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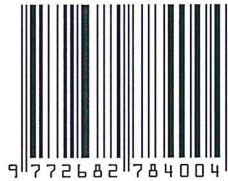
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The Impact Of The Learning Organization And Personal Development On The Personal Performance Of Immigration Department In Thailand: A Pilot Study For Reliability And Validity Of Instruments

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ABSTRACT

The impact of the learning organization (LO) and personal development (PD) aims at contributing to the understanding to hope to improve the staff in the performance of the organization and researcher practice. Learning organization (LO) is one importance of the factor that influence performs to improve personal performance, including behavioral, cognitive performance, knowledge management, new flexible human resources and more adaptable organization designs. This study was to explore learning by organization member that contributes to their competence and effectiveness in their organization and how to develop the personal performance more effectively within the performance. This study examined the validity and the reliability of measurement instruments of the learning organization, personal development and that influence the personal performance of the immigration department in Thailand. The study employed survey approach in the collection of data via 30 usable questionnaires in the immigration department in Thailand. The validation and reliability of all constructs are determined for the acceptability of instruments using SPSS version 19, Cronbach's Alpha indicated that all the items are valid and reliable in conducting the study.

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1. Introduction

Currents of globalization over the past decade, the movement of people and goods has soared. Important issues in the management of immigration department have become intriguing in the contemporary world arena. In the age of globalization, more and more people are circulating goods and services across borders. Other countries pay more attention and focus on developing better boundary management strategies around the world. Border management is an administration that provides a balance between illegal immigration and

openness to legally trade for the benefit of the country (Mackay, Bastick, & Valasek, 2008). Therefore, border officials are central to the management of border excellence and are instrumental in delivering operational expertise and best practices in managing and maintaining border security in the country (Brosig, 2016).

In southern Thailand as an institution which carries out various functions ranging from issuance of visa, passport and manage both legal and illegal movement of immigrant is not in isolation. Therefore, as such this study intends to investigate these issues to unearth the loophole that leads to failure in personnel performance in the immigration department, on the course of discharging their tasks for the country to have secure borders as the major constraints responsible for the current security challenges in Thailand. In line with the above discussion, therefore this research intent to carry out with hope improving the challenges faced by the personnel performance in all zones of the Southern Thailand immigration department.

Considering these issues, it is the duty of this research to investigate immigration personnel performance examining.

I should variables are personal development is support by performance theories is often used in HR performance research by Chang (2005) for improve the staff to performance.

On this basis, especially Human resources and performance policies are implemented through employee skills, motivation and design, organizational performance, and employee performance that affects behavior, such as decision-making, creativity, and effectiveness (Kuipers, Ben S, Giurge, Laura M). As well as factors that could determine the effectiveness of border management personnel performance. Several variables had been regarded to play significant role of border management Newman, 2002; David 2010; Matulionyte, 2008). Staff development of understaffing or staff strength (Combs, Liu, Hall, & Ketchen, 2006; Edeko, 2011), border porosity, infrastructures, training and retraining staff (Sosuh, 2011).

The existing model for selecting applied moderating effect of learning organization toward to personal performance of the immigration department in Thailand is still lack of having the performance of staff.

Therefore, this study intends to consider staff development of understaffing, staff welfare, learning organizations to examine their relationship with personal performance and how it can develop and help the Thailand immigration department to enhance its personnel performance in the immigration service. Meanwhile, several studies had been conducted in this field, but, to the best knowledge of the researchers, there might be unpublished work(s) in this context examining the personal performance of immigration department investigating the above discussion.

2. Literature Review

Learning Organization

Senge (1990) is a well-known scholar who is broadly regarded as a leading contemporary specialist in learning organization and the author of *The Fifth Discipline: The Art and Practice of the Learning Organization*. The research that supports the management system factors that affect the learning organization is as follows: Kaiser (Sandra M. (2000). The impact on the learning organization is

support for learning. Motivation for learning Human Resources Development and Equipment support by Hussian and his team (Hussian and Others, 2004). Effective management capabilities affect effective knowledge management. This is consistent with Peyman et al. (2005) investigated the factors contributing to the failure of the organization's knowledge management system. The study indicated that Knowledge and management of knowledge in the organization are very important. It is well known that engine, mechanics and building are not important components of the organization, but it is clearly and clear more important is knowledge. Of course, knowledge and knowledge management are what make a successful organization. If the knowledge is well managed, the final answer is a knowledge management system.

