LEARNING ORGANIZATION OF ADMINISTRATORS UNDER SICHUAN CONSERVATORY OF MUSIC IN SICHUAN PROVINCE

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Abstract

The objectives of this research were: (1) to study the level of learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province.; and (2) to compare o learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience and educational level.

The research methodology was a survey research. The population consisted of 1,245 teachers under Sichuan Conservatory of Music in Sichuan Province, the People's Republic of China. The sample consisted of 291 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

Major findings: (1) organization of administrators under Sichuan Conservatory of Music in Sichuan Province, overall and in each aspect was at a high level; and (2) comparison the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience and educational level, overall and in each aspect were not different.

Keywords: Learning Organization, Administrators, Sichuan Conservatory of Music, Sichuan Province

INTRODUCTION

Learning organization of administrators is a concept introduced by Peter Senge (1990) write book 'The Fifth Discipline'. This book elaborates on the concept of creating and cultivating learning organizations that can adapt to constantly changing environments and continuously learn and innovate within them. Kim S. Cameron and Robert E. Quinn (2006) pointed out the concept of a learning organization emphasizes the learning and development of employees within the organization, as well as continuous interaction with the external environment. This type of organization is committed to cultivating employees' systematic thinking, personal growth, teamwork, and innovation abilities to better respond to constantly changing challenges.

Organizations are increasingly aware of the impact of employee development and satisfaction on organizational performance. Learning and growth opportunities are one of the key factors in attracting and retaining outstanding talents. Managers need to play a role in supporting employee development. The traditional command based leadership approach is gradually no longer applicable to modern organizations. Modern leaders need to possess more heuristic, supportive, and motivational traits to stimulate employee creativity and engagement. The concept of a learning organization emphasizes the role of leaders in cultivating a learning culture and supporting employee development.

To deeply implement the Scientific Outlook on Development, the most basic and important thing is to love and work hard, improve comprehensive quality, and improve knowledge structure. On the basis of mastering the professional knowledge of the subject being taught, we should extensively explore other disciplines to enrich knowledge, improve abilities, and achieve comprehensive and coordinated development, in sync with society. At the same time, we should also combine our own actual situation, strengthen our own construction, strictly abide by the responsibilities of teachers, establish an excellent image of teacher ethics, and always lead by example with a rigorous style, student-centered, and cultivate outstanding talents for the college and society.

Research Objectives

1. To study the level of learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province.

2. To compare the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience and educational level.

Research Framework or Conceptual Framework

In this research, the researchers the concepts of Senge (1990) in learning organization. Define a conceptual framework for the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, as shown in Figure 1:
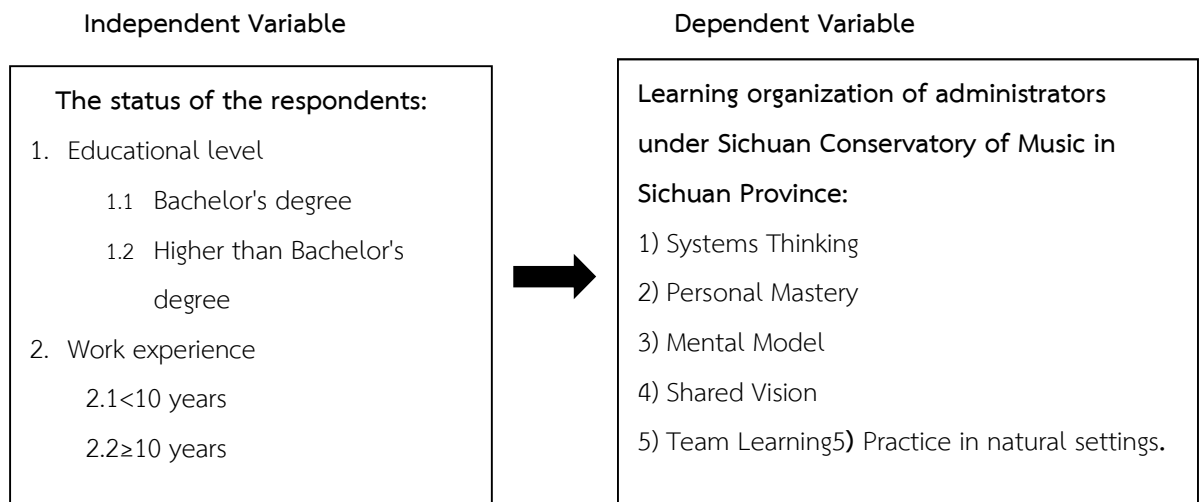
Independent Variable   Dependent Variable

