

The Relationship between Being Organization of Learning on Effectiveness of Organization a Case Study : Faculty of Dentistry, Mahidol University.

Sirilug Chanapanchai

Department of Social Science, Faculty of Social Sciences and Humanities, Mahidol University.

Objective: This research aimed to study the level of being the Learning Organization and the level of the organizational effectiveness, compare the level of being the Learning Organization classified by personal factors, and study the relationship between being the Learning Organization and the organizational effectiveness.

Materials and method: 311 questionnaires were used for the staff in faculty of dentistry, Mahidol University. The questionnaire was divided to 4 parts. The first part was the personal factor. The second part was the learning organization meaning following to Senge in 1990, which divided into five disciplines as personal mastery, mental models, building shared vision, team learning and systems thinking. The third part was the organization effectiveness following to Hoy and Miskel in 1991, which proposed to four dimensions as organizational adaptation, organizational productivity, organizational cohesiveness and organizational commitment. The last part was the suggestion part. The data were statistically analyzed by frequency, percentage, mean and standard deviation. The *t-test* and the F-test were used for the differentiation of two-groups and three-group, respectively. LSD test was used in the case of comparing the different factors. Spearman rank-order correlation coefficient was used for analyzing the relationship between the learning organization and the organization effectiveness. One-way ANOVA was used in the study. All tests were performed at a critical value of $\alpha = 0.05$

Results: The Relationship between Being Organization of Learning on Effectiveness of Organization a Case Study : Faculty of Dentistry, Mahidol University in five disciplines was high. The overall organization effectiveness in four dimensions was high. The null hypothesis that there was no different in the meaning of learning organization from various faculty staffs, which personal classified by gender, age, department and working experience were rejected. The educational degree of faculty staff was significantly different in the meaning of learning organization at $p=0.05$. The overall of high positive correlation was found between the learning organization and the organization effectiveness significantly at $p=0.05$.

Conclusion: The learning organization in five disciplines and the organization effectiveness in four dimensions from 311 staffs in faculty of dentistry, Mahidol University in 2016 was high. Different in the meaning of learning organization according to two individual personal factors (the educational degree and fields of faculty staff) was observed. High positive correlation of the overall relationship between learning organization and the organization effectiveness was presented.

Keywords: Relationship, Organization of Learning, Effectiveness of Organization, Faculty of Dentistry, Mahidol University

How to cite:

Introduction

Learning is important for staffs development so that staffs are able to keep up with the change in the country development. Every organization has to adapt itself in the social, economic, and political aspect in the era with rapid change. The organization has to attach the importance to information technology. Every organization has to strengthen new management system and adapt various structures. Development process has to be quickly implemented with cooperation of all organizational staffs. The organizational implementation considerably affects the competition. The important factor which brings about the capability to create the competitive advantages is technology which is a tool creating success. The educational institutions are very aware of the educational change. The Learning Organization concept is a new organizational management model of Senge (1990, cited in Dech Thiamrat, Kansuda Makhasiranont, 2003:11). The administrators have to create the Learning Organization to enable staffs to learn new things by increasing the capability and potential to continuously create performances and the future in the individual level, group level, and organizational level so that they are able to create the performances, bringing about new mental models. Staffs have to continuously learn in the Learning Organization by concretely promoting the learning under the five disciplines of Senge (1990, cited in Weerawat Pannitamai 2001:35-37). as follows: personal mastery, mental models, shared vision, team learning, and system thinking. And the organization brings about learning and organizational effectiveness of Hoy & Miskel (1991, cited in Somboon Sirisanhira, 2013: 131-132). As educational institutions provide the instructional service and produce skilled graduates, they are the Learning Organizations growing in the integrated model as follows:

adaptation, goal attainment, integration, and latency.

