

**THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION  
AND ORGANIZATIONAL COMMITMENT IN THE WORLD-  
CLASS STANDARD SECONDARY SCHOOLS, NAKHON  
PATHOM PROVINCE OF THAILAND**



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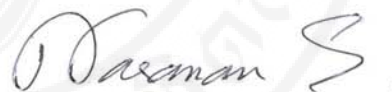
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SECONDARY SCHOOLS, NAKHON PATHOM PROVINCE OF THAILAND

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ABSTRACT

With the rapid changes that affects many dimensions of organizations and human capital, the learning organization has emphasized the benefits of abilities in adaptation or changing in order to maintain potentials within organizations and human resources. The purposes of this study were (1) to determine the level of learning organization and organizational commitment, (2) to explore the statuses of learning organization and organizational commitment, and (3) to investigate the relationship between learning organization and organizational commitment in the World-Class Standard secondary schools in Nakhon Pathom Province of Thailand. There were two approaches used in this study, both quantitative and qualitative. Firstly, data was gathered from a sample using a quantitative method, and the sample was 303 teachers from nine World-Class Standard secondary schools in the province. The quantitative data was collected by using a survey questionnaire to investigate the level of learning organization and organizational commitment in the schools. The analytical methods of this study consisted of descriptive statistical analysis and Pearson correlation analysis. The quantitative data was analyzed through a computerized statistical program to present descriptive statistics that measured the level and the relationship of learning organization and organizational commitment. Secondly, qualitative data was gathered through in-depth interviews from five key informants and were analyzed by content analysis.

In the World-Class Standard secondary schools in Nakhon Pathom province of Thailand, the findings indicated a moderate level of learning organization and organizational commitment. However, the relationship between them existed in this study with a strong relationship ( $r=0.772^{**}$ ,  $p<.01$ ). In addition, the level of learning organization and organizational commitment were explained by the qualitative approach in details to show better understanding on the moderate level of learning organization and organizational commitment in the schools.

The findings also indicated that there were some practices and activities that the policy makers, the school principals, and the teachers should adopt to improve as these are possible ways to gain the higher levels of learning organization and organizational commitment. The recommendations in this study will be a positive influence and benefit to individuals involved, and educational institutions, as a part of preparation of educational management in the 21st century.

KEY WORDS: LEARNING ORGANIZATION/ ORGANIZATIONAL COMMITMENT/  
THE WORLD-CLASS STANDARD SECONDARY SCHOOL

127 pages

ความสัมพันธ์ระหว่างองค์กรแห่งการเรียนรู้และความผูกพันองค์กรใน โรงเรียนมัธยมศึกษาฐานสากล จังหวัดนครปฐม ประเทศไทย  
 THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND ORGANIZATIONAL COMMITMENT IN THE WORLD-CLASS STANDARD SECONDARY SCHOOLS, NAKHON PATHOM PROVINCE OF THAILAND

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#### บทคัดย่อ

ยุคโลกาภิวัตน์ส่งผลต่อด้านต่าง ๆ ขององค์กรและทรัพยากรมนุษย์ องค์กรแห่งการเรียนรู้ได้มีบทบาทสำคัญเป็นอย่างมากและช่วยให้องค์กรมีศักยภาพในการเรียนรู้และสามารถการเปลี่ยนแปลงเพื่อรักษาผลประโยชน์สูงสุดขององค์กรและบุคลากรในระดับสากล จุดประสงค์ของการวิจัยครั้งนี้เพื่อ (1) ศึกษาระดับองค์กรแห่งการเรียนรู้และความผูกพันองค์กร (2) ศึกษาสถานระดับขององค์กรแห่งการเรียนรู้และความผูกพันองค์กรและ (3) ศึกษาความสัมพันธ์ระหว่างองค์กรแห่งการเรียนรู้และความผูกพันองค์กร ในโรงเรียนมัธยมศึกษาฐานสากล จังหวัดนครปฐม ประเทศไทยในการศึกษาค้นคว้าครั้งนี้ผู้วิจัยนำกระบวนการเชิงปริมาณและเชิงคุณภาพมาประยุกต์ใช้ แบ่งออกเป็นสองส่วน ในส่วนแรก ข้อมูลเชิงปริมาณ จากกลุ่มตัวอย่าง ครูในโรงเรียนมัธยมศึกษาฐานสากล จังหวัดนครปฐม ประเทศไทย จำนวน 303 คน วิเคราะห์ข้อมูลเชิงปริมาณโดยสถิติบรรยายและสัมประสิทธิ์สหสัมพันธ์ เพื่อศึกษาระดับขององค์กรแห่งการเรียนรู้และความผูกพันองค์กรและความสัมพันธ์ระหว่างองค์กรแห่งการเรียนรู้และความผูกพันองค์กรในโรงเรียนที่ศึกษา ในส่วนที่สอง ข้อมูลเชิงคุณภาพจากการสัมภาษณ์เชิงลึกจากผู้บริหารและคณาจารย์ชำนาญการพิเศษในโรงเรียน 5 ท่าน ด้วยการวิเคราะห์เนื้อหาเชิงลึกสามารถนำสรุปผลของการศึกษาเชิงคุณภาพเชื่อมโยงต่อความเข้าใจเกี่ยวกับระดับขององค์กรแห่งการเรียนรู้และความผูกพันองค์กรเป็นผลจากการของศึกษาเชิงปริมาณ

ภาพรวมจากการศึกษาค้นคว้าครั้งนี้ ระดับองค์กรแห่งการเรียนรู้และความผูกพันองค์กรในโรงเรียนมัธยมศึกษาฐานสากล จังหวัดนครปฐม ประเทศไทย อยู่ในระดับปานกลาง ในส่วนของภาพรวมความสัมพันธ์ระหว่างองค์กรแห่งการเรียนรู้และความผูกพันองค์กร อยู่ในระดับสูง ( $r=0.772^{**}$ ,  $p<.01$ ) ระดับปานกลางขององค์กรแห่งการเรียนรู้และความผูกพันองค์กร สามารถอธิบายผลสรุปข้อมูลเชิงคุณภาพเพื่อสร้างความเข้าใจต่อระดับที่พบในการศึกษาค้นคว้าครั้งนี้

ผลสรุปจากการศึกษาแนะนำถึงการปฏิบัติการและกิจกรรมที่เกิดขึ้นภายในโรงเรียนแก่นักเรียน ใบบายในระดับเขตพื้นที่การศึกษา ผู้บริหารโรงเรียนและคณะครู สามารถนำไปปฏิบัติใช้ในกระบวนการทำงานการทำงานและส่งผลกระทบต่อระดับที่สูงขึ้นขององค์กรแห่งการเรียนรู้และความผูกพันองค์กร ข้อเสนอแนะต่างจากการศึกษาค้นคว้านี้มีประโยชน์ต่อบุคลากรและสถานศึกษาที่เกี่ยวข้อง และเป็นส่วนหนึ่งในการเตรียมความพร้อมในการจัดการทางการศึกษาใน ศตวรรษที่ 21.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background and Rationale of the Study

Among rapidly changing world, the era of globalization has played an important role in many dimensions of countries; societies, economics, politics, and sciences as the whole world. Consequently, it causes very high competitions in many of individuals and organizations, and defiantly no one wants to get out of the line. Of course, for all, this time has been concerned very importantly as an agenda of strategies to approve the changing underlying development plans and policies. Taking benefits or advantages from the globalized situation depends on a capacity to access suitable adaptations particularly and appropriately. In many countries, they have considered standard education as a tool taking advantage among the competitions of them all. When they want to develop the performances on the competitions, they absolutely consider the educational organizations where they actually generate quality human resource of nations. Similarly, the schools approve the changing as a responsiveness to improve and develop themselves within limited skills and resources.

With this particular dilemma, it was directly introduced to human resource development. The human resource development has been applied to develop individuals' abilities in organizations by providing them activities, educating, and training. Nadler (1970) defined it as a series of organized activities to produce behavioral change with intended purposes to develop competencies, and to engage the employee move with the organization. According to a study conducted by Kumpikaite (2008), the human resource development (HRD) is a process to reach the best possible organizational result. The HRD does not engage only employees, but it also bounds the educational organizations that lead the employees whom are trained in the direction of organizational goals.

Nowadays, in the 21st century as the informative technology world; there are much and more expanded information and knowledge increasing continuously.

Knowledge management (KM) has been considered to facilitate and share knowledge among the employees and organizations particularly to HRD. Davenport (1994) defined knowledge management as a process of capturing, distributing, and effectively using knowledge. Therefore, it is used to approach achievements of organizational objectives by making decisions based on the knowledge. It focuses on processes such as acquiring, creating and sharing knowledge and the cultural and technical foundations.

The underlying knowledge management was related to Peter Senge's work (1990), an organizational theorist. He proposed the phenomenon and exigencies to improve the organization for surviving and inheritance of the objectivity of the organization as a concept of learning organization. The learning organization has been a concept that enhances learning to the organizations for the best practice and core competence in order to keep pace with forward changes of globalization. However, some of today's most successful organizations are embracing these ideas to meet the demands of a global economy where the value of the individual is increasingly recognized as the most important resource (Salisbury, 2010).

The creation of this type of learning organization comes from establishing a group that learns new ways to work together: discussing priorities, working through divergent thinking, clarification, then convergent thinking to come to conclusions and implementation of the solution. According to Senge (1990), the learning organization is defined as an organization where people continually develop and expand their capacities to create the results they actually want, and people are truly learning at all levels in the organization for discovering the whole picture of the organization together. The fifth discipline of the learning organization has presented into 3 categories; 1) individual discipline; mental models, systems thinking, and personal mastery, 2) the group or team discipline; team learning, and shared vision, 3) organization discipline; learning organization. The learning organization discovers how to best work with individual styles, allowing for reflection and other individual needs. According to Pedler (1991), the learning organization is very important for organization because it leads the organization to sustainable breakthrough. It becomes a safe place to take risks, make mistakes, and learn from the results.

Numerous researches has been related to the learning organization broadly. A study conducted by Wang (2005) in the University of Minnesota showed that the components of learning organization culture have a correlation with organizational commitment. Similarly, another study conducted by Egan, Yang, & Bartlett (2004) noted that creating a culture of learning organization and job satisfaction and organizational commitment are positively related.

In contrast, the organizational commitment has found to be an interested part of all the work commitment constructs because this factor shows the attachment of employees to their organizations. The significance of organizational commitment is actually one measurement of organizational effectiveness (Steers, 1975). This does not only review the people's connections or association to the organization, but it also actually affects the outcome of the organization. Wang (2005), Meyer & Allen (1997) divided organizational commitment into three components: affective, continuance, normative. According to Irvan, Armanu, Achmad, & Noermijati (2013), learning organization has a positive and significant influence on employee performance through the mediating variable of organizational commitment. Organizational commitment also has a positive and significant effect on the performance of employees.

For preparation in the 21<sup>st</sup> century, many developed countries around the world such as Canada, Netherlands, Japan and Sweden have been focusing on their education systems prudently, and timely and necessarily, it caused to push them for preparing and reforming the educational management by different policies as an urgent agenda (Schleicher, 2012). Recently, Thailand had set a policy for the improvement of Thai students to be a significant part of Thai educational reformation in advance as for World-Class Standard School (the Office of Basic Education Commission of Thailand, 2010).

According to the Office of Basic Education Commission of Thailand (2010), being World-Class Standard School (WCSS) referred a school must provide World-Class standard curriculum and prepare teaching and learning activities for learners with expectation of them to be world citizens, and to manage with quality management system. All of these were used in the educational institutions for achieving Thai students to become world citizens in the 21<sup>st</sup> century that followed the

declarations of educational management of United Nations Educational Scientific and Cultural Organization (UNESCO). In the Ministry of Education Strategic analysis, it recognized the potential of good-performing schools to develop further beyond national standard to the level of a “World-Class Standard”. Especially in the 3rd Strategy, this aimed at developing students’ quality towards excellence and World-Class standard. This strategy, according to the Ministry’s 2009 – 2012 Strategic Plan, strived for students’ excellences by setting a more intensive standard, or bringing in an internationally recognized curriculum, like the International Baccalaureate to benchmark with school curriculum. The World-Class Standard School basically focuses on three main important parts of schooling: students, instructions, and management with five operations in the school; 1) Developing curriculum, 2) Promoting and developing English communication in Math and Sciences classes, 3) Developing instructors 4) Developing administrators, and 5) developing school management (Office of the Basic Education Commission of Thailand, 2010).

From the aforementioned reasons, to study learning organization and organizational commitment in the World-Class Standard Schools due to the characteristics of the World-Class Standard school were addressed to develop the quality of Thai educational management towards international standard systems as achievements in three particular characteristics: students as World citizen, World-Class Standard instructions, and quality system management. For the students as World citizen comprises with five attributed components: academic excellence, bilingual communication, progressive thinking, creative production, and global responsibilities. For the World-Class Standard instructions, it consisted of three attributes: academic quality, teacher quality, and research and development. For the last one, quality system management accesses for four attributes: school administrator quality, management system, foundation support, and network support. These developing plans simply tended to develop the qualities and abilities of all individuals by providing and facilitating learning and knowledge at all levels in the institutions as learning organization. This was more particularly close to the concept of learning organization since the schools also have to contribute the knowledge through information technology, database and e-learning as knowledge management with all individual, team and organizational levels for the expected educational institutions’

achievements as the World-Class Standard school.

In addition, it might be concluded that the World-Class Standard school policy as a part promoting some components of learning organization such as individual learning, team learning and learning organization. Therefore, based on the concepts of learning organization, the researcher aimed to study the relationship between learning organization and organizational commitment in the World-Class Standard schools in Nakhon Pathom province of Thailand. The researcher selected Nakhon Pathom province as it was an area based of Mahidol university. Therefore, the findings benefited to involved individuals, educational institutions, and communities locally as a part of development for well preparation and accessing to more suitable educational management in the 21<sup>st</sup> century essentially, especially in Thailand.

## **1.2 Research Questions**

1.2.1. What was the level of learning organization in the World-Class Standard secondary schools, Nakhon Pathom Province of Thailand?

1.2.2. What was the level of organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom Province of Thailand?

1.2.3. Was there any statistically significant relationship between learning organization and organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom Province of Thailand?

## **1.3 Research Objectives**

1.3.1. To determine the level of learning organization and organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom Province of Thailand.

1.3.2. To explore the statuses of learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom Province of Thailand.

1.3.3. To investigate the relationship between learning organization and

organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom Province of Thailand.

#### **1.4 Research Hypothesis**

There was a statistically relationship between learning organization and organizational commitment in the World-Class Standard schools, Nakhon Pathom province of Thailand.

#### **1.5 Scope of the Study**

This research was conducted at World-Class Standard schools under the secondary education service area of Nakhon Pathom province, Thailand covering 9 World-Class Standard secondary schools. The data were collected from the teachers of the 9 schools. The population consisted of 958 teachers from the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

The learning organization was based on Marsick and Watkins's concept (1999, 2003) covering seven dimensions. Those were (1) continuous learning, (2) inquiry and dialogue, (3) team learning, (4) embedded systems, (5) empowerment, (6) system connection, and (7) provide leadership. For the organizational commitment variable, it was based on Meyer and Allen's concept (1993) consisting of three dimensions: (1) affective commitment, (2) normative commitment, and (3) continuance commitment.

#### **1.6 Operational Definition of the Terms**

**World-class standard secondary school** refers to the secondary schools where they are in the World-Class Standard school policy. They aim to develop and improve the quality of Thai educational management towards international standard systems for the students' achievement as citizenship with three characteristics of

World-Class Standard school: students as world citizen, World-Class Standard instructions, and quality system management.

**Students as world citizen** refers to the students who are going to be the most important product of the World-Class Standard Schools which must be comprised with 5 attributes of World Citizen by the ministry of education, Thailand: academic excellence, bilingual communication, progressive thinking, creative production, and global responsibilities.

**World-class Standard instructions** refers to instructions which it is divided into 3 attributes: Academic Quality, Teacher Quality, and Research and Development. These are areas of development where the ministry of education sets forth guidelines for improvements for World-Class Standard School.

**Quality system management** refers to the development of other aspects of World-Class standard school policy indirectly relate to teaching and learning. There are 4 attributes in the Quality system management: School Administrator Quality, Management System, Foundation Support, and Network Support.

**Learning organization** refers to the World-Class Standard schools which objectives, strategies, aims, and activities respond learning among principals and teachers as individuals, teams, and whole schools. It supports them and the schools to achieve their goals through constant learning. For this study, learning organization is comprised of seven dimensions as follows. (1) Continuous learning, (2) inquiry and dialogue, (3) Team learning, (4) Embedded systems, (5) Empowerment, (6) System connection, and (7) Provide leadership.

**Continuous learning** refers to create continuous learning opportunities for ongoing education, so the principals and teachers of the World-Class Standard secondary schools, Nakhon Pathom province of Thailand can learn on their working processes.

**Inquiry and dialogue** refers to culture supports questioning, feedback, and experimentation among the principals and the teachers of the World-Class Standard secondary schools, Nakhon Pathom province of Thailand. They also have productive reasoning skills to express their views and the capacity to listen and inquire into the views of others in the schools.

**Team learning** refers to working together or collaboration to access different modes of thinking in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

**Embedded systems** refers to using the technology system to share learning of principals and teachers in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand

**Empowerment** refers to a way that the principals and teachers of the World-Class Standard secondary schools, Nakhon Pathom province of Thailand are involved in setting and implementing a shared vision.

**System connection** refers the World-Class Standard secondary schools, Nakhon Pathom province of Thailand where the schools are linked to its communities. The principals and teachers understand the overall environment and use information to adjust work practices.

**Provide leadership** refers to using learning strategically for schools' achievements, goals and missions in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

**Organizational commitment** refers to how the principals and teachers feel to their schools, the World-Class Standard secondary schools, Nakhon Pathom province of Thailand. For this study, organizational commitment consists of three components affective commitment, continuance commitment, and normative commitment.

**Affective commitment** refers to the principals and teachers' feeling that want to stay as a strong emotional attachment to the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

**Continuance commitment** refers when the principals and teachers think to weigh up the advantages and disadvantages as the awareness of leaving the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

**Normative commitment** refers to when the principals and the teachers feel of sense of being obligated to stay with the World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

## **1.7 Research Contributions**

1.7.1 This study will provide school administrators important information of the learning organization and the organizational commitment in World-Class Standard secondary schools, Nakhon Pathom province, Thailand.

1.7.2 This study will provide educational and organizational researchers an informative pattern of relationship between learning organization and organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom province, Thailand.