The status of the respondents:	Learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province:
1. Educational level 　　1.1　Bachelor's degree 　　1.2　Higher than Bachelor's degree 2. Work experience 　　2.1<10 years 　　2.2≥10 years	1) Systems Thinking 2) Personal Mastery 3) Mental Model 4) Shared Vision 5) Team Learning5) Practice in natural settings.

Figure 1 – Research Framework

Methods of conducting research

The research instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: A questionnaire about the general information of the respondents. Checklist classified by educational level and work experience.

Part 2: Questionnaires are used to collect teachers' perception. Learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province.

　　　　1) Systems Thinking

　　　　2) Personal Mastery

　　　　3) Mental Model

　　　　4) Shared Vision

　　　　5) Team Learning

Data analysis

This research paper was about learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province; The research objectives were: (1) To study the level of learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province; and (2) To compare the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience and educational level.

The analysis result of the data presented by the investigator is presented in the following order:

　　1. Symbols used in research

　　2. The process of presenting the results of the data analysis

　　3. Data analysis results

Data analysis results

Table 1 General information of the respondents:

(n=291)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	197	67.70
1.2 Higher Bachelor's degree	94	32.30
Total	291	100
2. Work Experience		
2.1 < 10 years	229	78.70
2.2 ≥10 years	62	21.30
Total	291	100

Table 1: found that the level of Sichuan Conservatory of Music in Sichuan Province learning organization of administrators had the respondents had a bachelor's degree 197 people representing 67.70%, and 229 people have less than 10 years of work experience, representing 78.70%.

Table 2: Show the Mean, Standard Deviation, and level of the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, overall and in each aspect:

(n=291)

No.	Learning organization of administrators	$\overline{\text{X}}$	S.D.	Level
1	Systems Thinking	3.58	0.65	high
2	Personal Mastery	3.58	0.71	high
3	Mental Model	3.61	0.69	high
4	Shared Vision	3.56	0.69	high
5	Team Learning	3.55	0.72	high
	Total	3.58	0.64	high

Table 2: found that that the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province: overall and in each aspect at a high level ($\overline{\text{X}}$= 3.58). Considering and in each aspect, it was found that all aspects were at a high level. Mental Model had the highest mean ($\overline{\text{X}}$= 3.61), followed by Systems Thinking and Personal Mastery ($\overline{\text{X}}$=3.58), and Team Learning had the lowest mean ($\overline{\text{X}}$= 3.55).

Table 3: Comparison of the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by educational level, overall aspect.   (n=291)

Learning organization of administrators	Educational level				t	Sig.
	Bachelor's degree		Higher than Bachelor's degree			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Systems Thinking	3.55	0.64	3.65	0.66	-1.27	0.21
2. Personal Mastery	3.54	0.70	3.66	0.73	-1.35	0.18
3. Mental Model	3.59	0.68	3.65	0.72	-0.70	0.49
4. Shared Vision	3.54	0.70	3.61	0.67	-0.84	0.40
5.Team Learning	3.53	0.72	3.61	0.72	-0.98	0.33
Total	3.55	0.64	3.64	0.64	-1.10	0.27

In Table3: t-test, teachers with different educational levels came to recognize the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by educational level overall was not different.

Table 4: Comparison of the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience level, overall aspect.