The development of the Learning Organization is an important driving force which stimulates the state and private sectors to quickly adapt themselves for survival. The state and private sectors attach the importance to use the national capital with the potential and advantages on social capital, economic capital, natural resources capital, and environment in the integrated way to make preparations for the change. The state and private sectors attach the importance to development of staffs and society to have physical and mental quality, values, intellectual, knowledge, skills, ethics, knowledge, and critical thinking so that staffs are able to perceive the change, face the situations, solve the problems, and rely on themselves amid the changes (Anyarat Bamrungrart, 2009:2). The organization is very important and necessary. The learning organization enables the organizational staffs to continuously develop themselves, systematically think, determine vision to be consistent with the strategies, be capable to work in team, continuously share knowledge, and create the highest benefits to the service users (Somchart Rattanakot, 2015:2), bringing about efficient development of the Learning Organization and the organizational effectiveness. The organizational administrators have to stimulate organizational staffs to be aware of the importance of quality, learn, develop themselves, and create being the Learning Organization which is the target of all organizational staffs. The Learning Organization (LO), is, therefore, an important strategy which is important and necessary for organizational management in the new era which most considerably emphasizes staffs development. The organization has to use the concept of the Learning Organization Development covering individual and organization which has to have goals and work system for development of

organizational administrators and staffs. Staffs development is very important for organizational change. Core competency on achievement motivation of staffs has to be developed. And staffs are able to use their potential to bring about new creative idea and develop themselves and the organizations.

The organizational effectiveness will occur if the organization is able to utilize the environment until it achieves the goals. The organization with high competency is able to have the operation system and create resources and security to deal with the external crisis (Somboon Sirisanhira, 2013:133). The current organizations want to grow and get the competitive advantages all the time by using the existing resources to achieve the goals. The quality staffs are important resources and are able to create organizational advantage. However, corporate values have to connect staffs with the organizations to bring about organizational commitment. These values are shown in the form of corporate culture which is belief, values, and pattern of behavior which staffs have and jointly do Hoy & Miskel (1991, cited in Thanyanatch Seekhao, 2016:3). The successful educational institutions require the theoretical concepts, devotion of related persons, clear goals, enough resources, and vision on instructional management. The administrators and staffs have to mutually accept and trust. The evaluation has to think of three principles as follows: 1) As for time, the effectiveness evaluated in the short and long term, 2) multi-organizations of stakeholders, and 3) multi-criteria which are evaluation of the input, process, and output.

Materials and Methods

The research tool is the questionnaire created in accordance with the Learning Organization Concept in accordance with the concept of Senge (1990) consisting of five

aspects as follows: 1) personal mastery, 2) mental models, 3) shared vision, 4) team learning, and 5) system thinking. As for the organizational effectiveness in accordance with the concept of Hoy & Miskel (1991), there are four-aspect integration guidelines as follows: 1) adaptation, 2) goal attainment, 3) integration, and 4) latency. The questionnaire consists of four parts as follows:

Part 1. The questionnaire about general information on personal factors consisting of gender, age, education, agency, working duration, staffs category, and worker category. There are check list questions.

Part 2. The questionnaire about being the Learning Organization in accordance with the concept of Senge (1990) consisting of 1) personal mastery, 2) mental models, 3) shared vision, 4) team learning, and 5) system thinking. There are five-level rating scale questions. The researcher used the measurement techniques of Likert by allowing the respondents to select five levels consisting of Highest, High, Moderate, Low, and Lowest. There are the criteria for interpreting the mean of measurement of the perception of respondents into five levels.

Part 3. The questionnaire about the organizational effectiveness in accordance with the concept of Hoy & Miskel (1991) who concluded four- aspect integration guidelines as follows: 1) adaptation, 2) goal attainment, 3) integration, and 4) latency. There are five-level rating scale questions. The researcher used the measurement techniques of Likert by allowing the respondents to select five levels consisting of Highest, High, Moderate, Low, and Lowest. There are criteria for interpreting the mean of measurement of perception of respondents into five levels.

Part 4. The open-ended questionnaire about the relationship between Being the Learning Organization and the organizational effectiveness. The respondents have to express the opinions and recommendations to improve being the Learning Organization and the organizational effectiveness.

