

## CHAPTER 5

### Conclusion, Discussion and Suggestion

#### 5.1 Research Conclusion

The research studies about a model learning organization to early childhood private school Chiang Mai Province. In this chapter, it aims to conclude, discuss, and suggest this research. The purposes of this research are 1) To study the learning organization component early childhood private school Chiang Mai Province. 2) To study state, problem, and assisting factor of being early childhood private school Chiang Mai Province. 3) To create model and instruction to be used with Chiang Mai's private early childhood school and 4) To study the model's result applied with Chiang Mai's private early childhood school. This research is processed regarding researching procedures and performed to find out how state, problem, and assisting factors creates the being of learning organization amongst Chiang Mai's private early childhood school. After the being of learning organization is found out, the data and information is then processed into Model and Instruction to be used with Chiang Mai's private early childhood school. Lastly, the result of the model is discussed and analyzed to be crucial information about learning organization for the future. The researcher concludes the result of this research regarding the purposes as followings:

5.1.1 The result from the studying on Chiang Mai private early childhood school's component of being learning organization has shown that there're 48 determiners at first and after that all the determiners are synthesized into 6 components, which are 1) System Thinking 2) Personal Mastery 3) Mental Model 4) Shared Vision 5) Team Learning and 6) Knowledge Management. About the assisting factors, there're 59 determiners at first and after that all the determiners are synthesized into 7 assisting factors, which are 1) Strategy 2) Supportive and Corporate Learning Culture 3) Motivation 4) Leadership 5) Appropriate Structure 6) Learning Technology and 7) Management.

5.1.2 The result from studying state, problem, and assisting factor of being learning organization amongst Chiang Mai's private early childhood school is that the overall state of being learning organization is at Average Level, and when considering deeper into each factor, they all are in Average Level as well with that Shared Vision has the highest mean. The problem of being learning organization is also at Average Level with that Personal Mastery is at High Level when considering into each factor. The assisting factors overall are at High Level to create learning organization, and when considering into each factor, most of them are at High Level with Strategy of the highest mean.

5.1.3 The results from creating model and instruction to be used with Chiang Mai's private early childhood school are

1) Learning organization's component is consisted of 1) System Thinking 2) Personal Mastery 3) Mental Model 4) Shared Vision 5) Team Learning and 6) Knowledge Management. All the components are supported with assisting factors of 1) Strategy 2) Supportive and Corporate Learning Culture 3) Motivation 4) Leadership 5) Appropriate Structure 6) Learning Technology and 7) Management. On the instruction part, it consists of 5 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.

2) There are 3 steps to launch the model which are 1) Preparation 2) Developing – with 2.1 the 2 activities for preparing learning organization and 2.2 the 7 activities to develop learning organization. After those 7 activities are practiced, the step 2.3 is to approach the goal of learning organization. Step 3 is measuring, as to measure the state of being learning organization after model application and the user's satisfaction.

3) The learning for development processes and activity for creating learning organization emphasizes to develop on 3 levels which are 1) Individual Level 2) Team Level and 3) Organization Level. In each level, there are 3 steps from learning to practicing, which are 1) Examining organization (Individual Level) 2) Developing Organization (Team Level) and 3) Result Measuring (Organization Level). The details of each step are as followings:

### 3.1 Step 1 Examining Organization (Individual Level)

The meeting to educate basic knowledge about learning organization is in this level. The meeting aims to make officer realize and motivated with the value of learning organization of early childhood school, and focuses on measuring the state of being learning organization with regard to the learning in 3 levels.

### 3.2 Step 2 Developing Organization (Team Level)

The workshop to create motivation and attitude about learning organization is performed in this level. The creation of development plan is set up in this level regarding 7 activities for development. Knowledge exchanging activity is also performed in this stage to assure the success of learning organization within the school.

### 3.3 Step 3 Result Measuring (Organization Level)

The measurement of the state of being learning organization is analyzed in this stage regarding 3 levels of learning and the measurement of learning organization model user's satisfaction.

5.1.4 The results of the learning organization model and instruction are separately detailed into 3 steps, which are Step 1 Preparation, Step 2 Developing, and Step 3 Measuring, as followings:

1) The measurement on step 1, preparation, has found that officers within the school have personally sought for new knowledge from the researcher's developed papers about learning organization, which was provided for the directors of Pimandek School. By doing so, the school can study and proceed the being of learning organization or be capable to achieve more related information by themselves.