(n=291)

Learning organization of administrators	Work Experience				t	Sig.
	< 10 years		≥10 years			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Systems Thinking	3.56	0.66	3.67	0.60	-1.19	0.24
2. Personal Mastery	3.56	0.72	3.65	0.65	-0.93	0.35
3. Mental Model	3.59	0.69	3.66	0.70	-0.74	0.46
4. Shared Vision	3.55	0.71	3.62	0.58	-0.71	0.48
5.Team Learning	3.54	0.75	3.60	0.63	-0.52	0.60
Total	3.56	0.66	3.64	0.59	-0.87	0.38

In Table 4: t-test, teachers with different work experience came to recognize the learning organization of administrators under Sichuan Conservatory of Music in Sichuan Province, classified by work experience overall was not different.

Discussion

Based on the research objectives, the discussion will be presented as follows:

    1. Discussion about major findings of objective 1

    The level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province. Overall and in each aspect at a high level. Considering all aspects comprehensively, it is found that all elements are at a high level. Mental Model scored highest, followed by Systems Thinking and Personal Mastery, while Team Learning had the lowest average. Because school may attach great importance to the development of teachers and provide a good support system. This includes resources, time, and encouragement, giving teachers the opportunity to engage in learning and innovation.

    (1) Systems Thinking was found, the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province overall at a high level. Educational institutions promote personnel develop work to suit the overall picture of the organization is at the highest level, followed by Work-based on the goals of mainly educational institutions, and Can connect various events to solve problems systematically, at the lowest mean. Because systems thinking has holistic perspective, emphasis on interconnectedness, and focus on feedback and continuous improvement align seamlessly with the principles of a learning organization. This research finding was in accordance with research of Khan, N., and Sharif, N. (2020) said that by recognizing and addressing ingrained assumptions, administrators can make more informed and innovative decisions that contribute to the organization's learning and growth. Systems Thinking prompts administrators to examine and challenge these mental models, fostering a culture of openness to new perspectives and continuous learning. Systems thinking provides the conceptual framework and tools necessary for administrators to instill a learning culture within the organization. A learning organization is characterized by its ability to adapt, innovate, and continuously improve. Systems Thinking provides the conceptual framework and tools necessary for administrators to instill a learning culture within the organization. In essence, Systems Thinking serves as a catalyst for the transformation of an organization into a learning entity. The findings were in the same direction as those of the researcher of Gan Guiyang (2013) researched that Administrators embracing Systems Thinking not only gain a deeper understanding of organizational dynamics but also contribute to the cultivation of a culture that values learning, adaptability, and sustained excellence. When implementing Systems Thinking in administration within a learning organization involves a multifaceted approach. This includes providing training and development opportunities for administrators to acquire Systems Thinking skills, fostering a collaborative and open communication culture, integrating feedback mechanisms into administrative processes, and aligning organizational structures to support interconnectedness and adaptability.

    (2) Personal Mastery was found the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province, overall at a high level. Demonstrate resilience and

adaptability when facing challenges in teaching at the highest mean, followed by Take the initiative to create innovations continuously, and Have knowledge and ability in researching and developing the work of educational institution at the lowest mean. Because cultural alignment is fostered by administrators who embody the principles of personal mastery. When administrators actively demonstrate a commitment to the organization's values and mission, they contribute to the creation of a positive organizational culture. This research finding was in accordance with research of Marquardt, M., and Engel, D. (2017) focused on administrators who embody personal mastery contribute to the creation of a vibrant learning culture, where individuals and the organization as a whole can thrive in the face of challenges and seize opportunities for growth. Administrators stay informed about industry trends, emerging technologies, and best practices. Leaders who exhibit personal mastery can inspire confidence, maintain focus on long-term goals, and lead their teams through turbulent times. This commitment to staying current and relevant enables administrators to make informed decisions and lead their organizations effectively in a rapidly changing landscape. This research finding was in accordance with research of Chang, S. and Lee, M. (2014). In a learning organization, where shared values and a sense of purpose are integral to success, administrators play a crucial role in shaping and reinforcing the desired cultural norms. The role of personal mastery in administration will remain central to fostering leadership excellence and organizational success. Personal mastery is not just a desirable trait; it is an essential component of administration in learning organizations. It encompasses many parts, such as resilience. In a learning organization, where experimentation and risk-taking are encouraged, resilience becomes a key factor in overcoming obstacles and driving continuous improvement. Resilience, a trait nurtured through personal mastery, is indispensable for administrators facing the inevitable setbacks and challenges encountered in the journey of organizational growth. Continuous learning is at the heart of personal mastery, and in the context of administration in learning organizations, it takes on added significance.