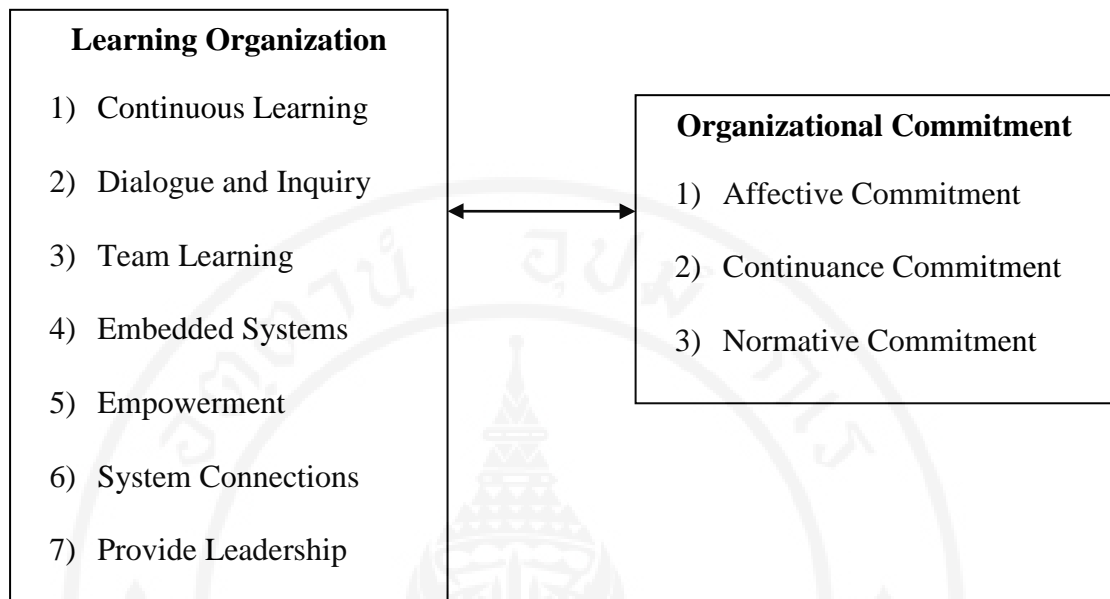
1.7.3 This study will be recommendation for secondary education service area and ministry of education policy makers, principals, and teachers to develop and improve the effective policies and practices for improving educational organizations.

## **1.8 Conceptual Framework**

The researcher developed the conceptual framework based on the scholars' concepts, theories, books, and related researches through the literature review.

Mainly for the learning organization, it was synthesized through Senge (1990), Marsick and Watkins's works (1999, 2003) comprising of seven dimensions of learning organization as continuous learning, dialogue and inquiry, team learning, embedded systems, empowerment, system connections, and provide leadership.

For the organizational commitment, it was synthesized through the works of Mowday, Steers, & Porter (1979), Meyer & Allen (1993) comprising of three dimensions of organizational commitment as affective commitment, normative commitment, and continuance commitment as shown in the figure 1.1 conceptual framework.



**Figure 1.1** Conceptual Framework

## **CHAPTER II**

### **LITTERATURE REVIEW**

This chapter mainly aimed to propose integrative literature relevant to this study. The informative objectivities of this part were to understand all of the concepts of learning organization, organizational commitment and also World-Class Standard School Policy in Thailand. Additionally, it was presented the relationship between the learning organization and the organizational commitment as followings:

#### 2.1 Concept of learning organization

##### 2.1.1 Definition of learning organization

##### 2.1.2 Major perspectives of learning organization

##### 2.1.3 Measurement of learning organization

##### 2.1.4 Related research of learning organization

#### 2.2 Concept of organizational commitment

##### 2.2.1 Definition of organizational commitment

##### 2.2.2 Major perspectives of organizational commitment

##### 2.2.3 Measurement of organizational commitment

##### 2.2.4 Related research of organizational commitment

#### 2.3 Background of the World-Class standard school

2.4 Related research on relationship between learning organization and organizational commitment

### **2.1 Concept of learning organization**

Learning organizations were not simply the most fashionable or current management trend, they could provide working environments that were opened to creative thought, and embrace the concept that solutions to ongoing work-related problems were available inside the individuals. All people must do was tap into the knowledge base, which gives them the ability to think critically and creatively, the

ability to communicate ideas and concepts, and the ability to cooperate with other human beings in the process of inquiry and action (Navran Associates Newsletter, 1993).

This part provides an overall of the relevant existing researches on learning organization. Particularly, the literature review will include a discussion of the construct of learning organization, the benefits and relevancy of learning organization, and how it has been measured in the literature.

### **2.1.1 Definition of learning organization**

Learning organizations were organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking were nurtured, where collective aspiration was set free, and where people were continually learning to see the whole together (Senge, 1990).

Learning organizations were characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values or principles (Watkins & Marsick 1992).

According to Navran Associates Newsletter (1993), a learning organization was one that seeks to create its own future; that assumes learning was an ongoing and creative process for its members; and one that develops, adapts, and transforms itself in response to the needs and aspirations of people, both inside and outside itself.

Nevis, DiBella, and Gould (1995) described the learning organization as "an organization that has woven a continuous and enhanced capacity to learn, adapt and change into its culture. Its values, policies, practices, systems and structures support and accelerate learning for all employees".

Berson, Nemanich, Waldman, Galvin, and Keller (2006) also indicated that "learning organization was the specification of learning practices at different levels: individual, team or group, and organization, has provided opportunities to uncover a more details of the role of enterprises in facilitating to the learning organization".

Navran Associates Newsletter (1993) summarized a learning organization does away with the mindset that it was only senior management who could and does

all the thinking for an entire corporation. The learning organizations challenge all employees to tap into their inner resources and potential, in hopes that they could build their own community based on principles of liberty, humanity, and a collective will to learn.

Finally, it could be concluded that the learning organization was an organization in which all objectives, strategies, aims, and activities were in line with learning of the members and the organization as a whole. On the other hand, it helps the staff and the organization achieve their goals through constant learning that promotes competitive advantages for the organization.

### **2.1.2 Major perspectives of learning organization**

The organizations that will truly excel in the future will be those that discover how to tap people's commitment and develop the capacity to learn at all levels in an organization. Deep down, people were learners. No one has to teach an infant to learn. In fact, no one has to teach infants anything. They were intrinsically inquisitive, masterful learners. Learning organizations were possible because at hearts of the human beings love to learn. Through learning the people re-create themselves and were able to do something they were never able to do earlier. Through learning they repressive the world and their relationship to it. Through learning they extend their capacity to create, to be part of the generative process of life. Everyone was deeply a hunger of learning. There was a seminal book by Peter Michael Senge (1990) explained how learning organizations could be built.

According to Senge (1990), organizations have the capacity to learn and to change in specific ways based on processes and techniques focused on learning to learn. His seminal book, *The Fifth Discipline*, provides an in-depth discussion of "the core disciplines" for building a learning organization as followings;

- (1) Mental Models
- (2) Personal Mastery
- (3) Systems Thinking
- (4) Shared Vision
- (5) Team Learning

**Mental Models** - must be managed because they did prevent new powerful insights and organizational practices from becoming implemented. The process begins with self-reflection; unearthing deeply held belief structures and generalizations, and understanding how they dramatically influence the way people operate in their own lives. Until there was realization and a focus on openness, real change could never take place.

**Personal Mastery** - begins by becoming committed to lifelong learning, and was the spiritual cornerstone of a learning organization. Personal Mastery involves being more realistic, focusing on becoming the best person possible, and striving for a sense of commitment and excitement in our careers to facilitate the realization of potentials.

**Systems Thinking** - the ability to see the big picture, and to distinguish patterns instead of conceptualizing change as isolated events. Systems thinking needs the other four disciplines to enable a learning organization to be realized. There must be a paradigm shift from being unconnected to interconnected to the whole, and from blaming our problems on something external to a realization that how people operate, their actions, could create problems.

**Building Shared Visions** - visions cannot be dictated because they always begin with the personal visions of individual employees, who may not agree with the leader's vision. What was needed was a genuine vision that elicits commitment in good times and bad, and has the power to bind an organization together. As Senge (1990) contends, building shared vision fosters a commitment to the long term.

**Team Learning** - was important because modern organizations operate on the basis of teamwork, which means that organizations cannot learn if team members did not come together and learn. It was a process of developing the ability to create desired results; to have a goal in mind and work together to attain it.

Another scholar, Marquardt (1996) who had studied about learning organization, had synthesized related documents to develop five dimensions of learning organization for accessing to measurement as Learning Organization Profile. Transforming to learning organization involves incorporating the five subsystems of the learning organization as follows;

- 1) Learning dynamics (Learning)
- 2) Organization transformation (Organization)
- 3) People empowerment (People)
- 4) Knowledge management
- 5) Technology application

The following were the core characteristics of each of the subsystems comprising Marquardt's systems learning organizational model:

**Learning subsystem:** in this subsystem, learning takes place at the individual, group, and organizational levels. This subsystem was based on the skills necessary to maximize organizational learning, represented by the six disciplines proposed by Senge (1990). The learning subsystem also refers to several types of learning crucial to the learning organization: (a) adaptive, anticipatory, and generative learning; (b) single loop, double loop, and deuteron learning; and (c) action reflection learning.

**Organization subsystem:** this subsystem was considered the organization itself, the place and physical structure in which learning occurs. The organization subsystem has four components: (a) culture (values, beliefs, practices, rituals, and customs), (b) vision (hopes, goals and future direction), (c) strategy (action plans, methodologies, tactics, and steps toward the vision), and (d) structure (departments, levels and configurations).

**People subsystem:** the people subsystem includes groups of individuals that were of value in enabling and potentiating learning in the organization. This subsystem includes: (a) employees, (b) managers/leaders, (c) customers, (d) suppliers and vendors, (e) alliance partners, and (f) community groups.

**Knowledge subsystem:** this subsystem refers to the direction of the acquired and generated knowledge of the organization, in this respect collection and dissemination of information in the organization occurs through diverse channels and during different time frames. This subsystem includes: (a) acquisition (collection of outside information), (b) creation (new knowledge), (c) storage (coding and preserving information), (d) transfer and utilization (information movement).

**Technology subsystem:** the technology subsystem was the technological network needed to gain access and to exchange information and learning. The

subsystem includes: (a) information technology (computer based technology), (b) technology-based learning (multiple audio-visual and computer-based), and (c) “electronic performance support system” (EPSS) (capture, storage and distribution of information).

Moreover, Rijal (2010) referred to attempting to become a learning organization without all five of these dimensions, it will be insufficient. If any of the subsystem was weak or absent, the effectiveness of the other subsystems was significantly weakened. India showed significant differences only in the dimension of learning dynamics, organization transformation and technology application.

The systems learning organizational model framework could be used in constructing a learning organization profile. Using Marquardt’s (1996) “learning organization profile” (LOP) instrument, a learning organization profile could be drawn by establishing the organization’s dominant learning characteristics in each dimension of organizational learning. In this respect the LOP was an instrument for intervention and change, and the purpose of the framework was to make recommendations to take action in becoming a learning organization.

Transforming to learning organization involves incorporating the five subsystems of the learning organization: learning dynamics, organization transformation, people empowerment, knowledge management and technology application (Marquadt, 1996). Attempting to become a learning organization without all five of these dimensions will be insufficient. If any of the subsystem was weak or absent, the effectiveness of the other subsystems was significantly weakened. India showed significant differences only in the dimension of learning dynamics, organization transformation and technology application (Rijal, 2010).

In addition, Garvin, Edmondson, and Gino (2008) constructed the concept of the learning organization from the following three building blocks:

- 1) Leadership behavior that reinforces learning
- 2) Concrete learning processes and practices
- 3) Supportive learning environment

**Leadership behavior that reinforces learning:** Garvin pointed out that organizational learning was strongly influenced by the behavior of leaders. So, if leaders signal the importance of spending time on problem identification, knowledge

transfer, and continuous learning, these learning organization practices were likely to flourish.

**Supportive learning environment:** an environment that supports learning has four characteristics, including psychological safety, appreciation of differences, openness to new ideas, and time for reflection. Davis and Daley (2008) also described that, in a learning organization, individual and group performance within the organization results in interactions with the environment.

**Concrete learning processes and practices:** learning processes involve the generation, collection, interpretation, and dissemination of information. Garvin (1993) argued that companies must review their successes and failures, assess them systematically, and record the lessons in a form that employees find open and accessible. Therefore, these concrete processes ensure that essential information moves quickly and efficiently into the hands and heads of those who needed it.

Furthermore, Watkins and Marsick (2003) developed the dimensions of the learning organization questionnaire (DLOQ) for assessing learning activities within the organization. They described seven dimensions or action imperatives necessary organizations to become a learning organization as follows:

- 1) Create continuous learning opportunities
- 2) Promote inquiry and dialogue
- 3) Encourage collaboration and team learning
- 4) Create systems to capture and share learning
- 5) Empower people toward a collective vision
- 6) Connect the enterprise to incubator environment
- 7) Provide strategic leadership for learning

For this study, the researcher decided to study the learning organization based on Watkins and Marsick's concept since this concept was more modern in organizational dimensions and the context of the educational institutions. It also covers and accesses to nature of the organizations.

**Table 2.1 Summarizes the Watkins and Marsick's theoretical framework of the seven dimensions with definitions.**

Dimension	Definition
Create continuous learning opportunities	The designed learning in working that allows people to learn on the jobs included to the opportunities that were provided for continuing education and growth.
Promote inquiry and dialogue	People could gain productive and reasoning skills to express their perspectives and to listen others' views; included culture to adopt changing to support questioning, giving feedback, and new experimenting.
Encourage collaboration and team learning	The designed work that was for use with the group of people to access diverse modes of thinking. Learning and working together was expected for the group as the collaboration was valued by rewarding culture.
Create systems to capture and share learning	Maintained technology systems support to share learning, were created and integrated within working and allowed to access.
Empower people toward a collective vision	People involvement in setting owing, and implementation was supported in joining visions. Distributed responsibility to close decision making and people were motivated to learn toward what they were accountably held to follow.
Connect the enterprise to incubator environment	People were supported to see the effects of their works in the organization entirely. The people could also perceive environment and used gathered information to apply work practices, organization was also lined with its community.
Provide strategic leadership for learning	The Model of the leaders, role model, and supportive learning leadership aims for great result to organization with strategically learning.

The table was based on the seven dimensions of the learning organization (Watkins & Marsick, 1996; Marsick & Watkins, 2003)

### **2.1.3 Measurement of learning organization**

When the literature of learning organization concept process was searched, it could be seen that some of the scholars (Argis & Schon, 1978; Senge, 1996; Huber, 1991) had worked on the subject that had not exactly offered a road map or an adequate experimental research result. But in order to take the learning organization concept from mind to practice, someone could measure it. Therefore, there must be some measures to expose the learning capabilities of the organizations (Basim, Sesen, & Korkmazyurek, 2007).

Senge (1990) argued that five disciplines for the prototype learning organization he put forward may not be adequate, in his framework organization leaders have some questions and problems, and these have to be learned and developed in order to establish learning organizations.

Watkins and Marsick (2003) developed the dimensions of the learning organization questionnaire (DLOQ) for assessing learning activities within the organization. This questionnaire requires the respondent to determine the degree to which each statement reflects the approach practiced in the organization. Each statement was measured on a scale of 1-6, ranging from "1" for "almost never" to "6" for "almost always" as a frequency scale. The dimension of learning organization questionnaire was comprised of a 43-item Likert scaled survey designed by Watkins and Marsick (1997) who described addressing each of the seven dimensions or action imperatives necessary organizations to become a learning organization as follows:

1) Continuous learning, 2) Inquiry and dialogue, 3) Team learning, 4) Embedded systems, 5) Empowerment, 6) System connection, and 7) Provide leadership. The details of the measurement of learning organization will be the same as it was early shown in the table 2.1.

According to the studies of Yang, Watkins, and Marsick (2004), they found that the construct of the learning organization: dimensions, measurement, and validation shown the Cronbach's coefficient alpha reliability estimated for the seven dimensions of learning organization tended to be acceptable (all were above 0.80). Reliability estimates for two outcome variables were also reasonable (0.74 and 0.77, respectively). It shown an initial effort at measurement of a learning organization, the overall reliability estimates were satisfactory.

Therefore, for this study the researcher utilized the measurement of learning organization with the dimensions of the learning organization questionnaire (DLOQ) by Watkins and Marsick to measure the level of learning organization in the World-Class standard school in Nakorn Pathom province of Thailand as perceived by Thai teachers. Due to all of the components in this measurement which were appropriate to organization context in Thailand, especially the World-Class standard schools' aspects.

#### **2.1.4 Related research of learning organization**

This section provided the related research of learning organization from numerous researchers in various fields.

Kumar and Idris (2006) examined educational institutions' knowledge performance with analysis, implications and outlines for the future research as learning organization. The study investigated the relationship between seven dimensions of learning organizations (Watkins & Marsick, 2003), institutional characteristics, and self-reported performance as estimated among a sample which was a group of private Malaysian higher learning institutions. The researchers found that three dimensions; leadership for learning, team learning, and embedded systems which were positively correlated to perception of performance.

Moreover, Kumpikaite (2008) introduced human resources development in learning organization as an exploration with theories of learning organization, its features, human resource development and learning styles in organizations. The results of the survey covering 37 Lithuanian organizations selected from various industries ranging from a newspaper and transportation, insurance and radio station, to those in trade and manure production. This research showed that mostly explored organizations has a formalized approach to learning and has only a few features of a learning organization.

Additionally, there was a study conducted in Thailand, factors affecting learning organization culture and hotel managers' leadership styles by Pimapunsiri (2008) who presented the 2 factors, age and gender among the 360 employees from 12 sites of five stars hotels in Bangkok as sample in her study. She found that three of the seven dimensions of learning organization; team learning, system connection, and

empower employee demonstrated no significant differences between male female respondents. The results also indicated that male respondents' perceptions of their hotel as a learning organization were higher than female respondents, in the four dimensions of learning organization; continuous learning, promote inquiry and dialogue, system connection, and strategic leadership. However, there were significant differences in subordinates' perceptions of their hotel as a learning organization and subordinates' age which were consistent with a study conducted in China by Wang, Yang and McLean (2007). The last findings of her study demonstrated that three dimensions continuous learning, promoting dialogue and inquiry, and team learning showed significant differences based on age. The younger subordinates tended to have higher perceptions of their hotels as learning organizations than the older employees.

Moloi (2010) studied on how schools could build learning organization in difficult education context as a qualitative study by using data obtained through in-depth and semi-structured focus group interviews with 16 teachers in one of the districts of Gauteng province. The result showed that teacher commitment to personal learning enhanced student achievement. There were 8 themes which were developed for analysis data in the study, personal mastery, mental models, shared vision, team learning, system thinking, reflection, dialogue and leadership; moreover, those themes had found to be factors which constitutes a learning organization and could even be transferred to the other disciplines, human resource development and organizational development.

In contrast, Watkins (2005), a developer of the seven dimensions of learning organizations had tried to find what would be different if higher educational institutions were learning by his study. He answered the titular question by outlining nine implications for transforming institutions of higher learning into learning organizations that emphasize collaboration, transparency, capacity building and pro-activity. In addition, another scholar, Jeffery (2008) studied deeply in the practical implications on Watkins's study and Jeffery also identified nine practical implications of become learning organization especially higher educational institutions as follows; 1) goals for change would be explicit from the start; 2) the "right people" would be found to lead the change efforts; 3) the change would include as many voluntary elements as possible; 4) the change would be both participatory and managed from the

top down; 5) change leaders would work collaboratively; 6) change leaders would maintain momentum; 7) change leaders would expect and manage turbulence; 8) change leaders would expect and manage resistance; and 9) change leaders would provide the support necessary to bring about the change.

Similarly, the study by Jafari and Kalanaki (2012) investigated the relationship between the dimensions of a learning organization and the staff's readiness to change. The population includes 117 teachers and administrative personnel of the Roozbeh Educational Complex in Tehran, from whom 90 people were selected using stratified sampling method. There were two questionnaires administered to assess the learning organization (Bowen et al., 2007) and its readiness to change. The data were analyzed through a quantitative statistic program. The parametric single-sample t-test and multiple regression were used to test the hypotheses. The results indicated to three sections, firstly, there was a significant relationship between the dimensions of learning organizations and readiness-to-change. Secondly, there was not a significant relationship between dimensions of the domain of actions and readiness-to-change. Thirdly, there was a significant relationship between the dimensions of the domain of sentiments with readiness-to-change.

