

## An Application of Learning Organization Theory to Increase Organizational Efficiency of Business Companies in Bangkok

Pon Putthanukorn<sup>1</sup>, Wijit Thongnun<sup>2</sup>, Ali Khan<sup>3</sup>, Weechapiphat Phasuk<sup>4</sup>,  
Nuntaporn Rattananda<sup>5</sup>, Anusorn Sathaporn<sup>6</sup>Atanop Dejnarong<sup>7</sup>, Prapatson Samapat<sup>8</sup>,  
Sinlapachai Watcharachawakul<sup>9</sup>, Wanwisa Rodpai<sup>10</sup>

<sup>1</sup>Assistant to the President for External Affairs, Southeast Asia University, Thailand

<sup>2</sup>Independent Scholar, Thailand, Corresponding Author' Email: wijitthongnun@gmail.com

<sup>3,6,7,8,9,10</sup> Independent Scholar, Thailand

<sup>4</sup>Lawyers and Academics of the Department of Provincial Administration, Ministry of Interior, Thailand

<sup>5</sup>Thongsook College, Thailand

### KEYWORDS

Learning organization, organizational efficiency, management theory, teamwork

### ABSTRACT

The purposes of this research were: 1) to study an application of learning organization theory of modern business companies; 2) to study organizational efficiency of modern business companies; and 3) to study an application of learning organization theory influencing organizational efficiency of modern business companies. The samples used in this study were 375 employees working in business companies in Bangkok, Thailand. The research results showed that the overall learning organization of business companies in Thailand was at a high level. In particular, organizational transformation had the highest mean value, followed by learning technology, learning dynamic, knowledge management and personnel empowerment. Organizational efficiency of business companies, in total, was perceived at high level. In particular, personnel management had the highest mean value, followed by task management, and material resource management respectively. The results of the analysis on the influence of learning organization theory on organizational efficiency of business companies, using multiple regression analysis with the Enter method, revealed that an application of learning organization theory significantly influences organizational organizational efficiency at the .01 and .05 levels ( $F = 60.325$ ,  $p = .000$ ). The components of learning organization theory that has the most significant impact on organizational efficiency was learning dynamics, followed by organizational transformation, learning technology, personnel empowerment, and knowledge management respectively.

### Introduction

The concept of the learning organization can be explored through the works of Chris Argyris, a psychology professor specializing in education and organizational behavior at Harvard University. He co-authored a seminal book with Donald Schon, a philosophy professor at the Massachusetts Institute of Technology, in 1978, which is considered the first handbook on the Learning Organization. Ubben et al. (2001) characterized a learning organization as an entity that proactively advances and continuously reinvents itself while maintaining self-awareness and seeking new possibilities and opportunities. It emphasizes the use of feedback and problem-solving to improve the current state by thinking holistically, both in terms of reasoning and exercising discretion, encompassing knowledge and the power to help create new innovations. Senge (1990) stated that a Learning Organization extends the abilities of its individuals continuously, not only at the personal level but also within groups and the organization itself. It fosters new thinking patterns and expands the boundaries of creative ideas, providing ongoing inspiration. The staff

within the organization learns together, and the organization acts as a catalyst for spreading collective learning. Marquardt & Reynolds (1994) stated that a learning organization creates an environment that rapidly stimulates individual and group learning while teaching staff to think critically and reflect on what is happening, helping them learn from both mistakes and successes. This results in improved effectiveness and efficiency for the organization. Marquardt (2002) presented the essential concept of becoming a learning organization, emphasizing that organizations must learn faster and more effectively. The Learning Organization consists of five components: 1) the vitality of learning, 2) organizational adaptation, 3) empowerment and capacity building for staff, 4) knowledge management, and 5) enhancing technological capabilities. These components collectively form the basis of the learning organization in a mutually interconnected subsystem of five systems: 1) learning, 2) organization, 3) people, 4) knowledge, and 5) technology.

