

Factors Affecting Being the Learning Organization of the Private Higher Education Institutions: A Case Study of Northern College

Walailak Panturee*
Northern College*
nampueng_2@hotmail.com*

Received May 02, 2022 & Revise June 30, 2022 & Accepted July 22, 2022

Abstract

The purposes of this research are to study the relationship between predictor variables and being a learning organization and study the predictor variables that affect being a learning organization as well as finding the best factors that affect being a learning organization. Moreover, this research also studies the guidelines on how to be the learning organization of the private higher education institutions: a case study of Northern College. Samples used in this research were 92 personnel of Northern College. The research instrument was a 5-level rating scale questionnaire. The statistics used in the data analysis were: frequency, percentage, the Pearson correlation coefficient was used to analyze the correlation coefficient, standard regression analysis, stepwise multiple regression analysis, and content analysis.

The research results showed as follows:

1. The relationship between predictor variables and being a learning organization of the private higher education institutions: a case study of Northern College was found out that the correlation coefficient between the 7 variables, total 21 values, had 21 positive values with a statistically significant level of 0.05. The correlation coefficient had the range between 0.214 and 0.829. The highest intraclass correlation coefficient between the independent variables was the organizational climate aspect (X3) and the knowledge management aspect (X5) ($r = 0.829$).

2. The predictor variables influenced a learning organization of the private higher education institutions: a case study of Northern College was found out that there were 2 values with a statistically significant level of 0.05, which were the learning aspect (X6) that had a positive influence with a size of 0.066 and the management aspect (X2) that had a positive influence with a size of 0.059. These can be written as the prediction equation for being a learning organization of the private higher education institutions: a case study of Northern College in the form of raw scores and standard scores, respectively, as follows:

$$Y = 3.852 + 0.066X_6 + 0.059X_2$$

$$Z_Y = 0.303Z_6 + 0.347Z_2$$

3. The best predictor variable that affected being a learning organization of the private higher education institutions: a case study of Northern College was found out that there were 2 values with a statistically significant level of 0.05, which were the learning aspect (X6) that had a positive influence with a size of 0.058 and the management aspect (X2) that had a positive influence with a size of 0.048. These can be written as the prediction equation for being a learning organization of the private higher education institutions: a case study of Northern College in the form of raw scores and standard scores, respectively, as follows:

$$Y = 3.908 + 0.058X_6 + 0.048X_2$$

$$Z_Y = 0.266Z_6 + 0.285Z_2$$

4. The guidelines for being a learning organization of the private higher education institutions: a case study of Northern College due to the need to be developed are included of the 3 aspects, which are the use of technology aspect, the cognitive style aspect and the development of the team learning aspect.

Keywords: Factors, Learning Organization, the Private Higher Education Institutions

Introduction

The nowadays changes of economic, social and technology have resulted the world's population becoming aware of how to adapt to the change and be able to survive in today's highly competitive time. The organizations are also facing the same situation that the changes directly affect them, leading the organizations to accelerate the development and adapting to be able to survive. If the organizations recognize the importance of adaptation and have any plan to handle the changes, they will be stronger and can increase their competitive competency (Cummings & Worley, 2009: 23). Therefore, the organizations that can survive must be the organizations that are ready to learn, ready for the changes, are able to adapt quickly to the competition and lead to strategic advantages. One of the key factors is that the organizations should have workers with the knowledge and ability to transfer the knowledge and experience to others. In other words, the organizations that want to be successful should be able to use the intelligence of their workers effectively (Makasiranondh, 2010: 18). Intelligence of workers is how individuals are able to reflect on the knowledge they have internally accumulated through learning and experience and working with the exchange of learning and gaining the new knowledge, which the two types of knowledge are tacit knowledge and explicit knowledge.