In fact, there was a study on management techniques in Estonian organization with learning organization and business process reengineering by Alas, Vilson, and Vadi (2012). This study was set up for 2 stages, interviewing the CEOs of enterprises and using questionnaires with a large number of CEOs in a group of Estonian organizations. The result of the study shown more than half numbers of the respondents mentioned to using learning organization in their organization to change the strategy based on market and competition analyses, the availability of finances and human resources, technological development and client expectations. It also stated that the leaning organization was connected with higher evaluations of management as a whole and the development of products or services.

Furthermore, a study by Hussein, Mohamad, Noordin, and Ishak (2013) on learning organization and its effect on the organizational performance and organizational innovativeness with a proposed framework for Malaysian Public Institutions of Higher Education, based on their literature review found that learning

organization was important to contribute organizational success, but it depended on the resources allocated and efforts to make it becoming a learning organization. The proposed framework in this study indicated that learning organization has a significant impact on organizational performance and organizational innovativeness.

Indeed, the numerous researchers, Erdem, Ilgan, and Ucar (2014) studied on examining the relations of learning organization level perceived by primary school teachers to job satisfaction with a quantitative survey research method used to investigate the relationship between learning organization and job satisfaction. The model of the research was a descriptive correlation survey design. Targeted population of the research were 2,387 primary school teachers working in the city center of Van province, eastern part of Turkey, in academic year 2011-2012. However, there were 450 primary school teachers selected by cluster sampling. The findings shown average mean for Job satisfaction of teachers was at satisfied level. There were no statically significant differences in terms of gender and subject matter of teachers at the level of dimensions of learning organization and job satisfaction of teachers. There were statistically significant differences at the two dimensions of learning organization, shared vision and team learning in terms of service period of teachers; whereas there was no statistically significant difference at the rest of the dimensions of learning organization, personal mastery, mental models, and system thinking. 'Shared vision' and 'team learning' as dimensions of learning organization accounted for 36.3% of the total variance in job satisfaction of teachers.

It was suggested that to increase teachers' job satisfaction level, as important factor for teachers' performance, perceived learning organization of teachers should be increased. It was likely to Chang and Lee's works (2007) which found the promotion of learning organization could help improve job satisfaction among the employees.

## **2.2 Concept of organizational commitment**

Commitment was a psychological term of mind which motivates people to work towards certain goals. Commitment does exist in a person that has a positive attitude, while negative attitude was also one of the major reasons for non-committal

approach. Committed people commit their total resources, which include going extra mile for achieving goals assigned to them. Actually, the concept of commitment in the workplace has been a phenomenon of ongoing interest and focus which regard to the linkages between the individuals and the organizations. Building employees' commitment to the workplace was one important goal of human resource policies and practices (Rahman & Awang, 2013).

Organizational commitment has found to be an important and popular subject of organizational research in over the past several decades because of its linkages with the qualities of life of people who work in organizations. As for many studies it was regarded as a salient core job attitude which dominates how people attitudinally and behaviorally approach their work (Allen & Meyer, 1990). Subsequently, as the subject has been introduced in the early, commitment has been widely researched and conceptualized (Arye & Heng, 1990) from various theoretical perspectives (Virtanen, 2000). Those perspectives were generalized based on different scholars' concepts and theories, so there was much diversity in details of organizational commitment.

This section was prepared to provide overall point of view in the relevant studies on employee organizational commitment. Specifically, the literature review was included briefly information and discussion of the constructional organizational commitment, its significances and relevancies, and how it has been generally measured in studies.

### **2.2.1 Definition of organizational commitment**

There were many researchers who have specifically worked and created definition about organizational commitment. As for the definition of Allen, Meyer (1990), and Steers (1997), they reviewed organizational commitment as a term of the strength among an employee's involvement degree in and identification with the organization. Furthermore, Meyer and Herscovitch (2001) propose that commitment was a force that binds an individual to a course of action of relevance to one or more targets. Similarly, to Armstrong and Michael (2006), they indicate the organizational commitment as it was about identification with the goals and values of the organization, a desire to belong to the organization and a willingness to display effort

on its behalf.

Additionally, numerous organizational researches (Gibbert & Ivancevich, 1999; Ngo & Tsang, 1998) indicated that organizational commitment was a one of various factors which promotes the attachment among employees bounding to their organizations because of its was the most maturely developed of all work commitment constructs significantly (Morrow & McElroy, 1993).

There were numerous theorists (Mowday, 1998; Raju & Srivastava, 1994) distinguished organizational commitment as either an attitude or a force that binds employees to an organization. Employees were regarded as committed to their organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals.

Brown (1996) defined this type of commitment as attitudinal and described it as, “both a state of positive obligation to an organization and a state of obligation developed as a by-product of past actions”.

Commonly, it was considered by Herscovitch and Meyer (2002) as a kind of emotional dependency” or “a kind of loyalty feeling to the organization” due to it directs to an employee’s bond with an organization.

According to Armstrong and Michael (2006), this research shows that commitment has a positive effect on productivity, turnover and employees willingness to help co-workers. It was very obvious this factor was not only affecting on the work performances and turnover rates of the employees, but it was also directly affecting on organizational effectiveness.

In assessment the employees' commitment, it was very important to determine the focus of their commitment to predict, prevent, and prove in advanced problems. Different people must have different profiles of commitment; they might be highly committed to the organization, but not to the team, or committed to both, or committed to neither. Organizational commitment was a psychological state that characterizes the employee's relationships with the organization, and has implications for the decision to continue membership in the organization (Meyer & Allen, 1997).

In conclusion, the organizational commitment simply states to how employees actually feel to their organization. When they commit to their organization, they certainly and heartily work for their organization achievements.

## **2.2.2 Major perspectives of organizational commitment**

High commitment could determine the effectiveness of the staffs in an organization. Meyer and Allen (1997) divided organization commitment to three kinds: affective, continuance, normative. Allen and Meyer (1990) distinguished three facets of commitment in briefly details: (a) affective commitment was the identification with the values and goals of the organization, (b) continuance commitment was based on the material benefits to be gained from remaining at the organization or the costs of leaving, and (c) normative commitment was defined as a perceived duty to support the organization and its activities.

**2.2.2.1 Affective Commitment** refers the employee's positive emotional attachment to the organization. An employee who was affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to." In developing this concept, Meyer et al drew largely on Mowday, Porter, and Steers's (1982) concept of commitment, which in turn drew on earlier work by Kanter (1968).

**2.2.2.2 Continuance Commitment** refers the individual commits to the organization because he or she perceives high costs of awareness of the costs associated with leaving the organization, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he/she "has to." For the employees whose primary link to the organization based on continuance commitment means they remain because they needed to do so" (Meyer & Allen, 1991)

**2.2.2.3 Normative Commitment** refers the individual commits to and remains with an organization because of feelings of obligation to continue employment. These feelings might derive from many sources. For example, the organization may have invested resources in training an employee who then feels a "moral" obligation to put forth effort on the job and stay with the organization to "repay the debt." It might also reflect an internalized norm, developed before the

person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because that they ought to remain with the organization (Meyer & Allen, 1991).

In recent studies, researchers have demonstrated that there were two separate dimensions of commitment: continuance commitment with a low number of alternatives and continuance commitment with high personal sacrifice (Carson & Carson, 2002; Hackett, Bycio, & Hausdorf, 1994; Joo, 2007; Lim, 2003; Park, 2007; Dijk, 2004; Wang, 2005). Continuance commitment could be described as the tendency to persist in one's commitment to an organization because of personal sacrifices associated with leaving and few perceived change alternatives (Carson & Carson, 2002). The first 27 dimension means that employees decide to stay in the organization because they lack opportunities to work for other organizations. Carson and Carson (2000) found that the remaining four cognitive/behavioral items tapping personal sacrifices were consistent with the first dimension of continuance commitment. The second dimension was that employees present their loyalty to an organization because of significant costs associated with leaving (Wallace, 1997). In this dimension, continuance commitment was approached from a calculative perspective in which individuals were viewed as remaining in an organization for extrinsic rewards and accumulated interests (Finegan, 2000).

Lease (1998) stated that only a few studies have examined more than one component of commitment. Reilly and Chatman (1986) also mentioned that commitment has different bases (components of commitment) that cause attachment to different foci. Mowday (1979) described commitment in three aspects: commitment-related behaviors, attitudinal commitment, and loyalty to the organization. Commitment-related behaviors represent the manners in the organization where individuals forgo alternative courses of action and choose to link themselves to the organization. Attitudinal commitment often encompasses an exchange relationship and was defined by three dimensions: positive affect for the organization, identification with the organization, and a willingness to exert effort on behalf of the organization (Jaussi, 2007). The loyalty to the organization was the state of attachment experienced

by the organizational members as a feeling of allegiance and faithfulness (Fletcher, 1993).

For this study the researcher chose to study the organizational commitment level based on Meyer and Allen's concept and instrument.

### **2.2.3 Measurement of organizational commitment**

There were many diversities of measurement of organizational commitment as its definitions. Qualitative scales have been developed based on several specific theories by many researchers. Some of measurements still have problems on its reliability and validity problems and failure to focus on the specific results of the organizational commitment such as turnover rate, job performance, and extra-role behaviors of employees.

In the earliest states, the organizational commitment was firstly conceptualized as global models which were only based on the methodological process that organizational commitment was un-dimensional in nature of organizations.

Because of the measurements cannot cover to the multi dimensional nature of the organizational commitment, it needed to be developed the measures under the conceptualization to be both global and multi-dimensional models.

The later models which were developed to be more approached to organizational commitment as multi-dimensionally. The most global commonly and widely used one was Organizational Commitment Questionnaire (OCQ; Porter, 1974). This OCQ was contained with a 15 item self-report survey that was designed to measure employees' satisfaction and especially to commitment in the organizations by asking degree of their agree and disagree. Within this instrument's details were examined internal consistency, test-retest reliability and validity (Mowday, 1979), including offering several problems in the questionnaire to provide the respondents could manipulate the score (Mowday, Steer & Porter's, 1979).

When considering to some researchers' works (Staw & Salanick, 1977), the Organizational Commitment Questionnaire (OCQ) was considered to measure attitudinal commitment that was comparable to the other researchers' work (Meyer & Allen, 1991) about affective commitment which was more closed to measuring multi-

dimensions.

Similarly, well-known as the Organizational Commitment Questionnaire (Meyer & Allen, 1993) was developed to assess commitment based on the three-component model of organizational commitment (Meyer & Allen, 1993). According to their works (Meyer & Allen, 1990;1991), it contained the terms affective and continuance to distribute the popularized view of commitment by Porter (1974 & 1979) and his associates Mowday, Steer and Porter's (1979), respectively. This inventory by Meyer and Allen was an 18-item, self-scoring questionnaire that respondents could give rating by using a 5-point Likert scale as follows: *1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree.*

Several experts (Choden,1996; Ward & Davis, 1995) considered Meyer and Allen's (1993) instrument as it was more distinguished than the other organizational commitment measures because this instrument shows ability to catch the multidimensional nature of the organization and its terrific reliability and supportive factor analysis.

This designed survey of organizational commitment also shown coefficient of the internal consistency (Cronbach's Alpha) ranging from 0.73 to 0.88 (Meyer & Allen, 1997) and 0.72 in more recent researches. According to all of these reasons about ability to catch the multidimensional nature of the organization of this instrument (Meyer & Allen, 1993), the researcher decide that it should be used to measure to access to the level of the organizational commitment in this study.

#### **2.2.4 Related research of organizational commitment**

In this section provided the related research of organizational commitment from numerous researchers.

Moynihan, Boswell, and Boudreau (2000) examined the influence of job satisfaction and three dimensions of organizational commitment; affective, continuance, and normative on the intention to leave, job search activity, performance, and leadership effectiveness of executives. In the study for job satisfaction and the commitment dimensions were hypothesized to negatively predict the retention-related variables. Finally, the results generally supported the hypotheses. They found that job

satisfaction had the strongest relationship; however, both affective and continuance commitment showed an incremental effect even in the presence of the job satisfaction. They also hypothesized that job satisfaction and affective commitment would positively and continuance commitment would negatively associate with general performance and leadership. As predicted, the job satisfaction associated positively with performance, though not with leadership. In addition, the continuance commitment negatively associated with both performance and leadership.

Moreover, Sinclair, Tucker, and Cullen (2005) conceptualized from prior research on organizational commitment and configured organizational theory to propose a framework of affective and continuance commitment profiles in their study. They obtained evidence for four of these profiles in an energy industry sample for 70 respondents and a sample of 345 employed college students with using cluster analyses. They also labeled the clusters: allied (moderate affective and continuance commitment), free agents (moderate continuance commitment and low affective commitment), devoted (high affective and continuance commitment), and complacent (moderate affective and low continuance commitment). However, by using a subset of the employed student sample for 148 (n), they also found that the free agents received significantly poorer supervisor ratings of performance, organizational citizenship behavior, and antisocial behavior than any other group.

Furthermore, Gelade, Dobson, and Gilbert's works (2006) examined organizational commitment in a sample of 49 countries. They found the affective commitment varied significantly by country and was strongly related to dimensions of personality. The affective commitment in their study was high in countries where the population was extravert and low in countries where the population was neurotic. The consistent with the notion that high extraversion and low neuroticism were indicative of positive effect, the affective commitment was also found to be high in countries where the population was happy. Socioeconomic conditions had a statistically significant but marginal influence on affective commitment. Moreover, the affective commitment tended to be slightly higher in countries with low levels of unemployment and high economic activity rates but was unrelated to per capita national income. There were significant relationships between affective commitment and some aspects of national culture. This study indicated that the affective

commitment was negatively related to societal cynicism and positively to egalitarian commitment; however, most cultural dimensions were unrelated to affective commitment.

As for a study by Warsi, Fatima, and Sahibzada (2009) which indicated organizational commitment as one of many widely researched areas among researchers, psychologist and human resource management practitioners. In their study, its objective was to analyze the relationship between work motivation, overall job satisfaction and organizational commitment among Pakistani workforce, and the focus of the study was considering towards analyzing general behavior especially in the private sector employees towards work motivation and job satisfaction which built higher levels as a certain result of organizational commitment. The sample size study consisted of 191 male and female employees which were randomly selected; moreover, the data collected were also analyzed by the application of statistical tests, Pearson correlation, and multiple regression by using a statistical analysis program. Lastly, the results presented that positive and significant relationship exists between work motivation, overall job satisfaction and organizational commitment. Although both independent variables were strongly associated with organizational commitment, the impact of job satisfaction on organizational commitment was relatively stronger than that of the work motivation on organizational commitment. Managerial implication as a suggestion of the study was to focus more on motivating employees for promoting organizational commitment on their part.

In addition, there was a study conducted by Salim, Kamarudin, and Kadir (2012) to determine MARA Professional Colleges lecturers' perception on organizational commitment. The study was based on social exchange theory and organizational model to identify the factors influencing the organizational commitment of those lecturers. However, this study analyzed whether or not there was a significant relationship between job satisfaction, job involvement, perceived organizational support and organizational commitment among lecturers in MARA Professional Colleges. Data were also collected with questionnaires from 132 lecturers of three different MARA Professional Colleges. The study utilized correlation and regression statistics to analyze the data. The findings of the survey showed there was a significant relationship between job satisfaction ( $r=0.307$ ), job involvement ( $r=0.536$ )

and perceived organizational support ( $r=0.489$ ). Job involvement showed a contribute the most which was 28.8%, followed by perceived organizational support 23.9% and job satisfaction contributed 9.4% toward organizational commitment among MARA Professional College lectures. The study focuses on MARA Professional Colleges and concentrates only on the organizational commitment among academicians. The results suggest an improvement of social change by increasing job involvement, perceived organizational support and job satisfaction was an efficient way of obtaining highly committed human resource. The results of the study have valuable implications for policy makers in MARA Higher Education Division, college administrators and educators.

Another study by Deniz, Noyan, and Ertosun (2013) resulted that there was an increasing awareness about the silence in many organizations and literatures about the relation between commitment and employee silence which had not consistent the findings in this study. In addition to these; affective commitment was supported as the most important commitment behavior that affected the performance of employees. Because of these literature feedbacks this study aimed to study the relationship between employee silence and affective commitment. This study fulfilled the knowledge about the relationship between those concepts and in the light of related hypothesis, significant and negative relationship between affective commitment and one of employee silence dimension or defensive silence which had been supported by an empirical analysis.

### **2.3 Background of the World-Class standard school**

Since January 2010, the Ministry of Education has selected 500 primary and secondary schools in the country to pilot the World-Class Standard School Policy. The policy was contemplated from both the strategic goals within the Ministry of Education and the possibility of funding from the Government Stimulus Package. Also from the changing context of learning in 21st century, there were many discussions about the general consensus among academic regarding the new faces of learning and how could schools adapt themselves for this changing climate.

Among education policy circles, there have been ongoing discussions

regarding quality and standard improvement of education. In several countries, their curriculum reform often involves standardization or quality assurance in some form. Whether it be the Thailand Basic Education Curriculum of 2001, the U.S. No Child Left Behind education reform, the state of Ohio's push for World-Class Education system, all in some forms address the issue of education standards.

However, the issue of Standard-Based Education in Thailand did not cease with the 2001 Basic Education Curriculum. After 5 years of the implementation of the curriculum, many schools – especially in the countryside – could not keep up with the standards set forth by the Ministry of Education. Whilst this curriculum set up national standard for learning, it left the determination regarding the content, the assessment, and the graduation criteria to each school.

This created a gap for many schools in Thailand in term of reaching the national standard. There were discrepancies in the content taught to students, the assessment scheme, and the graduation criteria. In order to close the standard gap, the Ministry of Education has introduced the 2008 Basic Education Core Curriculum. This curriculum stands similar to the 2001 curriculum that it remains a standard- based curriculum. This 2008 core curriculum also introduced Grade Level Indicators for each subject area, as well as core content associated to each indicator. This marked an improvement in the move towards a standard-based curriculum in Thailand.

The implementation of the 2008 Basic Education Core Curriculum, with its national standard, national grade level indicators, national core content, helped close the gap between schools in many parts of the country. The curriculum served as a guide to teachers reaching the standard originally set forth in the 2001 curriculum. Once the standard gap between good-performing and poor-performing schools in Thailand coming to a close due to the National Core Curriculum, the ministry seeks to find ways to fully exploit the potential of the 2008 core curriculum in good-performing schools.

The 2008 Basic Education Core Curriculum has two different roles to play for good-performing and poor-performing schools. Indeed, for poor-performing schools, this core curriculum helped serve as a guide for teachers in term of what content should be taught (as could be seen in national core content), and also in terms

of decision on the expected progress students made (as seen in the national grade-level indicator). As the national standard, grade level indicator, and the core content will be used in the national standardize test, students should have sufficient knowledge to as required by the curriculum, now that schools know what to teach.

For good-performing schools, this core curriculum serves as the minimum requirements for the school curriculum. These good-performing schools, often situated in the urban area or in Bangkok, have the capacity of offer to students more than the basic curriculum, some schools offer English Program – where instruction was conducted in English, some offer Science-Intensive Program – where students study university-level science courses and could transfer credits to selected universities. This creates a gap in the quality of high-performing schools, and thus it becomes a need for the Ministry of Education, as the supervisor of these schools, to find accommodating policies for these good-performing schools.