2) The result from Step 2, developing, has been categorized into certain issues as followings:

2.1 The result of learning organization's preparation stage has been found that the participants understand the activity which is used to create motivation about learning organization. They are motivated and realized the importance of teamwork

2.2 The result of learning for development stage has been found that the creation of Pimandek college's learning organization are achieved by using 7 activities, which yields the state of being learning organization at Highest Level.

2.3 The result of approaching learning organization amongst early childhood school has classified that 1) The proceeding on Individual Level has shown that officers always seek new knowledge and concept, keep up with new changes and technologies to be adapted with their work, and be responsible in providing data through school's network 2) The proceeding on Team Level has shown that teamwork is created through the meetings for knowledge and learning exchanging; the officers and teachers plan and design school's education, whereas adjust mutual vision to be the one everyone holds onto 3) The proceeding on Organization Level has shown that the organization all learn more; the working practices are brainstormed and networked within the organization, which later helps in creating corporate culture, proper database, and great learning atmospheres.

3) The result from Step 3, result measuring, has shown that before the proceeding, the officers are lack of skill and knowledge to develop to be learning organization. However, after the proceeding of learning organization, the learning atmosphere had been improved and added up until that the organization is efficient.

## **5.2 Discussion**

The research is mainly discussed into 2 crucial issues which the Issue1 is the result of the creation of learning organization model and instruction and the Issue2 is the result from the model and instruction applied with Chiang Mai's private early childhood school.

5.2.1 The result of the creation of Chiang Mai's private early childhood school's learning organization model and instruction has featured these important details

1. The 6 components which are 1) System Thinking 2) Personal Mastery 3) Mental Model 4) Shared Vision 5) Team Learning and 6) Knowledge Management are supporting the state of being learning organization completely; meanwhile, the 6 components are supported with 7 assisting factors which are 1) Strategy 2) Supportive and Corporate Learning Culture 3) Motivation 4) Leadership 5) Appropriate Structure 6) Learning Technology and 7) Management. The successfully designed component and assisting factor is mainly due to the synthesizing method that the researcher collected information and knowledge from papers, text, theories, concepts, and related researches

both domestic and international, which the 12 learned researches are of Viravut Makhasiranont (2005), Vijarn Panich (2007), Juthaporn Bunnawan (2010), Anuthida Siangchee (2011), Juree Soipetch (2011), Runya Chuppawa (2012), Vipha Sairat (2014), Peter M. Senge (1990), Michael J Marquardt (1996), Gephardt, Marsick and Buren (1997), Daft (1994), and Watkins and Marsick (1999). Content Analysis method was used with the researchers, and then analyzed. Moreover, in analyzing supporting factors, the researcher had also synthesized those factors regarding the studying on 12 researchers off Viroj Sarattana (2002), Luechai Janpoh (2003), Somkid Soinam (2004), Montri Pongpeaw (2005), Surat Duangchachom (2549), Chukiat Boonkanan (2007), Nahathai Wantha (2007), Sasakorn Chaiharn (2007), Bennett and O'Brien (1994), Marquardt and Reynolds A. (1994) Nevis, Dibella and Gould (1995) and Kaiser, S.M. (2000).

Not only 24 researches were analyzed but the researches of 9 honorable personnel whose qualification consists 1) Being a professor of public or private university who graduates doctoral degree and has experience in educational management 2) Being an educational manager who is interested in managing education with learning organization 3) Having a qualification of scholar who understands managerial theory or executes university-level educational management 4) Completing master or doctoral thesis and willing to comment on research's application, which is in semi-structural style. In all the researches from 9 personnel, fortunately, their tendency to choose those 6 components is alike; likewise, the selected components are also related to the research of Gephart and Marsick (1996) which suggests important components of learning organization as 1) Continuous Learning 2) Knowledge Generation and Sharing 3) Critical Systemic Thinking 4) Culture of Learning 5) Flexibility and Experimentation 6) People Centered. Besides, the selected 7 assisting factors as well conform to the research of Nevis, Dibella, and Gould (1995), which found that the 7 assisting factors are related to knowledge sources, production or process, documents, knowledge spreading, emphasizing on learning, marketing value, and skill improving, and of Kaiser, S.M. (2000), which found that 8 assisting factors are Leadership, Organizational Culture, Mission and Strategy, Management Practices, Organization Structure, Organization Systems, Working Climate, and Motivation.

