization

1. Creating awareness for personnel of school

Creating awareness for personnel of school is to create understandings in activities, create motivation and consciousness in teamwork, it is found that participants develop understandings activities and created motivation of being learning organization very positively has intentions and consciousness in teamwork as follows

2. Creating a Focus Group to ask for the current condition of being learning organization of Pimandek School Chiang Mai

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Result from the Focus group consisted of 10 participants which includes the director of the school, 1 academic teacher and 8 teachers .the researcher proceeded a meeting with the personnel to analyze (SWOT Analysis) and the target of this meeting is to do SWOT analysis study the procedure condition and condition problems that has occurred in the school and to study the characters of a learning organization of the school. Before the research the researcher did a strategy planning in development by doing a meeting to summarize from factors which are   Strengths, Weaknesses,, Opportunities,   and   Threats,   and   the   target   of   the   analysis   is the development of the learning organization from individual level to team and organization level

The details of organization analysis by using SWOT Analysis are as follows:

1. The day that was conducted on was on January 13, 2017
   from 09.00 a.m. to 16.00 p.m.
2. The meeting was held in the meeting room of Pimandek School
3. Participants did the SWOT Analysis in terms of learning organization from individual level up to team and organization level
4. Target of this meeting is to do (SWOT Analysis) which are
   4.1 Studying the condition of procedures and condition of problems that occurred in the school
   4.2 To study the characters of a learning organization
5. Result of the SWOT Analysis is summarized from Table 4.36 to 4.38 as follows:

Table 4.36 Individual Level's SWOT Analysis

Strengths	Weaknesses
1. Personnel have responsibility with duty	1. Most personnel lacks ability in using ICT
2. Personnel are friendly to each other	2. Most personnel lack work experience
3. Personnel has intention in work	3. Lacks systematic thinking
4. Personnel has readiness for self-development	4. Lacks innovation and Less self-educated
5. Personnel sees importance in development	5. Lacks specialist to check on work
	6. Teachers teach unrelatedly with their degree
	7. Work from other department has effect on main teaching
Opportunities	**Threats**
1. Gets to learn more knowledge	1. Equipment is not enough to fill the needs
2. Gets to cooperate everywhere in the organization	2. Direction from elders is not enough
3. Personnel from different cities gets to learn new cultures	3. Budget for development is limited
	4. System of evaluation lacks quality and continuity

Table 4.37 Team Level's SWOT Analysis

Strengths	Weaknesses
1. Has ability to work as a team	1. Has too many procedures which costs a lot of time
2. Accepts opinions of each other	2. Lacks personnel with specific ability
3. Respects each other	3. Members lacks ability in learning and
4. Stays together based on elderlies	operating as a team
5. Exchanges knowledge with each other	
6. Targets the vision together	
7. Has clear responsibility assignments	
Opportunities	**Threats**
1. Teams in school has chances to meet each other	1. Personnel with specific ability cannot operate other tasks when there is shortage of personnel
2. Can use ICT for communication which makes things faster	2. Personnel in team cannot operate duty instead of each other because there is no knowledge database
3. Has the chance to exchange knowledge when working as a team	

Table 4.38 Organization Level's SWOT Analysis

Strengths	Weaknesses
1. The private school focuses on making their student excellent	1. No database system
2. Has clear target procedures for development	2. Lacks equipment for education
3. Has a continuous learning culture	3. Limited budget to support education
4. Has various knowledge resources	4. Structure lacks flexibility
5. Personnel sees importance in development	5. No distribution in work management
6. Has vision and Has leadership	
Opportunities	**Threats**
1. Has policy of supporters for development for being a learning organization	1. Personnel change over time which disturbs continuity
	2. Change in technology can disturb work operation

From the analysis of the organization by SWOT Analysis, it can be summarized as shown in Table 4.39

Table 4.39 Result of organization analysis according to Individual Level, Team Level, and Organization Level

SWOT Analysis	Summary of analysis		
	Individual Level	**Team Level**	**Organization Level**
Strengths	1. Personnel have responsibility with duty 2. Personnel are friendly to each other 3. Personnel has intention in work 4. Personnel has readiness for self-development 5. Personnel sees importance in development	1. Has ability to work as a team 2. Accepts opinions of each other 3. Respects each other 4. Stays together based on elderlies 5. Exchanges knowledge with each other 6. Targets the vision together 7. Has clear responsibility assignments	1. The private school focuses on making their student excellent 2. Has clear target procedures for development 3. Has a continuous learning culture 4. Has various knowledge resources 5. Personnel sees importance in development 6. Has vision and Has leadership
Weaknesses	1. Most personnel lacks ability in using ICT 2. Most personnel lack work experience 3. Lacks systematic thinking 4. Lacks innovation and Less self-educated 5. Lacks specialist to check on work 6. Teachers teach unrelatedly with their degree 7. Work from other department has effect on main teaching	1. Has too many procedures which costs a lot of time 2. Lacks personnel with specific ability 3. Members lacks ability in learning and operating as a team	1. No database system 2. Lacks equipment for education 3. Limited budget to support education 4. Structure lacks flexibility 5. No distribution in work management