According to Marquardt, (1995) concept, people are very important. Organization of learning. People have the potential and the ability to learn. Management of information becomes the knowledge is valuable and the organization (Hung, Yang, Lien, McLean, & Kuo, 2010). (Senge, 1990: 7) supports human resources. The resources available corporate values the focus is on the potential development of individuals. There is a level of expertise. Especially the key elements of the learning organization are the individual and the ability of personnel. The key factors influencing the organization of learning. It is an organization that focuses on decentralization and standardization of skills. Personnel in the organization management must develop to a level the profession is knowledgeable. The ability and ability to work is independent in decision making have the ability standardization of work Including practice and self-evaluation (Viroj and Anchalee, 2002). Choi (2000) found that the training of personnel skills, participation of personnel teamwork and personnel management is a key factor influencing the implementation of knowledge management (Pan, 2015) in accordance with Bennett and O'Brien's research findings (Bennett and O'Brien, 1994). It has been found that the development of a person or a team is an important factor influencing the ability to manage learning and change in an organization. Learning organizations must find ways to motivate members to develop themselves and further developed by the team.

Personal Performance

Personal performance nexus has led to the development of various theories and approaches to the question of whether and how HR strategies can contribute to the creation of competitive advantage and superior performance. One widely accepted theoretical framework is the resource-based view (RBV) of the firm. RBV considers that relative firm performance depends on the interplay of human, physical and organizational resources over time (Barney, 1991). According to Kosfeld, Neckermann, and Yang (2017) study, individual performance found that performance. The HR practices were proposed to serve three main purposes: (1) to increase employees' knowledge, skills and abilities through recruitment and selection, training, job design and compensation; (2) empower employees to act through the discretionary use of time and talent and (3) motivate employees to use their discretion through internal promotion policies, incentive compensation and performance appraisal (Knies, Boselie, Gould-Williams & Vandenabeele, 2017). Studies have found empirical evidence that personal performance (PP) is partially influenced by human resource management practices. In particular, specific HR practices such as staffing (Posthuma et al., 2017 G., Aquirre, M., Anseel, F., Papascariu, P., Campion, M. A., ... & Idrovo Carlier, S. (2017).) According to Kosfeld, Neckermann, and Yang (2017) study, individual performance found that performance. Likewise, he argues that the agency can support employees to provide bonuses to employees and rewards based on the performance of individual employees in their responsible duties. Bishop (1987) examined performance. Employees' work and disclosure that employee perceiving and recognizing and rewarding causes employee discrimination. The virtues

and contributions of employees are greatly influenced by the efficiency of the organization and the reward system (ANDY, 2017; Oke, Ibrionke, & Bayegun, 2017; Saad & Dawson, 2018). Personal performance (PP) is should the factor that influence perform using without PP in the organization will become weak (Ratchanok, 2013), because personnel are the driving force behind the organization, it is at the heart of the organization's ability to achieve its goals effectively. It is necessary to motivate people to work in various forms such as the morale of the work of personnel. If the organization personnel are motivated. The efficiency of the organization's performance will be reduced.

Personal Development on the Improve Performance

Personal development is the process of development the organization to ensure its members possess the skills and knowledge they require as the basic requirement needed in performing job effectively (Angela, Joyce & Marcia, 2003). This is to improve the quality of the work of the existing staff to be more effective by developing people is the goal to achieve corporate objectives (Håkansson et al., 2017). Case studies have found that HRM professionals have different perceptions of their involvement in personal development (Harris et al., 2002; Maxwell & Watson, 2006). HRM departments often worry that personal development might manage people in an inconsistent way (Op de Beeck, S., Wynen, J., & Hondeghem, A. (2017). The theories and concept of personal development applying the performance theory to explain effective to personal immigration department in Thailand for personal performance, attracting people and keeping employees is a key part of the organization's workforce management (Wanous, JP, & Colella, A. 1989).

However, many researchers (Duarte, Gomes, Nas Deves, 2014; Tung, Baird and Schoch, 2014; Sujatha and Basu, 2013; Zoogah, 2011) focus on a specific human resource practice rather than the interrelated practices of human resource management. For example, Guerci, Radaelli, Siletti, Cirella and Rami Shani (2013) examines interrelated human resource management practices in three dimensions – ability enhancing human resource management practices (e.g. recruitment, selection and training), motivation enhancing human resource management practices (e.g. rewards, compensation and performance appraisal) and opportunity enhancing human resource management practices (Tay, L. C., Tan, F. Y., & Yahya, K. K. (2017).

An interest in the theoretical rationale for why personal development relates to HRM-performance has also emerged. Researchers have drawn on the resource-based view of the firm (Barney & Wright, 1998), This perspective suggests that personal development of human resource practice which are aimed at creating a competitive advantage for organizations, do so at the expense of individual employees, thus resulting in role overload, burnout, and heightened pressure for individuals (Godard, 2001, 2004; Gould-Williams, 2007; Kroon, van de Voorde, 2018; 2009; Ramsay, Scholarios, & Harley, 2000).

