

THE INTERVENTION OF LEARNING ORGANIZING LEARNING FOR HUMAN RESOURCE DEVELOPMENT TO ACHIEVE THE GRADUATION GOAL (A CASE STUDY OF UNDERGRADUATES AT THE FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION BURAPHA UNIVERSITY)

Jeerasak Rattanawong^{1*}, Rungathit Buchain^{2*}

¹*Graduate School of commerce, Burapha University, Chonburi 20131, Thailand*

²*Faculty of Geoinformatics, Burapha University, Chonburi 20131, Thailand*

ABSTRACT

This research aims to study the intervention of learning organization relating to the students' learning achievement, and aims to improve human resource management to accord with learning organization, and the learning achievement of the undergraduates, to help them achieve the graduate goal. This research is quantitative research, and a questionnaire was used to analyze the Learning Organization (LO) based on Peter Senge's strategy, which proposes the following five characteristics for self-improvement and organization operation, 1) personal mastery, 2) mental models, 3) shared vision, 4) team learning, 5) systems thinking.

The questionnaire collected data from the senior and sophomore, major management from three groups; general business, international business and marketing from the faculty of Commerce and Business Administration Burapha University.

Following Senge, the findings indicated that there were only three characteristics which influenced the learning achievement, the grade point average: 1) personal mastery; if the students' personal mastery increased, the grade point average increased as well, and there was a positive achievement, 2) team learning; if the students shared learning more, their grade point average decreased and there was a negative achievement and 3) system thinking; if the students had the system thinking, the grade point average increased and there was a positive achievement.

* Author e-mail address: jeerasakbuu@gmail.com; nooying_bu@hotmail.com

Introduction

Thai students compete to pass the entrance examination to study in their preferred choice of university according to both intrinsic and extrinsic motivations. As a result, each year when they graduate from Mattayom 6, many would like to study at university. Regarding the data from Regarding the Association of University Presidents of Thailand from 2013-2015, the number of the students who passed the Central University Admission Systems is shown as following.

For Chulalongkorn University in 2013, there were 18,532 candidates but passed 3,205, in 2014 18,738 candidates but passed 2,533 and in 2015, there was 19,805 candidates but passed 2,952. For Mahidol University in 2013, there were the candidates 10,109 but passed 1,837, in 2014 10,249 candidates but passed 2,056 and in 2015 there were 12,492 candidates but passed 2,127. For Burapha University in 2013 there were 29,236 candidates but passed 4,935, in 2014 25,775 contestants but passed 5,868 and in 2015 there were 36,949 contestants but passed 5,701. Burapha University is one of the target universities for higher education having three campuses; Bangsaen city, Sakaeo province and Chanthaburi province, including 28 faculty in total. The number of both undergraduates and graduates were 46,170 (data from the Office of Registrar, 2014)

The Faculty of Commerce and Business Administration Burapha University offers three groups; general business, international business and marketing in Sakaeo campus, and the Graduate School of Commerce was a mentor at the beginning. The Faculty of Commerce and Business Administration was established to expand the education opportunity to the eastern residents and to support the government strategy for the ASEAN Community.

This strategy for ASEAN encourages the establishment of special economic zones in Sakaeo province, development the new permanent crossing border in Sakaeo province, and to be the twin town of Siem Reap in Cambodia and in Amphoe Aranyaprathet, Sakaeo province in Thailand. The establishment of the faculty of Commerce and Business Administration served Burapha University's strategic

plan (BUU2020) regarding the outstanding in ASEAN and Sakaeo campus could be expanded because of the increase in number of students and to be the education center. At the moment, according to the Office of Registrar on the 19 January 2016, there are 576 students and the expecting students for the new semester 2016 is approximately 240 students, consequently the the Faculty of Commerce and Business Administration would have 716 students (Division of register and education evaluate, 2014) The students of the Faculty of Commerce and Business Administration from each major have the different factors; however, they have the same goal, which is to achieve the education goal. When they study at the university, they find that they have freedom for life, ideas and behaviors, sometime if they do not plan well for study, they might have the freedom beyond the limit without concerning about the university principles and regulations. Serious consequences might be the lower study result or retirement from university. These effects do not happen suddenly, but they are cumulative negative behaviors, and it is often too late to solve the problem in the end.

The theory of learning organization of Peter Senge was used as a tool to create the learning organization and to interview the study process of the undergraduates of faculty of Commerce and Business Administration Burapha University by using 5 characteristics of Peter Senge (1994); personal mastery, mental models, shared vision, team learning, systems thinking. These theories study the behaviors to stimulate and to persuade the learners to self-improve all the time to achieve the education goal.