The current methods for developing human resources in organizations involve continuous improvement and the emergence of new methods to facilitate learning among personnel, crucial for the organization's success. One widely accepted learning approach is known as "Action Learning." Learning, in this context, refers to the continuous process of behavior change resulting from individual experiences and training, both formal and informal (Pangprasert et al., 2020; Sirathanakul et al., 2023). Action learning is a specific type of learning that holds great importance and benefits for the development of individuals, teams, and organizations. It involves learning in subgroups that identify and tackle real work problems affecting both the subgroup and the overall organization. The distinctive characteristics of action learning include: 1. Learning from real work experiences: It involves learning from actual work situations, using work-related problems as learning challenges. Participants need to devise solutions to address these problems and develop their works, benefiting both their own learning and the organization. 2. Learning through exchange of experiences: Participants engage in meetings and brainstorming sessions to exchange experiences and find effective ways to proceed. This collaborative learning in subgroups requires members to work together. 3. Learning through feedback and recommendations: Participants learn through giving and receiving feedback and suggestions. This involves offering insights and constructive criticism during the implementation of actions, allowing for adjustments to improve the success of the undertaken activities.

The researchers considered that learning organization theory consisting of organizational transformation, learning dynamics, learning technology, personnel empowerment and knowledge management can be applied to increase organizational efficiency of business companies in Bangkok, Thailand. Therefore, the researchers conducted this study to find the influence of learning organization on organizational efficiency of business companies in Bangkok, Thailand.

### **Purposes of the Study**

The purposes of this study are:

- (1) To study an application of learning organization theory of business companies in Bangkok
- (2) To study organizational efficiency of business companies in Bangkok
- (3) To find the influence of learning organization theory on organizational efficiency of business companies in Bangkok

### **Literature Survey**

The learning organization theory is a theory focusing on action learning or learning by doing. The term "Action Learning" refers to the collaborative learning that occurs as individuals analyze

problems together through continuous learning and reflection processes. It involves working on real problems and reflecting on one's own experiences, proposing problem-solving strategies, and implementing those strategies after careful consideration. Action learning is a process where individuals collectively seek solutions. This process contributes to the development of both individuals and the organization. In essence, it is a developmental approach for individuals and organizations, utilizing significant organizational challenges as tools for action (Inglis, 1994). This aligns with Marquardt's (1999) concept that emphasizes learning from practice, rooted in the ideas of Revans, who believes there is no learning without practice, and no practice without learning. Action learning is an effective way for individuals to learn and simultaneously manage challenges in real-life situations. This concept can be applied to organizational management by incorporating learning experiences into specific learning topics for individuals or teams. It encourages reflection, knowledge exchange, and collaborative discussions about experiences and lessons learned. The derived insights are then collectively summarized into comprehensive thoughts, tested, or applied to new situations.

McGill and Beaty (1995) describe action learning as a continuous process of learning and reflective thinking conducted by participants. It involves bringing together individuals with diverse skills and experiences to analyze real work problems, plan solutions, and implement them as part of the established plan. During problem-solving activities, group members meet, continuously exchange ideas, and collectively learn from each other's experiences, fostering mutual learning in problem-solving. Furthermore, Gordon highlights that learning from practice involves participants with different skills and experiences coming together to learn and solve real-world problems through practical actions. Participants take on roles as both learners and instructors, sharing their expertise and learning from others. The process involves practical actions, periodic meetings for evaluation, and the achievement of comprehensive skills and problem-solving strategies beneficial to the organization. In other words, learning from practice is a continuous learning and reflective thinking process where small groups collaborate to gain understanding, collectively develop solutions to real problems relevant to their work, and mutually benefit the development of individuals, teams, and organizations (Lamlak, 2004).

Additionally, Wongmajarpinya et al. (2024) and Weerawat and Pannitamai (2000) emphasized that action learning is genuine learning that requires the integration of both theory and art. It begins within the organization to enhance work efficiency, transforming from on-the-job training to on-the-job learning. Learning from practice implies individuals using existing knowledge and skills to analyze, plan, experiment, and derive new knowledge for future practical application.

Action learning cannot occur without asking questions and receiving feedback. It begins with existing programmed knowledge (knowledge currently used, found in books, in the mind, organizational knowledge, lectures, etc.) combined with the process of questioning. This involves asking about what is unknown and reflecting, which includes recalling past events, considering assumptions, logical reasoning, and attempting to understand. The concept of action learning is rooted in the ideas of Revans, a scholar, administrator, and management consultant who pioneered the application of experiential learning in work development.