Table 4.39 (continued)

SWOT Analysis	Summary of analysis		
	Individual Level	**Team Level**	**Organization Level**
Opportunities	1. Gets to learn more knowledge 2. Gets to cooperate everywhere in the organization 3. Personnel from different cities gets to learn new cultures	1. Teams in school has chances to meet each other 2. Can use ICT for communication which makes things faster 3. Has the chance to exchange knowledge when working as a team	1. Has policy of supporters for development for being a learning organization
Threats	1. Personnel with specific ability cannot operate other tasks when there is shortage of personnel 2. Personnel in team cannot operate duty instead of each other because there is no knowledge database	1. Personnel with specific ability cannot operate other tasks when there is shortage of personnel 2. Personnel in team cannot operate duty instead of each other because there is no knowledge database	1. Personnel change over time which disturbs continuity 2. Change in technology can disturb work operation

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2.2   Result of   creating a learning organization of Pimandek School, Chiang Mai

Result of   creating a learning organization of Pimandek School Chiang Mai by using 7 development activities in the school can be summarized as follows

1. Activity for school's quality improvement

From procedures and activities in the meeting of strategy development of the school it is found that in the meeting the summarized opinions were to 1. Insure that the system of the school was strong enough by assigning responsible personnel clearly in which every personnel must have intention to help create operation plan. Create an agreement in the management system and must have a manual for PCDA so that each personnel can perform task. The director has vision and has leadership and can communicate and work well with every personnel so that the personnel don't feel like they are being forced to work, to work as an organization also means working as a family, there must be a feeling of joint work. Pimandek school Chiang Mai has 4 clear characteristics of being a learning organization which are 1. Good culture and environment for learning 2. Working in a system 3. Working as a team 4. Having the same vision and target that is to increase excellency of the students. The participants are willing to work alongside each other to fix the problem that occurred in the school to improve the overall system of the school and enhance excellency.

2. Activity for Brain – based Learning classroom

Activity for Brain is a workshop for middle school done by learning through experience according to how the brain works, the brain needs food from both outside and inside, the outside food which means the food that we eat and the inner foods mean the feeling of success when you accomplish something by yourself. When you accomplish a task then you may be more will power to accomplish more and more complicated tasks. Small children of age 2-3 likes to copy adults so when they do, let them do, then later on they will be able to do stuffs by themselves, so "to study is to play , to play is to study" which is a very important thing for them because once they get to do things by themselves then they will find a way to fix the problem by themselves to which enhances the brain's work patterns by trial and error, once they fail they will try another way to succeed which is the heart of learning process

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of a child which leads to letting them know the likes and dislikes of their own. From the workshop we can see that teachers and personnel have understandings in the importance of the child's development and are will to cooperate so that their learning can be improved which leads to a closer look at how the children develop their learning so that they can create a culture and environment based on their learning. The planning was done on Saturday for the participants to exchange their experiences, teaching experience, documents. The results were that everyone worked under a system and shared their teaching patterns and used the information that they got to create a time table for the students and also came up with brain based learning activities to go according to the student's learning process and also came up with solutions for weekly learning programs. Each of the department accepted other opinions and also expressed their opinions, they had confidence and respected each other and expressed opinions that were useful for the development.

3. Activity for Learn and Share Workshop

Activity for Learn and Share Workshop is an activity that is created in the school for personnel to share their interests and also share ways for development which is held every Wednesdays for 2 hours after school hours which is a good way to express useful knowledge to other people and can also be useful for when being used to spread better knowledge to the students   and to also share problems that occur in the work flow or while learning is happening so that the problem could be sorted out together by knowledge exchange , data recordings and data sharing through technology such as line application or Facebook .From the activity it is found that each personnel can find a way to fix the problem and gain knowledge by themselves through resources in the internet or books   and can arrange the information that they received in a nice way. It can also be seen that they use technology effectively to share knowledge and to also fix a problem together as a team which creates learning and sharing culture by using PCDA management.   The summary of the activity will be sent to the director for further improvements of the school.

4. Activity for Yellow Pages

Yellow pages activity is an activity for personnel to record their own interests or a team for documenting their interests or knowledge from various resources by using ICT media which is an activity that gained attention in each personnel because it helps record their knowledge and interests and also increases knowledge by sharing and reading other's knowledge. The operation is done through an online community such as Facebook, Line which personnel can gain access to anywhere and anytime and the knowledge can be kept for a very long time.

