

Factors affecting the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital

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Abstract

Purpose: Learning organization is an organization which facilitates and motivates its members to learn and develop themselves to improve organizational outcomes so that the organization can stand in the globalization world. This descriptive correlational research was aimed to investigate 1) the level of the learning organization 2) the level of factors which advocated the building of learning organization 3) the relationship between personal factors and the learning organization 4) the relationship between influencing factors and the learning organization, and 5) the factors affecting the learning organization.

Methods: The study sample consisted of 506 nurses in Nursing Service Division, Maharaj Nakorn ChiangMai Hospital. Data was collected by using two questionnaires. The instrument reliability tests, using Cronbach's alpha coefficient, were 0.96 and 0.97 respectively. Data were analyzed using descriptive statistics, chi-square, spearman rank correlation, Pearson's product moment correlation coefficient and stepwise multiple regression analysis.

Results: The results showed that 1) The level of the learning organization was at a moderate level. 2) The level of factors which advocated the building of learning organization was at a moderate level. 3) For an analysis of the personal factors, included gender, age, education, position, work experience and department, it was found that only position factor was correlated slightly and positively with the level of the learning organization at statistical significance level of 0.001. 4) The influencing factors in term of leadership factor, management factor, organization factor, technology factor, knowledge management factor and learning factor were correlated moderately and positively with the level of the learning organization at statistical significance level of 0.001. and 5) The factors affecting the learning organization, included learning factor, management factor and knowledge management factor. These factors could predict the learning organization up to 53.0% at the significance level of 0.001.

Conclusion: The results could be used as useful information and guidance for nursing administrators to enhance organizational effectiveness.

Keywords: Learning organization; Factors affecting the learning organization

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Introduction

Learning organization is an organization which facilitates and motivates its members to learn and develop themselves to improve organizational outcomes so that the organization can stand in the globalization world. Nowadays, every organization even healthcare institutions, tries to make itself a learning organization so that the outcome is efficiency and effectiveness. Learning organization has various definitions by various authors. According to Senge (1990), the learning organization is an organization where people continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The five disciplines that help in converging to innovate learning organizations are personal mastery, mental model, shared vision, team learning, and system thinking. According to Marquardt (1996), a learning organization is a system-linked organization which interactive learning and knowledge sharing are the powerful tools fostering a learning climate and is continually for corporate success. According to Watkins and Marsick (1993), a learning organization is a continuous, strategically used process. Learning results can bring some changes in knowledge, beliefs, and behaviors within the organization. Learning organization also enhances organizational capacity for innovation and growth. The learning organization has embedded systems to capture and share learning. The level of learning is individual, team, and organization. Watkins and Marsick identified seven dimensions of the learning organization: (1) create continuous learning opportunities, (2) promote inquiry and dialogue, (3) encourage collaboration and team learning, (4) establish systems to capture and share learning, (5) empower people toward a collective vision, (6) connect the organization to its environment, and (7) use leaders as role model and support the learning of the individual, team, and organizational levels. The Dimensions of the Learning Organization Questionnaire (DLOQ) was developed based on Watkins and Marsick (1993). It has been used and tested with numerous organizations although not specifically with nurses.