2. The 3 steps to process the model are Preparation, Developing, and Measuring. In the 2<sup>nd</sup> step, Developing, it is divided into 3 stages which Stage 2.1 is to prepare the school's readiness to be learning organization through 2 activities, Stage 2.2 is to develop the school to be learning organization through 7 activities by making learning plan for early childhood school and bringing the plan into practices, and Stage 2.3 is to approach the being of learning organization. Besides, the researcher had also created model's instruction which consists of 6 sections, 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. Due to the synthesizing period, the researcher had come up with information which is related to the model's component of Benjaporn Keawmesri (2002). Her research stated that to set the component of the model must be linked with phenomenon, design, concept, theory, and principle of each component when applied to the model. Moreover, the research of Brown and Moberg (1980) had synthesized the model from systemic concept and situational management, which the research's result suggested that the model's components are consisted of 1) Environment 2) Technology 3) Structure 4) Management Process 5) Decision Making. All the components of Moberg's research somehow relates to Vipha Sairat (2014) who brought concepts in developing model to be applied with research's purpose and framework. The research of Vipha Sairat firstly studied about concepts of the model from paper, theory, and field trip. After that, the results from the studying were analyzed to make research's framework and model up. Then the significant values were tested to find correlation between the created model and actual situation.

3. The result from learning organization model creation for Chiang Mai's private early childhood school has shown that there's learning for development and that the activities which are used to create learning organization have affected on three levels, 1) Individual Level 2) Team Level 3) Organization Level, with 3 steps of development, 1) Educating and Analyzing Organization (Individual Level) 2) Developing (Team Level) 3) Result Measuring (Organization Level). The researcher synthesized these concepts out of paper, text, theory, concept, principle, and research of domestic and international source related to educational management. After that, these synthesized concepts are used to create such learning which is correlated with Thai

Ministry of Education (Thai Ministry of Education, 1999). The policy of the Ministry supports and exposes private sector to participate educational management under government's supervision and regulation. The government monitors every-level private schools, including those included or excluded from schooling system, to operate with regards to government's objectives. Meanwhile, the education which private sector manages must not do profiteering. In the period of educational reform in 2542, The Office of Private Education under Education Ministry had set up the standard for private school, which emphasized the academic excellence by 1) adjusted course, material, and content to be based on learner 2) supported searching, researching, and bringing new technology to operate task 3) Improving teacher's quality by having them enlightened with good knowledge, skill, attitude, and value in teaching so that they can educate their students properly and correlatively with the importance of learning organization. The importance of learning organization is referred in Ornjaree Na Takuatoong (2002) as Intangible Assets. The content added up that one organization often possesses both tangible assets, such as money, building, place, capital, and tools, and intangible assets, such as customer relationship patent, brand, and especially officer's mastery. Meanwhile, even if it is abstract, knowledge is important and can be used for benefit unlimitedly. Learning organization requires 3 levels of learning which are 1) Individual Level – as the human resource seeks to develop their intelligence through self-learning and chance creating, 2) Team Level – as the group helps its member to accumulate knowledge by exchanging them within the group and 3) Organization Level – as all members bring out all abilities and knowledge in order to approach learning organization's goal. The being of learning organization requires its members to use all knowledge and concept to be recreated with the working routine and unfilled gap of place or facility.

5.2.2 The result of the learning organization model and instruction applied with Chiang Mai's private early childhood school is divided into 3 steps, which are Preparation, Developing, and Measuring, as followings:

1. The result of Step 1, Preparation, has shown that the school's officers seek their own knowledge further from the researcher's developed paper. The paper of learning organization was provided for Pimandek College's managing director so that the school can perform learning organization's procedure and instruction and that they

can advance their research from other sources on learning organization. The created learning organization model and instruction was executed accordingly with what Prajuab Sooksomboon (2000) stated about the investigation of Connoisseurship Model. The model relies on honorable personnel's opinion that 1) the model is excluded from neither the goals of Goal-Based Model, Responsive Model, or Decision Making Model, however honorable personnel's assessment emphasizes deeply into selected issues. The issues aren't always related with goals of other model but mostly rely onto honorable personnel's opinion which is used for the conclusion in measuring model's quality, efficiency, and appropriateness. There are 3 other characteristics of this type of model, 2) Specialization is developed from Art Criticism which contains profound and expertized investigation. As the measurement cannot be done with tool, the opinion of honorable personnel is then used for high level assessment in certain specialized field; therefore this type of opinion is popular among university subject which requires high specialization, 3) The measurement which is based on honorable personnel's opinion relies onto the belief that their opinion's would be truthful, standardized, and thoughtful enough to pass certain measurement, and 4) The model is flexible in operation to suit honorable personnel's schedule and expertise from the start. The honorable personnel are selected from their job's status, experience, and credibility level. This flexibility was also mentioned by Eisner (1976) that sometimes the investigation on some model needs high and profound knowledge than quantitative study and that the profound knowledge can only be found within scholars or honorable personnel. Eisner's concept to select honorable personnel is based on Goal-Based Model, Responsive Model, or Decision Making Model. Eisner's model also mentioned about the 4 characteristics of this research specific's model mentioned above.

## 2. The result of Step 2, Developing, is described as followings:

2.1 The result from the preparation step has shown that participant understands motivating activity for the creation of learning organization very well. They're motivated and eager to do teamwork. The step clearly showed that learning organization is the main factor which creates readiness, understanding, and motivation for learning. It happened so because of the 7 components which correlate with Viroj Sarrattana's index to examine school's learning organization (2005). The index was



written in “School Management of Learning Organization” in details as followings- 1) the school has officers who are willing to develop school’s system as a whole 2) the officers share the feeling of school’s ownership which makes them always want the school to be developed 3) school has the officers who always want to develop themselves 4) the school allows teacher and officer to participate in setting school’s policy, goal, and vision 5) the school allows teacher and officer to participate in knowledge and experience exchanging 6) the school extends its human resource’s capability to reach more complicated task continually 7) the school encourages and motivates their human resources by proper incentive 8) the school has friendly environment that officers respect each other’s opinion 9) the school extends its human resources’ potential and develops new innovation 10) the school always seek for new possibility and chance to advance its system 11) the school always resolves upcoming problem 12) the school relies onto the concept which knowledge is not only to be spread or collected but it also needs developing from school officers’ participation and 13) the school always support teachers to seek new concept and knowledge to be shared within the organization.

2.2 The result of learning for development after the application of learning organization model with Pimandek School. After those 7 activities for development were applied, the result of the model had yielded that the model was successful at Highest Level. The success may be due to the synthesizing period, which the researcher studied about the state of being organization amongst 105 pre-primary schools in Chiang Mai in order to find advantage and disadvantage of private school management. The result from synthesizing period had filled the model properly; and not only it was deliberately synthesized but after that 9 honorable personnel also investigated the result’s correctness and appropriateness, which the standard of the investigation is higher than 7 of 9 honorable personnel. The investigating method is correlated with the importance of learning organization stated in Veerawat Pannitamai (2001). His research mentioned that the development to be learning organization can transform thought into practice as the quickest and most thorough way. The development to be learning organization is also correct, appropriate, and cheap, which causes knowledge exchange very quickly. The mention also conforms to what Viroj Sarrattana (2001) had stated that learning organization is an organization which its officers always seek for new

knowledge and concept to be developed with their tasks. Those officers should be creative with their organization and seeking to exchange new knowledge and possibility with their organization so that the organization is developed. Dech Tiamrattana and Kansuda Makhasiranon (2002) had mentioned the state of being learning organization as well. They stated that the organization should always motivate their officers to be eager to learn and develop in order to extend their personal and organizational capability. Those officers can accomplish any type of task by holding onto teamwork and exchange learning, which will incorporate everyone's effort as a whole to be organization's advantages. Besides, Pananan Kosinanon (2007:45-46) studied about developing Rachapruerk University to be learning organization and found that the 5 disciplines to do so were Personal Mastery, Mental Model, Shared Vision, Team Learning, and System Thinking. In the research, officers in Rachapruerk University were positive with the development with 0.1 significance value. Veerawat Pannitamai (2001) studied about the method to develop learning organization and found that the university should spread their knowledge and expertise to be categorized for easy usage of their officers. The officers then could easily find new knowledge related to their interest and adapt them properly with their tasks. Meanwhile, the organization should specify its standard which could be applied separately with personnel in various levels. For example, executives should be able to access certain amount of data which is more than the data managing director, dean, or teacher could access. However, the data should be networked so that all the officers can bring them up for the organization as needed. All data within each unit should be collected and networked within the organization whether in digital form or documental form in case officer, student, and citizen could access and spread those data or knowledge via Internet or Intranet.