5. Activity for excellence

It is an activity that the teachers and personnel found out that they got a lot of success from and also gained positive feedback. The activity uses innovation which can respond to other's need in development and can be a good development model. The director of the school gave motivation to the teachers of the school to develop themselves The results were that the personnel were proud of themselves and also found ways to improve themselves by utilizing the knowledge that they have and they knowledge that they can gain to be a way for developing themselves by documenting knowledge that are useful for themselves and also keep it in a database of the school as a system so that the knowledge can be passed on to the students .This also creates motivation to do good things for the school by working together which also creates acceptance and respect within the organization and also everyone gets to express their opinions and using technology to enhance their learning which causes an excellent operational system.

6. Activity of Coaching

Coaching Activities is like a help for personnel who need motivation or needs readiness for a job that they are not used to, it also helps personnel to find out ways by themselves and also helps empowerment as individual or as a small group which targets in fixing problems that occur in work and enhance the learning ability in work by learning as a group. From the procedure it is found that personnel have better relationships with each other and give motivation to each other and also works more as a group which creates a better development. The older teacher is like a coach and makes

other teachers have clear understanding in their job. Everyone would help to analyze and do a back-up data which helps the personnel to decide which way they should improve, every personnel will get to switch coaches according to the ability and also how fast one can improve their lacks or disabilities. This creates a better learning and sharing culture of the organization and enhances teamwork.

7. Activity for Google's Apps Applications

It is found that personnel uses ICT to enhance their learning abilities which is called "Google drive", it is a way to save equipment and it can also create a database which can be shared and can also separate different education departments which makes it easy to access for different users. All types of files can be saved whether video, audio, MS Powerpoint documents which is a very good way for creating a learning social. The result found out that it is quick, cost free and has a lot of effectiveness because it creates a continuous learning center whenever and wherever the personnel or the student wants to gain access to the information, and also there is Email, Facebook, Line to help in sharing the database.

Table 4.40 Overall Mean and S.D. of the measurement of the model of learning organization on Pimandek College

No.	Activity (N=10)	Component Assisting Factor	The Level of Model's Success		
			$\overline{X}$	S.D.	Meaning
1.	Activity for school's quality improvement	Component No. 4 5 6 Assisting Factor No. 1 4 5 7	4.77	0.46	Highest
2.	Activity for Brain – based Learning classroom	Component No. 1 2 3 5 6 Assisting Factor No. 2 6	4.55	0.61	Highest
3.	Activity for Learn and Share Workshop	Component No. 1 2 3 4 5 6 Assisting Factor No. 1 2 3 4 5 6 7	4.64	0.45	Highest
4.	Activity for Yellow Pages	Component No. 1 2 3 4 5 6 Assisting Factor No. 2 5 6 7	4.74	0.49	Highest
5.	Activity for excellence	Component No. 1 2 3 4 5 6 Assisting Factor No. 1 2 3 4 6 7	4.67	0.51	Highest
6.	Activity of Coaching	Component No. 1 2 3 4 5 6 Assisting Factor No. 1 2 3 4 5 6 7	4.67	0.50	Highest
7.	Activity for Google's Apps Applications	Component No. 1 2 3 5 6 Assisting Factor No. 5 6 7	4.60	0.52	Highest
	Overall		**4.66**	**0.51**	**Highest**

From Table 4.40, Mean and S.D. from the measurement of success of Learning Organization model applied with Pimandek School was overall measured "Highest" ($\overline{x}$=4.66, S.D. = 0.51); Activity for school's quality improvement has highest Mean and S.D. of $\overline{x}$ =4.77, S.D. = 0.46, following with Activity for Brain – based Learning classroom of $\overline{x}$ =4.74, S.D. = 0.49; on the other hand, Activity for Brain – based Learning classroom has the lowest Mean and S.D. of $\overline{x}$ =4.55, S.D. = 0.61

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2.3 Step 3 Approaching the target of being learning organization

The practice after those learning-organization-creating activities is to exchange knowledge; the practice frequency is 10 times, 1 time per day and 2 hour per time, totaling 20 hours; the practice's result is as followings:

2.3.1 The learning of individual, team, and organization level

1) Individual Level's result has yielded that

1. The officer turns to be learning person with motivation to seek for new knowledge, realizes the importance of self-development, and sees the importance of lifetime learning to be developed in their personal and career practices

2. The officer is always eager to learn and understand new knowledge, and realizes previous performance both of success and failure

3. The officer keeps up with changes by following new information and adapting themselves according to it

4. The leadership occurs among officers as they're looking for new knowledge and concept to initiate their following tasks regarding those new changes

5. The officer gets more responsible by taking note after tasks and sharing it with the group members

6. The officer seeks and applies media and technology to be adapted with their task

7. Systemized thinking occurs among officer as they set up clear working procedure which networks every officer's practicethrough 4 main principles of PCDA.

2) Team Level's result has yielded that

1. Teamwork had been created as shown by the meeting between officers and managing directors to exchange knowledge, plan the school's strategy, design the model of shared learning, and share the knowledge sources through their network

2. Shared vision occurs as they accept others' opinions to create mutual plan, practice, and goal

3. Teamworking was shown as many officers participated in the activity and shared their opinions or knowledge through brainstorming processes

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4. Teams have exchanged knowledge through brainstorming discussion and transferred shared concept in order to create papers to spread new knowledge and to be developed in the future

5. The creation of new concept has been built according their previous failures or successes while in the meeting, officers were completely allowed to ask, discuss each problem, and find out new mutual, excellent practices to be adjusted and developed further.