To develop the workers to be knowledge workers, that workers will show their intelligence, abilities, skills, creativity and use the empirical knowledge when operating the duties, which make the organizations have more necessary and important accumulated knowledge in the organizations (Hislop, 2009: 75). At the same time, the organizations should understand how to create the knowledge among the organization, which is an important concept of the learning organization (Swart, Mann, Brown & Price, 2009: 36). Being a learning organization will create an infrastructure for learning continuously, adaptation and growth of workers. The organizations are committed to being a learning organization because of the benefits can be measured, this includes increasing organizational productivity and obtaining a better return on investment (Estrada, 2009: 202). Therefore, the organization should support and encourage their workers to create an atmosphere and culture of the learning organization.

The concept of being a learning organization is popular among the organization executives due to the book of Peter M Senge in 1990. Senge (1990: 14) proposes the concept of a learning organization that the workers of the organization must have the skills, the qualification of being a learning person consists of the five disciplines which are: 1) System Thinking, where individuals learn from experience and integrate the new knowledge. 2) Personal Mastery which is the growth and learning of individuals in the organization. 3) Mental Models which is the perception and respond to the changes appropriately of the individuals in the organization. 4) Shared Vision which means raising the awareness among workers and developing a shared vision. And 5) Team Learning which is the way the team learning together and developing the abilities of a team rather than an individual.

In the past, the private higher education institutions had to be the reputable institutions and ready in various dimensions in order to get attention from their students. Once the trends have been changed and the government higher education institutions accepted a limited number or students, then many of the private higher education institutions were also increased, every institution had tried to build their credibility and some interesting points for making them socially acceptable. Nowadays, in this competitive situation, the government higher education institutions have more advantages over the private higher education institutions as the decreased number of students of the government higher education institutions are not really trouble them with budgeting for administration while the private higher education institutions

need to work harder because all the budget for administration from their own responsibility (Boonyanuwat, 2021). When the private higher education institutions compete each other in providing education and they are at disadvantage side, they have to adapt themselves to be able to compete more in qualitative aspect. Moreover, high staff turnover is also another problem that the private higher education institutions have to face at this moment.

The Human Resources Management Department of Northern College reported that the staff turnover rate in each academic year that both men and women has been increased continuously since the academic year 2016-2020 as shown in the figures.

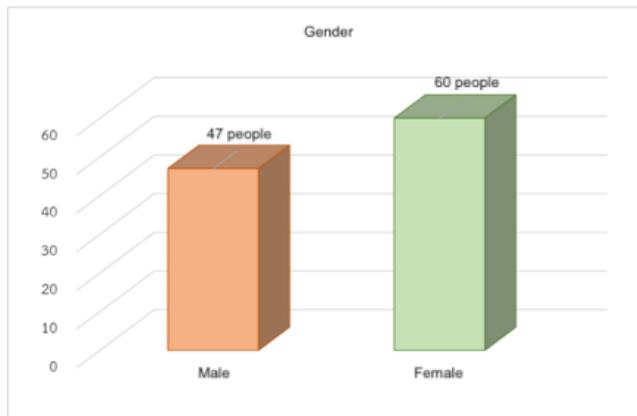


Figure 1 Gender of resigned staff

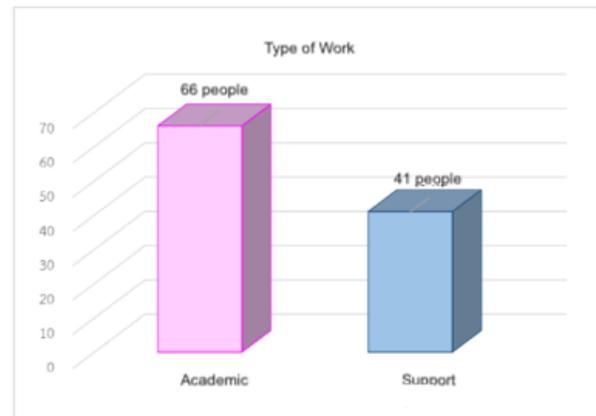


Figure 2 Type of work of resigned staff



Figure 3 Reasons for resignation

From the figures shown above, the statistics of the resigned staff in the past 5 years of Northern College was quite high. The results of the staff turnover rate can be divided into both direct and indirect results. The direct result was the lack of staff who will drive and develop the organization to grow and achieve the policies set by the organization. The indirect result was the negative image of the organization and lose the reliability from both inside and outside the organization. The change of staff causes a lack of continuity in workflow and a loss of knowledge from that the staff and it might take a long time to find someone to replace the vacant position, resulting in delays in the management of the institution. To solve the problem in general is to train the new staff all the time, which waste both time and resources.

