

A STUDY OF THE PERCEPTIONS OF PRESIDENTS,
OTHER ADMINISTRATORS, AND FACULTY
MEMBERS IN THAILAND TEACHERS'
COLLEGES TOWARD THE
COMMUNITY SERVICE
PROGRAMS

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1971

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1977

Submitted to the Faculty of the
Graduate College of the
Oklahoma State Univeristy
in partial fulfillment of
the Degree of
DOCTOR OF EDUCATION
December, 1982

Thesis
1982D
SB19s
cap. 2



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ACKNOWLEDGMENTS

The researcher is indeed grateful for the support, encouragement, and assistance provided by many people who assisted in the completion of this project.

The researcher wishes to express her sincere appreciation to the committee members, Dr. Wayne B. James, Dr. Clyde B. Knight, Dr. James Kenneth St. Clair, and Dr. "Deke" Johnson for their guidance and assistance. Their knowledge and assistance will long be remembered. Special thanks is given to Dr. Cecil W. Dugger, committee chairman and dissertation adviser, who provided the guidance and support for the successful completion of this study.

A note of appreciation goes to the administrators, and faculty who cooperated in the study, without which this study would not have been possible.

Genuine appreciation is extended to my coordinators, Mr. Yoothana Poonthong, Mr. Surapol Boapimp and Mrs. Onthira Boapimp, for their support and assistance.

Finally, a note of thanks to Mr. Sompong Watanaphan and Mrs. Ariratana Watanaphan. Their support and encouragement contributed tremendously to this study.

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CHAPTER I

INTRODUCTION

Scientific, technological, and political explosions in this century have caused individuals to recognize that learning is a continuous, permanent, lifelong pursuit (Cohen, 1979). The concept of "commencement" in its traditional sense of marking the end of formal education and beginning a life of uninterrupted work might disappear. Many people want to pursue further education, including courses on coping with pressures of modern life, consumer awareness, and money management (Kavanaugh, 1979). Therefore, educational institutions must become much more flexible to meet the needs of these persons.

The need to expand the range of student purposes and human potential served by postsecondary education has been widely recognized (Chickering, 1979). "A two-year college has increasingly accepted its new role of community services since the World War II" (Monroe, 1977, p. 128). A college that is committed to a program of maximum services to the local community seeks to build many bridges with the community. No longer is the two-year college to serve only the college-age youth by offering only formal instruction in college-level credit courses, but it is extending

educational opportunities to the adult population of the entire community, and these opportunities are not necessarily confined to the physical limits of the college campus (Monroe, 1977).

Continuing education and community services have and are providing opportunities for community colleges to expand their enrollment base and to meet the needs of the communities (Glass and Andrew, 1979). The impact of the college's educational program reaches out into the community in a number of ways. Adults may be enrolled in the regular college credit courses or in a variety of short-term courses, some with credit and some without. The public may also have access to the activities of the college which provide recreational, cultural, and informational benefits (Monroe, 1977). Today, service is also a fundamental purpose of the institution of higher education. The need for services brought colleges and universities into existence, and it will be through their services that they will survive (Martin, 1977).

Statement of the Problem

Service has been enshrined as one of the principal missions of most colleges and universities and has been seen as one of a nation's greatest resources. Accordingly, Thailand teachers' colleges have responsibility for providing educational services to the community. The colleges have provided the services to the community and public by

some degree but the nature and scope of the services have not been clearly identified. Nor have the perceptions of presidents, other administrators, and faculty members been determined and analyzed with regard to the nature and scope, the strengths and weaknesses, and effectiveness of the community service programs provided by Thailand teachers' colleges which is needed to further improve the community service programs.

Purpose of the Study

The main purpose of the study was to investigate and analyze the perceptions of presidents, other administrators, and faculty members in Thailand teachers' colleges in regard to their colleges' community service programs. A secondary purpose was to develop a suggested guide for community service programs based on perception analysis and related literature.

Specific Objectives

Specifically, the researcher identified the perceptions of presidents, other administrators, and faculty members in Thailand teachers' colleges toward the community service programs in terms of:

1. Nature and scope of the programs
2. Strengths and the weaknesses of the programs
3. Suggestions for improving the programs

After analyzing these perceptions and reviewing related

literature, the researcher could then develop a suggested guide for community service programs in Thailand teachers' colleges.