In the Ministry of Education Strategic analysis, it sees and recognizes the potential of good-performing schools to develop further beyond national standard to the level of a “World-Class Standard”. Especially in the 3rd Strategy, which aims at developing students’ quality towards excellence and World-Class Standard. This strategy, according to the Ministry’s 2009 – 2012 Strategic Plan, strive for students excellences by setting a more intense standard, or bringing in an internationally-recognized curriculum like the International Baccalaureate to benchmark with school curriculum.

The Ministry’s 2009 – 2012 Strategic Plan serves as the first document that set the needs for schools in Thailand to reach beyond the national standard for something higher. By mentioning the International Baccalaureate as the sample international curriculum to be benchmarked, it showed that the ministry recognizes the I.B. as the model for the World-Class Standard School Policy. This will mirror in the actual policy sent to schools.

The plan also discusses the possibilities regarding devolution of school authorities. School-Based Management has been the keyword in education policy expert circles for many years, with attempts to devolve authorities held by the central agencies to the school. So that the school administrators – whether they were the

principal, or the school supervisory board – could make decisions regarding curriculum, budget, personnel affairs in a way that best fit each school's different context.

In the time of globalization, it changes the ways learning should be conducted. Schools have changed their roles for many times since the medieval age. From the school of the church to the school for discipline in the industrial age, the role of schools changes in corresponding to the prevailing power in the society. In the medieval age, it was the churches, and the production line in the industrial age. Today, in the globalized world, people needed risk-taking entrepreneurs and motivated and self-reliant citizens.

In this changed context for learning, schools all over the world started to develop ways to build students who could survive globalization. The need to create a globally aware learner also plays an integral role in the development of the particulars of this World-Class Standard School policy.

### **The World-Class Standard School Policy**

It was from the aforementioned contextual situations, as well as the availability of funding possibilities from the Thai Government's second Stimulus Package (SPII) that produces and makes funds available for school to move towards "World-Class Standard Schools". 500 primary and secondary schools, out of over 10,000 schools under the administration of the Office of Basic Education Commissions, were chosen to be "World-Class Standard Schools". These schools receive SPII grants, and were given a set of guidelines from the ministry on ways to reach the World-Class Standard.

However, this World-Class Standard School be mentioned, it was essential that the particulars. The Ministry of Education has published series of documents and make available to all World-Class Standard Schools. These documents discuss the visions for World-Class Standard Schools, as well as describing the goals and characteristics of such schools.

### **The World-Class Standard School Vision**

The shared values of the world-class policy – or its visions – were the core and the ideals of World-Class Standard Schools. There were 5 values, and they were:

**Multi-Model Benchmarking** refers that each school have to develop its own unique identity, by developing the capacities of the organization and looking at various success stories of other schools so the teachers and principals could build on their success and form a unique school.

**Spirit of Enlightenment** refers that classrooms needed to be a place that nourishes learning. The school shall be a place where students will be motivated to learn. Teachers needed to create the wonder of the subject and establish the goal of the subject. Most importantly, teachers must create an environment where the students enjoy learning.

**Multi-Intelligent** refers to every student has his/her own special talent, and that should be fulfilled. Students' talents needed to be enriched and enhanced. This requires teachers to get to know student individually and there must be a student care and support system promoting the multi-intelligent of diverse students.

**Global Community and Responsibility** refers a situation in an increasingly interconnected world, knowledge reaches beyond frontiers. Relationship and fraternities needed to go beyond nationalities and our students needed to understand the shared responsibility among the human race.

**Synergy - Community School** refers that Education cannot be provided nor was it the responsibility of the school alone. There must be networks of purpose from friends of the school in the local community to regional network and cross borders to an international network. They needed these networks that will move together with the school towards the same goal - the students.

### **The Characteristics of the World-Class Standard School**

From these visions, the ministry has outlined the characteristics of the World-Class Standard School policy in 3 areas: students as world-citizen, instructional qualities as World-Class Standard, and management as quality system management. The ministry aims to set the characteristics of these schools as the scope of

development of each school in three areas: students, instructions, and managements.

### **Students as the world-citizen**

In terms of students as World Citizen, which was the most important product of the World-Class Standard Schools, the ministry sets 5 attributes of World Citizen: Academic Excellence, Bilingual Communication, Progressive Thinking, Creative Production, and Global Responsibilities. These attributes were seen as achievable once the school sets its instructional and management qualities to World-Class Standard. For each attribute, the ministry has set further features for each attribute as following,

For academic excellence, it focuses on students have higher-than-average standardize assessment test scores. In addition, students should have his/her own distinct specialization and participate in national and international competitions. It also focuses on high university admittance rate of students.

For bilingual communications, it hopes that students of World-Class Standard Schools were able to use Thai and English to communicate very well. Also it promotes the studies of a 3rd language, whether it was French, Chinese, Japanese, etc.

Progressive thinking, this asks students to produce a project work that could benefit the general public. Students should be able to create new ideas for the benefit of themselves and others.

Creative production requires students to creatively and critically uses the available information and technology to produce works and able to exchange ideas and their work at international level.

Global responsibility calls for students to be aware of global situations, carry an international understanding, and have a sense of global citizenship whereas they value diversity, public goods, environments, and the ideals of democracy.

Students as world-citizen were seen as mainly the product of a World-Class Standard School. However, in order to produce students of such ambitious capacities, schools needed to work in two ways: World-Class Standard instructions and Quality Systems Management of school administration. Each category has further attributes and features in their own ways.

### **The World-Class Standard Instructions**

As for the World-Class Standard Instructions, it was further divided into three attributes: Academic Quality, Teacher Quality, and Research and Development. These were areas of development where the ministry set forth guidelines for improvements for World-Class Standard School.

In terms of academic quality, it needed schools to offer variety of curriculum that fit each student's capacities and competencies. This includes curriculums such as the English program curriculum, the international baccalaureate curriculum, vocational curriculum, Special Program curriculum, etc. It also promoted the instruction of science and mathematics in English language, as well as adoption of subjects such as "theory of knowledge", "extended essay", "creative project work", and "global education" into the curriculum.

For teacher quality, it asked teachers to be able to communicate with foreign language, as well as use textbooks and reference in foreign languages in classroom instructions. It also promoted teachers to use information and communication technology (I.C.T.) in all process of instruction – from teaching to evaluating and presenting teacher's work.

In research and development, it promoted and encouraged schools to perform academic development research, and to use the results of the research to further develop the quality of the school towards world-class standard.

### **Quality System Management**

This was the last characteristic of the World-Class Standard School which was in its management system. Quality System Management focused on the development of other aspects of school indirectly relate to teaching and learning. There were four attributes in this characteristic: School Administrator Quality, Management System, Foundation Support, and Network Support.

Both in term of Qualities of School Administrators and School Management System, the ministry heavily relies on the quality management scheme set forth by the Thailand Quality Award. The award could be considered a World-Class recognition of an organization management, as the award scheme was directly adapted from the U.S. Malcolm Baldrige National Quality Award. The

Baldrige Education Criteria for Performance Excellence, in particular, was presented to schools for their quality management evaluation scheme.

Considering all the characteristics, attributes, and features outlined in the World-Class Standard School policy, it should be recognized that this was a very extensive guideline on the ways to improve schools towards World-Class Standard and create a World Citizen.

In conclusion, due to characteristics, attributes, and features outlined in the World-Class Standard School policy similarly promoted being the learning organization directly, the schools should be investigated to finding as a key to improve the Thai educational institutions towards international levels.

## **2.4 Related research on relationship between learning organization and organizational commitment.**

This section was provided to present the related research on the relationship between learning organization and organizational commitment.

On another study by Tseng (2010) who explored the effects of learning organization practices on organizational commitment and effectiveness in Taiwanese small and medium-sized enterprises (SMEs). Its framework was conducted with three hypotheses: learning organization practices have a positive effect on perceived organizational commitment, learning organization practices have a positive effect on perceived organizational effectiveness, and organizational commitment has a positive relationship with organizational effectiveness.

As for Tseng's study that used a quantitative research design and three measurements to form an integrated 58 item instrument in the study. It included: 21 items of the dimensions of learning organization questionnaire developed by Marsick and Watkins (1999, 2003), 9 items of organizational commitment questionnaire developed by Mowday, Steers, and Porter (1979), and 20 items of survey of organizations by Taylor and Bower (1972). In fact, there also were 8 item of demographic information. The instrument was examined by factor analysis, and the relationships were tested by correlation and structural equation modeling. In addition,

descriptive analysis was used for the demographic information, items, dimensions, and instrument's characteristics. The research used a self-administered computer-based Internet survey to collect the research data. The data also were collected from a sample of 300 SMEs including 152 outstanding awarded SMEs(AOSMEs) and 148 incubating start-up (ISSMEs) in Taiwan. The results suggested that learning organization practices could be viewed as an important antecedent factor for organizational commitment, as well as an antecedent factor for organizational effectiveness. It has a moderately positive association with organizational effectiveness and a strongly positive relation with organizational commitment. The findings not only provided a new direction for organizational research on key variables, but also generated an important implication for organizational practice: Strengthening learning organization practices was found to be a wise way to create organizational effectiveness; strong learning organization practices were good to develop the organizational commitment; and the well developed organizational commitment was an advantage to foster organizational effectiveness.

Tseng (2010) stated that there was a strong influence of learning organization practice on organizational commitment where the relationship between learning organization practices and organizational commitment was reciprocal.

Numerous researchers, Yaghoubi and others, worked on studying the relationship between the learning organization and organizational commitment among nursing managers in educational hospitals of Isfahan University of Medical Sciences in 2008-2009. This study used a descriptive analytic survey, and the population was 90 nursing managers of 9 educational hospitals where they were gathered data by a learning organizational questionnaire (LO) which the researchers made in a new version based on the principles of Senge (1990) and organizational commitment (OC) questionnaires of Meyer and Allen. Additionally, the mean score of LO has been  $56.9 \pm 18.1$  among nursing managers, and the mean score of OC has been  $62.3 \pm 10.1$ . There was a significant relationship between LO and OC and there was a significant relationship between LO and job experience based on ANOVA test. Finally, they suggested that the nurse managers could use the principles of learning organization to enhance organizational effectiveness. Intervention programmers that integrate and strengthen shared vision and team learning were indicated to be useful to enhance

organizational effectiveness. Further research was required to identify other factors related to the principles of learning organization.

Moreover, Atak and Erturgut 's study (2010) basically aimed to determine the relationship between learning organization and organizational commitment, and to determine three dimensions of organizational commitment under Meyer and Allen's concept (1990); emotional commitment, normative commitment, and continuation commitment that found to have effects on learning organization and 7 subordinate elements of learning organization. There was a main hypothesize of the study to investigate that level of the three dimensions of organizational commitment was effective on the level of becoming learning organization. However, this study was conducted on businesses registered to Aegean Region Chamber of Industry. The results indicated that organizational commitment was an element which affects learning organization. Moreover, the findings suggested that the organizations needed to obtain employees with high level of organizational commitment and take measurements for promoting commitments increased of employees in order to become learning organizations.

Furthermore, a study conducted by Balay (2012) who examined the impact of faculty members' learning organization perceptions to the organizational commitment through quantitative method. His study group consisted of 172 faculty members working in a public university and private university which were Zirve University and Harran University. The results shown that faculty members working in private university have a higher level of learning organization perceptions than faculty members in public university and feel a higher level of commitment to universities which they work. In all dimensions, were more positive than those working in public university. Also, the dimension of reinforced employees from learning organization dimensions negatively predicts organizational commitment based on compliance and the dimensions of team learning and shared systems positively predict the organizational commitment based on identification. Especially, the dimension of shared systems constitutes a more powerful effect on the commitment on the level of identification.

According to Ahmad's study (2013) on learning organization and organizational commitment in primary school, the researchers has found that, there

was a significant relationship between learning organization and organizational commitment. The finding indicated that there was a correlation analysis was performed to examine the relationship among the independent and dependent variables. The results of the Pearson  $r$  correlation with seven indicators: 1 = vision, 2 = management role, 3 = organizational structure, 4 = Inspired individual, 5 = Culture, 6 = Learning Organization, and 7 = organizational commitment. Apparently, there was no relationship between organizational structure and organization commitment ( $r=0.217$ ,  $p < 0.05$ ).

However, there was a positive and significant relationship between four others element of learning organization (Vision, Management role, Inspired individual, and Culture) and organizational commitment ( $r= 0.270$  to  $0.441$ ,  $p < 0.5$ ). There was also a correlation between learning organization and organization commitment ( $r=0.443$ ,  $p < 0.05$ ). Therefore, learning organization and organizational commitment were deeply interwoven and opens up new questions to be explored by further research.

Furthermore, another study conducted by Raman and Awang (2013) stated that learning organization and organizational commitment were deeply interwoven. The study identified to the relationship between learning organization and organization commitment among the group of public primary school senior teachers in Malaysia by a quantitative cross sectional research design with purposive sampling in the data collection. The questionnaires were based on the Learning Organization and Organizational Commitment indicators that had been modified and used locally. The senior teachers of public primary school who attended the three years intensive program of Bachelor Degree in Education Management were the respondents. In the contrast, two cohorts comprised of 107 students were chosen from 600 students who enrolled for the Head Teacher Degree Program. The study shown that, there was a significant relationship between learning organization and organizational commitment. As for the results in this study, there were significant relationship between learning organization and organizational commitment except for the element of organizational structure. On the other hand, there was no relationship between organizational structure and organization commitment ( $r=0.217$ ,  $p < 0.05$ ).

The findings also suggested that learning organization practices could be viewed as an important antecedent factor for organizational commitment although it has a moderately positive association. In fact, these findings did not only provide a new direction for organizational research on key variables, but it also generated an important implication for the organizational practice to strengthening learning organization practices in its relationship with organizational commitment. The results of this study further suggested that when it comes to the certain degree of organizational performance, transforming the cultural dimensions of the learning organization approach should be the first priority that changes the organizational culture accordingly, as it was found to be the first step to build learning organization.



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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This research was conducted to study the relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom Province of Thailand. All of the methods was explained to answer the research objectives and questions in the chapter I. The research methods were discussed as follows:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Quality of Research Instrument
- 3.5 Data Collection
- 3.6 Data Analysis

#### **3.1. Research Design**

Generally, this research was designed to examine the relationship between learning organization and organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand as perceived by the teachers. This research design was both quantitative and qualitative methods.

#### **3.2 Population and Sample**

##### **3.2.1 Quantitative Method**

This study focused on World-Class Standard secondary schools, Nakhon Pathom province of Thailand.

### 3.2.1.1 Population

There were nine World-Class standard secondary schools in the province, and the total population consisted of 958 teachers from all of the nine World-Class Standard secondary schools, Nakhon Pathom province of Thailand in this study.

### 3.2.1.2 Sample

The sample size of this study was determined by using Krejcie and Morgan's table (1970) for the total population of 958 was calculated to be not less than 275. In addition, this sample was added 20% compensatory response rate. The sample of this study was estimated to be 330 respondents. However, in fact there were total 303 respondents participated in this study.

#### 3.2.1.2.1 Sampling Procedure

1) The secondary schools in Nakhon Pathom province of Thailand where they worked under The Office of the Basic Education Commission were chosen in this study. The selection criteria of the schools was all of the nine World-Class standard secondary schools; they were five large size schools and four extra-large size schools.

2) The proportional random sampling was used to select the sample of each World-Class Standard secondary school, Nakhon Pathom province of Thailand.

Sample calculated for each school

$$= \frac{\text{Total population of school} \times \text{Total sample}}{\text{Total population}}$$

The sample that was already classified from the sampling procedures was shown in table 3.1

**Table 3.1 shows population (N) and sample (n) of teachers of selected World-Class Standard secondary schools, Nakhon Pathom province of Thailand**

No.	School's Code Name	Population (N)	Sample (n)
1.	A	143	44
2.	B	91	29
3.	C	118	35
4.	D	124	40
5.	E	105	36
6.	F	83	29
7.	G	94	29
8.	H	110	35
9.	I	90	26
<b>Total</b>		<b>958</b>	<b>303</b>

### 3.2.2 Qualitative Method

This study brought the classified school size criteria based The Office of the Basic Education Commission to indicate between the large school and extra-large school. The large school was indicated by numbers of the students as 1,501-2,500 students in the school, and the extra-large school was indicated by numbers of the students as there were more than 2,501 students in the schools. In this phase, there were three key informants represented by large size schools and two informants represented by extra-large schools in this study.

Thus, there were overall five key informants who had experiences on principalship in the World-Class Standard school policy at least four years in the same school. Among five participants, there were three principals who had worked in the school for a period of minimum four years in the same schools, and there were two senior-expert teachers who had experienced in the school management and worked in the school for a period of minimum five years in the same schools as key informants.

### 3.3. Research Instrument

#### 3.3.1 Quantitative Instrument

There was a set of questionnaires conducted to reveal the learning organization and organizational commitment in this research survey; however, the research instrument of quantitative method in this study was explained into three parts as follows.

**Part I:** There are six item to gather general information of the teachers in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand. The general information was to represent the respondents' gender, educational level, work experience in school, school size, school rewarding, and school training.

**Part II:** The first questionnaire was used to study the level of learning organization in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand. The Dimensions of the Learning Organization Questionnaire (DLOQ) was used to collect quantitative data. The modified version of the questionnaire based on the concept of Marsick and Watkins (1999, 2003) in this study was a 33-item survey instrument measuring for seven dimensions of learning organization in the schools namely;

- continuous learning
- dialogue and inquiry
- team learning
- embedded system
- empowerment
- system connection
- provide leadership

This was used to access the levels of learning organization in the schools appropriately. The questionnaire was respectively arranged as shown in the table 3.2

**Table 3.2 Division of the Learning Organization Questionnaire (DLOQ) into the respective dimensions**

Level	Learning organization	Number	Items
Individual	1. Continuous learning	5	1 - 5
	2. Dialogue and inquiry	5	6 - 10
Team	3. Team learning	5	11 - 15
Organization	4. Embedded system	4	16 - 19
	5. Empowerment	4	20 - 23
	6. System connection	5	24 - 28
	7. Provide leadership	5	29 - 33
<b>Total</b>		<b>33</b>	

The instrument, the dimensions of the learning organization questionnaire required the respondents in the study to determine the degree to which each statement reflecting the practiced approached in the organization. Each statement was measured on a 4-point Likert's scale, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree as shown in the table 3.3

**Table 3.3 Measurement Scale of Learning Organization**

Perception level	Positive Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

High score on the scale indicated the positive levels of learning organization. As for measuring the items, the learning organization was considered from the mean score of the answer arranged into four perception levels. The mean score was calculated by using the evaluation criteria of Best (1997) which was classified into five levels.

$$\begin{aligned} \text{Width of class interval} &= \frac{\text{Highest score} - \text{lowest score}}{\text{number of levels}} \\ &= \frac{4-1}{5} = \frac{3}{5} = 0.60 \end{aligned}$$

Therefore, the range of the measurement score and the mean of the learning organization scale were classified into three perception levels of learning organization as shown in the table 3.4

**Table 3.4 Measurement Criteria of Learning Organization**

Measure Score	Level of Learning Organization
1.00 – 1.60	Lowest
1.61 – 2.21	Low
2.22 – 2.82	Moderate
2.83 – 3.43	High
3.44 – 4.00	Highest

**Part III:** The second questionnaire was a modified version based on Division of Organizational Commitment Questionnaire or OCQ by Meyer and Allen (1993) to examine the levels of organizational commitment in the World-Class Standard secondary schools, Nakhon Pathom province of Thailand. This last part was added into the set of questionnaire and comprised of 12-item to examine for three components of organizational commitment in the school namely; affective commitment, normative commitment, and continuance commitment. The questionnaire was respectively arranged as shown in the table 3.5

**Table 3.5 Division of Organizational Commitment Questionnaire (OCQ)**

No.	Organizational commitment	Number of items	items
1.	Affective commitment	4	1,2,3,4
2.	Normative commitment	4	5,6,7,8
3.	Continuance commitment	4	9,10,11,12
<b>Total</b>		<b>12</b>	

The organizational commitment measurement was based on a 4-point Likert's scale with the following descriptors: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree as shown in the table 3.6

**Table 3.6 Measurement Scale of Organizational Commitment**

Perception level	Positive Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

High score on the measurement scale of organizational commitment indicated the positive levels of organizational commitment. As for measuring the items, the organizational commitment frequency was considered from the mean score of the answer arranged into five levels. The mean score was calculated by using the evaluation criteria of Best (1997) as shown in table 3.6.

$$\begin{aligned} \text{Width of class interval} &= \frac{\text{Highest score} - \text{lowest score}}{\text{number of levels}} \\ &= \frac{4-1}{5} = \frac{3}{5} = 0.60 \end{aligned}$$

Due to the measurement scale of organizational commitment and using the evaluation of Best (1997), the range of the score on measurement and the mean of organizational commitment scale were classified into four perception levels of organizational commitment as shown in the table 3.7

**Table 3.7 Measurement Criteria of Organizational Commitment**

Measure Score	Level of Organizational Commitment
1.00 – 1.60	Lowest
1.61 – 2.21	Low
2.22 – 2.82	Moderate
2.83 – 3.43	High
3.44 – 4.00	Highest

### **3.3.2 Qualitative Instrument**

The interview guidelines were used to collect the qualitative data from the school principals and senior-expert teachers on the status of learning organization and the status of organizational commitment by in-depth interviews in this study.