Although the fundamental concept of learning from practice emphasizes questioning, critical thinking, and concurrent action, several scholars have proposed different steps for the process. For example, Pedler has outlined the learning process from practice in four steps: 1. Analysis of Experience: Observe and reflect on past experiences, considering what has transpired and how it influenced the situation. 2. Understanding: Gain understanding of the situation after analyzing the experience. 3. Planning:

Develop a plan of action based on the new understanding. And 4. Implementation: Execute the plan as laid out. Similarly, from the article "Action Learning Model," the learning pattern from action learning is summarized into four crucial steps: Problem Analysis, Action Planning & Implementation, Decisions on Next Step, and Reflection and Evaluation.

Lamlak (2004) explained that after facing a problem, one should follow the 8-step learning process, which includes: 1. Define the learning objectives through a group process. 2. Form groups, ensuring each group has members with diverse knowledge and abilities. 3. Convene a meeting to identify the issues to be learned and practiced. 4. Return to the workplace to practice the specified skills. 5. If there are specific issues that require in-depth study, subgroup learning can be arranged. 6. After a period of practice, hold another group meeting to assess progress and plan the next phase of learning. 7. Repeat the process until the learning objectives are achieved. 8. Document the process for future reference and application in the ongoing development of work. Marquardt (1999) divided the components of action learning into six aspects: 1. A Problem, Task, or Project: When a problem arises, the most beneficial learning outcome is achieved when everyone participates in solving it. 2. The Group or Set: Learning from practice assumes that the learning process is social. Therefore, effective learning from practice occurs in a group setting with approximately 4-8 members. In some cases, group members may act as consultants or followers. 3. The Questioning and Reflective Process: Learning from practice emphasizes asking questions rather than finding answers. The reflective process involves the ability to look back and contemplate individual experiences. 4. Commitment to Taking Action: Taking action enhances learning because it involves critical thinking. Comparing the obtained results with the expected outcomes motivates individuals to reflect back on the hypotheses made. 5. Commitment to Learning: Learning is as crucial as practicing. Learning from practice is equivalent to achieving the goals of the task, contributing to personal and organizational development. 6. The Learning Coach: Providing learning as coaching helps the group develop good process skills. Working with the group through questioning and reflective practices facilitates skill development.

From the study of the learning process from practice, we can summarize the steps of learning from practice as follows: 1. Problem Identification: Define the problem that arises or what needs to be learned during the practical scenario. 2. Reflecting on Experience: Reflect on past experiences, situations that have occurred, or individuals with skills. Pool together diverse experiences for collective learning. In the group, learners take on the roles of both learners and teachers, meaning that those with expertise play the role of teachers while others act as learners. 3. Planning: Plan the practical steps to solve the problem based on the newfound understanding. 4. Taking Action: Implement the plan laid out. During the execution, continuous exchange of opinions may occur among learners, fostering collaborative learning. 5. Evaluate Learning: Assess the learning outcomes to determine if they align with the plan or objectives set. If the results are satisfactory, summarize the findings for future use (Wongmajarapinya et al., 2023; Lee et al., 2023).

Therefore, Action Learning (AL) is a popular method in Organization Development (OD). This method is based on the idea that "learning accelerates when it occurs in tandem." It involves learning derived from practical experiences, utilizing knowledge and perspectives gathered through questioning and exchanging views within a group or individual. This leads to new and different solutions, fostering a culture of mutual learning and knowledge transfer. It creates benefits for individuals, teams, and organizations. This learning is driven by the voluntary commitment of practitioners and groups, following the Action Learning Process.

Marquardt (2002) proposed the concept of developing a Learning Organization, emphasizing the creation of learning dynamics. This involves continuous learning, collaborative team learning, enthusiastic and self-driven personnel, systemic thinking, planned mental models, openness to new beliefs, participative exchange of ideas, various learning formats such as adaptive learning, learning from predictions, and crucially, learning from real practice (Action learning). This approach views learning as an experiential process, with the idea derived from the reality that people learn by doing. Learning from real practice involves forming groups of individuals interested in the same issues, facing common problems, sharing similar goals, and desiring to learn together. The learning from real practice method can be applied in the following steps:

1. **Define the Problem Situation:** Identify a real problem within the organization that requires resolution. The problem should be relevant, feasible, and fall under the group's responsibility. In this step, group members collaborate to present, select, and summarize the problem situation that needs addressing, focusing on issues of utmost importance and urgency.
2. **Questioning and Reflecting on Learning:** In this step, group members engage in questioning to gain a clearer understanding of the problem issues and reflect on past experiences. This involves analyzing experiences to find suitable solutions for the situation and exploring new approaches for future actions. Group members use questioning techniques to inquire about each other's past experiences, problems encountered, and problem-solving methods employed. The focus is on asking precise and targeted questions, emphasizing reflections on aspects that the group is not yet aware of. Simultaneously, the responses received help members reflect on past events, leading to considerations for future actions.
3. **Implementing Problem-Solving Strategies:** During this step, group members execute the chosen problem-solving strategy in real-world situations. This involves documenting the information obtained, recording encountered problems and obstacles, and noting successes achieved during the practical application. The process aims to collect data for future adjustments and improvements in the problem-solving approach.
4. **Implementing Problem-Solving Strategies:** During this step, group members execute the chosen problem-solving strategy in real-world situations. This involves documenting the information obtained, recording encountered problems and obstacles, and noting successes achieved during the practical application. The process aims to collect data for future adjustments and improvements in the problem-solving approach.
5. **Evaluation of Results:** The final step involves assessing the results obtained after implementing the problem-solving strategy and using the information gathered to refine and enhance the approach. Group members collectively discuss the outcomes, successes, failures, and various challenges encountered throughout the process. This evaluation helps summarize the findings accurately and comprehensively, leading to the best possible refinements for future problem-solving strategies (Bangbon et al., 2023; Channuwong et al., 2021; Wanitcharoenchai, 2005).

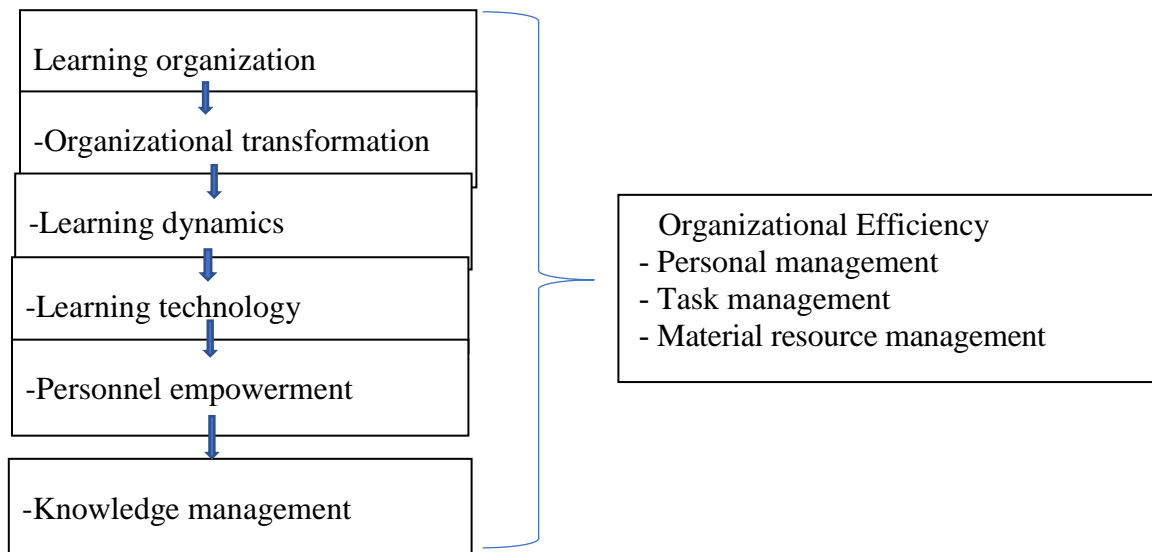
Action Learning (AL) is a tool widely employed by various organizations, both in the public sector and private businesses such as Microsoft, Marriott, General Motors, and others. It is utilized for strategic planning, managerial development, competitive advantage allocation, operational cost reduction, teamwork cultivation, and transforming organizations into learning entities.

In the context of the Thai public sector, AL has been integral in shaping strategies, changing mindsets, cultures, and values to align with the new era of citizen-centric governance. Leveraging AL for self-directed learning from real experiences, organizations aim to create shared visions, foster a sense of mission commitment, and promote teamwork. Moreover, in projects related to the development of transformational leadership, AL has proven effective in establishing new perspectives in government system development and efficient change management in organizations. The emphasis is on understanding one's role, developing innovative thinking, and stimulating the potential development of both individuals and teams.