Therefore, making the education institution to be a learning organization is the duty of the administrators and staff of the institution that should have the knowledge and understanding

about being a learning organization and the factors affecting being a learning organization of each institution in order to apply the knowledge to transform the organization or educational institution to become a learning organization in the future. Thus, it is necessary that the organization should have a method or approach to develop the institution to become a learning organization and make the staff in the institution change, share, learn together and develop the institution continually. For that reason, the researcher is interested in studying the factors affecting being a learning organization of the private higher education institutions: a case study of Northern College, which will lead to the empirical knowledge that will benefit Northern College and administrators in operations management, policy making, practice direction, and the development of staff to be ready to develop as a learning organization later.

Research Objectives

1. To study the relationship between predictor variables and being a learning organization of the private higher education institutions: a case study of Northern College.
2. To study the predictor variables influenced being a learning organization of the private higher education institutions: a case study of Northern College.
3. To find the best predictor variable that affecting being a learning organization of the private higher education institutions: a case study of Northern College.
4. To study the guidelines for being a learning organization of the private higher education institutions: a case study of Northern College.

Research Hypothesis

1. Predictor variables and being a learning organization of the private higher education institutions: a case study of Northern College are correlated.
2. Predictor variables influence being a learning organization of the private higher education institutions: a case study of Northern College.
3. The best factors affecting being a learning organization of the private higher education institutions: a case study of Northern College.

Research Methodology

Population

The population used in this research consisted of 119 staff of Northern College.

Sample group

The sample group used in this research consisted of 92 staff of Northern College, which obtained by using the Krejcie & Morgan's sample size table.

Research tools

The tool used to collect the data was a questionnaire about factors affecting being a learning organization of the private higher education institutions, which the researcher has applied the questions of Chaiyasit Piyamatya (2013) to formulate the questions in this research and divided into 4 parts as follows:

Part 1 Checklist questionnaire on general information about the respondents.

Part 2 5-level rating scale questionnaire on factors affecting being a learning organization of Northern College.

Part 3 5-level rating scale questionnaire on being a learning organization of Northern College.

Part 4 Open-ended form of suggestion of being the learning organization of the private higher education institutions: a case study of Northern College.

Creating research tools and quality testing

Creating and testing the tools in this research has conducted by studied and researched from both domestic and international textbooks, documents, concepts, theories and researches related to the learning organization both domestic and international. Then, studied the objectives of the research as a guideline for creating a questionnaire about the factors affecting the learning organization and used to create a questionnaire accordingly and covered to the specified variables. After that brought a questionnaire to the experts to review the tool, revised, and the questionnaire was tried out with 30 non-sample populations and analyzed to determine the confidence of the whole questionnaire by using Cronbach's Alpha Coefficient method, which has a confidence coefficient of 0.941.

Data collection

The researcher conducted the data collection by asking for cooperation from the staff of Northern College in completing the questionnaire by using the purposive sampling technique to obtain the specific number of samples, which the researcher distributed and collected the questionnaires by herself.

Data analysis

The researcher conducted the data analysis using the package software for processing as the following steps:

1. Analyzed the general data of the respondents, which classified by the status of the respondents using descriptive statistics such as frequency and percentage, then presented in a table format.
2. Analyzed the relationship between predictor variables and predictor variables, as well as between each predictor variable and criterion variable using Pearson's product-moment correlation coefficient.
3. Analyzed the predictor variables affecting being a learning organization of the private higher education institutions: a case study of Northern College using multiple regression coefficients.
4. Analyzed the predictor variables to find the best factors affecting being the learning organization of the private higher education institutions: a case study of Northern College using a stepwise multiple regression analysis to find the predictors and then create the prediction equations (Saiyot & Saiyot, 1997).
5. Analyzed the open-ended form of suggestion of being a learning organization of the private higher education institutions: a case study of Northern College using content analysis.