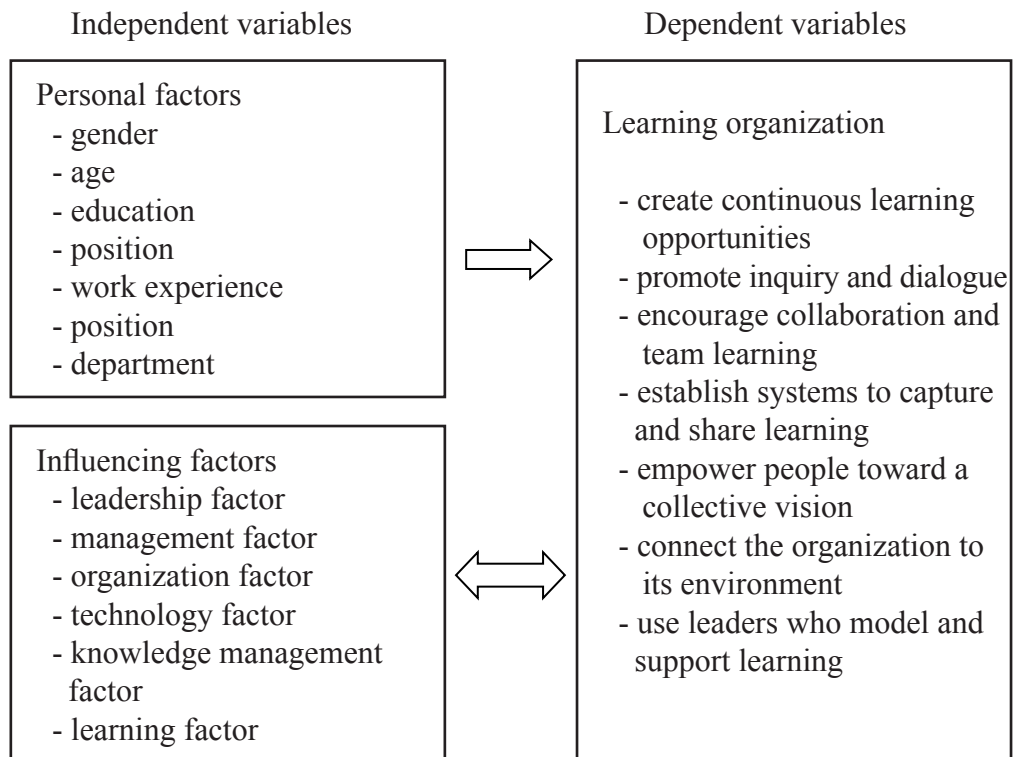
Maharaj Nakorn ChiangMai Hospital has recognized the important role of the learning organization for the organizational effectiveness. Learning organization is one of the hospital's core values. Leaders in hospital have encouraged active learning activities for individuals and groups, and have tried to reshape their hospital into learning organization. Nurses, a major workforce in hospital, play a key role in this transformation. Effective management of nursing organization could add a competitive edge to a hospital's prestige in the globalization world. The results of this research would be a valuable contribution to understand the aspects of the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, ChiangMai, Thailand. The findings of this research would also provide basic information for nurse administrators, registered nurses, and other healthcare providers in order to be aware of the important factors which advocated the building of learning organization and to improve their organization. Furthermore, the results of this study might be useful as a database for conducting future research in other healthcare settings in this area.

Research Objectives

The objectives of this study aimed to investigate:

- 1) the level of the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital
- 2) the level of factors which advocated the building of learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital
- 3) the relationship of personal factors which advocated the building of learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital
- 4) the relationship of influencing factors which advocated the building of learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital and
- 5) the factors affecting the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital.

Conceptual Framework



Methods

This research was a descriptive correlational research. The study sample consisted of 506 nurses who worked in Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, ChiangMai, Thailand. Data were collected during July 24, 2012 to August 6, 2012 by using two questionnaires. The Dimensions of Learning Organization Questionnaire, developed by Watkins and Marsick, had been used. The questionnaire had 43 questions, resulting in six subscales relating to each of the seven dimensions of the learning organization; create continuous learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, establish systems to capture and share learning, empower people toward a collective vision, connect the organization to its environment, use leaders who model and support learning

The factor affecting the learning organization questionnaire developed by Sriparivatn (2009) was another instrument used in this study. The questionnaire had 56 questions, resulting in five subscales relating to each of the six factors. The reliability of the instrument, using Cronbach's alpha coefficient, were 0.96 and 0.97 respectively. The questionnaires were distributed through the hospital intra-facility mail. Secured drop boxes, placed in convenient locations for nurses, were available to deposit completed questionnaires. Data were analyzed by using descriptive statistics, chi-square, spearman rank correlation, Pearson's product moment correlation coefficient and stepwise multiple regression analysis.