Action Learning (AL) is a concept and theory that can be highly effective in fostering organizational learning. Its

effectiveness lies in the fact that it goes beyond learning solely from theoretical concepts and involves addressing real-life problems or events through a process of critical thinking, analysis, and problem-solving. It is a method that necessitates teamwork, providing opportunities for every member to participate in problem-solving, give feedback, and communicate clearly to make joint decisions. This approach has the benefit of fostering camaraderie and teamwork, leading to a sense of commitment and accomplishment for individuals and contributing to the organization's success and pride. Moreover, it contributes to transforming an organization into a Learning Organization, where learning dynamics are cultivated. This involves continuous learning, team-based learning, enthusiastic and curious staff, and constant self-improvement. In a learning organization, personnel think systematically, plan their thought processes, avoid clinging to traditional beliefs, view the world futuristically, participate in exchanging ideas, engage in open conversations, and adopt various learning formats. Action Learning is a crucial aspect of this, as it aligns with the idea that "stimulation goes hand in hand with learning." It emphasizes learning through practical experience, utilizing knowledge, perspectives gained from questioning, and exchanging views within the group or individual. This, in turn, leads to new and different outcomes, fostering a culture of learning and knowledge sharing that benefits individuals, teams, and the organization as a whole.

From a literature survey, it can be concluded that total quality management consisting of continuous improvement, customer focus, personnel focus and process management can be applied to create sustainable organization development of Thai business companies. Therefore, the research framework of this study was proposed (Figure 1).



### Research Hypotheses

H: Learning organization theory has an influence on organizational efficiency of business companies in Bangkok

### 3. METHODS

This study applied a quantitative research method. The research used a research questionnaire to collect data with the following steps:

#### Populations and Samples

The populations and samples used in this study were employees working in business companies in Bangkok with the amount of 112,406 persons. The researchers calculated the sample sizes using the formula of Taro Yamane, and 398 samples were obtained.

### **Variables Used in this Study**

The variables used in this study consisted of independent and dependent variable. Independent variable is learning organization theory consisting of organizational transformation (OT), learning dynamic (LD), learning technology (LT), personnel empowerment (PE) and knowledge management (KM), and dependent variable is organizational efficiency consisting of personnel management, task management and material resource management.

### **Instrument Used to Collect Data**

A research questionnaire was used as a tool to collect data. The researchers had studied concepts and theories about learning organization theory from researches, articles and texts in order to develop the conceptual framework and research questionnaire. The structure of the questionnaire was divided into three parts: Part one was a research questionnaire containing six questions with regard to personal information of participants i.e. gender, age, marital status, educational level, monthly income and work experience. Part two was a research questionnaire containing 16 questions with regard to learning organization theory consisting of organizational transformation (OT), learning dynamic (LD), learning technology (LT), personnel empowerment (PE) and knowledge management (KM). Part three was a research questionnaire containing 12 questions with regard to organizational efficiency consisting personnel management, task management and material resource management.

### **Criteria Used to Interpret the Data**

The researchers analyzed quantitative data obtained from the Likert Scale questionnaire. The criteria used for interpreting the questionnaire are as follows:

5: Strongly Agree

4: Agree

3: Neutral

2: Disagree

1: Strongly Disagree

The criteria used to interpret the mean value were as follows:

4.21-5.00 = Strongly agree

3.41-4.20 = Agree

2.61-3.40 = Neutral

1.81-2.60 = Disagree

1.00-1.80 = Strongly Disagree

### **Content Validity and Reliability Test**

The research questionnaire was verified by five research scholars to find the content validity using Item Objective Congruence Index (IOC), and the IOC value of .97 was obtained. The researchers had distributed the research questionnaire to 30 employees who had the same personal characteristics, but were not the samples in this study, in order to test the reliability, and the reliability value of 0.98 was obtained.

### **Data collection**

The researchers had distributed the questionnaire to 398 samples during August 1, 2024 to October 31, 2024, and received 375 questionnaires in return which can be calculated as 94 percent.

### **Statistics Used to Analyze Data**

Both descriptive statistics consisting of frequency, percentage, mean and standard deviation, and inferential statistics consisting of Pearson Correlation, and Stepwise Multiple Regression Analysis

were used in this study. Frequency and percentage were used to analyze personal information. Mean and standard deviation were used to analyze learning organization theory and organizational efficiency of business companies. Multiple Regression Analysis was used to analyze the influence of organization theory on organizational efficiency of business companies in Bangkok.