Research Results

1. The results of the analysis of the relationship between predictor variables and predictor variables, as well as between each predictor variable and criterion variable.

Table 1 The intraclass correlation coefficient between predictor variables and predictor variable and between each predictor variable and criterion variable

Variables	Y	X1	X2	X3	X4	X5	X6
Being a learning organization (Y)	1.00						
Leadership (X1)	0.395*	1.00					
Management (X2)	0.432*	0.662*	1.00				
Organizational climate (X3)	0.357*	0.705*	0.725*	1.00			
Technology (X4)	0.214*	0.650*	0.656*	0.748*	1.00		
Knowledge management (X5)	0.305*	0.665*	0.695*	0.829*	0.815*	1.00	
Learning (X6)	0.423*	0.612*	0.552*	0.679*	0.498*	0.727*	1.00

* $p < 0.05$

From Table 1, it was found that the correlation coefficient between the 7 variables, which the total of 21 values are all positive values with a statistically significant level of 0.05. The correlation coefficient had the range between 0.214 and 0.829. The highest intraclass correlation coefficient between the independent variables were the organizational climate aspect (X3) and the knowledge management aspect (X5) ($r=0.829$). While the lowest intraclass correlation coefficient between the independent variables were the technology aspect (X4) and the learning aspect (X6) ($r=0.498$).

When considering the correlation coefficient between being a learning organization and other variables, it was found that 6 predictor variables had the statistically significant correlation with the learning organization at a level of 0.05. The correlation coefficient had the range between 0.214 and 0.432, which can be arranged in descending order as follows: management aspect (X2) ($r=0.432$), learning aspect (X6) ($r=0.423$), leadership aspect (X1) ($r=0.395$), organizational climate aspect (X3) ($r=0.357$), knowledge management aspect (X5) ($r=0.305$), and technology (X4) ($r=0.214$).

2. The results of factors affecting being a learning organization of the private higher education institutions: a case study of Northern College using enter multiple regression analysis.

Table 2 The results of the multiple regression analysis

Variables	b	SE _b	β	t	Sig
Leadership (X1)	0.045	0.039	0.170	1.175	0.243
Management (X2)	0.059	0.024	0.347	2.401	0.019
Organizational climate (X3)	0.011	0.042	0.051	0.268	0.789
Technology (X4)	-0.028	0.029	-0.176	-0.989	0.325
Knowledge management (X5)	-0.032	0.043	-0.167	-0.751	0.455
Learning (X6)	0.066	0.032	0.303	2.033	0.045
R = 0.524	SE _{est} = 0.106		F = 5.353*		
R ² = 0.274	R ² _{adj} = 0.223		a = 3.852		

* $p < 0.05$

From Table 2, it was found that the 2 predictor variables influenced a learning organization of the private higher education institutions: a case study of Northern College with a statistically significant level of 0.05 were learning aspect (X6) that had a positive influence with a size of 0.066 and the management aspect (X2) that had a positive influence with a size of 0.059. While the variables that not influenced on a learning organization were included leadership aspect (X1), organizational climate aspect (X3), technology aspect (X4), and knowledge management aspect (X5). These can be written as the prediction equation for being a learning organization of the private higher education institutions: a case study of Northern College in the form of raw scores and standard scores respectively, as follows:

$$Y = 3.852 + 0.066X_6 + 0.059X_2$$

$$Z_Y = 0.303Z_6 + 0.347Z_2$$

3. The results of the analysis of the best factors affecting being a learning organization of the private higher education institutions: a case study of Northern College using a stepwise multiple regression analysis.