Research objective

To investigate the intervention of learning organization which relates to the students' learning achievement.

Research Hypothesis

The principles of the learning organization are personal mastery, mental models, shared vision, team learning and system thinking affecting the students' achievement.

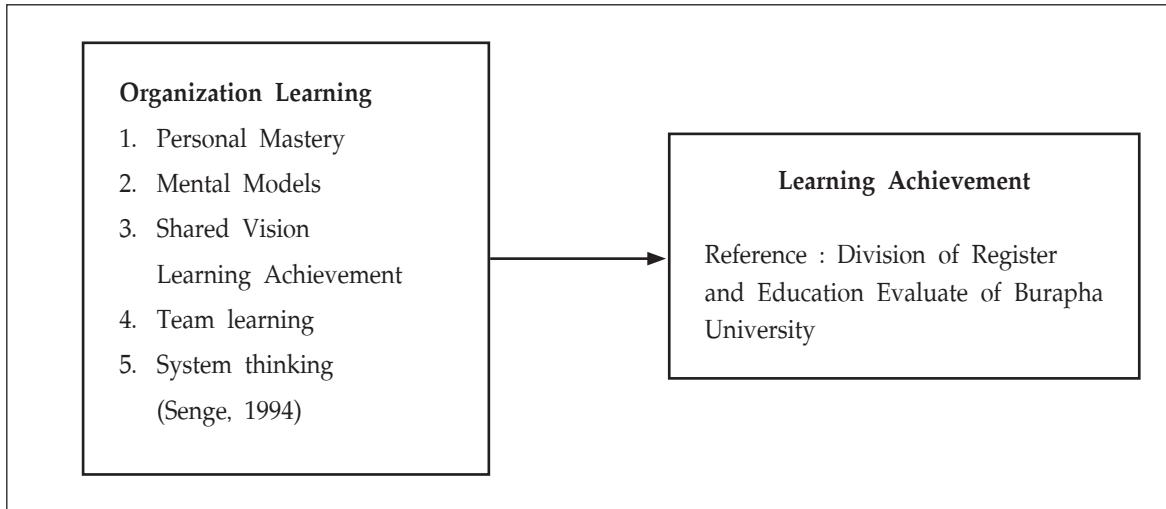


Figure 1 Research conceptual framework of Senge's five characteristics affecting learning achievement (Senge, 1994)

Conceptual Framework

Scope of Study

1. The scope of study emphasizes the intervention of Peter Senge's learning organization to improve the learners and targeted the undergraduates, major Human Resource Management, faculty of Commerce and Business Administration Burapha University. This intervention would perhaps facilitate the learners to achieve graduation by using Peter Senge's five characteristics as follows: Personal Mastery, Mental Model, Shared Vision, Team Learning and Systems Thinking (Senge, 1994).

Human Resource Management emphasizes that various personal administrations such as sex, gender, experience or married status can result in different behaviors. Consequently, the strategy or tool needs to be used to administrate human resource, so that they plan their visions or other thinking process to achieve self-improvement according to their study aims.

2. Population and sampling

Quantitative Research

2.1 The undergraduates of faculty of Commerce and Business Administration Burapha University, Sakaeo campus, management major, general business management, international business, marketing, 217 second year and the third year students. The samples were calculated by using the table of Krejcie

& Morgan (Krejcie & Morgan. 1970, p.4, cited in Yothongyod & Sawadisap, 2016).

3. Timing Scope

It took a week to collect quantitative data.

4. Location scope

Data were taken from undergraduates from the faculty of Commerce and Business Administration Burapha University, Sakaeo campus, management major, general business management, international business, marketing, the second year and the third year students. At the moment, they study at Burapha University, in Bangsaen city, Chonburi province.

Expected Benefits

This research could be beneficial for the undergraduates who are majors in management general business management, international business, marketing, faculty of Commerce and Business Administration Burapha University, They could plan the idea management, create vision and self-improve by using the intervention of Peter Senge's learning organization to achieve graduation goal for the bachelor's degree.

Research conduct

The research used the quantitative research methodology to analyze data. The data were collected by the questionnaire from the undergraduates at the faculty of Commerce and Business Administration Burapha University, Sakaeo campus, management major, general business management, international

business, marketing, the second year and the third year students. The data revealed what factors would influence the students' learning achievement. Consequently, the learners could improve themselves and to achieve goals in the future.