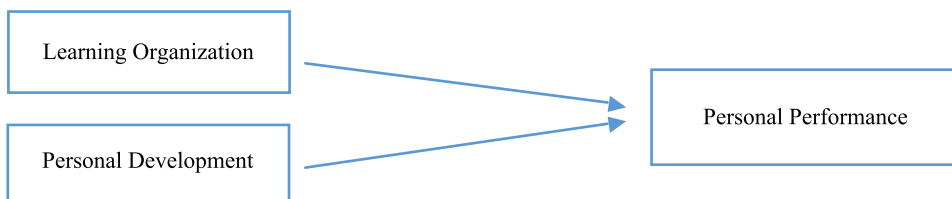


Figure 1: Conceptual Framework

This framework will explain the relationship between variable of learning organization and personal development and, also, examine the relationship between independent variables (IVs) and dependent variable (DV). The proposed research model was developed from various literature of the theories applied in the study, whereby the theory of performance and motivation in the present study. Certain variables depend on the theories were reviewed, which includes learning organization and personal development (IV) and personal performance of staff as a variable which served as the dependent variable (DV) depending on the needs of the person (staff) and the situation received during the organization's work. Piven (2007) categorizes the need for living, relationships, and growth. In contrast to Maslow (Maslow's physiological, safety and respectful) needs, Maslow's social needs mean "Growing "is Maslow's high-level requirements (self-adjustment or self-fulfillment). The personal performance is a gap existed in the previous studies conducted in which recommendation were made to introduce any variable of interest and modify to suit in the context of the research to address such gaps learning, organizational and personal development is applied using performance and motivation theories, which has not been tested before in this context to the relationship between the constructs of the research model.

3. Estimation Method

Sampling Design

Sampling refers to the collection of a smaller cluster to participate in a research project with the goal of being able to use the data found from the group to make inference about the population (Kerlinger & Lee, 2000). Population is the complete collection of the subject of interest to be studied in research (Cavana et al, 2001). The population of this study will be Southern Thailand from staffs of eight borders of Padang Besar/Songkhla constituted 30 staff. Quantitative research was sampling a few populations is 30 and the Questionnaires nature of Thailand. Thailand shares its longest border of 647 kilometers approximately with Malaysia on the south of the country. There are eight major official border crossing points between the two countries.

Research Procedure

Instrumentation this research is data collected from quantity side and primary sources. Questionnaires will be design follow to achieve the objective and to answer questions of the study. The study employed survey approach in the collection of data via 30 usable questionnaires in the immigration department in Thailand. In the course of this paper only the independent variables of learning organization and personal development as well as the dependent variable of personal performance were used which measured the direct relationship between them. The validation and reliability of all constructs are determined for the acceptability of instruments using SPSS version 19, Cronbach's Alpha indicated that all the items are valid and reliable in conducting the study.

The present data of the study were collected using instrument that contains 2 sections. Section A the constructs of both independent variables and dependent, variable learning organization, personal development and personal performance. Section B, the following construct of personal development (SD-7) is measured using 6 items, variable respectively, were adapted from (Demo, Neiva, Nunes & Rozzett, 2012). Another 10 items measuring learning of organizational (LO-10) adopted from (Iior & Neumann, 2007). Personal performance (SP-10) as the dependent veracity with 10 items was also adopted from (Cooman, Gieter, Roland, Jegers, & Frederik, 2009),

Finally, Therefore, the total 26 items including respondent's demography out of 3 variables were developed in the study.

4. Results and Discussion

Data Analysis

This study indicated the validity and reliability of instruments employed in conducting the research are sufficient. Based on the data analyses collected from the field as well as the objectives of the study. factor analysis and reability were conducted to determine the constructs' validity and reliability.

Factor Analysis

Using factor analysis, the researcher was able to validate that the items adapted in this study measures the constructs under investigations. That is, the items measures the intended purposes. According to Nunnally (1978), factor analysis is the fundamental of validating constructs because in this process of conducting factor analysis, the items correlations are measured (Cattell, 1978). In addition, this study adopts confirmatory factor analysis as oppose exploratory factor analysis because the items used in this study were already confirmed by earlier scholars (Namlu, & Odabasi, 2007; Kaiser, 1974). On the account of Kaiser (1974), the items in questions can be argued to pass the validity test if Kaiser Mayer Olkin (KMO) value is greater than .5 and its significance. In this study, the KMO values of all the items exceed .5 and were found to have a significant value of $p < .001$. With this, we concludes that the items used in this study passed the construct validity test. Furthermore, the items are positively correlated with one another. This PCA results and items correlations are presented in Table 1 – 4 below:

Table 1

Variable	KMO	Chi-Sq.	DF	Sig.
PD	.758	258.219	21	.000
PP	.826	588.255	45	.000
LO	.755	416.955	45	.000

Table 2: Items correlations for PD

	pd1	pd2	pd3	pd4	pd5	pd6	pd7
pd1	1.000						
pd2	.661	1.000					
pd3	.706	.699	1.000				
pd4	.452	.370	.347	1.000			
pd5	.227	.275	.256	.543	1.000		
pd6	.332	.453	.491	.259	.178	1.000	
pd7	.211	.270	.172	.381	.520	.313	1.000

Table 3: items correlations for PP

	pp1	pp2	pp3	pp4	pp5	pp6	pp7	pp8	pp9	pp10
pp1	1.000									
pp2	.576	1.000								
pp3	.473	.658	1.000							
pp4	.375	.557	.570	1.000						
pp5	.636	.531	.561	.412	1.000					
pp6	.346	.408	.538	.435	.455	1.000				
pp7	.259	.409	.360	.426	.375	.587	1.000			
pp8	.567	.626	.604	.593	.451	.607	.542	1.000		
pp9	.598	.615	.568	.442	.690	.542	.437	.669	1.000	
pp10	.521	.569	.500	.428	.471	.469	.722	.579	.640	1.000

Table 4: Item correlations for LO

	lo1	lo2	lo3	lo4	lo5	lo6	lo7	lo8	lo9	lo10
lo1	1.000									
lo2	.352	1.000								
lo3	.303	.106	1.000							
lo4	.298	.218	.589	1.000						
lo5	.102	.488	.388	.410	1.000					
lo6	.198	.394	.167	.235	.558	1.000				
lo7	.624	.442	.200	.448	.275	.383	1.000			
lo8	.392	.403	.413	.425	.409	.371	.598	1.000		
lo9	.439	.299	.187	.427	.360	.355	.644	.600	1.000	
lo10	.426	.259	.151	.362	.217	.183	.487	.578	.643	1.000

Furthermore, the reliability of the items were as well measured. Reliability is referred to as the strength and trustworthiness of the items used. It is one of the indicators of quality of measurement employ on the study (Sekaran, 2003). According to Bennekom (2002) the major essence of conduction pilot study is to identify questions that are not clear, which might affect the quality of questionnaires in a better logical manner. Cronbach's Alpha coefficient is used in this research to find out the internal reliability of scale items by the investigation of the average inter-item correlation. Cronbach's Alpha coefficients above 0.60 are said to be sufficient enough for item reliability (Nunnally 1994). While In the present study Cronbach's Alpha was the method used to assess reliability of personnel performance.

The perception of respondents on personal performance the scale consisted of 10 items and its Cronbach's alpha value is .877 (see Table 1), and it is suitable and reliability (Nunnally 1994). Concerning learning organization, the construct has 10 items. The Cronbach's Alpha value based on standardized items is .868 which is considered good enough based on Nunnally (1994) recommendation. (See Table 1). In respect to the perception on personal development, the construct has only

6 numbers of items and the Cronbach's Alpha value based on standardized items shows the significance of .770 levels, which is enough to justify the acceptable level of validity and reliability as suggested by Nunnally (1994). See Table 1 for more clarification and an acceptable value for testing the reliability of instruments. See Table 5.

Table 5: showing the Validity and Reliability of the study

Variables	Cronbach's Alpha	No of items
Perception on Learning Organization (LO)	.868	10
Perception on Personal Performance (PP)	.877	10
Perception on Personal Development (PD)	.770	7

5. Conclusion

In conclusion, the instrument validation was confirmed using Factor analysis and reliability statistics suggesting that all items satisfied the conditions for construct validity and satisfying Cronbach's Alpha value for reliability standard. Therefore, the reliability factors of all items assessed by the research were adequately enough and suitably reliable and valid. The findings also showed the relationship between personal performance instruments are justified, there is a strong relationship between these factors. This finding concerning the instruments for measuring learning organization and personal development on the personal performance in Thailand suggests some useful information on how to achieve the objective of personal performance. Future research should introduce any variables of interest to complement the limitation of this study. The findings will be useful in contributing to the body of knowledge that will be useful to staff welfare. The study will be important to improve the performance of employee in designing develops concerning the immigration department in Thailand.

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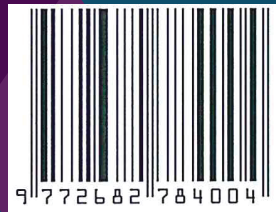
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