Table 3 The results of the stepwise multiple regression analysis

Variables	b	SE _b	β	t	Sig
Management (X2)	0.048	0.019	0.285	2.563	0.012
Learning (X6)	0.058	0.024	0.266	2.395	0.019
R = 0.485	SE _{est} = 0.088		F = 13.708*		
R ² = 0.236	R ² _{adj} = 0.218		a = 3.908		

* p < 0.05

From Table 3: it was found that the 2 best predictor variables that affected being a learning organization of the private higher education institution: a case study of Northern College with a statistically significant level of 0.05 were learning aspect (X6) that had a positive influence with a size of 0.058 and the management aspect (X2) that had a positive influence with a size of 0.048. These can be written as the prediction equation for being a learning organization of the private higher education institutions: a case study of Northern College in the form of raw scores and standard scores respectively, as follows:

$$Y = 3.908 + 0.058X_6 + 0.048X_2$$

$$Z_Y = 0.266Z_6 + 0.285Z_2$$

4. The results of the analysis of the suggestion of the learning organization guidelines of the private higher education institutions: a case study of Northern College using content analysis.

The guidelines for being a learning organization of the private higher education institutions: a case study of Northern College should be developed as follows:

The use of technology

1. The institution should develop Wi-Fi system to be comprehensive and able to use effectively.
2. The institution should develop the online database to be accessed easily, also convenient to use and to collect the data.
3. The institution should provide support for staff training to be competent in using technology in the institution by internal staff with expertise.

Cognitive style

1. The institution should provide support for the development of knowledge, skills and work experience for the staff.
2. The institution should promote the knowledge exchanging about various problems that staff experienced in the institution and find the way to deal with those problems together.
3. The institution should support and encourage the staff who can present the ideas arising from the solutions of the previous problems.

Team learning development

1. The institution should allocate duties and responsibilities according to the abilities and appropriateness.
2. The institution should support and encourage the staff to have filed trips which relevant to their fields for self-development purpose.
3. The institution should assign the tasks to the staff according to their expertise and promote the mutual learning within the team.

Discussion of Research Results

The researcher discussed about the results of factors affecting being the learning organization of the private higher education institutions: a case study of Northern College as follows:

1. The relationship between predictor variables and being a learning organization of the private higher education institutions: a case study of Northern College had the correlation coefficient between the 7 variables, which the total of 21 values are all positive values with the statistically significant level of 0.05. The correlation coefficient had the range between 0.214 and 0.829. When considering the correlation coefficient between being a learning organization and other variables, it was found that 6 predictor variables had the statistically significant correlation with a learning organization at a level of 0.05. The correlation coefficient had the range between 0.214 and 0.432. The 6 predictor variables are important in all aspects of the organization, then it can be discussed the results as follows:

Leadership aspect was positively correlated with being a learning organization. This may be because the leader is a person who sets the policy and management direction. The leader should also be a person who is knowledgeable, recognize the changes that have occurred and affected the organization, and able to create a common vision within the organization. This is consistent with Moskowitz (2008: 75) who states that leaders play an important role in driving organizations to compete and survive. The important elements that every organization can't live without is the person who determines the future direction of the organization and the person who influences the activities of individual groups in the organization to lead to the goals of the organization; that person is the leader of the organization. Therefore, the leader is the one who combines all the power in the organization to bring the organization to its goals. Then, being a learning organization requires leadership to drive the organization and the key trait of a leader to lead the organization effectively is transformational leadership (De Simone, Werner & Harris, 2002: 600)

Management aspect was positively correlated with being a learning organization. This may be because Northern College is the educational institution that provides the educational services for both bachelor's and master's degree students, then the management is always involved. Especially nowadays, there is the changing of technology, innovations in education, learning processes and knowledge, as a result, the executives need to adjust their operating processes and teaching processes to keep up with the change. This is consistent with Wirat Sanguanwongwan (2008: 163) who states that the organization executives must be flexible, ready to change the organization or adjust the crisis and turn to be the opportunity in every situation, which the executives must constantly monitor and analyze the information, develop the ideas and always seek the new knowledge.

Organizational climate aspect was positively correlated with being a learning organization. This may be because the atmosphere is created to encourage the staff of the organization to develop themselves to become knowledge workers, have a conceptual plan, shared vision, able to work as a team, and have a systematic thinking. These will effectively develop the organization into a learning organization. This is consistent with Somyos Naweekarn and Pusadee Rumakom (1997) who state that a good organizational climate will facilitate and allow people to use their knowledge and abilities to show their work with their full potential and efficiency. The good organizational climate will help to support and make the organization successful according to its goals. Therefore, the organizational climate is one of the important factors that the executives or board of management of Northern College should consider and find the ways to create the proper organizational climate that supports being a learning organization.