Research findings

The intervention analysis of learning organization to develop human resource to achieve graduation goal, a case study of the undergraduates, faculty of Commerce and Business Administration Burapha University analysed by using five characteristics of Senge as follows; personal mastery, mental model, shared vision, team learning and system thinking. The prediction equations are as following.

$$\hat{Y} = 0.229 \text{ (Personal Mastery)} - 0.278 \text{ (Team Learning)} + 0.166 \text{ (Systems Thinking)}$$

The research result reported the relation learning achievement from Senge's five characteristics by using the Stepwise Multiple Linear Regression. There were only three characteristics that influenced the grade point average which was the learning achievement as follows.

1. Personal Mastery had the standardized coefficient 0.229 which means if the personal mastery of the students increased 1 unit, the grade point average will increase 0.229.
2. Team Learning had the standardized coefficients -0.278 which means if team learning of the students increased 1 unit; consequently, the grade point average will drop -0.278.
3. System Thinking had the standardized coefficients 0.166 which means if the students' system thinking increased 1 unit; the grade point average will increase 0.166.

The research findings showed information about the student's behavior. If the graduation achievement needs to be created for the students' benefit, the institution could provide the learners with personal mastery and system thinking. In addition, the learning encouragement should be done all the time so that the students have the systematic thinking process and they could see the changes in both big and small scales. Regarding Team Learning, if positive achievement is the goal for the students, the team working process should be reduced. According to

the result, the student learning was not effective because their communication process did not make them understand within the group. As a result, there was a lack of negotiation or shared knowledge to improve skills or increase the intelligence among the group. If the institution encourages team learning, it could result in a drop in learning achievement.

Discussion

The research result related to the conceptual framework raises interesting issues as follows.

1. The Personal Mastery; if the learners are enthusiastic and keen on learning, they would have better study results. Chiraprapha Akaraborworn (2011) mentioned a person in an organization who was their own master of learning wishing to improve their own abilities to achieve their aimed success. As a result, that organization will have the learning persons all the time and they can persuade themselves to be self-motivated learners. The research results indicated that the students who had learning characteristics or could persuade themselves to learn for new knowledge would achieve the positive education achievement.
2. Team Learning: the students work with the others for the same purpose which was to share ideas and to achieve the mission. This idea was explained by Chiraprapha Akaraborworn (2011) who discussed the advantages of team working as being group members learning together, sharing ideas and developing the intelligence of each person among the group. In the learning organization, there were people who could cooperate, share knowledge and team learning could be the working power in the organization. On the other hand, team learning could be a negative result for a certain circumstance or some organizations.

This research found when the students worked as a team, there was no team learning target. The learners had no shared ideas and did not concern about team aims; consequently, there was output from one person in a team and there was no team learning. Moreover, there was no improvement for the team members, and this influenced the negative

achievement; the more they worked as a team, the worse result they had.

3. System Thinking: the students could create systematic thinking which causes the thinking process and planning, doing, checking and acting to be more systematic. This qualification would make better and effective communication. Chiraphra Akaraborworn (2011) showed that the systems thinking were the most important aspect for knowledge management. The system thinking method helps us to understand the circumstances. This circumstance would help us to change systematically and effectively to understand the big and the small phenomenon scales.

The research output reported the current students' behaviors should focus on two characteristics for the students' benefits were 1) Personal Mastery and 2) System Thinking by encouraging a progress learning all the time so that the students could create the system thinking of analytical method to see the big and the small scales.

Regarding the team learning, to create the positive achievement, the institution should perhaps reduce the team learning because it did not produce the effective communication among the group. In other words, they had the communication problems; as a result there was not shared knowledge to improve skills and intelligence. So, the institution should avoid the team learning because this would cause a drop in achievement.

Recommendations

This research is based on the basic data collection from the graduated, management major, second year, and third year students from three groups;

general business management, international business and marketing from the faculty of Commerce and Business Administration Burapha University. This faculty was founded three years ago and does not have any fourth year students as yet. They have first, second, and third year students. The data collection is not diverse because of the small scale of the population, and as a result the target is small as well. In the future there might be more students and there would be the concepts, attitudes or another factor which makes the students' thoughts change. As a result, the intervention of learning organization would be diverse and a benefit for the students' learning achievement. In addition, to make the data more reliable, there should be the qualitative research method helping to gather and analyze further data from the population related.

References

Akarabaworn, J. (2011). *People on sustainable development*. (1st ed.). Bangkok: Tao.

Division of register and education evaluate. (2014). *Students statistics*. Retrieved from <http://reg.buu.ac.th/registrar/stat.asp?av688520745=1>.

Senge, P. M. (1994). *The fifth discipline field-book: strategies and tools for building a learning organization*. New York: Doubleday.

Yothongyos, M., & Sawasdisup, P., (2016). *The sizing of sample for research*. Retrieved from <http://www.fsh.mi.th/km/wp-content/uploads/2014/04/resch.pdf>.