Methods

The research populations consisted of 1,390 staffs of The Faculty of Dentistry, Mahidol University. The research sample groups consisted of 311 staffs divided into academic staffs and support staffs. Taro Yamane formula was used for determining the sample size. The reliability was 95% and the error was 0.05.

The researcher used the questionnaire to collect data. The steps of creating the data collection tool are as follows:

1. The researcher read the information from related textbooks, documents, journals, article, theoretical concept, and researches to create the research conceptual framework and be the guidelines of creating the questionnaire to be consistent with the research goals.

2. The researcher created the tool to be consistent with the objectives and the research conceptual framework to be the tool structure as advised by the advisor to examine accuracy and give the recommendations for improvement.

3. As for validity analysis, the researcher asked three experts to examine the questionnaire accuracy and content validity. According to calculation, IOC was 0.98. Questionnaire reliability was 0.67-1.00.

4. As for reliability analysis, the researcher tried out the questionnaire with 30 persons of the Faculty of Science, Mahidol University. After that, the researcher analyzed the questionnaire validity by finding Cronbach's Alpha Coefficient which should be over 0.7. The questionnaire reliability was 0.95.

5. As for statistical analysis, after receiving the returned questionnaires, the researcher examined the questionnaire completeness and got 311 sets of the questionnaires. After that, the researcher used SPSS to analyze statistical information of the questionnaires. The researcher used statistics to analyze the information to test the hypotheses as follows:

- 5.1 The researcher analyzed data on personal factors classified by gender, age, education, agency, working duration, staffs category, and worker category by finding frequency and percentage.

- 5.2 The researcher analyzed the level of being the Learning Organization and the organizational effectiveness by finding mean and standard deviation.

- 5.3 The researcher analyzed and compared the level of being the Learning Organization classified by personal factors by testing difference of the mean of two sample groups. The researcher tested t-test. The researcher tested f-test for three groups of independent variables. There was one-way ANOVA. The researcher used Least Significant Difference of Scheffe to compare each pair.

- 5.4 The researcher analyzed the relationship between being the Learning Organization and the organizational effectiveness by finding Spearman Rank-order Correlation Coefficient. The statistical significant level was 0.05.

Results

The research results on the relationship between being the Learning Organization and its effectiveness: A Case Study of The Faculty of Dentistry, Mahidol University can be concluded as follows:

1. As for the level of being the Learning Organization, the researcher found that being the Learning Organization in five aspects is at a high level with the mean in descending order as follows: mental models, personal mastery, shared vision, team learning, and system thinking.

2. As for the level of the organizational effectiveness, the researcher found that the organizational effectiveness in four aspects is at a high level with the mean in descending order as follows: adaptation, goal attainment, integration, and latency.

The relationship between being a learning organization and its effectiveness (Spearman rank Correlation Coefficient)

Variables	Personal Mastery X_1	Mental Mastery X_2	Shared Vision X_3	Team Learning X_4	System Thinking X_5	Learning Organization X_{tot}	Adaptation Y_1	Goal Attainment Y_2	Integra tion Y_3	Latency Y_4	Organizational Effectiveness Y_{tot}
X_1 Spearman's rho Correlation Sig. (2-tailed)	1	0.956**	0.818**	0.780**	0.772**	0.804**	0.956**	0.833**	0.730**	0.723**	0.804**
X_2 Spearman's rho Correlation Sig. (2-tailed)		1	0.799**	0.763**	0.754**	0.786**	0.941**	0.845**	0.708**	0.703**	0.786**
X_3 Spearman's rho Correlation Sig. (2-tailed)			1	0.919**	0.900**	0.973**	0.842**	0.891**	0.850**	0.821**	0.973**
X_4 Spearman's rho Correlation Sig. (2-tailed)				1	0.978**	0.866**	0.795**	0.847**	0.931**	0.895**	0.943**
X_5 Spearman's rho Correlation Sig. (2-tailed)					1	0.850**	0.783**	0.837**	0.954**	0.916**	0.923**
X_{tot} Spearman's rho Correlation Sig. (2-tailed)						1	0.905**	0.860**	0.736**	0.725**	0.825**
Y_1 Spearman's rho Correlation Sig. (2-tailed)							1	0.807**	0.796**	0.920**	0.875**
Y_2 Spearman's rho Correlation Sig. (2-tailed)								1	0.954**	0.804**	0.874**
Y_3 Spearman's rho Correlation Sig. (2-tailed)									1	0.783**	0.843**
Y_4 Spearman's rho Correlation Sig. (2-tailed)										1	0.909**
Y_{tot} Spearman's rho Correlation Sig. (2-tailed)											1