## **3.4 Quality of Research Instrument**

### **3.4.1 Content Validity of Questionnaire**

The content validity of the two questionnaires was examined by three experts to check correctness and the appropriateness of the language, content coverage, and the content relevance of the research dimensions. The items were validated and finalized based on the recommendations from the three experts' Item-Object Congruence (IOC). Item which presented IOC between 0.60 – 1.00 were used in this study. The refined set of questionnaires was used to administer the participants in this study both quantitative and qualitative approaches.

### **3.4.2 Reliability of Questionnaire**

The item for both learning organization and organizational commitment were employed to examine for 30 teachers as a pilot study from one of the World-Class Standard secondary schools, Nakhon Pathom province of Thailand, one of the World-Class standard secondary schools School, that was not included in the study sample, and reliability conducted using Cronbach's Alpha coefficient (1970). The Cronbach's Alpha value above 0.65 was considered to be acceptable. For this study, the total reliability of questionnaire for learning organization was with a Cronbach's Alpha value of 0.88, and the total reliability of questionnaire for organizational commitment was with a Cronbach's Alpha value of 0.89. Provide leadership was the highest with a Cronbach's Alpha value of 0.93, and system connection was the lowest with a Cronbach's Alpha value of 0.84.

**Table 3.8 IOC and Cronbach's Alpha Value**

<b>Variables</b>	<b>IOC</b>	<b>Cronbach's Alpha value</b>
<b>Learning organization</b>		
Continuous learning	1.00	0.89
Dialogue and inquiry	0.66 – 1.00	0.88
Team learning	0.66 – 1.00	0.89
Embedded system	0.66 – 1.00	0.86
Empowerment	0.66 – 1.00	0.89
System connection	0.66 – 1.00	0.84
Provide leadership	1.00	0.93
<b>Total</b>		<b>0.88</b>
<b>Organizational Commitment</b>		
Affective commitment	0.66 – 1.00	0.89
Normative commitment	0.66 – 1.00	0.89
Continuance commitment	0.66 – 1.00	0.90
<b>Total</b>		<b>0.89</b>

### 3.5 Data Collection

#### 3.5.1 Quantitative data

3.5.1.1 The researcher requested for permission from the university for approval to conduct this study.

3.5.1.2 The schools were requested to education officers and school principals for their approval in conduct the study in their respective with outline and purpose of study.

3.5.1.3 Letters was drafted to the concerned principals seeking permission to use their teachers for this study as per the approval letter issued by the concerned authority.

3.5.1.4 Request letters were sent to principals personally or phone calls were made requesting for their participation.

3.5.1.5 The researcher visited schools to distribute the questionnaire. The questionnaire was attached with a copy of guideline to be assigned to the teachers.

3.5.1.6 The answer sheets were collected after three weeks. The period of collecting data would be two months from August – September 2015.

### **3.5.2 Qualitative data**

The participants comprised of five key informants, and there were two principals and three senior-expert teachers from 3 large and 2 extra-large schools participated in the study.

3.5.2.1 The five participants from large size schools and extra-large size schools were contacted ahead of the interview schedule to decide time and venue.

3.5.2.2 They were given code name to avouch confidentiality and anonymity.

3.5.2.3 The information collected from the principals through interviews were transcribed into the note. Finally, they were computed to gather proper record of their shared information.

## **3.6. Data Analysis**

### **3.6.1 Quantitative Analysis**

3.6.1.1 The descriptive statistics were used to measure level of learning organization and organizational commitment as perceived by the teachers which were analyzed by mean and standard deviation.

3.6.1.2 The inferential statistics were used to map the relationship between the learning organization and organizational commitment as perceived by the teachers. The researcher analyzed the relationship as perceived by teachers with Pearson's Correlation Coefficient.

### 3.6.2 Qualitative Analysis

The qualitative data analysis was used to investigate the further substantiated and reaffirmed data with the in-depth interview. The transcriptions and recorded interviews were analyzed with the content analysis to explore the statuses of learning organization and organizational commitment in schools.



## **CHAPTER IV**

### **RESULTS**

This research aimed to study the relationship between learning organization and organizational commitment in World-Class standard secondary schools, Nakhon Pathom province of Thailand. The study was employed both quantitative and qualitative methods.

The quantitative data were collected from 303 teachers in nine World-Class standard secondary schools, and the quantitative data were analyzed by using descriptive statistics to examine the levels of learning organization and organizational commitment. In addition, the Pearson's correlation coefficient was also analyzed to investigate the relationship between learning organization and organizational commitment.

Regarding the qualitative method, the data were collected from five key informants in schools by the in-depth interview. The qualitative data were analyzed by using content analysis to explain more details about learning organization and commitment in the World-Class standard secondary schools.

The results were presented as follows:

4.1 Demographic information of teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

4.2 Level of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

4.3 Level of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

4.4 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

4.5 Content analysis of the interview

#### 4.1 Demographic information of teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

Table 4.1 represented the demographic information of teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand in terms of gender, levels of education, work experience, school size, school rewarding, and school training as shown below.

**Table 4.1 Frequency and percentage of demographic information of teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Demographic information	Frequency	Percentage
<b>1. Gender</b>		
• Male	126	41.2
• Female	177	58.8
<b>2. Levels of education</b>		
• Diploma	8	2.6
• Bachelor Degree	218	71.9
• Master Degree	73	24.1
• Doctoral Degree	4	1.3
<b>3. Work experience</b>		
• 1 – 5 years	147	48.5
• 6 – 10 years	140	46.2
• More than 10 years	16	5.3
<b>4. School size</b>		
• Large size school	156	52.0
• Extra-large size school	147	48.0
<b>5. School rewarding</b>		
• Rewarded	108	35.6
• Unrewarded	195	64.4
<b>6. School training</b>		
• Trained	180	59.4
• Untrained	123	40.6
<b>Total</b>	<b>303</b>	<b>100.0</b>

From table 4.1, the sample consisted of 303 teachers in World-Class standard secondary schools, Nakhon Pathom province of Thailand which largely was comprised of female teachers (58.8%). The results showed that the majority of the teachers had qualification of Bachelor degree (71.9%). followed by Master degree (24.1%), and Doctoral degree held the lowest percentage (1.3%). The results also found that 48.5% of teachers had working experience of 1-5 years, followed by 46.2% of teachers had working experience of 6-10 years. The number of teachers in large size school and extra-large size school was almost equal (52.0% and 48.0% respectively). Only 35.6% of teachers was rewarded from the school, and the results also showed that 59.4% of teachers participated the school training.

#### **4.2. Level of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

Table 4.2 presented the overall of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand, which consisted of seven dimensions of learning organization as follows:

- 1) continuous learning
- 2) dialogue and inquiry
- 3) team learning
- 4) embedded system
- 5) empowerment
- 6) system connection
- 7) provide leadership

The descriptive statistics was used in this study.

**Table 4.2 The overall learning organization of World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Dimensions of learning organization</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. Continuous learning	2.73	0.52	Moderate
2. Dialogue and inquiry	2.78	0.54	Moderate
3. Team learning	2.56	0.58	Moderate
4. Embedded system	2.38	0.61	Moderate
5. Empowerment	2.60	0.61	Moderate
6. System connection	2.58	0.59	Moderate
7. Provide leadership	2.62	0.62	Moderate
<b>Average Score</b>	<b>2.60</b>	<b>0.48</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.2, the overall of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.60. Among seven dimensions of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand, the dialogue and inquiry was at the moderate level with the highest mean score of 2.78, followed by the continuous learning that was at the moderate level with mean score of 2.73. The embedded system was at the moderate level with the lowest mean score of 2.38.

When considered the seven dimensions, it can be seen the details of each dimension in table 4.3 - 4.9 as follows:

**Table 4.3 The continuous learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Continuous learning</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. You can perceive mistakes as learning from works.	2.98	0.58	High
2. You can consider about skills you like to learn regarding to your performance and needs.	2.82	0.69	Moderate
3. You have chances to learn from coworkers.	2.82	0.70	Moderate
4. You may access to resources that support your learning.	2.64	0.81	Moderate
5. You have enough time to support your learning.	2.44	0.94	Moderate
<b>Average Score</b>	<b>2.73</b>	<b>0.52</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.3, it was found that the overall continuous learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.73. The item, “You can perceive mistakes as learning from works” was at the high level with the highest mean score of 2.98, and the item, “You have enough time to support your learning” was at the moderate level with the lowest mean score of 2.44.

**Table 4.4 The dialogue and inquiry dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Dialogue and inquiry</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. You can openly express opinion to coworkers.	2.91	0.76	High
2. You do listen to others in conversation.	2.81	0.67	Moderate
3. You and your coworkers can share personal opinions in works.	2.76	0.76	Moderate
4. You and your coworkers respect each other.	2.77	0.78	Moderate
5. You and your coworkers take time to create trusting of another.	2.71	0.79	Moderate
<b>Average Score</b>	<b>2.78</b>	<b>0.54</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.4, it was found that the overall dialogue and inquiry of learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.78. The item, “You can openly express opinion to coworkers” was at the high level with the highest mean score of 2.91, and the item, “You and your coworkers take time to create trusting of another” was at the moderate level with the lowest mean score of 2.71.

**Table 4.5 The team learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Team learning</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. Your team has a freedom to apply or adapt the works for aimed objectives.	2.60	0.79	Moderate
2. Your team acts equally, even there are differences in culture and status of another.	2.65	0.73	Moderate
3. Your team focuses to process and results of works.	2.59	0.77	Moderate
4. Your team will be rewarded when reaching the goals.	2.43	0.78	Moderate
5. The school or the broad usually follows your team recommendations.	2.54	0.81	Moderate
<b>Average Score</b>	<b>2.56</b>	<b>0.58</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.5, it was found that the overall team learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.56. The item, “Your team acts equally, even there are differences in culture and status of another” was at the moderate level with the highest mean score of 2.65, and the item, “Your team will be rewarded when reaching the goals” was at the moderate level with the lowest mean score of 2.43.

**Table 4.6 The embedded system dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Embedded system</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. Information technology is applied to support communication among the teachers in the school.	2.31	0.79	Moderate
2. Provide accessible ways to get important information.	2.35	0.79	Moderate
3. Create systems to examine present process and progress of works.	2.40	0.77	Moderate
4. Successful lesson-learns are created and they are accessible.	2.50	0.80	Moderate
<b>Average Score</b>	<b>2.38</b>	<b>0.61</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.6, it was found that the overall embedded system of learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.38. The item, “Successful lesson-learns are created and they are accessible” was at moderate level with the highest mean score of 2.50, and the item, “Information technology is applied to support communication among the teachers in the school” was at the moderate level with the lowest mean score of 2.31.

**Table 4.7 The empowerment dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Empowerment</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. Offer to decide options on assigned works.	2.54	0.80	Moderate
2. Invite and support the teachers in the school to follow the school visions.	2.62	0.82	Moderate
3. The teachers are supported to access to resources in works and goals.	2.64	0.75	Moderate
4. Plan the school visions to overall team operation levels.	2.60	0.74	Moderate
<b>Average Score</b>	<b>2.60</b>	<b>0.61</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.7, it was found that the overall empowerment of learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.60. The item, “The teachers are supported to access to resources in works and goals” was at the moderate level with the highest mean score of 2.64, and the item, “Offer to decide options on assigned works” was at the moderate level with the lowest mean score of 2.54.

**Table 4.8 The system connection dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>System connection</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. Balance between teachers' works and their families.	2.59	0.78	Moderate
2. Motivate the international views to teachers.	2.55	0.82	Moderate
3. Support the teachers to use students' opinions supporting in making decisions.	2.50	0.81	Moderate
4. Work with community to connect the same visions.	2.60	0.76	Moderate
5. You and your coworkers cooperate to manage school conflicts.	2.71	0.77	Moderate
<b>Average Score</b>	<b>2.58</b>	<b>0.59</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.8, it was found that the overall system connection of learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.58. The item, “You and your coworkers cooperate to manage school conflicts” was at the moderate level with the highest mean score of 2.71, and the item, “Support the teachers to use students' opinions supporting in making decisions” was at the moderate level with the lowest mean score of 2.50.

**Table 4.9 The provide leadership dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

<b>Provide leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
1. The school principals support and create the chances to learn and join course works.	2.69	0.78	Moderate
2. The school principals inform important information on school management, trends, and direction toward future.	2.60	0.79	Moderate
3. The school principals empowered school management into departments.	2.62	0.80	Moderate
4. The school principals give consults with teachers .	2.50	0.81	Moderate
5. The school principals can manage the school regarded to school objective.	2.70	0.82	Moderate
<b>Average Score</b>	<b>2.62</b>	<b>0.62</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.9, it was found that the overall provide leadership of learning dimension of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.62. The item, “The school principals can manage the school regarded to school objective” was at the moderate level with the highest mean score of 2.70, and the item, “The school principals give consults with teachers” was at the moderate level with the lowest mean score of 2.50.

### 4.3 Level of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

Table 4.10 represented the overall of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand, which consisted of three dimensions as follows: (1) affective commitment, (2) continuance commitment, and (3) normative commitment. The descriptive statistics was used in this study.

**Table 4.10 The overall the organizational commitment of World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Dimensions of organizational commitment	Mean	SD	Level
1. Affective commitment	2.76	0.52	Moderate
2. Continuance commitment	2.60	0.58	Moderate
3. Normative commitment	2.90	0.59	High
<b>Average Score</b>	<b>2.75</b>	<b>0.48</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.10, the overall of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.75. Among three dimensions of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand, the normative commitment was at the high level with the highest mean score of 2.90, followed by the affective commitment that was at the moderate level with mean score of 2.76. The continuance commitment was at the moderate level with the lowest mean score of 2.60.

When considered the three dimensions, it can be seen the details of each dimension in table 4.11 - 4.13 as follows:

**Table 4.11 The affective commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Affective commitment	Mean	SD	Level
1. I would be very happy to spend the rest of my career with this organization.	2.87	0.71	High
2. I really feel as if this organization's problems are my own.	2.78	0.69	Moderate
3. I feel like part of the family at my organization.	2.73	0.68	Moderate
4. I feel a bit sense of belonging to my organization.	2.68	0.72	Moderate
5. You and your coworkers take time to create trusting of another.	2.71	0.79	Moderate
<b>Average Score</b>	<b>2.76</b>	<b>0.52</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.11, it was found that the overall affective commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.76. The item, “I would be very happy to spend the rest of my career with this organization” was at the high level with the highest mean score of 2.87, and the item, “I feel a bit sense of belonging to my organization” was at the moderate level with the lowest mean score of 2.68.

**Table 4.12 The continuance commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Continuance commitment	Mean	SD	Level
1. It would be very hard for me to leave my organization right now, even if I wanted to.	2.62	0.74	Moderate
2. Too much in my life would be disrupted if I decided to leave my organization now.	2.54	0.80	Moderate
3. Right now, staying with my organization is a matter of necessity as much as desire.	2.61	0.78	Moderate
4. I feel that I have very few options to consider leaving this organization	2.64	0.79	Moderate
<b>Average Score</b>	<b>2.60</b>	<b>0.58</b>	<b>Moderate</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.12, it was found that the overall continuance commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with mean score of 2.60. The item, “I feel that I have very few options to consider leaving this organization” was at the moderate level with the highest mean score of 2.64, and the item, “Too much in my life would be disrupted if I decided to leave my organization now” was at the moderate level with the lowest mean score of 2.54.

**Table 4.13 The normative commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Normative commitment	Mean	SD	Level
1. I do not believe that a person must always be loyal to his or her organization.	2.85	0.76	High
2. One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	2.88	0.71	High
3. I was taught to believe in the value of remaining loyal to one organization.	2.85	0.73	High
4. Things were better in the days when people stayed in one organization for most of their careers.	3.05	0.78	High
<b>Average Score</b>	<b>2.90</b>	<b>0.59</b>	<b>High</b>

**Note:** 1.00 – 1.60 = lowest level, 1.61 – 2.21 = low level, 2.22 – 2.82 = moderate level, 2.83 – 3.43 = high level, and 3.44 – 4.00 = highest level.

From table 4.13, it was found that the overall normative commitment dimension of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the high level with mean score of 2.90. The item, “Things were better in the days when people stayed in one organization for most of their careers” was at the high level with the highest mean score of 3.05, and two items, “I do not believe that a person must always be loyal to his or her organization” and “I was taught to believe in the value of remaining loyal to one organization” were at the moderate level with the lowest mean score of 2.85.

#### 4.4 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand.

In this section, Pearson's Correlation Coefficient was used to determine the relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand as it was shown in the table 4.14.

**Table 4.14 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

(n = 303)

Variables	Pearson's Correlation Coefficient	Strength of the Correlation Coefficient
Learning Organization & Organizational Commitment	<b>0.772**</b>	<b>Strong</b>

**Note:** \*\* Correlation is significant at the 0.01 level (2-tailed)

From table 4.14, the relationship between learning organization and organizational commitment in the World-Class standard secondary schools in Nakhon Pathom province of Thailand was evaluated at the strong relationship ( $r = 0.772^{**}$ ,  $p < .01$ ).

The criteria used to describe the strength of the correlation was suggested by Evans (1996) in absolute value of  $r$ : .00 - .19 = very weak, .20 - .39 = weak, .40 - .59 = moderate, .60 - .79 = strong, and .80 - 1.0 = very strong. The correlation between two variables of learning organization and organizational commitment was shown in the table 4.15.