Need for the Study

Despite the widespread acceptance of community services as one of the major functions of colleges and universities, and the demand to improve programs, very little can be found in the literature relative to the administration of such programs. Houle (1960, p. 551) stated that "the chief obstacle to the development of community service programs was the attitudes of presidents, deans, other administrators, and the faculty." It is hoped that through this research, the administrator of community service programs in Thailand teachers' colleges or in other appropriate institutions will utilize the suggested guide for improving their programs.

Scope and Limitations of the Study

1. This study was limited to the 11 randomly selected teachers' colleges from each teacher education region in Thailand.

2. A suggested guide for community service programs was developed based upon an analysis of presidents, other administrators, and faculty members in the 11 selected Thailand teachers' colleges, and upon a review of related literature.

Definitions

The following selected terms are used throughout this study:

Adult Education: A process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills.

Community: "The organization of various social activities and units in such a manner that the daily living of a certain set of people is facilitated" (Hiemstra, 1972, p. 16).

Community College, Junior College, Community-Junior College:

These terms are used interchangeably to designate institutions of higher education authorized to offer courses no higher than sophomore level. These two-year programs would normally include transfer, vocational, remedial, adult and continuing education (Price, 1981, p. 6).

Community Services:

Those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by formal collegiate degree or certificate programs (Myran, 1969, p. 12). The terms "community services" and "community service programs" are used interchangeable.

Continuing Education:

The formal educational programs provided by the community college which may not be directly applicable to, but do not exclude, certificate and degree programs. These programs are directed toward those adult persons who desire to develop

personal potential or resolve problems encountered in their lives and community. Continuing Education consists of credit and noncredit courses or activities offered for an adult population (Sutherland, 1977, pp. 38-39).

Faculty Members: Those individuals employed as teaching personnel in teachers' colleges.

Other Administrators: Persons with the titles of assistant to the dean, director, chairman, dean, or vice president.

Teachers' Colleges: Teacher training institutions that offer two-year and four-year programs at the post-secondary level, which prepare teachers for elementary and secondary schools.

Organization of the Study

Chapter I introduces the study, presents the problem, purpose and specific objectives, need for the study, scope and limitations, definitions, and organization of the study.

Chapter II includes a review of related literature focusing on: (1) the historical perspective of community services in community colleges; (2) definitions, functions, concept, nature and scope; (3) organizational and administrative patterns of community service programs; (4) problems of community services in community colleges; (5) a guide for an effective planning of community service programs; (6) personal interviews; (7) community services in Thailand teachers' colleges; and (8) summary.

Chapter III presents information about the population

and sample, instrumental design and development, data collection procedures, and data analysis. Chapter IV consists of an analysis of the data collected. Chapter V includes a summary of the study, findings, conclusions, and the recommendations based on the results of the study which consist of a suggested guide for community service programs and recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature is presented in eight sections of information related to the central theme of this study. These sections are presented as follows: (1) Community Services in Community Colleges: A Brief Historical Perspective; (2) Community Services in Community Colleges: A Profile; (3) Organizational and Administrative Patterns of Community Service Programs; (4) Problems of Community Services in Community Colleges; (5) A Guide for Effective Planning of Community Service Programs (6) Community Services Provided by South Oklahoma City Junior College and Continuing Education Provided by Tulsa Junior College: Personal Interviews; (7) Community Services in Thailand Teachers' Colleges; and (8) Summary.

Community Services in Community Colleges:

A Brief Historical Perspective

By the eighteenth century, the idea of providing higher education for all people had been abandoned, and the universities became storehouses for factual knowledge. The first step toward providing such services was taken in 1826 by Holbrook of Derby, Connecticut, when he established

the American Lyceum, dedicated to the principle of citizen participation in community development. After the Lyceum died out, the Chautauqua, initiated in 1874, carried forward the Lyceum "spirit" and became a symbol of education and culture until its peak year in 1924. By that time, the American junior college had already entered its second stage of development (Harlacher, 1969). During the early 1960's community junior colleges, through their community service programs, began to reach out to their communities to meet needs for noncredit learning experiences. By the late 1960's and early 1970's some community junior colleges began to take more seriously their roles in delivering services based on the diversified needs of their communities (Scigliano and Scigliano, 1979).

Changes in society cause educational leaders to point to increase emphasis on lifelong learning as the dominant impact on higher education through the 1980's. Community colleges claim to be meeting the educational needs of their respective communities. The scope and depth of the services varies from institution to institution, but little cooperation exists among colleges and agencies within the community (Scigliano and Scigliano, 1979).