Results

Demographic characteristics

The subjects of this study were 506 nurses. The demographic characteristics of the nurses are described in Table 1

Table 1

Frequency, percentage, mean and standard deviation of the subject by the demographic characteristics (N=506)

Characteristics of the subjects	Frequency	Percentage
Gender		
Male	29	5.7
Female	477	94.3
Age (years) Mean = 41.6, S.D.=10.5		
< 30	90	18.1
30-39	118	23.7
40-49	153	30.7
>50	137	27.5
Nursing education level		
Baccalaureate degree	368	72.7
Master degree	138	27.3

Table 1 (continue)

Characteristics of the subjects	Frequency	Percentage
Total experience in nursing career (years)		
≤ 10	134	26.5
11-20	140	27.7
21-30	166	32.8
31-40	66	13.0
Current job position		
Staff nurse	399	78.9
Head nurse	89	17.6
Supervisor	7	1.4
Head of nursing section	11	2.2
Department		
OPD	52	10.3
Orthopedic	32	6.3
Pediatric	59	11.7
Medical	97	19.2
Operation room	48	9.5
Surgical	91	18.0
Private	54	10.7
Obstetric/Gynecological	33	6.5
General	29	5.7
Nursing quality & professional development	9	1.8
Clerical section	2	0.4

As shown in table 1, the majority of the subjects were female, (94.3%), one-third with the age between 40-49 years (30.7 %) and with a mean age of 41.6 (S.D. 10.5). In regard to educational background, most of the nurses, (72.7%) had a baccalaureate degree. Regarding total experience in nursing career, one-third of the nurses, (32.8%) had been working as a nurse for 21-30 years. The majority of nurses, (19.2%), were nurses working at the medical department.

The level of the learning organization

To describe the level of the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, the results are shown in Table 2.

Table 2

Mean, and standard deviation of the learning organization scores as perceived by nurses (N=506)

Variables	Mean	Standard deviation	Level of the learning organization
Overall scores of learning organization	3.85	0.72	moderate
- individual level	3.85	0.75	moderate
- group level	3.92	0.80	moderate
- organization level	3.78	0.78	moderate

As shown in table 2, the overall mean scores of learning organization as perceived by nurses was at a moderate level ($M = 3.85$, $S.D. = 0.72$). For an analysis in term of levels, it was found that all levels included individual level, group level and organization level were at a moderate level ($M = 3.85$, $S.D. = 0.75$; $M = 3.92$, $S.D. = 0.80$; $M = 3.78$, $S.D. = 0.78$) respectively.

The level of factors which advocated the building of learning organization

To describe the level of factors which advocated the building of learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, the scores were obtained from the subjects response using the Factor affecting the Learning Organization Questionnaire. The results were shown in table 3.

Table 3

Mean, and standard deviation of the factors which advocated the building of learning organization as perceived by nurses (N=506)

The factors which advocated the building of learning organization	Mean	Standard deviation	Level
Overall mean scores	3.44	0.54	moderate
- leadership factor	3.52	0.63	high
- management factor	3.49	0.65	moderate
- organizational factor	3.37	0.63	moderate
- technological factor	3.36	0.70	moderate
- knowledge management factor	3.39	0.57	moderate
- learning factor	3.52	0.58	high

As shown in table 3, the overall mean scores of the factors which advocated the building of learning organization as perceived by nurses was at a moderate level ($M = 3.44$, $S.D. = 0.54$). For an analysis of the factors, it was found that the leadership factor and learning factor were at a high level ($M = 3.52$, $S.D. = 0.63$; $M = 3.52$, $S.D. = 0.58$), but the management factor, organizational factor, technological factor and knowledge management factor were at a moderate level ($M = 3.49$, $S.D. = 0.65$; $M = 3.37$, $S.D. = 0.63$; $M = 3.36$, $S.D. = 0.70$; $M = 3.39$, $S.D. = 0.57$).

The relationship between personal factors and the learning organization

To describe the relationship between personal factors and the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, the results of the statistical analysis are shown in Table 4.