Technology aspect was positively correlated with being a learning organization. This may be because Northern College has used technology in teaching and learning, as well as having a clear educational policy that the support to use modern information system, technology, tools and equipment. This is consistent with Kavange & Thite (2009: 5) who state that technology is critical in knowledge management in the organization. The organizations that can use technology to develop and promote the learning ability of the staff, that organization will be ahead of other organizations. Also consistent with Hislop (2009: 28) who states that technology plays a key role in the knowledge management process because technology is a huge database which can facilitate the knowledge management processes and can transmit into different directions and to people in a wide range. Therefore, technology is one of the factors that affect being a learning organization.

Knowledge management aspect was positively correlated with being a learning organization. This may be because Northern College has organized knowledge management which lead to the exchange of knowledge. To continuously create the new knowledge will encourage staff in the organization to be alert in their own development and lead to career advancement and be honored. The knowledge management is something that shows the outsiders about the organizational development and also can bring reputation to the institution. This is consistent with Chetsada Noknoi et al. (2009: 8) who state that the learning organization should have the ability to manage the knowledge, which the organization will learn better and continually when there is a good knowledge management. At the same time, good knowledge management can only be achieved when the focusing on being a learning organization.

Learning aspect was positively correlated with being a learning organization. This may be because Northern College offers different specific areas of instruction and teaching, then the instructors or professors need to learn to enhance their own experiences. As well as the educational policy of the institution that emphasizes on the knowledge and ability development of instructors and educational personnel in both academic and operational skills. The institution also has the knowledge and competence appropriate for the performance of duties, which will encourage staff in the institution to be enthusiasm for continuous learning and self-development. This is consistent with Watkins & Marsick (1993) who mention that learning is a continuous process and results in changes in knowledge, beliefs and behavior. In addition, in a learning organization, the learning process occurs at the individual, group and organizational levels. The most important thing is to create continuous learning opportunities, encourage inquiry and discussion, support to learn together as a team, build the system to support learning and exchange knowledge, empower people by having a shared vision and connect the organization to the environment.

2. The 2 best predictor variables that affected being a learning organization of the private higher education institution: a case study of Northern College with a statistically significant level of 0.05 were learning aspect (X6) that had a positive influence with a size of 0.058 and the management aspect (X2) that had a positive influence with a size of 0.048. This can be described that learning aspect (X6) has the power to predict being a learning organization of Northern College, maybe because Northern College can create learning to happen on the individual, team and organizational levels, leading to be more learning organization. Teachers and personnel of the institute are academics and educators who must have continuous study, research and self-improvement in order to have the knowledge ability and adaptability to the changes that occur. Self-improvement that personnel of Northern College can do on their own is self-learning, which recently, there are various types of learning and learning is the foundation of the development. As Brandt (2003) views that being a learning organization requires consideration of organizational structures that support and promote the learning of individuals. This is because a person can learn when they are motivated or that learning is meaningful as well as being given the opportunity to learn to interact with the

supportive society. Therefore, the organization should have materials, equipment and technology to support the learning. This is consistent with Marquardt (1996: 26) who states that the creation of a learning dynamic is the core of a learning organization development. To develop a knowledge-based economy, the organization's personnel need to focus on continuous learning in order to develop the advancement in science, have the knowledge to keep up with the changes in the global social context and have the knowledge to keep up with modern science to develop the organization to become a learning organization. While management aspect (X2) has the power to predict being a learning organization of the Northern College. This maybe because Northern College is an educational institution that aims to develop knowledgeable and competent staff with specific skills in each field of study to perform the assigned duties efficiently. In order to achieve the goal, it requires systematic management and the administration will be unique in the context of the institution. Effective organization management leads to being a learning organization. This is consistent with the concept of Certo (2000: 555) that management is the process of achieving organizational goals from working together by using people and other resources or as a design process and maintain the environment in which individuals work together in groups to achieve a defined goal effectively. If the organization doesn't have the management, the organization cannot be a learning organization. This is also consistent with the concept of Netpanna Yawirat (2003: 224) that management is a process that makes the organization become more efficient in achieving its objectives.

