

A STUDY OF FACTORS CORRELATING WITH THE LEARNING ORGANIZATION OF SCHOOLS UNDER THE CONGREGATION OF THE SISTERS OF THE SACRED HEART OF JESUS OF BANGKOK.

Waraporn Cheewaruengroj
Graduate School of Education
Assumption University of Thailand

Introduction

The world is changing rapidly. Change has evolved from focus on economic development from an agrarian economy to an industrialized economy, from simple life to more complicated life. Therefore, people have to be awake to these changes and must try to improve their skills all the time. They cannot stop their learning simply because they have graduated from school or the university; if they would like to be successful, they must grow. They have to keep on learning from their experiences, environment, or their organization. As Lassey (1998) shows successful people are people who learn. Organizations are no different, successful organizations are learning organizations. Without learning, there is no improvement; and without improvement organizations stagnate.

There are many routes for organizational development, which can be used to improve an organization's quality. Learning organization models provide one administrative method that can be used to provide direction for organizational achievement not only for public organizations but also private organizations (Makasarnont, 1997). As Hoy and Miskel (2001) state, schools are service organizations that are committed to teaching and learning. Schools are, more than any other kind of organization, a learning organization. They should be places where participants continually expand their capacities to create and to achieve. If schools are to be effective learning organizations, they must find ways to create structures that continuously support teaching and learning and enhance organizational adaptation. Therefore the learning organization is the important thing that an administrator has to create in her/his school in order to give students an opportunity for learning continuously, based on the belief that the more people learn, the better they can perform when they grow up.

The study was conducted in five schools under the Congregation of the Sisters of the Sacred Heart of Jesus of Bangkok: Phraharuthai Convent (Sacred Heart Convent School), Phraharuthai Swankalok, Phraharuthai Donmueng, Phraharuthai Pathanawej, and Phraharuthai Nonthaburi. Five factors were investigated which are: teacher and teamwork practices, technology and work systems, performance goals and feedback practices, motivation, executive and managerial practices.

Objectives of the study

1. To determine the status of factors correlating with learning organization of schools under the Congregation of the Sisters of the Sacred Heart of Jesus of Bangkok.
2. To determine the status of learning organization of schools under the Congregation of the Sisters of the Sacred Heart of Jesus of Bangkok.
3. To determine the significant relationship between factors under study and school's learning organization.

Learning Organization Characteristics

In 1994 Marquardt & Reynolds identified 11 characters that learning organizations should have. These 11 characters are

1. **Appropriate structure.** This element includes a flat, streamlined, holistic structure. Such a structure maximizes contact, information flow, local responsibility, and collaboration within and outside the organization.

2. **Corporate learning culture.** This element represents a corporate culture where learning is highly valued, where risks are encouraged and rewarded, and all have responsibility for their own learning and the