2.3 The results of approaching the being of learning organization with learning activities have been detailed as followings: 1) On Individual Level Measurement, it has been found that the officers are eager to seek for new knowledge and technology, keeps up with changes, wants to be a leader and be responsible with tasks, likes to use technology in developing work's result, and has systemic thinking 2) On Team Level Measurement, it has been found that organization has more teamwork through holding a meeting to let officers exchange knowledge with each other. They plan and design educational management while change their procedure to be

concordant. They also have shared vision which improves teamwork and knowledge. 3) On Organization Level Measurement, it has been found that the organization entirely learn and plan their procedures. They brainstormed several action plans and created suitable network and database regarding researching principle. It happened as said possibly because the researcher follows researching principle of Peter M Senge, Michael Marquardt, and David A. Gavin in order to have one organization become learning organization. To add value and innovate the organization, managing directors must prioritize and execute organization's goals, which in the research contains 11 factors as followings: 1) Appropriate Structure is that the organization must reduce its procedure to be the most compact one so that the interaction will be more mobile and efficient. 2) Corporate Learning Culture is that there is prominent corporate culture which its officer realizes. Simultaneously, managing director should also aim at school's vision of learning in the same way they aim at profits. The state of being learning organization is mostly caused by strong organization's value and policy. 3) Empowerment is that powers are distributed as one's responsibility so that they can be authorized in making decision. If the officers are well-trained in problem solving skill, they will easily adapt the skill they've got with problems and learn either from failure or success. 4) Environment Scanning is that when identifying, the learning organizations should always be so flexible and mobile that any occurrence can be solved or dealt with easily. 5) Knowledge Creation is that the organization can continuously transfer any knowledge within it via media, technology, network, or database. 6) Learning Technology is that officer can adapt computer's benefit with their task. Modern technology has proper way to collect and process data, and all the data nowadays can be transferred more easily. 7) Quality is that the organization emphasizes on the concept of Total Quality Management (TQM), which focuses on continually develop organization's efficiency. 8) Strategy is that the organization prioritizes learning as a way to make profit or as it main strategy. The organization should perform Action Learning, which is the method to gradually add value to the importance of learning until the officer knows how to use it in developing organization. 9) Supportive Atmosphere is that the atmosphere of organization improves officer's well-being and creative thinking so that they can be more innovative and their efficiency will be improved. Officer of the organization should respect and accredit each other while they treat every officer

equally. 10) Teamwork and Networking is the method of work that enhances creativity to the level of being learning organization. Officer of the organization should realize the importance of teamwork and knowledge exchanging well enough that they use those knowledge and expertise with value-adding to their productivity. And 11) Vision is what organization aims at. So, everyone should get a chance to participate in creating it. The 11 factors are concordant with Mettha Thepprathum (2007) whose research studied about the state of being learning organization of Ban-Pong School. The result of the research's model is overall at High. When considering deeper into each assisting factor, Team Learning assisted the model the most; the next spectacular one is Shared Vision which highly prioritize teamwork as a key to successful organization.

2.4 The result of Step 3 Measuring has been shown that before the application of learning organization model, the officers lacked of knowledge and skill to develop to learning organization level. However, after the application of learning organization model, the school develops its system to have supportive and learning atmosphere and approaches the state of being learning organization continually. It happened so because the model was created by being based on concordances with Peter M. Senge's Theory, which stated that when being organization, the organization is enhanced with several factors as followings: 1) Personal Mastery means that learning of an officer is the beginning of learning organization. The officer should realize the importance of lifelong learning to support sustainable learning organization. Learning organization should be able to support its officers to develop themselves by informing the value of learning and its benefits. Personal Mastery is created with lots of support from information, development system, or even daily practices whether it aids continuity of learning during the day. 2) Mental Model is one's model of thought, belief, and attitude from accumulating experiences in their lifetime. Mental Model helps in understanding, deciding, investigating; likewise, the model is also the foundation of Emotional Quotient (EQ). The realization of one's-own framework of thought will enhance the understanding about learning organization model, including its belief and thought about one's decision. Mental Model is crucial as well when trying to keep up with changes because it can tell what sources one will go to seek new updates. Reengineering theory is also correlated with Mental Model and should be studied further 3) Shared Vision is that the organization has shared attitude and goal. The