* The statistical significant level was 0.05

** The statistical significant level was 0.01

3. According to the comparison of the level of being the Learning Organization classified by personal factors, the researcher found that different genders cause different opinions about being the Learning Organization. Different genders, ages, agency, working duration, and staffs category do not cause different opinions about being the Learning Organization. This is not consistent with the hypothesis. Different education and worker category significantly cause different opinions about being the Learning Organization at the level of 0.05.

4. According to analysis results, being the Learning Organization positively and significantly correlates with the organizational effectiveness in general and each aspect in the same direction at a high level and a moderate level at the level of 0.05. This shows the relationship between being the Learning Organization and the organizational effectiveness. The pairs with the relationship in descending order are as follows: Being the Learning Organization on shared vision positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on team learning positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on system thinking positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on personal mastery positively correlates with the organizational effectiveness in the same direction at a moderate level. The pair with the lowest relationship is that being the Learning Organization on mental models positively and significantly correlates with the organizational effectiveness in the same direction at a moderate level at the level of 0.05.

Discussion

1. According to the research results, the level of being the Learning Organization is at a high level with the mean in descending order as follows: mental models, personal mastery, shared vision, team learning, and system thinking, respectively. The Learning Organization has to currently adapt to the rapid change of economy, politics, society, and culture. At present, staffs have to be developed to be consistent with the change. Staffs have to, therefore, develop their knowledge and skills to get and disseminate knowledge and create the innovation. The experienced staffs exchange the opinions, bringing about team learning so they are able to continuously create the innovation. As technologies are used for increasing the learning quality, staffs are able to really use technology in their work. Staffs are able to adapt themselves to the environment under the changing context. The creation of motivation for knowledge management is emphasized to create the competency and culture of the Learning Organization where there is knowledge accumulation and management to bring about stable and sustainable development. The research results are consistent with the research of Grader (2003, cited in Thanyanatch Seekhao 2016:46). finding that the administrators encouraged staffs to have skills in personal mastery, shared vision, team learning, mental models, exchange perspective, and express the opinions on teamwork. The research results are consistent with The Office of Public Sector Development Commission (2007:17) saying that all organizational staffs continuously developed knowledge and capability on learning and were able to use knowledge to lead to being the Learning Organization with high competency. The research results are consistent with The 12th National Economic and Social Development Plan

(2017-2021:10) reporting that staffs have good discipline, attitude, and behavior, develop their potential to have skills, knowledge, and capability to adapt themselves, be responsible, bringing about development and public interests.

1) Mental models are at a high level with the mean in descending order as follows: Staffs with good view attach the importance to colleagues. They always exchange experience. They ponder and review the operation before making decision to implement. The research results are consistent with the research of Saranya Vetchaiyo (2016:88) finding that all organizational staffs were enthusiastic to develop the operation. They shared idea on operation. They adapted themselves to the internal and external environment by efficiently using the resources for management. All staffs learnt, trained, and worked in team so they thought of the target and common interests. The research results are consistent with the research of Aphisit Khunworrpanya (2016:161-162) finding that staffs listened to the opinions of their colleagues about work development by analyzing the working problems to solve the problems. And they reviewed the operation in various situations before deciding to work.