(3) Mental Model was found, the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. Know how to seek knowledge from sources for self-learning at the highest mean, followed by Understand that problems at work that not an obstacle but an opportunity improve your work, and Incorporate multidisciplinary perspectives into teaching to provide a broader educational experience at the lowest mean. Because mental models influence how administrators perceive, interpret, and leverage knowledge within the organization. Administrators with a knowledge-sharing mind-set, informed by their mental models, actively promote the dissemination of information, best practices, and lessons learned. This research finding was in accordance with research of Santos, M., and Correia, A. (2018), which studied the mental models guide the strategic thinking process by helping administrators anticipate future scenarios, identify opportunities, and formulate effective strategies. Administrators with well-developed mental models can connect disparate pieces of information, recognize patterns, and make strategic decisions that align with the organization's learning

objectives. Strategic thinking informed by appropriate mental models is essential for an organization's long-term viability and success. Mental models that prioritize learning, adaptability, and a growth mindset become embedded in the organizational culture. This, in turn, influences how employees approach their work, interact with one another, and contribute to the overall success of the organization as a learning entity. This contributes to a knowledge-rich environment where organizational learning is not confined to individual experiences but is shared and disseminated throughout the organization.

(4) Shared vision was found the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. Personal teaching plans align with the broader vision of the university at the highest mean, followed by Considering diverse perspectives，that there is inclusivity in the process of developing and shaping the university's vision, and Give opportunities to personnel participate in giving opinions future direction at the lowest mean. Because n a learning organization, administrators need to measure success not only in terms of financial metrics but also in terms of progress toward the shared vision. This research finding was in accordance with research of Zhang Guoliang (2014) emphasized the profound impact of a shared vision and actively cultivate it contribute to the creation of a dynamic and resilient learning organization. Shared vision provides a clear benchmark against which success can be evaluated. Administrators can use the shared vision as a guide to assess the organization's achievements, milestones, and areas for improvement. Celebrating success becomes more meaningful when it is tied to the realization of the shared vision, reinforcing the importance of collective efforts and the pursuit of continuous improvement. Serves as a catalyst for shaping organizational culture, aligning goals and objectives and providing a framework for measuring and celebrating success. When administrators consistently uphold and work towards the shared vision, it creates a sense of reliability and integrity. This, in turn, fosters trust among team members, between employees and leadership, and across various departments. The findings were in the same direction as those of the researcher of Li, H., and Wu, S (2021). Shared vision reminds individuals and teams of the bigger picture, providing the motivation to persevere. Administrators who reinforce the shared vision during challenging times contribute to the organization's ability to weather storms, learn from setbacks, and emerge stronger. This resilience is essential for the long-term sustainability of a learning organization. When individuals understand how their innovative efforts contribute to the realization of the shared vision, it inspires a sense of ownership and empowerment. Administrators who nurture a culture of innovation within the context of the shared vision create an environment where employees are motivated to explore new ideas, experiment with creative solutions, and contribute to the organization's continuous learning and improvement.