officers of organization should hold onto accomplishing the goal by approaching it with teamwork. Shared Vision can be said as a framework telling where organization is heading. If the goal is clearly clarified, the organization is likely to approach its goal faster and better. 4) Team Learning is the organization as a team knows what is importance or the organization and what knowledge they should be spreading within the organization. Meanwhile, the knowledge or skill they exchange can be either official or formal. Interaction is more important here when they have created up teamwork atmosphere to resolve as many problems as the organization needs. They should also help each other to think or understand new knowledge both internal and external. If teamwork is created within the organization, its officers can then express their full potential. 5) System Thinking is that the officers of organization learn how to network things by seeing their relationships in a systemized picture, or so called as Total System. If so, they will know how the organization and its subsystem work; consequently, they will learn how to perform small to big tasks and finish the tasks by themselves. All the network and data then can be used for explaining problem which runs in circle so that the organization can get rid of it immediately. The factors from Senge's research are correlated with of Paweena Charoenphum (2015), the owner of "Organization's Relation and the Formation of Learning Organization under the secondary school's district no.25". The research had found that 1) the overall state of being learning organization is at High Level. When considering further into school's component, it had been found that 1) Goal-Based Corporate Culture 2) Governmental Corporate Culture 3) Self-Adaptive Corporate Culture and 4) Lineage Corporate Culture were defined as types. The Mean of Goal-Based Corporate Culture was the highest while Self-Adaptive Corporate Culture is the lowest, and that 2) the state of being learning community of school in district 25<sup>th</sup> had shown that 1) Shared Leadership 2) Shared Vision 3) Shared Knowledge and its Adaptation 4) Supportive Condition 5) Personnel's exchange learning have their highest Mean of Shared Vision and Shared Knowledge and its Adaptation while the lowest of Supportive Condition. The research also found that 3) Organization's relationship and the state of being learning organization has their correlation value of positive value ranged from 0.250 – 0.686. The overall significance values are 0.01 showing that organization's relationship and the state of being organization is correlated positively with Lineage Relation (X4) and Shared Leadership

(Y1) highest value of  $r=0.686$ . The correlation also conforms to Pongpat Intrampan (2007:94-95) who studied about the measurement of state of being learning organization. The results of the research had concluded that the measurement for state of being learning organization is due to 5 important components which are Learning, Organization, Personnel, Knowledge, and Technology. The research applied Scoring Rubric with each component's further question. From examining measuring tool's efficiency, its reliability and validity is equal to 0.96 of both managing director and teacher's paper. The research also suggested that the state of being learning organization has empirical correlation in the paper of managing director with the chi-square value of 89.37,  $p=0.06$ , Degree of freedom 64, GFI=0.98, AGFI=0.95, and RMR=0.03. The result of the measuring tool stated that the state of being learning organization is at Average Level. Meanwhile, the teachers mostly also voted Average Level of learning organization to their school.

### **5.3 Suggestion**

#### **5.3.1 Suggestion about model application**

- 1) The policy should be adapted with the context of each school in order to develop school's strategy properly.
- 2) Office of Private Education should aid research and development related learning organization concept, as well as other concept. It should also seek for practices of excellence.
- 3) Managing director, officer, and officer of private school should adapt this model with continual self-development to be lifelong learner. Shared learning toward the goal of developing early childhood students can also boost the being of learning organization.
- 4) The application of the model needs all procedures performed on its certain level, including Individual, Team, and Organization Level.

#### **5.3.2 Suggestion about further study**

- 1) The other way to develop learning organization could be adapted with this model to enhance more efficiency to educational management.

2) Research and development related to learning organization should be performed on every level of education so that all students could extend their knowledge and develop themselves continually.



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