3. Guidelines for being a learning organization of the private higher education institutions: a case study of Northern College based on the needs that need to be developed as follows:

For the use of technology, the institution develops a Wi-Fi system to be covered and able to use it effectively. The institution also develops the online database to be easy to access, easy to use and also collect the data, as well as providing support for training staff to be competent in using technology in educational institutions by internal personnel with expertise. This is consistent with the research of Naruemon Jansook (2013) who has studied the a model and strategies for developing a learning organization of Nursing College and found that the college has applied information technology to knowledge management, developed the computer networks for communication, which can be exchanged, learned and search for information at any time, both inside and outside the college, used the technology to create the new knowledge and to store the knowledge that everyone can access. This is also consistent with Marquardt and Reynolds (1994) who mentioned about the application of appropriate technology to assist in the implementation of the comprehensive learning process and to collect, process and transmit information quickly and accurately appropriate for each person and situation.

For the cognitive style, the institution provides support for the development of knowledge, skills and work experience for staff. The institution also promotes exchange of knowledge about various problems that they experienced within the institution and working together to come up with the ways to deal with those problems. The institution also encourages staff to present the ideas arising from the solutions of the previous problems. This is consistent with the concept of Chiraprapha Akaraborworn (2011) who stated that to develop personnel to be able to think and believe that influence the decision-making and their action. As well as try to develop the cognitive style and believe in accordance with the changes in the organization and will make it a learning organization. This is also consistent with the research of Thitiporn Piboonwong (2016) that studied the development of a learning organization of the Government Savings Bank Regional Office 14. The research result suggested that employees should apply the knowledge gained from the accumulation of experience until it becomes a skill, expertise

and individual ability to be processed and published the knowledge in a variety of formats and easy to understand.

For team learning development, the institution has allocated duties and responsibilities according to abilities and appropriateness. The institution also supports and encourages the staff to have filed trips which relevant to their fields for self-development purpose. In addition, the institution assigns the tasks to the staff according to their expertise and promote the mutual learning within the team. This is consistent with the work of Sittiporn Niyomsrisomsak (2012) that suggested the guideline for team management that the school directors should empower the member to learn and innovate, which must be consistent with the policies, processes and systems of the school. It is also consistent with Senge (1990) who mentioned that team learning is a process of development and adaptation for a team to create what team members want which is the basis of learning in modern organizations.

Suggestions

Suggestions for application of research findings

1. The highest infraclass correlation coefficient between the independent variables were the organizational climate aspect and knowledge management aspect, therefore, Northern College should create the organizational climate that is conducive to work and create a better relationship between staff. As well as making all staff understand their duties and responsibilities, providing them the opportunities to express their opinions and listen to the reasons of all parties when there are any conflicts. Northern College should keep creating the atmosphere of warmth, good friendship, love, bonding, and encourage staff to exchange the knowledge and propose new ideas to improve the way of works. Also providing opportunities for staff to participate in the development planning in various aspects of the institution, which will affect the efficiency and effectiveness of Northern College in the future.

2. The best predictor variables that affected being a learning organization of the private higher education institutions: a case study of Northern College were learning aspect and management aspect. Therefore, Northern College should promote new learning in terms of the teaching and learning process using various methods, innovative media, modern technology and a variety of activities. This is something that the executives or the board of management of the organization should encourage and support staff to achieve the needs of the people in the institution in order to continually develop the knowledge.

3. The executives should work together with staff to create the awareness among personnel in the organization for individual development, team development and organizational development. Starting with individual development by developing characters to be a well-rounded person, having systematic thinking, having a conceptual style, shared vision and team learning.