3) Organization Level's result has yielded that

1. There's mutual learning shown through that members altogether plan working procedures, brainstorm comments relating working practices, adapt excellent practices with the new procedure, and create a stage for presenting new excellent practices by showing both practice and its follows-up

2. The organization has a clear structure and management whereas they also have shared interest with the proper board

3. The school has a learning culture shown by that officer trains and suggests each other so that it creates corporate culture and teamwork

4. The atmosphere assists teamwork and rewards those with good performance

5. The knowledge is managed systematically, which can be observed by official reports and database occurred in the school.

2.3.2 Exchange Learning happened as the officers in Pimandek School present their work's result to exchange knowledge with others in the workshop. The results of their of their work were discussed to find quicker or shortcut solution. Mrs.Pornpimol Pisutthipunpong, Mrs.Wanpen Thongsuk, and Mrs.Tassanee Sripanya all had shared their knowledge and suggested Reflective Coaching Supervision which the management of the school leaded by Mr.Chalee Phakdi had also suggested knowledge exchanging activity, the management to develop school's strategy, the self-measurement SAR, and the result of the execution of moral school.

Step 3   Result of Measuring

The conclusion of result measurement after the process of preparing officers in their abilities and familiarity with the procedure of learning organization plan is in this section. The researcher had observed the officers in the primary school which is under learning organization model and perform according the instruction, and had found that in the former period, the officers had had no knowledge and skill to develop learning organization but later the model developed the state of learning organization within the school, which developed better school's practices. The model also created the atmosphere of knowledge changing and supported the state of being learning organization.

4.2 The result of Chiang Mai pre-primary school's model of learning organization's measurement which was used with Pimandek School is analyzed and interpreted as followings:

4.2.1 The measurement of the state of being learning organization according the learning of 3 observed levels both before and after the model of learning organization have been shown from Table 4.41 to 4.44

Table 4.41 Mean and S.D. from the overall state of being learning organization
Before learning organization model's application

The details measured before the application (n=10)	$\bar{x}$	S.D.	Meaning
The individual's state of being learning organization	3.50	0.42	Average
The team's state of being learning organization	3.52	0.54	High
The organization's state of being learning organization	2.82	0.61	Average
Overall	**3.28**	**0.52**	**Average**

From Table 4.41, the measurement on the state of being learning organization before the application of the model has overall found that the overall state of being learning organization before the application is in Average Level ($\bar{x}$ = 3.28

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S.D $= 0.52$) with the team level's state of being learning organization at High Level ($\bar{x}$ $= 3.52$ S.D $= 0.54$) and both the individual and organization's state of being learning organization at Average Level of $\bar{x}$ $= 3.50$ S.D $= 0.42$ and $\bar{x}$ $= 2.28$ S.D $= 0.61$ respectively.

When further investigating into the state of being learning organization beforethe model application, the individual, team, and organization level's results are shown in table 4.42 to 4.44

Table 4.42 Mean and S.D. from the overall state of being learning organization before
the application of the model: Individual Level

Individual Level (n=10)	$\bar{x}$	S.D.	Meaning
1. Being Learning Person			
1.1 Eager to find new knowledge	3.60	0.79	High
1.2 Realize and Aim to do self-developing	3.20	0.63	Average
1.3 Ready to do self-developing	3.50	0.53	Average
1.4 Understand the concept of lifetime learning	3.50	0.53	Average
1.5 Study about new working practices	3.40	0.52	Average
Overall	**3.44**	**0.60**	**Average**
2. Yearning to learn			
2.1 Possesses the seeking-to-learn ability	3.40	0.52	Average
2.2 Ready to study new concept	3.33	0.53	Average
2.3 Learning through failure and success from work	3.10	0.32	Average
Overall	**3.28**	**0.46**	**Average**
3. Keeping up to changes			
3.1 Accepting current changes	3.50	0.42	Average
3.2 Having information which is up-to-date	3.30	0.48	Average
3.3 Adjusting and Developing regarding changes	3.50	0.42	Average
Overall	**3.43**	**0.44**	**Average**
4. Leadership			
4.1 Developing through learning new things	4.00	0.00	High
4.2 Being an initiator at work	3.70	0.47	High
4.3 Seeking various methods to learn and share	3.60	0.32	High
4.4 Adjusting working practices regarding current situation	3.50	0.42	Average
Overall	**3.70**	**0.30**	**High**

Table 4.42   (continued)