**Table 4.15 The correlations of learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

	$\bar{X}$	<i>SD</i>	CL	DI	TL	ES	EM	SC	PL	AC	CC	NC
<b>CL</b>	2.73	0.52	1.00									
<b>DI</b>	2.78	0.54	0.62**	1.00								
<b>TL</b>	2.56	0.58	0.64**	0.68**	1.00							
<b>ES</b>	2.38	0.61	0.60**	0.58**	0.72**	1.00						
<b>EM</b>	2.60	0.61	0.59**	0.58**	0.69**	0.73**	1.00					
<b>SC</b>	2.58	0.59	0.58**	0.59**	0.67**	0.63**	0.64**	1.00				
<b>PL</b>	2.62	0.62	0.56**	0.63**	0.69**	0.62**	0.64**	0.64**	1.00			
<b>AC</b>	2.76	0.52	0.54**	0.55**	0.59**	0.54**	0.55**	0.52**	<b>0.62**</b>	1.00		
<b>CC</b>	2.60	0.58	0.49**	0.45**	<b>0.60**</b>	0.56**	0.50**	0.54**	<b>0.60**</b>	0.62**	1.00	
<b>NC</b>	2.90	0.59	0.54**	0.55**	0.50**	0.46**	0.51**	0.48**	0.55**	0.66**	0.50**	1.00

\*\* p<.01

**Note:** CL = Continuous Learning, ID = Dialogue and Inquiry, TL = Team Learning, ES = Embedded System, EM = Empowerment, SC = System Connection, PL = Provide Leadership, AC = Affective Commitment, CC = Continuance Commitment, NC = Normative Commitment.

The two major variables in the study were significantly correlated at the .01 level. There was positive relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand at the .01 level ( $r = 0.772^{**}$ ). The testing hypothesis was accepted. The significant correlations among the variables of learning organization and organizational commitment ranged from  $r = 0.45^{**}$  to  $r = 0.62^{**}$ . Provide leadership and affective commitment had the highest positive correlation ( $r = 0.62^{**}$ ).

## **4.5 Content analysis of the interview**

This section presents in-depth information on the learning organization and organizational commitment. Among five participants, there were three principals who had worked in the school for a period of minimum four years in the same schools, and there were two senior-expert teachers who had experienced in the school management and worked in the school for a period of minimum five years in the same schools as key informants. Regarding to their work experiences, principal 1 and 2 reported of having more than 10 years of working experience as principal, while principal 3 reported of having 8 years of working experience as principal. In addition, for senior-expert teacher 1 and 2, they had worked related to the school management for more than 15 years.

They were interviewed with the interview guidelines. The perceptions drawn from them through interview were recorded in tape recorded as principals' convenience. After the interview sessions of about 45 minutes of each informant, the information was transcribed elaborately without any modified opinions. Finally, the perceptions of an individual were analyzed under two heading 1) the status of learning organization in schools and 2) the status of organizational commitment in schools. In the entire analysis, five participants were identified as principal-1, principal-2, principal-3, expert-1, and expert-2.

### **1) The status of learning organization in schools**

In this section, the interviewees gave opinions on the status of learning organization in schools. They pointed out to important characteristics and related evidences that were supportive and active in becoming learning organization of the schools.

For this part there were 8 components found to be related with the the status of learning organization in schools as follows: (1) personal learning, 2) team learning, 3) communication, 4) leadership, 5) organization transformation, 6) empowerment, 7) knowledge management, and 8) technology application.

### 1.1) Personal learning

For the personal learning, most of the participants focused to the importance of creating continuous learning among individuals in schools as the personal mastery. They generally stated that there were some factors that related to continuous learning among the teachers in the schools; motivation, reinforcement, school supporting, and timing.

They proclaimed that these factors made the continuous learning among individuals hard to be accomplished because the school had the limited conditions and resources. The school supporting was also important for the school to support teachers toward training programs for career development. Furthermore, they claimed that it was very significant to promote personal learning among the teachers with the short-course training as it might increase the teachers' performances.

The respondents' perspectives on personal learning were detailed as follows:

*“Any teacher can receive scholarship from the government and project they want to do, but it is not much popular because it is not much related to their promotions.”*

(Expert-1)

*“School are fully supporting the teachers who want to learn about the teaching and curriculum development, but the best we can do might not enough for some of them, since we have limited resources provided.”*

(Principal-1)

*“The teachers might not have enough time to continue their education because the teachers' job is not only about teaching but also administrative tasks and reports, so that the works load is very high for the teachers because there are too many students in a class.”*

(Principal-3)

## 1.2) Team learning

Team learning shall be created in field activities or workshops and especially in a learning space for teachers. The teachers enjoyed it as a learning community, not only from the same department but also from the different parts of the school. Exchanging perspectives and opinions were encouraged in terms of activities and meetings.

In addition, the learning community in the schools were not sustainable and systematic, conversations were created mostly during formal meeting to be more adaptive learning and active learning instead. The community for learning among them was not appropriately existed because there were more individual works created and made an unbalancing toward team learning.

The respondents' perspectives on team learning were detailed as follows:

*“We become a team with activities we have related in working or meeting, and we share and have something in common about it.”*

(Expert-2)

*“Teachers' tasks are more independent from the other teachers, but in meeting they need to give cooperation with other requests.”*

(Principal-3)

## 1.3) Communication

Most of the participants mentioned to school culture claiming to the dialogue and inquiry patterns in communication. They stated that the communication among the teachers was influenced by the organizational culture that required then to be quite conservative and strict in making conversation dialogues and creating inquiries in working and formal meeting.

However, they pointed to it as polite and effective ways to promote good relationships among the teachers with different backgrounds because they were in the same condition and culture that made them feel more comfortable in

any conversation and behave appropriately with other senior teachers.

The respondents' perspectives on communication were detailed as follows:

*“Interacting with types of dialogues and conversations of every teacher are important to create good cooperations and understanding in school. From this point I think that conversationism is still playing important role in public school, but it is a good way to make they feel that they are alike and satisfied with the conversations.”*

(Principal-2)

*“In the school, all teachers must be well-behaved and use appropriate contexts in communicating with others, especially they must speak and act politely to the aged teachers.”*

(Principal-1)

#### **1.4) Leadership**

The strategy used in providing leadership was held up to be significant for the school committees in the school management that related to promoting learning organization. The key informants recommended that to launch learning organization in school, good practices and role models shall be understood to all people at the beginning by the leaders.

The school leaders must encourage and arrange activities that support and relate to learning organization to their followers, and the good leaders must be effective strategic leadership and active in making decisions based on others opinions, similar to transformational leadership.

The respondents' perspectives on leadership were detailed as follows:

*“I believe that learning organization will be higher qualified when the leaders took action in practicing and illustrated to all teachers to recognize its importance.”*

(Expert-2)

*“The key of the distributing leaderships is to focus and understand the teachers’ perspectives, I need to delight them to be clear in several topics, being a good example as well”*

(Principal-1)

*“As a good leader, I need to know when and how I should take action to motivate teachers in the school and monitor them in working process to create the school effectiveness.”*

(Principal-3)

### **1.5) Organization transformation**

The World-Class standard secondary schools had a vision to change themselves to become a learning organization as a great knowledge institution. They had choices to make decisions to gain more profits in globalized competitiveness to transform their organization structures to be flat in nature. Therefore, the teachers may report works and receive orders from the directors directly.

However, for some parts of the school they did not have much flexibility to change their strategies to work on their own ways, the strategy used in school transformation was focused to become a learning organization.

The respondents’ perspectives on organization transformation were detailed as follows:

*“World-Class standard secondary school is a good policy to make changes in school on the work structures and sections.*

(Principal-1)

*“School management mostly focused on the academic quality and achievement, and teachers have to follow the guidelines in textbook to create the same patterns to the students”*

(Principal-2)

*“One-way policy or top down order still exists in the public school even we are World-Class standard secondary school. What we can do, just follow the school regulations and take order from the school principal”*

(Expert-2)

### **1.6) Empowerment**

The overall schools could not complete the human capitals and structure building, and assigning and positioning systems were not appropriately completed on teachers' abilities. With the size of the school caused problems in empowering followers in working process, there was no a qualified or a supervised regulation for assigning work processes, and the work progresses were not effectively evaluated by the leaders.

The respondents' perspectives on empowerment were detailed as follows:

*“Positioning teachers in the right place is hard to do it by myself the ministry will recruit people to the empty position as I require.”*

(Principal-1)

*“In extra-large size school, it is ineffective in work evaluation to follow working progresses among the teachers and administrators.”*

(Principal-3)

### **1.7) Knowledge management**

There were systems created for the school to maintain and keep lesson-learned from experienced and practical guidelines. There were high educated and great teachers in the schools, and it was a great way for them to share their professional abilities to expand schools' capacities. This related with knowledge management that promotes efficiency for the schools, especially school projects and practices for teachers to follow and improve the academic and technical skills. The

school promoted it as an activity that all teachers had to operate with each other to fulfill knowledge management.

On the other hand, the technology system and software that related to the knowledge management were insufficiently supported in the schools.

The respondents' perspectives on knowledge management were detailed as follows:

*“Teachers must create lesson-learned with other teachers in their departments as projects or competitions to create body of knowledge or KM (knowledge management) in school.”*

(Expert-1)

*“I really can say that the technology system is not ready to maintain the information properly and the good software is too expensive to afford.”*

(Principal-2)

### **1.8) Technology application**

Working process in the school had been provided enough resources in communication and information technology for the teachers to access the worldwide information. In addition, the schools had their own databases supporting important and confidential files or documents for teachers to manage their maintained information neatly and systematically.

However, most of the teachers had problem on using it since they could not use it as the main objectives and not every teacher was capable in computer skills. The teachers in the school did not try to use it because they were not interested in technology. This made working process in school to be slow in performing and many of teachers worked on documental papers, technology application was not much increasing among them.

The respondents' perspectives on technology application were detailed as follows:

*“Not all of the teachers can use the computer, this is a problem in school working to be slow and ineffective. They don’t interest in using and practicing the computer and technology skills, and they like working on paper more.”*

(Principal-3)

*“The technology system is fully supported but not every teacher wants to follow the new development in technology. They are changing themselves to follow it but it takes more time for them to learn the new things.”*

(Principal-2)

In conclusion, the status of learning organization in schools of this study, ensured significant information on characteristics and evidences of becoming learning organization in the schools. As a result of content analysis of this study, there were eight components detected to be related of learning organization;

- 1) personal learning,
- 2) team learning,
- 3) communication
- 4) leadership
- 5) organization transformation
- 6) empowerment
- 7) knowledge management
- 8) technology application

The researcher found that it also pointed to recommendations and obstacles in distributing in learning organization, and this also addressed to supportive evidences on the status of learning organization and illustrated to active strategies that promoted the learning organization in schools.

## 2) The status of organizational commitment in schools

In this section, the interviewees gave opinions on the status of organizational commitment in schools. They pointed out to important characteristics and related evidences that were supportive and active in promoting organizational commitment of the schools.

For this part there were 6 components found to be related with the the status of organizational commitment in schools as follows: 1) attitude, 2) organizational culture, 3) professional development, 4) organizational climate, 5) leadership, and 6) job satisfaction.

### 2.1) Attitude

Being teachers in schools was a hard working but valuable toward community and society. The schools must create good relationship with teachers to encourage good feeling that would become their attitudes toward the career. In addition, being proud of the career made the teachers to crystallize the attitude that caused with commitment to the schools.

The respondents' perspectives on attitude were detailed as follows:

*“Teachers are proud of working in the school and teaching in class with the children in every year, even this job is very hard but every teacher must feel that it is more important to create a better society”*

(Principal-1)

*“Feeling and attitude in school working are equally important because it is a common that when people have good feelings they will have positive attitudes toward that thing as well. This makes them love and commit to the schools.”*

(Principal-3)

*“All teachers commit to the school for some reasons, but one of them is to love school surely.”*

(Expert-1)

## 2.2) Organizational culture

The school culture was observed and collected from the schools visions that made a clear understanding among the teachers and students in school management and administration.

Besides, teachers perceived that they were important parts of the schools visions, especially in academic achievement of the student and this made the schools gain effectiveness. The school visions and plans bring cooperation among the teachers and shared values in the school as a culture, and they believed that the school visions provided an opportunity for them to commit to the school.

The respondents' perspectives on organizational culture were detailed as follows:

*“The school philosophy and vision were shared setting to the teachers in the school, so they have chances to join and go with the plans.”*

(Principal-2)

*“The school additionally teaches all teachers to see the core values of being in this school.”*

(Principal-3)

*“When teachers can see their shared values to the schools, they will have commitment with it.”*

(Expert-1)

## 2.3) Professional development

Teachers worked and became professional in their careers with an objective, to get promotions and became experts in the fields they were specialized. They were supported to further education and attended training programs and activities. In addition, all of these provided them chances to improve and develop themselves with school resources.

Moreover, there was organizational commitment created by that conditions, they trusted that being professional in their career development would

cause school suitable development.

The respondents' perspectives on professional development were detailed as follows:

*“Teachers are supported to further their education, many of them go oversea countries to get master’s degrees, and finally they are back here with experiences and knowledge to help us improve the academic performances.”*

(Principal-3)

*“When they are supported and trained by the school resources, some conditions are created without contracts, it was a mind commitment.”*

(Principal-1)

#### **2.4) Organizational Climate**

School climate was a social community that everyone lived together, and they were closed and related with others. Some of the department were like families because they always supported each other in administrating and teaching tasks. Schools also set up some activities to promote good organizational climate because they claimed that it was beneficial to mental health of the people. When it was taken place among the teachers they were provided good school climate and this also pointed to commitment.

The respondents' perspectives on organizational climate were detailed as follows:

*“School climate affects to the minds for sure, supportive and cooperative climate in the school does engage people to be happy with their coworkers and offices.”*

(Principal-2)

*“The relationships among the teachers have great impact on the number of working years at the schools.”*

(Principal-3)

*“The good commitment to the school can interprets the good relationships among teachers in the schools at the same time.”*

(Expert-2)

### **2.5) Leadership**

Strategic leadership was significant to promote the commitment among the members in the school. The school leaders must take a good role model of being leader and be fast in making decisions based on shared views. This would make a understanding between leaders and followers in the school, also making clear statements and understanding in order to reduce conflicts and supporte positive relations. This might motivate the commitment among them because they were satisfied and comfortable with the balanced strategic leaderships at a certain degree.

The respondents’ perspectives on leadership were detailed as follows:

*“Sometime, I have to take it seriously but sometime I take it easy with the working. I cannot be frustrated all the time. Images are important for creating a good relationship.”*

(Principal-1)

*“I have to allocate works to all department based on volunteering and democratic system is used in the school to vote in many topics that relate to the school management.”*

(Principal-2)

*“Problems are founded everywhere, leaders have to detect it, and manage it case by case with other committees’ and teachers’ opinions.”*

(Expert-1)

## 2.6) Job satisfaction

Working conditions could address to job satisfactions as it was a core that corresponded with emotional feeling among the employees to make them commit to the organization. Besides, they were following the steps in job promotions and conditions, and they were provided same standard in the promotions and conditions. In addition, the school also provided and purchased supportive resources and budgets as conditions and benefits to support members in schools. The organizational commitment should be created with improving and enhancing job satisfactions among them. However, the resources and budgets were limited and taken periods of time to proceed the systems.

The respondents' perspectives on job satisfaction were detailed as follows:

“The conditions are satisfied to all here because they know the regulations of promotions and salary steps, unlike the private companies where they provide different conditions on contracts.”

(Principal-2)

*“People in the schools are satisfied with the supportive resources and budgets to reach their lives' standard, but the process takes long time and be limited.”*

(Expert-1)

In conclusion, the status of organizational commitment in schools of this study, ensured significant information on characteristics and evidences of organizational commitment in the schools. As a result of content analysis of this study, there were six components detected to be related of organizational commitment;

- 1) attitude
- 2) organizational culture
- 3) professional development
- 4) organizational climate
- 5) leadership
- 6) job satisfaction

The researcher found that it also pointed to recommendations and obstacles in promoting organizational commitment in school, and this also addressed to supportive evidences on the status of organizational commitment and illustrated to active strategies that enhanced the organizational commitment in schools.

Based on the research findings, the quantitative data and the qualitative data have the same direction. The quantitative findings of learning organization were found to be at the moderate level, and the qualitative findings also responded to understand more about the statuses of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand. Furthermore, the quantitative findings on organizational commitment were found to be at the high level only for normative commitment, and at the moderate level for affective commitment and continuance commitment. The qualitative findings also responded to understand more about the statuses of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand. Therefore, it was concluded that the quantitative and qualitative findings were relatively consisted to understand the levels and statuses of learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand in the same direction.

## **CHAPTER V**

### **DISCUSSION**

In this chapter, it was to discuss the main research findings of the study. The research aimed to study the relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand. With the approaches of quantitative and qualitative were used in this study. As for the first approached, the quantitative data were collected from 303 teachers in the World-Class standard secondary schools in Nakhon Pathom province, Thailand by a set of questionnaire. The quantitative data were also analyzed by descriptive statistics to examine the levels of learning organization and organizational commitment of the teachers, and Pearson Correlation statistics was also used to investigate the relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand. As for the second approach, the qualitative data were collected from five teachers who had at least 5 years work experience in the World-Class standard secondary schools, Nakhon Pathom province by using the in-depth interview. The qualitative data were analyzed by content analysis to understand more about the statuses of learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand.

This section discussed the main findings and how they answer the research questions in the study as follows.

5.1 Level of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

5.2 Level of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

5.3 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand

## **5.1 Level of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

In this study the level of learning organization was measured from teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand and found to be at the moderate level with an average mean score of 2.60. The findings for overall level of learning organization was consistent with previous researches. According to a study by Erdem, Ilgan, and Ucar (2014) on examining the relations of learning organization level perceived by school teachers toward their job satisfaction as a quantitative research method, there were 450 primary school teachers were selected in the city center of Van province, eastern part of Turkey during 2011-2012. In those educational institutions, job satisfaction of the teachers was found to be correlated with learning organization dimensions to increase job satisfaction of the teachers was to promote teachers' performance and perceptions of becoming learning organization.

As pointed out by Erdem, Ilgan, and Ucar (2014), this might be concluded that in the World-Class standard secondary schools' teachers were found to be just moderately increased their job satisfaction which related to their performances and perceived learning organization. Furthermore, Kumpikaite (2008) investigated human resources development, learning organization, learning style in 37 Lithuanian organizations from various industries with a survey method, and it indicated that human resource development was to formalize approach to learning style and learning organization. It might be interpreted that the human resource development in the schools might be limited conditioned and positioned in for the teachers to have learning style in that moderate level, and to support learning organization the schools must focus on human resource development among the teachers to be formalized learning style and learning organization.

In addition, Noordin, and Ishak (2013) on learning organization for Malaysian Public Institutions of Higher Education found that learning organization was significant to contribute organizational success; impact on organizational performance and organizational innovativeness, and this relied on the resources provided and efforts to make it become learning organization. For the moderate level of learning organization in this study, it was concluded that the World-Class standard

secondary schools had moderate performances and innovativeness, so the schools must provide the resources and enhance their efforts to the teachers to tap higher learning organization and to contribute organizational success with organizational performance and organizational innovativeness. This was because learning organization had been playing an important role to several dimensions of organization and human capital, and they have great impacts on the organization achievement. Therefore, the World-Class standard secondary schools in Nakhon Pathom province of Thailand also recognize the importance at the outset of education system to cope with the learning organization.