Suggestions for future research

1. There should be a study of other variables that may be related to being a learning organization.

2. There should be a study of other factors or aspects that are expected to affect being a learning organization in order to bring those factors or aspects to improve in accordance with the context of the organization and suitable for staff of Northern College.

3. There should be a study of the development of patterns and strategies for continuously developing being a learning organization.

4. The scope of the research tools should be broadened or add more tools, such as interviews and group discussions to gain in-depth information and quantitative data in order to obtain more complete and accurate information.

References

- Akaraborworn, C. (2011). *Develop People on Sustainability*. Bangkok: Tao. (In Thai).
- Boonyanuwat, R. (2018). *The Way to Survive and the Choice for the Private Higher Education Institutions*. (Online). Retrieved on October 6th 2021 https://www.matichon.co.th/education/news_787866. (In Thai).
- Brandt, R. (2003). Is this School a Learning Organization? 10 Ways to Tell. *Journal of Staff Development*, 24 (1), 10-16.
- Certo, S. C. (2000). *Modern Management*. (8th ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Cummings, T. G. & Worley, C. G. (2009). *Organization Development & Change*. (9th ed.) Ohio: South-Western Cengage Learning.
- De Simone, R. L., Werner, J. M. & Harris, D. M. (2002). *Human Resource Development*. (3rd ed.) Orlando: Harcourt College Publishers.
- Estrada, N. (2009). Exploring Perception of a Learning Organization by RNs and EBP Beliefs and Implementation in the Acute Care Setting, *Journal compilation*, Fourth
- Hislop, D. (2009). *Knowledge Management*. New York: Oxford University.
- Jansook, N. (2013). *A Model and Strategies for Developing Learning Organization of Nursing College*. Doctor of Philosophy Thesis, Chulalongkorn University. (In Thai).
- Kavanage, M. L., & Thite, M. (2009). *Human Resource Information Systems*. California: Piyamatya, C. (2013). *Factors Affecting to Learning Organization of the Royal Thai Army's*
- Marquardt, M. J. (1996). *Building the Learning Organization: A Systems Approach to Quantum Improvement & Global Success*. New York: McGraw – Hill.
- Marquardt, M. J. & Reynolds, A. (1994). *The Global Learning Organization: Gaining Competitive Advantage through Continuous Learning*. Burr Ridge, IL: Irwin.
- Makasiranondh, W. (2010). *From Learning Organization to Organizational Intelligence*. (4th ed.). Bangkok: Expernet. (In Thai).
- Moskowitz, M. (2008). *A Practical Guide to Training and Development*. San Francisco, CA: Pfeiffer.
- Naweekarn, S. & Rumakom, P. (1997). *Organization, Theory and Behaviors*. Bangkok: Duangkamon. (In Thai).
- Niyomsrisomsak, S. (2012). *Developing Schools into Learning Organizations: Concrete Practice Guidelines*. *Academic Services Journal*, year 23, Vol. 1, 17-30. (In Thai).
- Noknoi, C. et al. (2009). *Various Perspectives on Knowledge Management and the Creation of a Learning Organization*. Bangkok: S. Asia Press. (In Thai).
- Piboonwong, T. (2016). *The Development of Learning Organization of the Government Savings Bank Regional Office 14*. Master of Business Administration Thesis, Public Management, Graduate School, Burapha University. (In Thai).
- Saiyot, L. and Saiyot, A. (1997). *Statistical Methods in Education*. Bangkok: Suweeriyasan. (In Thai).
- Sanguanwongwan, W. (2008). *Management and Organizational Behavior*. Bangkok: Pearson Education Indochina. (In Thai). Quarter, 200-209.SAGE Publication.
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. London: Century Press.
- Swart, J., Mann, C., Brown, S., & Price, A. (2009). *Human Resource Development*. Oxford: Butterworth Heinemann.
- Watkins, K. E. & Marsick, V. J. (1993). *Sculpting the Learning Organization: Lessons in the Art and Science of Systemic Change*. San Francisco, Calif.: Jossey–Bass.
- Yawirat, N. (2003). *Modern Management*. Bangkok: Central Express. (In Thai).