Individual Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Having Responsibility			
5.1 Recoding consequent work's results	3.50	0.42	Average
5.2 Responsive to their learning continuity	3.50	0.42	Average
5.3 Having result or piece of work which is used to exchange knowledge with other officers in school	3.50	0.42	Average
Overall	**3.50**	**0.42**	**Average**
6. Using media and technology to develop work's performance			
6.1 Always seeking for new knowledge to develop self's learning technology.	3.50	0.42	Average
6.2 Learning new knowledge thorough using technology	3.50	0.42	Average
6.3 Creating new innovation	3.50	0.42	Average
Overall	**3.50**	**0.42**	**Average**
7. Systematic Thinking			
7.1 Having clear working plan	3.40	0.48	Average
7.2 Understanding the practice of school's activity	3.50	0.42	Average
7.3 Having clear instruction	3.50	0.42	Average
7.4 Having system-level practices which consisted of planning, practicing, and examining	3.80	0.67	High
Overall	**3.55**	**0.50**	**High**
All Levels' Overall	**3.50**	**0.42**	**Average**

From Table 4.42 has been shown that the Individual Level's state of being learning organization before the model's application is at Average Level ($\bar{x}$= 3.50 S.D. = 0.42); while the sequent measurement from highest to lowest is that Leadership is at High Level ($\bar{x}$= 3.70 S.D. = 0.30) , Systematic thinking is at High Level ($\bar{x}$= 3.55 S.D. = 0.50) , Having Responsibility is at Average Level ($\bar{x}$= 3.50 S.D. = 0.42)   Using media and technology to develop work's performance is at Average Level ($\bar{x}$= 3.50 S.D. = 0.42) Being Learning Person

is at Average Level ($\bar{x}$ = 3.44 SD = 0.60) Keeping up to changes is at Average Level ($\bar{x}$ = 3.43 S.D. = 0.44) and Always seeking to learn is at Average Level ($\bar{x}$ = 3.28 S.D. = 0.46)

Table 4.43 Mean and S.D. from the measurement of the state of being learning organization before the application of the model: Team Level

Team Level (n=10)	$\bar{x}$	S.D.	Meaning
1.Team Learning			
1.1 Having a meeting to exchange knowledge	3.90	0.63	High
1.2 Altogether planning and designing learning process	3.70	0.53	High
1.3 Adjusting learning processes	3.90	0.58	High
1.4 Having shared learning hub	3.60	0.52	High
1.5 Having school's network	3.80	0.67	High
Overall	**3.78**	**0.59**	**High**
2. Having Shared Vision			
2.1 Accepting other's opinions	3.70	0.52	High
2.2 Having created shared vision	3.50	0.70	Average
2.3 Having a plan which has complete participation	3.70	0.52	High
Overall	**3.63**	**0.58**	**High**
3. Team Working			
3.1 Participating in school's activity	3.70	0.52	High
3.2 Having various ways to communicate in school	3.80	0.63	High
3.3 Having participation in brainstorming developing plan	3.70	0.48	High
Overall	**3.73**	**0.54**	**High**
4. Exchanging Knowledge			
4.1 Having a seminar for brainstorming and exchanging concept	3.70	0.48	High
4.2 Having papers and database to spread knowledge	3.80	0.42	High
4.3 Having proper process and procedure to work together	3.70	0.48	High
4.4 Having concluded teamwork's result to be adjusted for future task	3.60	0.53	High
Overall	**3.70**	**0.48**	**High**

Table 4.43   (continued)

Team Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Creating New Concept			
5.1 Studying failure and success from work to be adapted with future work	3.70	0.48	High
5.2 Having a chance for officer to discuss and ask about the problem	3.50	0.53	Average
5.3 Finding various methods of excellent practices	3.60	0.52	High
5.4 Following plan and developing working performance	3.70	0.53	High
5.5 Concluding and reporting new concept	3.70	0.53	High
Overall	**3.64**	**0.52**	**High**
All Levels' Overall	**3.53**	**0.54**	**High**

From Table 4.43, it has been shown that the Team Level's state of being learning organization is overall at High Level ($\bar{x}$= 3.53 ,SD = 0.54); while the sequent measurement from highest to lowest is that Team Learning is at High Level ($\bar{x}$= 3.78 S.D. = 0.59) , Team Working is at High Level($\bar{x}$= 3.73 S.D. = 0.54) Exchanging Knowledge is at Average Level ($\bar{x}$= 3.70 S.D. = 0.48) , Creating New Concept is at Average Level is at Average Level ($\bar{x}$= 3.64 S.D. = 0.52)and Having Shared Vision is at Average Level ($\bar{x}$= 3.63 S.D. = 0.58)

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Table 4.44 Mean and S.D. from the measurement of the state of being
learning organization before the application of the model: Organization
Level