(5) Team Learning was found the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. Team need exchange feedback on teaching methods,

course content, and student strategies at the highest mean, followed by Share teaching resources, innovative approaches, or best practices with team to enhance teaching effectiveness, and Educational institutions supporting the network learning of all forms of personnel at the lowest mean. Because team learning reinforces the importance of a shared vision and common goals. Administrators who promote team learning ensure that teams understand and align their efforts with the broader organizational vision. This research finding was in accordance with research of Du Hengbo et al (2015), said that team learning contributes to employee engagement and satisfaction. When employees are part of teams that prioritize learning, they feel a greater sense of connection to their work and the organization. Administrators who foster team learning create an environment where employees are more likely to be engaged, satisfied, and committed to their roles. This research finding was in accordance with research of Ye Shan (2018). Teams engaged in continuous learning contribute significantly to the organization's ability to adapt, innovate, and excel. Emphasizing team learning are essential in driving the culture of continuous improvement, creating teams that are proactive in identifying opportunities for enhancement and committed to ongoing development.

2 Discussion about major findings of objective 2

The comparative analysis results from the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province, classified by education and work experience.

(1) Teachers with different educational levels came to recognize the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province, classified by educational level overall was not different. Because effective organization leadership involves adapting to the complexities of the situation rather than relying on predetermined traits or experiences. The impact of individual educational levels may be overshadowed by the collaborative learning experiences within the organization or society environment. The research finding was in accordance with research Chen Jianghua (2015), said that the shared values, norms, and assumptions within an organization create a powerful context that potentially mitigates the impact of individual differences. In critically assessing this perspective, we explore the nuances of organizational culture's influence on learning organizations and question whether it can indeed overshadow the diversity brought by distinct educational backgrounds. When viewed through the lens of organizational culture, prompts us to consider how deeply ingrained cultural elements may either facilitate or impede the integration of diverse educational perspectives. On one hand, a strong and adaptive culture may harness the diverse knowledge brought by individuals, turning it into a collective asset. On the other hand, an excessively rigid or resistant culture may inhibit the assimilation of new ideas, irrespective of the educational levels of the organizational members. The research finding was in accordance with research Li, H., and Wu, S (2021). This aspect of the analysis compels us to question whether the impact of leadership practices is contingent on formal education or if effective leadership can emerge independently of specific educational backgrounds. Examining real-world cases and leadership models can offer insights into the varied ways leaders

contribute to organizational learning, illuminating potential pathways where the traditional correlates of education and experience may play a limited role. The assertion that these individual attributes have no influence on organizational learning is challenged through the lenses of organizational culture, leadership practices, and contextual factors. While organizational culture may shape the assimilation of diverse educational backgrounds, effective leadership practices and contextual factors play pivotal roles in determining the impact of education and experience.

(2) Teachers with different work experience came to recognize the level of learning organization of administrators in Sichuan Conservatory of Music in Sichuan Province, classified by work experience overall was not different. Because the learning organization is influenced by the interactions and relationships within the system. In this view, the impact of work experiences might be diminished compared to the systemic dynamics, such as communication patterns, team collaboration, and shared vision. The finding was in the same direction as those of the researcher Chen, Y., and Zhang, J (2019), that underscores the need for a more nuanced understanding of how individual attributes interact with broader organizational dynamics. Rather than dismissing the significance of work experiences outright, it prompts a reevaluation of their influence within the intricate web of organizational learning. The examination of contextual factors requires a nuanced analysis of organizational size, industry, and competitive landscape, which can shape the relevance and applicability of individual attributes in fostering a learning culture. Moreover, the nature of tasks and challenges faced by the organization may demand specific skill sets that transcend formal education. Understanding the interplay between contextual factors and individual attributes allows for a more sophisticated interpretation of the relationship between work experiences, and learning organizations.

Recommendations of research

1) Explore how different leadership styles impact the development and sustenance of a learning culture within educational institutions.

2) Investigate the influence of collaborative practices among administrators on knowledge sharing and organizational learning.

3) Explore how the integration of technology in administrative processes contributes to organizational learning.

4) Explore the challenges and opportunities that administrators face in managing learning organizations in the context of increased digitalization. Investigate the role of educational administrators in promoting the effective use of technology for professional development and knowledge dissemination.

5) Examine how administrators assess and measure the impact of organizational learning on educational outcomes. Investigate the development and implementation of assessment tools for evaluating the effectiveness of learning initiatives led by administrators.

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