2) Personal mastery is at a high level with the mean in descending order as follows: Staffs learn and are able to adapt themselves to the situations by using new technologies to develop themselves. They are able to learn by themselves through various media such as books, journals, and internet. They exchange the opinions and share knowledge with their colleagues to learn new things. The research results are consistent with the research of Maneerat Khumwongdee (2013:65-66) finding that staffs were enthusiastic to find knowledge to continuously develop themselves and the organization. They joined the training and the seminar. They disseminated the academic performances. They conducted the study tour in the higher level. They joined the

cooperation network activities to create the Learning Organization. They shared knowledge. They were able to offer the opinions and systematically operational pattern. They prioritized the operation and developmental guidelines. The research results are consistent with the research of Aphisit Khunworrpanya (2016:162) finding that staffs were enthusiastic and interested to learn by joining the training and the seminar, conducting the study tour, and continuing to study inside and outside the country to use knowledge to develop themselves and the organization to bring about the highest benefits.

3) Shared vision is at a high level with the mean in descending order as follows: Staffs are determined to work to achieve the vision of The Faculty of Dentistry. The strategic plans are determined to be consistent with vision. The vision is disseminated to all staffs. The research results are consistent with the research of Phairoj Jiraphornphaisan (2009:95) finding that staffs were enthusiastic to create the vision. Staffs were stimulated to think, exchange learning, and plan. Staffs were able to use the experience and problems to make the plans to be consistent with the organizational vision and strategies. The research results are consistent with the research of Thanyanatch Seekhao (2016:71) finding that all staffs participated in determination of the organizational vision for joint operation. Staffs participated in solution of the problems. The organization attached the importance to staffs. Staffs were encouraged to be enthusiastic to receive the training and conduct the study tour to have creative idea and develop themselves. The research results are consistent with the research of Aphisit Khunworrpanya (2016: 163-164) finding that staffs were determined to work to achieve vision by exchanging idea and knowledge. Staffs exchanged personal vision and information for joint operation in accordance with the organizational vision.

4) Team learning is at a high level with the mean in descending order as follows: Staffs are encouraged to work in team. The organizational staffs are able to substitute for other staffs. Staffs exchange the opinions and experience to bring about learning on new things. The research results are consistent with the research of Thanyanatch Seekhao (2016:71) finding that as staffs were encouraged to be enthusiastic to receive the training and conduct the study tour to have new creative idea to develop themselves and increase capability. Staffs jointly learnt in the organization. They created body of knowledge. They invented and exchanged knowledge in the teamwork process. They created good atmosphere on joint operation to bring about progress to develop the organization in accordance with the organizational goals. The research results are consistent with the research of Aphisit Khunworrpanya (2016:162-163) finding that staffs developed their knowledge, skills, and capability by joining the training and seminar, studying by themselves, conducting the study tour inside and outside the country to use knowledge to develop work to bring about the highest benefit, team learning and system thinking by sharing knowledge to develop work, bringing about joint learning, talking, and discussion. Each staff expresses vision to exchange perspective and find the conclusion.

5) The system thinking is at a high level with the mean in descending order as follows : Staffs' performances are continuously monitored. The result-based performance is evaluated. Responsible people clearly organize the operation system and are aware of the importance of duties and responsibility of staffs. Staffs develop the operation guidelines to keep up with various changes, leading to continuous development. The research results are consistent with the research of Narumon Bunphim (2010:172) finding that staffs had knowledge, capability, and skills in seeking new information. Staffs had good attitudes toward the operation. Staffs were responsible for

their duties and had good human relations. The operation system is organized to be consistent with the roles of each person to bring about correct decision. The research results are consistent with the research of Saranya Vetchaiyo (2016:94-95) finding that staffs had good relationship to develop the policy and plan the operation. Staffs were capable to systematically connect various issues beneficial to the operation to bring about cooperation and unity to solve various problems.