Organization Level (n=10)	$\bar{x}$	S.D.	Meaning
1.The Total Learning of the Organization			
1.1 Officer's help in planning working procedure	2.80	0.63	Average
1.2 Brainstorming various methods of working	3.00	0.47	Average
1.3 Studying excellent practices to be adapted with work	2.90	0.57	Average
1.4 Having a stage for presenting excellent practices	2.80	0.63	Average
1.5 Monitoring and following up working procedure	2.80	0.63	Average
Overall	**2.86**	**0.59**	**Average**
2. Having structure and management			
2.1 Holding frequent meeting to exchange opinions	2.80	0.63	Average
2.2 Having clear and flexible working system	2.70	0.67	Average
2.2 Assigning accurate activities to certain officer	2.70	0.67	Average
Overall	**2.73**	**0.66**	**Average**
3. Having Corporate Learning			
3.1 Officers always training and sharing knowledge with each other	2.70	0.67	Average
3.2 Creating Learning Organization Culture	2.90	0.57	Average
3.3 Having teamwork	2.70	0.67	Average
Overall	**2.77**	**0.64**	**Average**
4.Supportive Learning Atmosphere			
4.1 Happy and friendly working communication	2.80	0.63	Average
4.2 The atmosphere assisting teamwork	2.90	0.57	Average
4.3 Rewarding officers who work regarding school's standard	2.90	0.57	Average
Overall	**2.87**	**0.59**	**Average**

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Table 4.44 (continued)

Organization Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Systemized Knowledge			
5.1 Reporting every working's result in school's database	2.90	0.57	Average
5.2 Arranging school's database	2.90	0.57	Average
5.3 Always sharing news and information of the school	2.90	0.57	Average
Overall	**2.90**	**0.57**	**Average**
All Levels' Overall	**2.83**	**0.61**	**Average**

From Table 4.44 it has been shown that the Organization Level's state of being learning organization is overall at Average Level ($\bar{x}$=3.53 S.D.=0.54); while the sequent measurement from highest to lowest is that Systemized Knowledge is at Average Level ($\bar{x}$=2.87 S.D. = 0.59), The Total Learning of the Organization is at Average Level ($\bar{x}$=2.87 S.D.=0.59), Having structure and management is at Average Level ($\bar{x}$=2.73 S.D. = 0.66) and Having Corporate Learning is also at Average Level ($\bar{x}$= 2.77 S.D. = 0.64)

The conclusion of the state of being learning organization after the model's application is detailed from Table 4.45 to 4.48

Table 4.45 Mean and S.D. from the overall state of being learning organization after learning organization model's application

Measured List (n=10)	$\bar{x}$	S.D.	Meaning
Individual Level's state of being learning organization	4.55	0.48	Highest
Team Level's state of being learning organization	4.60	0.50	Highest
Organization Level's state of being learning organization	4.53	0.50	Highest
Overall	**4.55**	**0.48**	**Highest**

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From Table 4.45, it has been shown that the All Level's state of being learning organization after the model's application is at Highest Level ($\bar{x}$= 4.55, SD = 0.48) ; The respective Means and S.Ds. of Individual, Team, and Organization Level are ($\bar{x}$ = 4.60, S.D = 0.50), ($\bar{x}$ = 4.55, S.D = 0.48), and ($\bar{x}$ = 4.53, S.D = 0.50) respectively.

Table 4.46   Mean and S.D. from the measurement of the state of being learning organization after the application of the model: Individual Level

Individual Level (n=10)	$\bar{x}$	S.D.	Meaning
1. Being Learning Person			
1.1 Eager to find new knowledge	4.90	0.32	Highest
1.2 Realize and Aim to do self-developing	4.70	0.48	Highest
1.3 Ready to do self-developing	4.80	0.42	Highest
1.4 Understand the concept of lifetime learning	4.50	0.53	High
1.5 Study about new working practices	4.40	0.52	High
Overall	**4.66**	**0.45**	**Highest**
2. Yearning to learn			
2.1 Possesses the seeking-to-learn ability	4.30	0.48	High
2.2 Ready to study new concept	4.60	0.52	Highest
2.3 Learning through failure and success from work	4.50	0.53	High
Overall	**4.47**	**0.51**	**High**
3. Keeping up with changes			
3.1 Accepting current changes	4.50	0.53	High
3.2 Having information which is up-to-date	4.40	0.52	High
3.3 Adjusting and Developing regarding changes	4.50	0.53	High
Overall	**4.47**	**0.53**	**High**
4. Leadership			
4.1 Developing through learning new things	4.70	0.52	Highest
4.2 Being an initiator at work	4.40	0.52	High
4.3 Seeking various methods to learn and share	4.50	0.53	High
4.4 Adjusting working practices regarding current situation	4.50	0.52	High
Overall	**4.52**	**0.52**	**Highest**

Table 4.46 (continued)