The result of content analysis on learning organization closely supported more details and understanding on the status of learning organization found in the World-Class standard schools, based on the result of descriptive analysis. From the opinions received from the principals and expert-teachers, it was assumed that status of learning organization in the schools found in this study were related with other 8 dimensions; 1) personal learning, 2) team learning, 3) communication, 4) leadership, 5) organization transformation, 6) empowerment, 7) knowledge management, and 8) technology application. This was similarly corresponded to the dimensions found in Moloi's study (2010) on how schools could build learning organization in difficult education context as a qualitative study by using data obtained through in-depth and semi-structured focus group interviews, 16 teachers in one of the districts of Gauteng province, found that teacher commitment to personal learning enhanced student achievement, and 8 themes of constitutions of learning organization; personal mastery, mental models, shared vision, team learning, system thinking, reflection, dialogue and leadership that were found to be related with constitutions of learning organization and even interpreted to human resource development and organizational development strategies in the schools.

There were seven dimension of learning organization such as continuous learning (CL), dialogue and inquiry (DI), team learning (TL), embedded system (ES), empowerment (EM), system connection (SC), and provide leadership (PL) considered, the study revealed that all dimensions were at the moderate level, and dialogue and inquiry (DI) and continuous learning (CL) were at moderate level with the highest mean score of 2.78 and 2.73 respectively. This result was closely related with a

findings of Garvin, Edmondson, and Gino (2008) which that there was a significant relation between leadership behavior reinforcing continuous learning to the learning organization practices.

Continuous learning (CL) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.73. According to the continuous learning by Watkins and Carsick (1996; 2003), it was people learning processed in work and opportunities provided for them to be going on their educations and growths. Moreover, John Redding's study (1994) also confirmed that individual learning was necessary and needed to be revolted toward the changing of the organization as a learning organization. This was still in line with the literature review, the item, "You can perceive mistakes as learning from works" was perceived at high level with the highest mean score of 2.98. However, other items under CL were perceived at moderate level with the item, "You have enough time to support your learning" with the lowest mean score of 2.44. This implied that the teachers might not have time to support their learning and it must be improved by encouraging them to learn toward class observation, teaching practices, and working tasks to be learning teachers. Furthermore, the content analysis from the interview also supported this result, for the personal learning, all participants perceived to importance of creating continuous learning among individuals in schools as the personal mastery.

This was interpreted that the teachers perceived that to have time was necessary toward their personal learning, and they were provided chances to learn from mistakes on their working tasks. For the personal learning, it was limited by motivation, reinforcement, school supporting, and timing. This result was still recommended to increase learning possibilities for teachers to form better performing and creating of continuous learning. This was consistent with John Redding's study (1994), individual learning was required toward changing of the organization, so to equip the personal learning and continuous learning among the employees were a way to become the learning organization.

In terms of the dialogue and inquiry (DI) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.78. According to the

continuous learning by Watkins and Carsick (1996; 2003), it was defined to people who gained productive reasoning skills to express their views and listening and inquiring capacity into the other views, and it included to changed culture that supported questioning, feedback, and experimentation. Hence, in line with the literature review, the item, “You can openly express opinion to coworkers” was perceived at high level with the highest mean score of 2.91. Other items under DI were perceived at moderate level with the item “You and your coworkers take time to create trusting of another” with the lowest mean score of 2.71. It was also supported by content analysis, in the interview, the interviewees mentioned to the school culture that related to the pattern in communication as the dialogue and inquiry which was influenced by the school culture. In addition, it was recommended to be better for them to gain more effective the dialogue and inquiry by promoting good relationships among the teachers with the different backgrounds. Since at the dialogue and inquiry was an important dimension of becoming learning organization because it could be a powerful tool for establishing team learning, regarding to Senge's perspective (1990). This was to suggest that principals shall inspire teachers to use essential communication skills in open-environment to express their personal opinions in meeting and working with others in the schools, regarding to Garvin, Edmondson, and Gino (2008), they illustrated contracted concept of learning organization, one of the constructs was related to the dialogue and inquiry dimension, supportive learning environment that referred to the environment supporting learning with four characteristics; psychological safety, appreciation of differences, openness to new ideas, and time for reflection. Furthermore, Davis and Daley (2008) also described that, in the learning organization, individual and group performance within the organization could result in interactions with the environment.

Team learning (TL) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.56. With the definition used with the team learning in this study (Watkins & Marsick, 1996; Marsick & Watkins, 2003), it defined as encourage collaboration and team learning, it referred to the work that designed teams to access different modes of thinking and learning together by being valued with culture and reward. Thus, in line with the literature review, the item,

“Your team acts equally, even there are differences in culture and statuses of another” was perceived at moderate level with the highest mean score of 2.65. All items under TL were perceived at moderate level with the item “Your team will be rewarded when reaching the goals” with the lowest mean score of 2.43. The goals shall be set clearly by the leaders and the reward shall be provided to the teachers to motivate them to work as a team. Moreover, the content analysis from the interview supported this finding, the principals shared that there were more individuals works created and made an unbalancing toward team learning. However, team learning was beneficially playing an important role in the learning organization, this was based from the importance of team learning which Senge (1990) placed that it was to generate good outcomes for the organization, and the members would also grow effectively. Consequently, the team learning in this study was kindly recommended that to be more supported as it was seen as a key mechanism through that the learning organization could strategically and operationally become adaptive and responsive based on a study of Edmondson, Dillon and Roloff (2007). Additionally, integrating and strengthening to shared vision and team learning as intervention programmers may be useful to enhance organizational effectiveness (Yaghoubi et,al, 2010). In addition, the findings indicated that only 35.6% of teachers received rewards from the schools, the school key supervisors must find practical ways to reward the teachers along with their goals accomplished with rewards and recognition, for example recognition in teacher of the month, the best department of the year, and give some bonus or praise them. This would allow them to see their importance to the schools. This was to mentally support them to gain more work motivations as teams to achieve their tasks assigned.

Embedded System (ES) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.38. This dimension defined to create systems to capture and share learning, and it was potentially related to Garvin’s finding (1993), organizations should review their successes and failures, assess them systematically, and record the lessons in a form that employees could find and open what must be accessible. Therefore, these concrete processes ensured that essential information moves quickly and efficiently into the hands and heads of those who needed it. So, in

line with the literature review, the item, “Successful lesson-learns are created and they are accessible” was perceived at moderate level with the highest mean score of 2.50. All items under ES were perceived at moderate level with the item “Information technology is applied to support communication among the teachers in school” with the lowest mean score of 2.31. This result was also in lined with another findings found, the item, “Provide accessible ways to get important information” was perceived at moderate level with a mean score of 2.35. The information technology used in the schools was necessary to support working processes among the teachers abundantly, thus the school principals must create more efficient ways to solve and support this information technology using to all teachers. Internet and computers shall be accessibly provided to the teachers and apply them in their working progress to reach higher embedded system.

In addition, the content analysis supported this finding, the interviewees stated that the technology application was supported to the teachers but some of them they were not capable and interested in the technology usages. Also, the results in this study also found that it was at the lowest moderate level of the seven dimensions in learning organization. It was recommended that it should have become improved and developed dimension for the schools in the study because its importance in becoming learning organization the school leaders must motivate all teachers to be capable in technology application and information technology used for working in schools. Setting up basic computer and application using workshops would be effective and beneficial to the attendants directly, moreover it might be also used to create lessons learned and apply progress of teaching methods among them. According to Rijal (2010), to become learning organization required the embedded system, otherwise it would be insufficient because the embedded system was a related perception of the individual performances, and this was consistent with Kumar and Idris (2006) on knowledge performance and learning organization. Furthermore, this was also related to the Marquardt’s concept (1996) on learning organization, had synthesized related documents to develop the five dimensions of learning organization, two of them were knowledge management and technology application that were relatively comprised in the embedded system.

Empowerment (EM) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.60. This dimension referred to empower people toward a collective vision, generally all of the people in the organization shall be involved in setting, owing, and implementing joint visions; responsibility was distributed close to decision making, and then people could be motivated to learn forward what they were accountably assigned to do (Watkins & Marsick, 1996; Marsick & Watkins, 2003). Therefore, in line with the literature review, the item, “The teachers are supported to access to resources in works and goals” was perceived at moderate level with the highest mean score of 2.64. All items under EM were perceived at moderate level with the item “Offer to decide options on assigned works” with the lowest mean score of 2.54. Furthermore, the content analysis supported the finding, the principals remarked that there were obstacles on completing teachers and school structures because the large school size and the regulation which were not properly evaluated in empowering people. This was associated with Marquardt (1996), transforming to learning organization requests through people empowerment, in the order to lead the whole organization, it was recommended to promote more empowerment by arranging more opened chances to individuals to join in the decision made. For instance, in meetings on school’s visions principals shall be opened to teachers for collecting their shared views and making decisions together. This was consistent with Senge’s (1990), to build shared vision or empowerment was required for learning organization because visions cannot be dictated as people always start with personal visions of individuals who might not agree with the leader's visions. Then, what is needed was the great shared vision that those elicited commitments in good times and bad, and had the power to bind an organization together. Also, Senge (1990) stated that building shared vision fostered the commitment to the long term.

System connection (SC) in the study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted in the moderate level with a mean score of 2.58. This dimension referred to connecting the organization to its environment, likely the people were encouraged chances to see their work effects on their entire organizations; to scan the environment and to use the information to adjust work practices, the organization was also linked to

its communities (Watkins & Marsick, 1996; Marsick & Watkins, 2003). In line with the literature review, the item, “You and your coworkers cooperate to manage school conflicts” was perceived at moderate level with the highest mean score of 2.71. All items under SC were perceived at moderate level with the item “Support the teachers to use students’ opinions supporting in making decisions” with the lowest mean score of 2.50. This must be improved to support the people to see how important on the jobs they were doing in their positions as they were being linked values in their schools. The school principals needed to understand the collective and diverse ideas from other members in the schools to create school visions and goals and to make decisions, hence the schools unity would be done by together. This action shall be taken to create more positive system connection in the school and members in the order to become the learning organization. According to Senge (1990), to interconnect between people and organization as a whole there must be a paradigm shift that realizes the people to how operate works and to take actions. Therefore, the schools must internationally connect individuals to realize themselves to the organization and its environment since it was directly associated to the system thinking that were interconnected and distinguished to the overall pattern of works and actions in the schools.

Provide leadership (PL) in this study of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted in the moderate level with a mean score of 2.62. According to Watkins and Carsick (1996; 2003), provide strategic leadership for learning was defined to the role model from the leaders who supported learning, included to leadership used learning strategically for the expected results or profits. So, in line with the literature review, the item, “The school principals can manage the school regarded to school objective” was perceived at moderate level with the highest mean score of 2.70. All items under PL were perceived at moderate level with the item “The school principals give consults with teachers” with the lowest mean score of 2.50. This was related to the leadership behaviors that reinforces learning by Garvin, Edmondson, and Gino (2008), which referred to the behaviors of the leaders influencing organizational learning. This was supported by the content analysis, the key informants stated that to create the learning organization, providing leadership must be launched by leaders’ good practices, role models, strategic leadership or transformational leadership. Moreover,

to increase more provide leadership, the principals must adopt concepts related to the characteristics of transformational leaderships in the order to create of organizational performance among teachers by inspiring, motivating, and influencing with the leaderships style. The school principals must encourage or give the teachers opportunities to participate in school management to higher provide leaderships. It was associated to Kumar and Idris (2006) who found that institutions' knowledge performance was positively correlated to the leadership for learning in learning organization as a main perceptual performance. Furthermore, Pimapunsiri (2008) found that the strategic leadership was found to be a factor that affects to the learning organization culture and leadership styles, this was corresponded with another study by Moloi (2010) which stated that the teacher commitment to personal learning enchanted student achievement was constituted by leadership in learning organization.

In conclusion, the study of learning organization in the World-Class standard secondary schools, Nakhon Pathim province of Thailand was determined with seven dimension among the teachers in the schools; continues learning (CL), dialogue and inquiry (DI), team learning (TL), embedded system (ES), empowerment (EM), system connection (SC), and provide leadership (PL). It was concluded that most of the teachers perceived dialogue and inquiry (DI) and continuous learning (CL) were at moderate level with the highest mean score of 2.78 and 2.73 respectively, while other dimensions were also found in moderate levels.

This must be further improved in the order to create more positive outcomes on level of learning organization in the schools. According to Moloi's work (2010), the process on building schools to be the learning organization based on Senge's concept (1990) with the seven dimensions, there were also found constitutions of learning organization that transferred to the other disciplines; human resource development, and organizational development. Then, the processes promoting the learning organization must focus on the human resource development and leadership styles for the organizational development. This was corresponded to researches indicated that the human resource development (Kumpikaite, 2008) and leadership styles (Pimapunsiri, 2008) have positively influences on the learning organization. In addition, regarding to Worapong's research (2014), the results also confirmed that the efficiency of school administration related to the World-Class standard secondary

schools in the Northeastern region and showed the overall factors among the school management to be related to the learning organization and its policy used to increase the capabilities of schools, principals, and teachers. This distinguished that the learning organization might be formed, possible, corrected, and covered in the World-Class standard secondary schools with the efficiency of the school administration. According to Hussein, Mohamad, Noordin, and Ishak (2013), the learning organization was connected organization performance and organizational innovativeness contributing organization success. Therefore, the level of learning organization in the World-Class standard secondary schools in this study was further suggested the principals and the teachers to be more potentially promoted and supported with an aim toward school effectiveness and achievement.

## **5.2 Level of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand.**

The research findings revealed that overall organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was at the moderate level with an average mean score of 2.75. This was found to be similar to the study of Suma and Lesha (2013) confirmed that there was moderate level of organizations commitment in school found and it referred to the employees who were only moderately satisfied with their jobs. With the organizational commitment significance, it made a condition that mentally bounds the teachers and schools as one, to join the same direction of working to create great achievements. Furthermore, a study by Maneerat (2011) stated that teachers were moderately satisfied with the benefits in their job conditions and operations because they still felt that they needed to stay to gain more benefits in the job overtime. It does engage the teachers in schools to see an important point to gain profits unlikely other jobs such reputation, payment, and social response.

When considered within the dimensions, there were three dimensions of organizational commitment in the World-Class standard secondary schools in Nakhon Pathom province of Thailand perceived, the highest average dimension was the normative commitment (NC) at a high level with a mean score of 2.90, followed by

the affective commitment (AC) at a moderate level with a mean score of 2.76. The lowest average was assessed with continuance commitment (CC) at a moderate level with a mean score of 2.60. This was consistently associated to the core of organizational commitment finding, according to Allen and Meyer (1990), the organizational commitment was widely perceived as a major core job attitude which dominates how people attitudinally and behaviorally approach to works. In addition, each dimension of the organizational commitment was respectively ranged and corresponded with a study on the organizational commitment of the teachers in Suratthani vocational colleges (Ninwan, 2011), it found that the normative commitment dimension was found to be the highest, followed by the affective commitment dimension, and the continuance commitment dimension.

Affective commitment (AC) in the study of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.76. In this study, affective commitment was defined as the emotional attachment to the organization and it referred to the sense of belonging to be associated with experience in workplace (Monday et. al, 1982). In addition, a study (Kanter, 1968) referred to the employee being affectively committed strongly identifies with the goals of the organization and desiring to remain a part of the organization. Hence, in line with the literature review, the item, "I would be very happy to spend the rest of my career with this organization" was perceived at high level with the highest mean score of 2.87. Other items under AC were perceived at moderate level with the item "I feel a bit sense of belonging to my organization" with the lowest mean score of 2.68. This was corresponded with Allen and Meyer' research (1990) that the affective commitment was a term of identification with the values and goals of organization, then it can be concluded that the teachers in this study attitudinally (Staw & Salanick, 1977) and emotionally felt to the values and goals of the schools because they wanted to remain a part in schools. In the content analysis of this study also supported the findings, during the interview the principals weighted the importance of affective commitment toward an attitude that tends to respond the community and society by the teaching career, strategic leadership that promotes understanding between leaders and followers, and job satisfaction that was appropriate for the teachers. Moreover, in a research that studied in 49 countries by

Gelade, Dobson, and Gilbert (2006), they stated that the affective commitment was also found to be high in countries where the population was happy.

Furthermore, Moynihan, Boswell, and Boudreau (2000) confirmed that the affective commitment showed an incremental effect in the presence of job satisfaction, also would positively associated with general performance and leadership. In the same direction of a study by Deniz, Noyan, and Ertosun (2013), they claimed that affective commitment was supported as the most important commitment behavior that affected the performance of employees. It might be concluded that when the capability to increase the affective commitment applies to the schools it must bring the good performances of the teachers consequently because it was associated with their feeling and job satisfaction of working and remaining in the schools. The school principals must take the responsibility on the supportive leaderships that equip, satisfy, and balance the teachers working conditions to have higher affective commitment in schools.

Continuance commitment (CC) in the study of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at moderate level with a mean score of 2.60, which was the lowest one of the three dimensions in the organizational commitment. Thus, in line with the literature review, the item, "I feel that I have very few options to consider leaving this organization" was perceived at moderate level with the highest mean score of 2.64. Other items under CC were perceived at moderate level with the item "Too much in my life would be disrupted if I decided to leave my organization now" with the lowest mean score of 2.54. This was corresponded with a study (Allen & Meyer, 1990) that defined the continuance commitment as the material benefits being gained from remaining at the organization or the costs of leaving to the employees. In addition, Meyer and Allen (1991) also pointed that the continuance commitment was the individuals who commit to organization because they perceive high costs of awareness of the costs associated with leaving the organization. In the content analysis still supported this finding, principal-2, principal-3, and expert-1 stated the CC within organizational culture as when the teachers understood the core values, visions, philosophy that were shared setting they would likely be committed of being in school.

On the other hand, this might be concluded that the costs of leaving were

much greater than cost of remaining in the schools for the teachers in this study. For the teachers bounding to the organization, based on continuance commitment it means that they remained because they needed to do so. It was also interpreted that teachers in this study less intend to gain personal interests from staying and working in the schools, according to Finegan (2000), high continuance commitment was to remain in an organization for extrinsic rewards and accumulated interests. Moreover, the continuance commitment could be described as the tendency to persist in one's commitment to an organization because of personal sacrifices associated with leaving and few perceived change alternatives (Carson & Carson, 2002). It also implied to the employees presenting their loyalty to the organization because of their significant costs associated with leaving (Wallace, 1997). In addition, Atak and Erturgut 's study (2010) claimed that this continuance commitment affected the learning organization and its seven dimensions. However, Moynihan, Boswell, and Boudreau (2000) found the continuance commitment to be negatively associated with both performance and leadership. The continuance commitment in this study indicated that the teachers did not only intent to gain only profits from the schools for remaining a part, and it was not necessary for them to get other jobs as their main concerns.