2. According to the research results, the level of the organizational effectiveness is at a high level with the mean in descending order as follows: adaptation, goal attainment, integration, and latency. The organizational effectiveness will occur if the organization is able to use the environment and achieve success in accordance with the specified goals. This shows that the organizational administrators continuously develop the organization in each aspect to lead to the organizational effectiveness on management, instruction, service, research, academic service, and innovation by creating knowledge and understanding of roles and duties and encouraging staffs to have knowledge, ethics, and capability to adapt themselves for coexisting with the society inside and outside the organization, solve the operational problems, and economically use the existing resources. The research results are consistent with the concept of Robbins (1990, cited in Parin Bunchaluay, 2013:14). saying that the organizational capability to achieve the goals in the short and long term was the highest goal of the administrators who wanted to achieve the specified goals.

1) Adaptation is at a high level with the mean in descending order as follows: Staffs are determined to continuously improve themselves. Staffs are able to adapt themselves to the internal and external environment. Staffs are able to adapt the operation to the change of the innovation. The

research results are consistent with the research of Witchasarat Thammaratjinda (2009:151) finding that staffs continuously developed themselves and the organization to lead to the organizational management effectiveness. The organization encouraged staffs to have knowledge and understanding of their roles and duties and develop knowledge and capability to adapt themselves to the society, be able to solve the problems, and use the information technology to manage. The research results are consistent with the research of Maneerat Khumwongdee (2013: 72-73) finding that staffs seek knowledge and develop occupational progress to develop themselves, work more efficiently, use the knowledge to solve the problems and develop management, and be able adapt themselves to the environment in the current society with the rapid change by using technologies for management. The research results are consistent with the concept of Arnold and Feldman (1986:6) saying that staffs had to adapt under various conditions to be able to exist in the current environment.

2) Goal attainment is at a high level with the mean in descending order as follows: The vision and mission are clearly determined. Staffs participate in the most economical use of the resources. The result-based management system is provided to attain the goals. The research results are consistent with the research of Witchasarat Thammaratjinda (2012:151) finding that all staffs were able to solve the problems and change the instructional management process. Staffs accepted the organizational operation management and were able to continuously develop themselves. The research results are consistent with the concept of Steers et.al (1985, cited in Somboon Sirisanhira, 2013:119). saying that, as for the organizational capability, staffs used the existing resources and were able to exist in the changing environment to attain the organizational goals.

3) The integration is at a high level with the mean in descending order as follows: The atmosphere or areas beneficial to the operation, rewarding, or activities are created to create work satisfaction. Staffs exchange knowledge and experience. There is power distribution in accordance with the operation characteristics to achieve success in management. The research results are consistent with the research of Thanyanatch Seekhao (2016:76) finding that staffs loved and had faith in their careers so they enthusiastically worked. Staffs were able to analyze, be brave to make decision, and find reasons to support decision to work. Staffs paid attention to the operation. They were responsible for their duties so they efficiently worked, devoted themselves to work success, and were satisfied with the operation. The research results are consistent with the concept of Hoy & Miskel (1991:386) finding that the organizational security and survival enabled staffs to be satisfied with operation and atmosphere of the organization. The organizational operation management success consisted of communication and capability to solve the problems to achieve success in satisfying the service receivers.

4) Latency is at a high level with the mean in descending order as follows: Staffs have loyalty and commitment to the organization. Staffs accept different opinions to work in the same direction. Staffs are confident and brave to make decision. If staffs incorrectly work, they can solve the problems. The research results are consistent with the research of Witchasarat Thammaratjinda (2009:152) finding that staffs attentively worked to achieve the goals, promoted unity, and provided assistance to colleagues by creating motivation on work development and work satisfaction. The research results are consistent with the research of Narumon Bunphim (2010:173) finding that all staffs joined the activities. The operational ethics was promoted by creating motivation on work development and performance satisfaction.

Power was distributed by attaching the importance to all staffs. All organizational work was successful because the organizational staffs cooperated until they achieved the organizational goals.

