

Independent Study Title	Guidelines for Developing the Organizations to become Learning Organizations: Case Study of Suan Dusit Rajabhat University
Author	Mr.Jadesadakorn Thongsawang
Major/Faculty	Technology Management,College of Innovation Thammasat University
Advisors	Varanyu Suchivoraphanpong, Ph.D.
Academic Year	2009

Abstract

This research is to study about the guidelines for developing Organizations of Suan Dusit Rajabhat University to become learning organizations, emphasizing learning motives under the concept of Marquardt (Marquardt, 1996).

This independent research studied the information from personnel, lecturers of Suan Dusit Rajabhat University, using the acquired information to analyze by using statistical package program to analyze the information, distinguishing the result of research and the information analysis into 5 parts, including the information of general status of the questionnaire respondents, i.e., gender, age, education level and related working units, by using descriptive statistics, and by analyzing the factors affecting learning motive and the learning motive of Suan Dusit Rajabhat University, analyzing the information by searching for \bar{x} and searching for the standard deviation (S.D.), analyzing the demographic information, including gender, age, education level and related working units; by using analysis statistics, T-test, one-way ANOVA, multiple regression analysis between factors effecting learning motive and the learning motive of Suan Dusit Rajabhat University and detailed interview.

The research result can be summarized as follows: the learning motive of Suan Dusit Rajabhat University had the factors having important effect including management system factor, personnel capability factor, information technology factor

and organization structure factor, respectively. Furthermore, related working units effecting learning motive, i.e., institute/bureau, had more management system factor effecting learning motive than academic support working unit. The faculties and institute/bureau had more personnel capability factor effecting learning motive, than the academic support working units. Special Activity Bureau had more reinforcement and motivation factor on learning motive than academic support working units and the faculties. Lastly institute/bureau had more learning motive than study center, academic support working units and special activity bureau. The faculties had more learning motive than learning center and academic support working units. The general status information regarding gender, it was found that gender did not cause difference between groups and regarding the information technology factor, there was no data on general status of questionnaire respondents causing difference between groups.