### Research Findings

In this section, the researchers presented the research results in the following five parts:

#### Part 1: Demographic files of Respondents

The research results on general information of respondents showed that the majority of respondents were males at 60.26 percent, and females at 39.74 percent. The ages of the majority of respondents were between 36-45 years old at 39.74 percent, followed by ages between 46-55 years old at 19.87 percent, ages between 26-35 years old at 16.56 percent, ages more than 56 years old at 13.90 percent, and ages less than 25 years old at 9.95 percent. The majority of respondents were single at 49.67 percent, followed by married at 43.05 percent, widowed at 3.97 percent, and divorced at 3.31 percent. The majority of respondents finished bachelor’s degree at 43.05 percent, followed by degree lower than bachelor’s degree at 36.42 percent, master’s degree at 13.25 percent, and doctoral degree at 7.28 percent. The majority of respondents had work experience between 5-15 years at 33.11 percent, followed by work experience less than 5 years at 23.18 percent, work experience between 16-25 years at 19.87, work experience between 26-35 years at 13.25 percent, and work experience more than 36 years at 10.60 percent. The majority of respondents received monthly income between 25,001-35,000 baht at 46.36, followed by monthly income between 15,001-25,000 baht at 23.19 percent, monthly income between 5,000-15,000 baht at 16.56 percent, monthly income between 35,001-45,000 baht at 9.93 percent, and monthly income more than 45,000 baht at 3.97 percent.

#### Part 2: The Results of Analysis on Total Quality Management

##### The Results of Statistical Analysis on Learning Organization of Business companies in Thailand

In this section, the researchers analyzed learning organization of business companies in Thailand. The research results showed that the overall learning organization of business companies in Thailand was at a high level ( $M= 3.70, SD = 0.94$ ). In particular, organizational transformation had the highest mean value ( $M = 3.78, SD = 0.93$ ), followed by learning technology ( $M = 3.73, SD= 0.92$ ), learning dynamic ( $M = 3.72, SD = 0.93$ ), knowledge management ( $M =3.65, SD = 1.02$ ) and personnel empowerment ( $M = 3.64, SD = 0.94$ ) (Table 1)

**Table 1** Mean and Standard Deviation of Learning Organization of Thai Smile Bus Company Limited

Learning Organization	<i>M</i>	<i>SD</i>	Interpretation	Ranking
1. Organizational transformation	3.78	0.93	High	1
2. Learning dynamic	3.72	0.93	High	3
3. Learning technology	3.73	0.92	High	2
4. Personnel empowerment	3.64	0.94	High	5
5. Knowledge management	3.65	1.02	High	4
<b>Overall</b>	3.70	0.94	High	



### Part 3: The Results of Analysis on Organizational efficiency of Business companies in Thailand

In this part, we analyzed sustainable organization development of business companies in Bangkok. The research results showed that organizational efficiency of business companies, in total, was perceived at high level ( $M = 4.21, SD = 0.15$ ). In particular, personnel management had the highest mean value ( $M = 4.26, SD = 0.13$ ), followed by task management ( $M = 4.20, SD = 0.15$ ), and material resource management ( $M = 4.17, SD = 0.17$ ) respectively (Table 2).

**Table 2** Mean and Standard Deviation of Organizational efficiency of Business companies in Bangkok

Organizational efficiency	<i>M</i>	<i>SD</i>	Level	Ranking
1. Personnel management	4.26	0.13	Highest	1
2. Task management	4.20	0.15	High	2
3. Material resource management	4.17	0.17	High	3
Total Average	4.21	0.15	High	

### Part 4: The Influence of Learning Organization Theory on Organizational efficiency of Business companies in Bangkok

The results of the analysis on the influence of learning organization theory on organizational efficiency of business companies, using multiple regression analysis with the Enter method, revealed that an application of learning organization theory significantly influences organizational efficiency at the .01 and .05 levels ( $F = 60.325, p = .000$ ). The components of learning organization theory that has the most significant impact on organizational efficiency was learning dynamics, with a standardized coefficient (Beta = -0.412,  $p < .01$ ), followed by organizational transformation (Beta = 0.386,  $p < .01$ ), learning technology (Beta = 0.378,  $p < .01$ ), personnel empowerment (Beta = 0.343,  $p < .05$ ) and knowledge management (Beta = 0.229 respectively. An application of learning organization from multiple regression analysis had an influence on organizational efficiency at 58.30% (Adjusted R-squared = .583), while the remaining 41.70% is attributed to other variables which were not studied in this research. Based on these findings, the regression coefficients of the predictive variables can be used to formulate the predictive equation in standardized scores as follows:

Predictive Equation in Standard Scores:

Organizational efficiency (WP) = 0.412 Learning dynamic (LD) + 0.386 Organizational transformation (OT) + 0.378 Learning technology (LT) + 0.343 Personnel empowerment (PE) + 0.229 Knowledge Management (KM) (Table 3)

**Table 3** The Influence of Learning Organization Theory on Organizational efficiency of Public

Variable	Organizational Effectiveness				p
	B	SE	$\beta$	T	
Constant	1.406	.148		8.105**	.000
1. Organizational transformation	.386	.065	.385	1.892**	.000
2. Learning dynamic	.412	.059	.416	3.784**	.000
3. Learning technology	.378	.058	.375	4.615**	.000
4. Personnel empowerment	.343	.046	.330	1.544*	.040
5. Knowledge management	.229	.058	.235	2.312*	.021

R <sup>2</sup> =	.584	F =	60.325**
Adjust R <sup>2</sup> =	.583	SE =	.475
		p =	.000

\*\* Statistically significant at .01 level

\* Statistically significant at .05 level

## Discussion

In this section, the researchers analyzed learning organization of business companies in Thailand. The research results showed that the overall learning organization of business companies in Thailand was at a high level. In particular, organizational transformation had the highest mean value, followed by learning technology, learning dynamic, knowledge management and personnel empowerment. The results of this study are relevant to a study of Bangbon et al. (2023) who found that in order to survive in this competitive business world, organization needs to be transformed to cope with the current changes. Human resources are required to improve their knowledge and sharpen their skill to increase work efficiency and effectiveness. This study is also relevant to the study of Channuwong et al. (2021) who found that technology should be used to improve work quality and facilitate the working system of the organization. Employees are required to train in using modern technologies to increase work performance.

In this part, we analyzed sustainable organization development of business companies in Bangkok. The research results showed that organizational efficiency of business companies, in total, was perceived at high level. In particular, personnel management had the highest mean value, followed by task management, and material resource management respectively. The results of this study are relevant to the study of Lee et al. (2023) who found that personnel management is the key factor leading to improve total quality management of the organization. Organizations can achieve sustainable development through effective personnel management.

The results of the analysis on the influence of learning organization theory on organizational efficiency of business companies, using multiple regression analysis with the Enter method, revealed that an application of learning organization theory significantly influences organizational efficiency at the .01 and .05 levels ( $F = 60.325$ ,  $p = .000$ ). The components of learning organization theory that has the most significant impact on organizational efficiency was learning dynamics, followed by organizational transformation, learning technology, personnel empowerment, and knowledge management respectively. An application of learning organization from multiple regression analysis had an influence on organizational efficiency at 58.30% (Adjusted R-squared = .583), while the remaining 41.70% is attributed to other variables which were not studied in this research. The results of this study are relevant to the study of Marquardt (2002) who found that learning dynamics can create an environment that rapidly stimulates individual and group learning while teaching staff to think critically and reflect on what is happening, helping them learn from both mistakes and successes. It can improve effectiveness and efficiency for the organization and create organizational sustainability. The results of this study are relevant to the studies of Senge (1990) and Wongmajarapinya et al (2023) who found that a learning dynamic extends the abilities of its individuals continuously, not only at the personal level but also within groups and the organization itself. It fosters new thinking patterns and expands the boundaries of creative ideas, providing ongoing inspiration. The staff within the organization learns together, and the organization acts as a catalyst for spreading collective learning. Prachuap (2004) found that learning organization concepts focuses on knowledge sharing, teamwork, adaptability, result-orientation and goal achievement. It aligns with the idea that "learning and action must be applied

at the same time to move forward the organization". It involves learning from practice, relying on experiences, knowledge, and perspectives within a group or individual through sharing and exchanging ideas to improve the working processes in the organization. This leads to new and diverse solutions, encouraging the sharing and transfer of knowledge among individuals, teams, and the organization to achieve organizational goals.