3. According to the results of comparing the level of being the Learning Organization classified by personal factors, the researcher found that different gender, age, agency, working duration, and staffs category do not cause different opinions about being the Learning Organization so this is not consistent with the hypothesis. The research results are consistent with the research of Aphisit Khunworrpanya (2016:166) finding that different ages caused different opinions about being the Learning Organization because the ages of 41-50 and the age over 50 could indicate various knowledge and experience in the learning of the past real event both internal and external knowledge. Younger staffs might not have the learning experience and the learning culture in the organization. Different education and worker category significantly caused different opinions about being the learning Organization at the level of 0.05 because different education and worker category could indicate various knowledge and capability to critically think and solve the problems at work which may stem from action, seeing, and the learning experience in the past real events (tacit knowledge) to find and disseminate good operation guidelines to the specified target groups, and collect and disseminate the information of the external organizations in writing (explicit knowledge). The Faculty of Dentistry has to, therefore, most considerably encourage all staffs to attach the importance to being the Learning Organization. The research results are consistent with the research of Jittra Suriya (2015:89) finding that staffs with different education caused different perception of being the Learning Organization because the perception of being the Learning Organization of staffs who graduated with the bachelor degree, were staffs who had knowledge, capability, and efficiency in working, were

important power to develop the organization was different from the perception of staffs who were educated lower than the bachelor degree and in the master degree.

4. According to the research results, being the Learning Organization positively and significantly correlates with the organizational effectiveness in general and each aspect in the same direction at a high level and a moderate level at the level of 0.05. This shows the relationship between being the Learning Organization and the organizational effectiveness. The pairs with relationship in descending order are as follows: Being the Learning Organization on shared vision positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on team learning positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on system thinking positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization positively correlates with the organizational effectiveness in the same direction at a high level. Being the Learning Organization on personal mastery positively correlates with the organizational effectiveness in the same direction at a moderate level. The pair with the lowest relationship is that being the Learning Organization on mental models positively correlates with the organizational effectiveness in the same direction at a moderate level at the level of 0.05.

The pair with the highest relationship is that being the Learning Organization on shared vision and the organizational effectiveness because staffs are able to create shared vision between organizational staffs. The vision can be used for working and is consistent with strategies. The vision is disseminated to all staffs. Staffs use the existing knowledge and technology in knowledge management by exchanging idea, knowledge, and experience or problems to find the

conclusion. Staffs accept different opinions. There are the process of creating the motivation for organizational development and the operational goals in the same direction. The current management focuses on creation and development of the excellent products. As for instruction, service, research, academic service, and innovation, staffs expect the organizational change and progress under the same goals.

The pair with the lowest relationship is that being the Learning Organization on mental models positively correlates with the organizational effectiveness in the same direction at a moderate level due to the following reason: Some staffs create the operational concept and have good attitudes toward the problems at work, change the vision, concept, and values, and do not listen to the opinions of other people.

Recommendations

As for the research results of the relationship between being the Learning Organization and its effectiveness: a case study of the Faculty of Dentistry, Mahidol University, the researcher would like to give the recommendations so that the interested persons may use the recommendations as the guidelines to develop being the Learning Organization and are able to continuously develop the organization as follows:

Policy recommendations

1. The research results found that being the Learning Organization on system thinking has the lowest mean. The administrators should, therefore, use the information to determine the policy and systematically plan by connecting various issues to be consistent with the organizational strategies.

2. The research results found that education of staffs is different. Education of staffs is lower than the bachelor degree, the bachelor degree, master degree, and doctorate. As for different worker category, there are support workers and academic workers. The administrators should,

therefore, determine the staffs development policy to develop staffs to have more knowledge and capability.

3. The research results are as follows: As for the relationship between being the Learning Organization and the organizational effectiveness, the pair with the lowest relationship is that being the Learning Organization on mental models correlates with the organizational effectiveness at a moderate level. The administrators should, therefore, encourage staffs to listen to the opinions of their colleagues to develop the mental models, exchange experience, and determine the operation model to satisfy the service receivers. The administrators should more considerably develop technology to improve the operation by creating new service channels though technology system so that the service receivers are able to quickly access the service.

Action recommendations

1. The administrators should use the research results to systematically plan development of the system thinking of staffs of The Faculty of Dentistry in the future.