Individual Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Having Responsibility			
5.1 Recoding consequent work's results	4.40	0.53	High
5.2 Responsive to their learning continuity	4.40	0.52	High
5.3 Having result or piece of work which is used to exchange knowledge with other officers in school	4.40	0.52	High
Overall	**4.40**	**0.52**	**High**
6. Using media and technology to develop work's performance			
6.1 Always seeking for new knowledge to develop self's learning technology	4.30	0.52	High
6.2 Learning new knowledge thorough using technology	4.40	0.48	High
6.4 Creating new innovation	4.90	0.52	Highest
Overall	**4.53**	**0.51**	**Highest**
7. Systematic Thinking			
7.1 Having clear working plan	5.00	0.32	Highest
7.2 Understanding the practice of school's activity	4.60	0.48	Highest
7.3 Having clear instruction	4.50	0.53	High
7.4 Having system-level practices which consisted of planning, practicing, and examining	4.70	0.48	Highest
Overall	**4.70**	**0.45**	**Highest**
All Levels' Overall	**4.55**	**0.48**	**Highest**

From Table 4.46, it has been shown that the Individual Level's state of being learning organization after the model's application is at Highest Level ($\bar{x}$= 4.55, SD = 0.48)；while the sequent measurement from highest to lowest is that Systematic Thinking at Highest Level ($\bar{x}$= 4.70, SD = 0.45), Being Learning Person at Highest Level ($\bar{x}$= 4.66, SD = 0.45), Leadership at Highest Level ($\bar{x}$= 4.52, SD = 0.52), and Yearning to learn at Highest Level ($\bar{x}$= 4.47, SD = 0.51) while that Keeping up with

changes at ($\bar{x}$= 4.47, SD = 0.53) and Having Responsibility ($\bar{x}$= 4.40 SD = 0.52) are at High Level.

Table 4.47 Mean and S.D. from the measurement of the state of being learning organization after the application of the model: Team Level

Team Level (n=10)	$\bar{x}$	S.D.	Meaning
1.Team Learning			
1.1 Having a meeting to exchange knowledge	4.80	0.42	Highest
1.2 Altogether planning and designing learning process	4.80	0.42	Highest
1.3 Adjusting learning processes	4.70	0.48	Highest
1.4 Having shared learning hub	4.50	0.52	High
1.5 Having school's network	4.60	0.52	Highest
Overall	**4.68**	**0.47**	**Highest**
2. Having Shared Vision			
2.1 Accepting other's opinions	4.60	0.52	Highest
2.3 Having created shared vision	4.60	0.53	Highest
2.3 Having a plan which has complete participation	4.60	0.52	Highest
Overall	**4.60**	**0.52**	**Highest**
3. Team Working			
3.1 Participating in school's activity	4.60	0.52	Highest
3.2 Having various ways to communicate in school	4.50	0.53	High
3.3 Having participation in brainstorming developing plan	4.50	0.53	High
Overall	**4.53**	**0.52**	**Highest**
4. Exchanging Knowledge			
4.1 Having a seminar for brainstorming and exchanging concept	4.80	0.42	Highest
4.2 Having papers and database to spread knowledge	4.60	0.52	Highest
4.3 Having proper process and procedure to work together	4.60	0.48	Highest
4.4 Having concluded teamwork's result to be adjusted for future task	4.50	0.52	High
Overall	**4.62**	**0.48**	**Highest**

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Table 4.47 (continued)

Team Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Creating New Concept			
5.1 Studying failure and success from work to be adapted with future work	4.50	0.53	High
5.2 Having a chance for officer to discuss and ask about the problem	4.50	0.53	High
5.3 Finding various methods of excellent practices	4.50	0.52	High
5.4 Following plan and developing working performance	4.60	0.52	Highest
5.5 Concluding and reporting new concept	4.60	0.52	Highest
Overall	**4.54**	**0.52**	**Highest**
All Levels' Overall	**4.60**	**0.50**	**Highest**

From Table 4.47, it has been shown that the Team Level's state of being learning organization after the model's application is at Highest Level ($\bar{x}$= 4.60, SD = 0.50); while the sequent measurement from highest to lowest is that Team Learning at Highest Level ($\bar{x}$= 4.68, SD = 0.47) Exchanging Knowledge at Highest Level ($\bar{x}$= 4.62, SD = 0.48) Having Shared Vision at Highest Level ($\bar{x}$= 4.60, SD = 0. 0.52) Creating New Concept at Highest Level ($\bar{x}$= 4.54, SD = 0.52) and Team Working at Highest Level ($\bar{x}$= 4.53, SD = 0.52) respectively.