## **Conclusion**

In this section, the researchers analyzed learning organization of business companies in Thailand. The research results showed that the overall learning organization of business companies in Thailand was at a high level. In particular, organizational transformation had the highest mean value, followed by learning technology, learning dynamic, knowledge management and personnel empowerment.

In this part, we analyzed sustainable organization development of business companies in Bangkok. The research results showed that organizational efficiency of business companies, in total, was perceived at high level. In particular, personnel management had the highest mean value, followed by task management, and material resource management respectively.

The results of the analysis on the influence of learning organization theory on organizational efficiency of business companies, using multiple regression analysis with the Enter method, revealed that an application of learning organization theory significantly influences organizational efficiency at the .01 and .05 levels ( $F = 60.325$ ,  $p = .000$ ). The components of learning organization theory that has the most significant impact on organizational efficiency was learning dynamics, with a standardized coefficient ( $Beta = -0.412$ ,  $p < .01$ ), followed by organizational transformation ( $Beta = 0.386$ ,  $p < .01$ ), learning technology ( $Beta = 0.378$ ,  $p < .01$ ), personnel empowerment ( $Beta = 0.343$ ,  $p < .05$ ) and knowledge management ( $Beta = 0.229$ ) respectively. An application of learning organization from multiple regression analysis had an influence on organizational efficiency at 58.30% (Adjusted R-squared = .583), while the remaining 41.70% is attributed to other variables which were not studied in this research.

## **References**

- Bangbon, P., Snongtaweepon, T., Channuwong, S., Katangchol, S., Raktakanishtha, P., Pleansamai, K., Ongcharoen, P., Ekvitayavetchanukul, P., & Klaysud, S. (2023). Strategic human resource management for organizational performance of Thai Higher Education Institutions. *Journal of Positive Psychology & Wellbeing*, 7(2), 897-911.
- Channuwong, S., Siripap, P., Ladnongkun, V., & Makingrilas, J. (2021). The model of marketing strategies influencing customer satisfaction of supermarkets in Bangkok Areas. *Journal of MCU Peace Studies*, 10(2), 472-487.
- Inglis S. (1994). *Making the most of action learning*. Hampshire: Gower Publishing Limited.
- Marquardt M.J. (1999). *Action learning in action: Transforming problems and people for world-class organization learning*. Palo Alto: Davies-Black.
- Lee, K.G.L., Channuwong, S., & Wongmajrapinya, K. (2023). Human resource management and organizational performance. *International Journal of Advanced Research*, 11(5), 872-881.
- Marquardt M.J. (2002). *Building the Learning Organization: Mastering the 5 Elements for Corporate Learning*. Palo Alto: Davies-Black.
- Marquardt & Reynolds. (1994). *The Global Learning Organization*. New York: Irwin.
- McGill, I. and Beaty, L. (1995). *Action Learning*. London: Kokan Page.
- Pangprasert, B Naipinit, A. & Permwanichagun, P (2020) *The Corporate Sustainability*

- Performance of Entrepreneurs (CSPE) on Social Enterprise in Thailand: A Mixed Methods Approach 19(2), BU Academic Review, 73-87.
- Prachuap, L. (2004). Development of informal education learning processes by using the concept of learning from practice to promote the work of health volunteers in the community. (Doctoral dissertation). Graduate School, Chulalongkorn University.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. London: Century Business.
- Sirathanakul, K., Harnphanich, B., Channuwong, S., Bangbon, P., Niangchaem, L., & Sutthadaanantaphokin, K. (2023). The influence of human resource management on educational administration of Thai private universities. *Migration Letters*, 20(S1), 423-436.
- Ubben, G.C., Hughes, L. W., & Norris, C. J. (2001). *The principal: Creative leadership for effective schools* (4<sup>th</sup> ed). Boston: Allyn & Bacon.
- Weerawat, P. (2000). *Organizational Learning Development*. Bangkok: Theerapogpom Literature.
- Wongmajarapinya, K., Channuwong, S., & Pratoomsawat, T. (2024). The model of modern management influencing sustainable organization development of Thai Smile Bus Company Limited. *Migration Letters*, 21(S2), 385-399.
- Worawan, W. (2005). Development of a team learning method for nursing instructors in higher education institutions. (Doctoral dissertation in the field of Technology and Communication Education). Graduate School, Chulalongkorn University.