Table 4

Correlation coefficient between personal factors and the learning organization as perceived by nurses (N=506)

Personal factors	Learning organization		
	Statistics	Sig. (2-tails)	Correlation coefficient
gender	Chi-square	.798	.674
age	Spearman rank correlation	.317	-.045
education	Spearman rank correlation	.659	.020
work experience	Spearman rank correlation	.235	-.053
position	Spearman rank correlation	.000	.159***
department	Chi-square	.066	.949

p-value < 0.001 ***

As shown in table 4, For an analysis of the personal factors which advocated the building of learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, included gender, age, education, work experience, position, and department, it was found that only position was slightly and positively correlated with the level of the learning organization. ($r=0.159$, $p<.01$).

The relationship between influencing factors and the learning organization

To describe the relationship between influencing factors and the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, the results of the statistical analysis are shown in Table 5.

Table 5

Correlation coefficient between the influencing factors and the learning organization as perceived by nurses (N=506)

The influencing factors	Learning organization	
	Pearsons Correlation (r)	The level of correlation
1. leadership factor	0.568***	moderate
2. management factor	0.610***	moderate
3. organization factor	0.563***	moderate
4. technology factor	0.532***	moderate
5. knowledge management factor	0.652***	moderate
6. learning factor	0.676***	moderate

p-value < 0.001 ***

As shown in table 5, the influencing factors advocating the building of learning organization in terms of leadership factor ($r=0.568$), management factor ($r=0.610$), organization factor ($r=0.563$), technology factor ($r=0.532$), knowledge management factor ($r=0.652$), and learning factor ($r=0.676$) were correlated moderately and positively with the level of the learning organization at statistical significance level of 0.001.

Factors predicting the learning organization

To describe the factors predicting the learning organization of Nursing Service Division, Maharaj Nakorn Chiang Mai Hospital, the results of the statistical analysis are shown in Table 6.

Table 6

Multiple regression analysis of the factors predicting the learning organization as perceived by nurses (N=506)

Independent variables	R	R Square	Adjusted R Square	Std.error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
LF	.677	.459	.458	.53079		420.247	.000
LF, MF	.716	.513	.511	.50401	.054	260.602	.000
LF, MF, KF	.728	.530	.527	.49576	.017	185.431	.000

LF = learning factor

MF = management factor

KF = knowledge management factor

Independent variables	Dependent variable			
	b	Std.error	Beta	t
learning factor (LF)	.475	.058	.384	8.203***
management factor (MF)	.240	.050	.215	4.811***
knowledge management factor (KF)	.269	.064	.215	4.196***
R = .728		SE _{est} = .49576		F = 185.431
R ² = .530		a = .431		
p-value < 0.001 ***				

As shown in table 6, the factors affecting the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital, included learning factor, management factor and knowledge management factor. These factors could predict the learning organization of Nursing Service Division, Maharaj Nakorn ChiangMai Hospital up to 53.0% at the significance level of 0.001.

Conclusion

Learning organization has gained importance and has been identified as the strategy for survival and growth in this globalization world. Maharaj Nakorn ChiangMai Hospital is facing through global competition, hence the hospital needs to transform itself towards learning organization. According to the results of the study, it was found that the nurses had a moderate level of learning in terms of individual, group, and organizational level. The level of factors which advocated the building of learning organization was at a moderate level. For an analysis of the factors, it was found that the leadership factor and learning factor were at a high level, but the management factor, organization factor, technology factor, and knowledge management factor were at a moderate level. It was also indicated the importance of learning factor, management factor, and knowledge management factor for predicting the learning organization. It, therefore, suggested that these factors could help the organization to evolve into learning organization.

Implications

The implications for nursing administration and nursing research are presented as follows.

1. Implications for nursing administration

The results of this study could be used as useful information and guidance for nursing administrators to organize in-service trainings, to support the attempts of the nurses to learn, and to establish an effective mechanism in organization.

2. Implications for nursing research

This study is a preliminary study on identifying factors related to the learning organization of Nursing organization. The findings of this study provide the baseline data for further research studies in the area of learning organization and motivate other researchers to further explore other factors that have an impact on learning organization.

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