Normative commitment (NC) in the study of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was resulted at the high level with a mean score of 2.90, which was the highest one of three dimensions in organizational commitment. So, in line with the literature review, the item, "Things were better in the days when people stayed in one organization for most of their career" was perceived at moderate level with the highest mean score of 3.05. Other items under NC were perceived at high level with two items "I do not believe that a person must always be loyal to his or her organization" and "I was taught to believe in the value of remaining loyal to one organization" with the lowest mean score of 2.85. In this study, normative commitment was defined as a perceived duty to support the organization and its activities, according to Meyer and Allen (1990), the employees were staying with the organization because that they ought to remain with the organization. It also reflected an internalized norm, developed before the persons join in organization; through family or other socialization processes, that one should be loyal to one's organization. In the content analysis supported this

finding, the key informants indicated that professional development was provided opportunities to teachers through supporting in further education, training program, activities as this will commit the teachers to the schools by conditions and they could make suitable development with their professional and career development. Moreover, it also refers to the individuals committing to and remaining with organizations because of their feelings of obligation to further the employment, the organization might have invested some resources in training the employees, who would feel as a morality in being obligated to put efforts on working and staying with the organization to repay. Additionally, the second highest score item presented in normative commitment also found that teachers indicated that “One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain” at high level with a mean of 2.88. This pointed that the teachers felt that it was a moral thing to remain in the schools and put their performances in duty as repaying and presenting their royalty in term of the normative commitment. Thus, it represented that the teacher involved in this study had found to have the high feeling of obligation, morality, and royalty to continue their work in the schools because the schools had provided them by investing resources and activities.

In conclusion, due to the world class standard secondary school policy in 2010, it found to be supportive to the organizational commitment. According to Rhman and Awang (2013) that building employees’ commitment to workplace was one important goal of human resource policies and practices. Steers’s work on organizational commitment (1997) showed an association as a term of strength among the employees’ involvement in identification with the organization. With the findings in this study, the organizational commitment recommended to create higher levels of organizational commitment among the teachers in the schools. As for the characterized psychologically stated among the employee’s relationship with the organization, the organizational commitment was an implication for employees to continue in the organization, and also determined the effectiveness (Allen & Meyer, 1997) and performance of the employee (Deniz, Noyan, & Ertosun, 2013). Additionally, Armstrong and Michale (2006) confirmed organizational commitment shifting the identification of goals and values of the organization, belonging to the organization

and willingness to display the efforts. This taps the school goals and values reaching the school and academic achievement by teachers' efforts. Regarding to a study by Warsi, Fatims, and Sahibzaba (2009) on organizational commitment revealed an implication suggested to promote job satisfaction and work motivation among employees for the organizational commitment. Furthermore, a study by Salim, Kamarudin, and Kadir (2012) also found that organizational commitment was significantly supported by the job satisfaction, job involvement, and perceived organizational support. It could be concluded that organizational commitment also interconnects to teachers' job satisfaction and involvement, and work motivation. These suggested that organizational commitment in the school needed to be gained in school as an implication for the policy makers, administrators, and educators for an efficient way of obtaining highly committed human resource and school achievement.

### **5.3 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand.**

The findings in this study, the relationship of learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand were found to have a strong relationship ( $r = 0.772$ ,  $p < .01$ ). As for the positive correlation between learning organization and organizational commitment dimensions, there was a range of a significant relationship between the moderate relationship — the strong relationship. There were only three couples of learning organization; and organizational commitment dimensions found to have a strong relationship respectively; (1) provide leadership - affective commitment with the highest positive correlation ( $r = 0.62$ ), (2) team learning - continuance commitment with positive correlation ( $r = 0.60$ ), and (3) provide leadership - continuance commitment with positive correlation ( $r = 0.60$ ). While the other correlations between learning organization dimensions and organizational commitment dimensions had a moderate relationship.

The results of relationship of learning organization and organizational commitment found in this study were respectively responded to the hypothesis set by the researcher and it was also similarly associated with the documental literatures from several fields of research studies. According to a research in Sanandaj higher educational centers (2012), they studied the relationship of learning organization and organizational commitment in many educational institutions with a total of 190 respondents by a set of questionnaire assessing to the learning organization and organizational commitment. Their hypothesis was answered that a significant relationship existed between the learning organization and organizational commitment. With their perspectives, they indicated that educational institutions were the knowledge enterprises, and the organization size also related to the organizational commitment. Furthermore, based on their results, they also suggested that in the order to become an effective learning organization, it required high organizational commitment from employees. In addition, this suggestion was correlated to a study on learning organization and organizational commitment in primary schools by Ahmad and Marinah (2013), since the researchers found that, there was a significant relationship between learning organization and organizational commitment. There was a total of respondents in their study for 107 persons of the group of public primary school senior teachers in Malaysia to identify the relationship among the concepts. By the results in the study pointed that to increase the level of learning organization was associated to promoting the organizational commitment among the employees. This was agreed with Tseng's study (2010), that explored the effects of learning organization practice on organizational commitment and effectiveness in Taiwanese small and medium-sized enterprises as a quantitative survey and the data were collected from a sample of 300 SMEs including 152 outstanding awarded SMEs(AOSMEs) and 148 incubating start-up in Taiwan. The results of his study suggested that learning organization practices could be viewed as an important antecedent factor for organizational commitment, as well as an antecedent factor for organizational effectiveness. Furthermore, Tseng (2010) also stated that there was a strong influence of learning organization practice on organizational commitment where the relationship between learning organization practices and organizational commitment was reciprocal.

In this study, it was corresponded with Yaghoubi and others (2010) there was a significant relationship between learning organization and organizational commitment, among nursing managers in educational hospitals of Isfahan University of Medical Sciences in 2008-2009, and the population was 90 nursing managers of nine educational hospitals. Additionally, a study conducted on businesses registered to Aegean Region Chamber of Industry by Atak and Erturgut (2010), the results indicated that organizational commitment was an element affecting learning organization. Also, the findings suggested that the organizations shall be better to obtain employees with high level of organizational commitment and to take measurements for promoting commitments increased of employees in order to become learning organizations. Hence, from the confirmed findings of this study, there was a relationship between learning organization and organizational commitment existed in this study, to generate the effective learning organization was also positively related to contribute the organizational commitment of the teachers and employees in the World-Class standard secondary schools, Nakhon Pathom province of Thailand in the order to gain benefits on schools, teachers and academics achievements over the high globalized competitiveness.

## **CHAPTER VI**

### **CONCLUSIONS AND RECOMMENDATIONS**

The purposes of this study were to determine the levels of learning organization and organizational commitment and to investigate the relationship between learning organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand. In this study, both quantitative and qualitative approaches were employed.

The seven dimensions of the learning organization questionnaire by Marsick & Watkins (1999, 2003): (1.) continuous learning, (2.) dialogue and inquiry, (3.) team learning, (4.) embedded system, (5.) empowerment, (6.) system connection, and (7.) provide leadership, and three dimensions of organizational commitment by Meyer & Allen (1993): (1) affective commitment, (2) continuance commitment, and (3) normative commitment, were applied to use in this study.

The descriptive statistics and Pearson's correlation statistical analysis were employed; by using a computer program to analyze the learning organization and organizational commitment with quantitative and qualitative methods:

This section of the study presented the condensed information with some specific points as follows.

#### 6.1 Conclusion

#### 6.2 Recommendations

### **6.1 Conclusions**

This study was conducted using a quantitative and qualitative methods employing a set of questionnaire to determine the level of learning organization and organizational commitment in World-Class standard secondary schools, Nakhon Pathom province of Thailand from the perceptions of 303 teachers working in nine World-Class standard secondary schools in Nakhon Pathom province. The study also

employed five principals as key informants to share their opinions in line with the interview protocol in the order to have more understanding on teacher's perceptions toward learning organization and organizational commitment.

### **6.1.1 Demographic information of teachers in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

From the total respondents of 303 teachers, the descriptive analysis of the data indicated 58.8% of the teacher respondents were female and 41.2% were male. The majority of the respondents held Bachelor's degree (71.9%) and fell into the category of 1-5 years work experience in school (48.5%). Most of the respondents were from large size schools (52.0%) and from extra-large size schools (48.0%). Only 35.6% of teachers was rewarded from the school, and the results also showed that 59.4% of them participated the school training.

### **6.1.2 Level of learning organization in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

The teachers' perception towards the learning organization in World-Class standard secondary schools, Nakhon Pathom province of Thailand was analyzed based on seven dimensions namely continuous learning, dialogue and inquiry, team learning, embedded system, empowerment, system connection, and provide leadership.

According to the study findings, it was concluded that the overall level of learning organization was at moderate level with the average score of 2.60. The dialogue and inquiry (DI) was at the moderate level with the highest mean score of 2.78, followed by the continuous learning (CL) that was at the moderate level with mean score of 2.73 and the embedded system (ES) was at the moderate level with the lowest mean score of 2.38.

### **6.1.3 Level of organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

The teachers' perceptions towards the organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand was

analyzed based on three dimensions namely affective commitment, continuance commitment, and normative commitment.

According to the study findings, it was concluded that the overall level of organizational commitment was at moderate level with the average score of 2.75. The normative commitment (NC) was at the high level with the highest mean score of 2.90, followed by the affective commitment (AC) that was at the moderate level with mean score of 2.76, and the continuance commitment (CC) was at the moderate level with the lowest mean score of 2.60.

#### **6.1.4 The relationship between learning organization and organizational commitment in the World-Class standard secondary schools, Nakhon Pathom province of Thailand**

According to the findings, two major variables in the study were significantly correlated at the .01 level. Therefore, it was concluded that there was a positive correlation ( $r = 0.77^{**}$ ,  $p < .01$ ) between the learning organization and the organizational commitment in the World-Class standard secondary schools in Nakhon Pathom province of Thailand. The hypothesis was accepted.

## **6.2 Recommendations**

Based on the findings from the study, the researcher would like to suggest the following recommendations to the various stakeholders to enhance learning organization and organizational commitment in schools.

### **6.2.1 Recommendations from the research findings**

#### **6.2.1.1 Recommendations for the policy makers (Educational Service Area)**

1) Based on the findings of the study that indicated the lowest mean score of 2.38 at a moderate level, embedded system in the schools, the policy makers in the secondary educational service area should assign the school leaders to create accessible ways for the school members to engage the information technology

and its application to progress school works with computer courses for the teachers, and the schools needed to be implemented the progress on the technology using in working methods. According to the results found from content analysis, Principal 2 stated that “Technology system is not ready to maintain the information properly and the good software is too expensive to afford”, this is a work that policy makers, educational service area need to provide them the necessary resources related to the important information technology used in schools.

2) Based on the findings of the study that indicated at a moderate level of organizational commitment in the schools, especially the continuance commitment and affective commitment, the policy makers in the secondary educational service area should create activities and meetings for the teachers to maintain their importance and give them recognitions according to their their work performances and achievements. According to the continuance commitment found from the quantitative findings with the lowest mean score, the teachers might have very low continuance commitment which causes from investing time and effort in their works. Therefore, the teachers should have more opportunities to participate in the school management, for example, parent-teacher association (PTA) or parent-teacher-student association (PTSA), this would bind them to commit more into the schools working and they would afford more on school engagement that promotes their commitment.

#### **6.2.1.2 Recommendations for the principals (School level)**

1) From the findings of this study indicated at a moderate level of learning organization were suggested to increase the level of learning organization practices among the teachers. It recommended that the school principals and key supervisors shall provide more time for the teachers self-learning or allow them to learn from their working processes with other teachers from different departments and levels. The quantitative results from team learning dimension found to be the lowest mean score, furthermore 64.4% of teacher of this study never gain any rewards from their schools. Hence, the school leaders must encourage teamwork among the teachers in their accomplishments which might be rewarding, and giving recognition to

compliment and to praise their teams. These would be practical ways to increase continuous learning and team learning.

2) From the findings of this study indicated at a moderate level of organizational commitment, especially on affective commitment and continuance commitment, the schools were suggested to increase the level of organizational commitment practices among the teachers. Based on the quantitative results from affective commitment had the lowest mean score, this was recommended that the school principals and key supervisors should set activities for the teachers to harmonize and delight their unity, for example happy work place, and academic visiting and travelling both abroad and in the country. These activities would encourage their unity and become a part of the school. Furthermore, the teachers should take part in school management in the order to create more commitment to the schools.

3) Based on the results in this study on empowerment and provide leadership, it was in line with the qualitative findings that focused on leadership, organizational transformation, and empowerment. The school principals and key supervisors were suggested to adopt characteristics of the transformational leadership with collective points of views from other members in schools to make decisions and create common school visions and goals. Also, they must inspire teachers to dedicate their works to school beyond the job expectations by setting goals and providing career development.

### **6.2.1.3 Recommendations for the teachers (Individual level)**

1) According to the findings, this study indicated a moderate level of continuous learning in learning organization, the teachers were suggested to adopt self-learning toward working in the schools in the order to distribute individual learning in their work practices and processes, especially to focus on more computer skills that really affect their job performances. They need to obtain technology application in their daily life both teaching and learning methods.

2) According to the results, this study indicated a moderate level of team learning in learning organization, the teachers were suggested to adopt working as a team in the schools. In the order to distribute team learning in their work

practices and processes, they need to understand that working as teams is better and smarter to duplicate qualified working results and reduce mistakes in works.

### **6.2.2 Recommendations for the further study**

1) The future research are recommended to the scholars to apply mixed methods research in their studies to advance more understanding in quantitative and qualitative approached results of learning organization and organizational commitment.

2) The future research are suggested to use sample size of the teachers and principals covering different provinces to further researches to further confirm the findings of this study. They are suggested to extend their studies to primary schools and lower secondary schools because this study could not focus to this level of schools.

3) The future research could also replicate the study using different variables in learning organization and organizational commitment in schools.

4) The future researchers could also replicate the study and compare the levels of both independent and dependent variables between private and government schools. For instance, this study could not segregate and compare the result between private and government schools of Thailand.

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## APPENDIX A

### RESEARCH QUESTIONNAIRES

#### THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND ORGANIZATIONAL COMMITMENT IN THE WORLD-CLASS STANDARD SECONDARY SCHOOLS, NAKHON PATHOM PROVINCE OF THAILAND

This questionnaire was designed to investigate the relationship between learning organization and organizational commitment in the world-class standard secondary schools, Nakhon Pathom province of Thailand by determining and examining the level of learning organization and organizational commitment. The questionnaire consists of 3 three parts:

#### Part I: General Information

**Instruction:** Please mark (✓) in the box provided below to represent your current statuses.

**1. Gender:**            1) Male    2) Female

**2. Educational Level:**

1) Undergraduate           (Bachelor's Degree)

2) Postgraduate           (Master's Degree)

3) Other \_\_\_\_\_ (Please kindly specify)

**3. Work Experience in School:**

1) 1 – 5 years

2) 6 – 10 years

3) More than 10 years

**4. School Size:**

1) Large Size School           (students 1,500 - 2,499)

2) Extra Large Size School       (students 2500 - more)

**5. School Rewarding:**    1) Rewarded    2) Unrewarded

**6. School Training:**    1) Trained        2) Untrained

#### Part II: Level of the Learning Organization

**Instruction:** Please, read each statement below carefully; indicate your level of agreement or disagreement with each statement by check mark (✓) that is relevant to your school in the box numbers of 1 to 4 in the scale below to represent level of learning organization in the world-class standard secondary schools, Nakon Pathom Province of Thailand.

**Notice:** 1 = strongly disagree  
 2 = disagree  
 3 = agree  
 4 = strongly agree

No.	Statement	Level of Learning Organization			
		1	2	3	4
<b>INDIVIDUAL LEVEL</b>					
1.	People openly discuss mistakes in order to learn from them.				
2.	People identify skills they need for future work tasks.				
3.	People help each other learn.				
4.	People can get money and other resources to support their learning.				
5.	People are given time to support learning.				
6.	People give open and honest feedback to each other.				
7.	People listen to others' views before speaking.				
8.	Whenever people state their view, they also ask what others think.				
9.	People treat each other with respect.				
10.	People spend time building trust with each other.				
No.	Statement	Level of Learning			

		<b>Organization</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TEAM OR GROUP LEVEL</b>					
11.	Teams have the freedom to adapt their goals as needed.				
12.	Teams treat members as equals, regardless of rank, culture, other differences.				
13.	Teams focus both on the group's task and on how well the group is working.				
14.	Teams are rewarded for their achievements as a team.				
15.	Teams are confident that the organization will act on their recommendations.				
<b>ORGANIZATIONAL LEVEL</b>					
16.	Uses two-way communication, such as suggestion systems, electronic bulletin boards, or open meetings.				
17.	Enables people to get needed information at any time quickly and easily.				
18.	Creates systems to measure gaps between current and expected performance.				
19.	Makes lessons learned available to all employees.				
20.	Gives people choices in their work assignments.				
21.	Invites people to contribute to the organization's vision.				
22.	Gives people control over the resources they need to accomplish their work.				
23.	Supports employees who take calculated risks.				
24.	Helps employees balance work and family.				
25.	Encourages people to think from a global perspective.				
26.	Encourages everyone to bring the customers' views into the decision making process.				
<b>No.</b>	<b>Statement</b>	<b>Level of Learning</b>			

		<b>Organization</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
27.	Works together with the outside community to meet mutual needs.				
28.	Encourages people to get answers from across the organization when solving problems.				
29.	Leaders generally support requests for learning opportunities and training.				
30.	Leaders share up to date information with employees about competitors, industry trends, and organizational directions.				
31.	Leaders empower others to help carry out the organization's vision.				
32.	Leaders mentor and coach those they lead.				
33.	Leaders ensure that the organization's actions are consistent with its values.				

**Part III: Level of Organizational Commitment**

**Instruction:** Please indicate your agreement or disagreement of the statement in provided box numbers that represent your level of commitment by checking mark (✓) the box which is relevant to your school below.

- Notice:**
- 1 = strongly disagree
  - 2 = disagree
  - 3 = agree
  - 4 = strongly agree

No.	Statement	Level of Commitment			
		1	2	3	4
<b>AFFECTIVE COMMITMENT</b>					
1.	I would be very happy to spend the rest of my career with this organization.				
2.	I feel as if this organization's problems are my own.				
3.	I feel like part of the family at my organization.				
4.	I feel a bit sense of belonging to my organization.				
<b>CONTINUANCE COMMITMENT</b>					
5.	It would be very hard for me to leave my organization right now, even if I wanted to.				
6.	Too much in my life would be disrupted if I decided to leave my organization now.				
7.	Right now, staying with my organization is a matter of necessity as much as desire.				
8.	I feel that I have very few options to consider leaving this organization				
<b>NORMATIVE COMMITMENT</b>					
9.	I do believe that a person must always be loyal to his or her organization.				
10.	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.				
11.	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.				
12.	Things were better in the days when people stayed in one organization for most of their careers.				

## **APPENDIX B**

### **INTERVIEW GUIDELINE**

#### **Learning organization in World-Class standard secondary schools (LO)**

1. Based on your perspective, what is learning organization?
2. What kinds of learning organization are in your school?
3. Do you think learning organization support your operational works and processes in the school?
4. Can you recommend the schools where they want to promote learning organization, how should they start?
5. Can you specify any activities in your school that may influence to learning organization?

#### **Organizational commitment in World-Class standard secondary schools (OC)**

1. Based on your perspective, what is organizational commitment?
2. What kinds of organizational commitment are in your school?
3. Do you think organizational commitment support your operational works and processes in the school?
4. Can you recommend the schools where they want to promote organizational commitment, how should they start?
5. Can you specify any activities in your school that may influence to organizational commitment?

## APPENDIX C

### THE INSTRUMENT CHECKING EXPERTS

To ensure quality of the research instruments, the content validity of the instrument was confirmed by consulting three experts' Item-Object Congruence. The following were the three experts.

SI. NO.	Name of the Experts	Faculty
1.	Asst. Prof. Dr. Poschanan Niramitchainont Ph.D. (Non-formal Education)	Faculty of Social Sciences and Humanities Maahidol University
2.	Lect. Dr. Sumalee Waiyaroj Ed.D. (Science Education)	Faculty of Social Sciences and Humanities Maahidol University
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