Table 4.48 Mean and S.D. from the measurement of the state of being learning organization after the application of the model: Organization Level

Organization Level (n=10)	$\bar{x}$	S.D.	Meaning
1.The Total Learning of the Organization			
1.1 Officer's help in planning working procedure	4.70	0.48	Highest
1.2 Brainstorming various methods of working	4.80	0.42	Highest
1.3 Studying excellent practices to be adapted with work	4.80	0.32	Highest
1.4 Having a stage for presenting excellent practices	4.50	0.53	High
1.5 Monitoring and following up working procedure	4.40	0.52	High
Overall	4.64	0.45	Highest
2. Having structure and management			
2.1 Holding frequent meeting to exchange opinions	4.20	0.63	High
2.2 Having clear and flexible working system	4.60	0.53	Highest
2.4 Assigning accurate activities to certain officer	4.50	0.53	High
Overall	4.43	0.56	High
3. Having Corporate Learning			
3.1 Officers always training and sharing knowledge with each other	4.50	0.52	High
3.2 Creating Learning Organization Culture	4.60	0.52	Highest
3.4 Having teamwork	4.40	0.52	High
Overall	4.50	0.52	High
4.Supportive Learning Atmosphere			
4.1 Happy and friendly working communication	4.90	0.42	Highest
4.2 The atmosphere assisting teamwork	4.40	0.52	High
4.3 Rewarding officers who work regarding school's standard	4.50	0.52	High
Overall	4.60	0.49	Highest

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Table 4.48 (continued)

Organization Level (n=10)	$\bar{x}$	S.D.	Meaning
5. Systemized Knowledge			
5.1 Reporting every working's result in school's database	4.50	0.53	High
5.2 Arranging school's database	4.40	0.53	High
5.3 Always sharing news and information of the school	4.40	0.52	High
Overall	**4.43**	**0.53**	**High**
All Levels' Overall	**4.53**	**0.50**	**Highest**

From Table 4.48, it has been shown that the Organization Level's state of being learning organization after the model's application is at Highest Level ($\bar{x}$= 4.53, SD = 0.50); while the sequent measurement from highest to lowest is that The Total Learning of the Organization at Highest Level($\bar{x}$= 4.64 ,SD = 0.45) , Supportive Learning Atmosphere at Highest Level ($\bar{x}$= 4.60 ,SD = 0.49), and Having Corporate Learning at High Level ($\bar{x}$= 4.50, SD = 0.52); meanwhile, Systemized Knowledge is at High Level ($\bar{x}$= 4.43, SD = 0.53), and Having structure and management at High Level ($\bar{x}$= 4.53 ,SD = 0.52) respectively.

The other opinions and suggestions about the state of being learning organization are as followings:

1. The state of being learning organization in Individual Level emphasizes more on learning with the common learning methods, which the officers set clear working plan, are eager to find new knowledge, ready to do self-developing, and create new innovation.

2. The state of being learning organization in Team Level shows that officers emphasizes more on learning with common learning methods, which are meeting for planning and designing shared learning process, and discussion for brainstorming or exchanging knowledge.

3. The state of being learning organization in Pimandek School shows that officer works happily and friendly, brainstorms new methods of working, and studies the excellent practices to be adapted with their work.

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4.2.2 The measurement of user's satisfaction with Chiang Mai private early childhood school's learning organization model is shown in Table 4.49

Table 4.49 Mean and S.D. Percent from the measurement of user's satisfaction with Chiang Mai private early childhood school's learning organization model

No.	The measurement of user's satisfaction (N=10)	Level of Satisfaction			Meaning
		$\bar{x}$	S.D	Percent	
1.	Easily Applicable	4.70	0.48	94	Highest
2.	Assiting personal learning	4.30	0.42	86	High
3.	Assisting creative thinking	4.30	0.48	86	High
4.	Creating knowledge exchanging atmosphere	4.20	0.42	84	High
5.	Creating new concept	4.30	0.48	86	High
6.	Developing the use of learning technology	4.30	0.48	86	High
7.	Assiting learning new innovation	4.20	0.42	84	High
8.	Wasting budget	4.70	0.52	94	Highest
9.	Improving personal mastery	4.10	0.32	82	High
10.	Developing human resources	4.30	0.48	86	High

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Table 4.49 (continued)

No.	The measurement of user's satisfaction (N=10)	Level of Satisfaction			Meaning
		$\bar{x}$	S.D	Percent	
11.	Showing school's advantages and disadvantages	4.20	0.42	84	High
12.	Creating satisfaction with the model	4.20	0.42	84	High
13.	Being happy by using the model	4.20	0.42	84	High
14.	Being happy to exchange knowledge	4.10	0.32	82	High
15.	Being happy to bring the model to be used with school	4.10	0.32	82	High
16.	Completely willing to participate	4.10	0.32	82	High
17.	Accepting colleague's opinion	4.90	0.32	98	Highest
18.	Opening up to new knowledge and concept to develop	4.80	0.48	96	Highest
19.	Willing to accept knowledge from colleague	4.50	0.52	90	High
20.	Willing and being happy to be in the team	4.50	0.52	90	High
	Overall	**4.35**	**0.43**	**87**	**High**

From Table 4.49, the users who tested on the Chiang Mai's early childhood school's learning organization model were satisfied in the "Highest Level" ($\bar{x}$= 4.35, SD = 0.43) accounting for 87 percent. When considering on prominent factors, *Accepting colleague's opinion* is of the 'Highest Level' ($\bar{x}$= 4.90, SD = 0.32) accounting for 96 percent; following with, *Easily Applicable* also of the 'Highest Level' accounting for 94 percent.

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