2. The administrators should evaluate needs for staffs development on each personal factor to meet staffs' need.

3. The administrators should efficiently organize the service system of the service agency so that service staffs are able to have good behavior and attitudes toward the service receivers by impressing and satisfying the service receivers.

The recommendations for the future research

1. Researchers should study and compare management and problems of the departments, which affect being the Learning Organization for use as the information to most efficiently and effectively develop being the Learning Organization.

2. Researchers should conduct the quantitative and qualitative research on the factors

which affect being the Learning Organization to get and use the in-depth information to develop being the Learning Organization and achieve success in various aspects.

Conclusion

The learning organization in five disciplines and the organization effectiveness in four dimensions from 311 staffs in faculty of dentistry, Mahidol University in 2016 was high. Different in the meaning of learning organization according to two individual personal factors (the educational degree and fields of faculty staff) was observed. High positive correlation of the overall relationship between learning organization and the organization effectiveness was presented.

Acknowledgments

I would like to thank Dr.Gamolporn Sonsri who is my research advisor, my thesis committee: Dr.Waruesporn Natrujirote, Dr.Siriporn Yamnil, Dr.Buraskorn Torut and Dr.Thepparat Phimolsathien. With their valuable guidance, this study has been successfully completed.

Funding : None

Competing interests : None

Ethical approval : MU-DT/PY-IRB 2017/017.1003

Reference

1. Aphisit Kunnaworapanya. (2016). The Influence of Transformational Leadership of Faculty executives in relationship to the Learning Organization. M.P.A. (Public Policy and Public Management). Faculty of Social Sciences and Humanities, Mahidol University.
2. Argyris, C., @ Schon, D. (1978). Organization Learning : A theory of action perspective. Workingham : Addison-Wesley.
3. Garvin, D. A. (1993). Learning Organization. Boston : Harvard University Press.
4. Gibson James L., Organization : Behavior Structure Process, International edition. 10th ed. U.S.A. : McGraw Hill. Inc.,
5. Hoy, Wayne. K and Cecil G. Miskel. (1991). Educational Administration : Theory Research and Practice. 4th ed. New York : Harper Collins.
6. Jitra Suriya. (2015). Personal Perception on Learning Organization in the Faculty of Tropical Medicine, Mahidol University. M.P.A. (Public Policy and Public Management). Faculty of Social Sciences and Humanities, Mahidol University.
7. Marquardt, M. J. (2011). Building the Learning Organization : Achieving Strategic Advantage Through a Commitment to Learning. 3rd ed. Boston, M.A. : Nicholas Beraley.
8. Narumon Boopim. (2010). The Relationship between Being a Learning Organization in Schools and Administrative Effectiveness of Schools under Kanchanaburi Educational Service Area Office. Educational Administration. Kanchanaburi Rajabhat University.
9. Pedler, M., Burgoyne J., & Boydell, T. (1991). The Learning Company : A Strategy for Sustainable Development. New York : McGraw-Hill.
10. Pairote Jiraponpaisal. (2010). The Development Approaches for Organization Learning of the Naval research and Development Office, The Royal Thai Navy. M.A. (Public Administration) Faculty of Social Sciences and Humanities, Mahidol University.
11. Richard M. Steer, Gerardo R. Ungson, T. Richard Mowday. (1985). Managing Effective Organization An Introduction U.S.A. : Publish Company.
12. Senge, P. (1990). The Fifth Discipline : The Art and Practice of the Learning Organization New York : Doubleday/Currency.
13. Thanyanat Seekhao. (2016). The relationship between learning organization and the effectiveness of schools under secondary educational service area foouce 41. A Thesis Submitted in Partial Fulfillment of the Requirements For the Degree of Master of Education Field in Educational Administration Pibunsongkram Rajabhat University.
14. Yamane, T. (1967). Elementary Sampling Theory. Englewood Cliffs. NJ : Prentice.
15. Ziegler, Mary Frances. (1995). The Learning Organization : Awakening (Small Businesses, Organization Change).