Community Services in Community Colleges:

A Profile

Definitions of Community Services

Community services are one of the five major functions

of the community college. These functions are described as (1) the transfer function; (2) the vocational/technical function; (3) the student personnel services function; (4) the general education function; and (5) the community service function (Harlacher, 1969). Service to the community, beyond offering collegiate degrees and certificate programs, has long been a major objective of the community college.

The terms "community services," "continuing education," and "adult education" are often confused with one another. The terms "continuing education" and "community services" are often used in juxtaposition. Harlacher (1969) defines community services as educational, cultural, and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes. Reynold (1960) views community services as involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or the community. Medsker (1960) defines community services as the various special services an educational institution may provide for its community over and beyond formalized classroom instruction. Myran (1971) defines community services as those action programs of the community colleges, undertaken independently or in cooperation with other community groups and agencies which direct the educational resources of the college toward serving individual, group, and community needs.

Kleis (1967) defines continuing education as any deliberate effort of an individual, whose principal occupation has ceased to be that of student, to seek learning as a means of developing potential or resolving problems for himself, his institutions, or his community. Community services and continuing education are not mutually exclusive. Community services may be provided to all age groups in the community, whereas continuing education implies service to adults. Community services are also somewhat more closely identified with community development activities. A common form of continuing education in the community college is offering on-campus classes for adults in the evening. Where these offerings enhance personal and local community development in the social, economic, cultural, and civic areas, they may clearly be regarded as community services:

Whether called adult education, continuing education, public service, community education, or community services, the objective has been to serve the community through credit and non-credit courses, counseling services, cultural activities, and a wide range of educational services which are directed toward specific personal or community needs rather than toward the attainment of degrees or certificates (Myran, 1969, p. 10).

It was concluded that the terms "community services" and "continuing education" were mutually inclusive. Community services are those various special services provided by an educational institution, directed toward all age groups in the community. Continuing education are the formal educational programs provided by community college, directed toward adult persons.

Community Service Functions

Community services are now widely recognized as one of the major functions or purposes of colleges and universities. The genesis of the community service function in the community college can be traced to the two movements in American education, the community school concept in the public schools and the community development concept in the four-year institutions of higher education (Harlacher, 1967).

Community School Concept. The character of the community school was initially known as: (1) to provide service to the entire community, not merely to the children of school age; and (2) to use the resources of the community as part of the educational facilities of the school (Seay and Crawford, 1954).

Community Development Concept. Community development in four-year institutions of higher education, is usually administered as a part of the university extension.

It was conceived to be a process of community education and action democratically organized and carried through by the people themselves to reach goals they hold in common for the improvement of the entire community (Lackey, 1960, p. 14).

Community services are concerned with identifying unrealized potential and unmet needs in drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college can be utilized in community services (Myran, 1969). Community services encompass a

continuum of service from self-development to community development.

Self-development describes those community services designed to change and improve the lives of participants through planned educational and counseling experiences. Community development describes those efforts of the community college, in cooperation with organizations and citizen groups to improve the physical and social environment of the community (Myran, 1969, pp. 13-14).

Raines (1969) describes self-development functions as those activities of the college which focus upon the needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. Among the activities in this category are: (1) personal counseling (career information, job placement), (2) educational extension (evening classes, TV courses, weekend college, neighborhood extension centers), (3) educational expansion (seminars, tours, short courses), (4) social outreach (educationally deprived youth, welfare recipients), (5) cultural development (art festivals, community theatre), and (6) leisure-time activities (sports instruction, outdoor education, youth programs, senior citizens' activities).

Community development functions, described by Raines (1969), are primarily focused upon cooperative efforts with community organizations, agencies, and institutions to improve the physical, social, economic, and political environment of the community. Activities in this category include: (1) community analysis (analyzing manpower data, conducting problem-oriented studies), (2) interagency cooperation

(coordination, information exchange, joint committee work), (3) advisory liaison (community services advisory council, ad hoc advisory committee), (4) public forum (public affairs pamphlets, town meetings, TV symposiums), (5) civic action (community self-studies, air pollution).

An additional function of community services is program development. Program development functions relate to those activities of the community services staff, designed to procure and to allocate resources, coordinate activities, establish objectives and evaluate outcomes. Included are: (1) public information (interpreting programs and activities of community services to the college staff as well as to the community at large), (2) professional development (providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation), (3) program management (establishing procedures for procuring and allocating the physical and human resources necessary to implement the community service programs), (4) conference planning (providing professional assistance to community groups in the planning of conferences and workshops), (5) facility utilization (encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate), (6) program evaluation (developing the staff with a basis of specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable

effectiveness of various facets of the program) (Raines, 1969).

Hamrick (1970) studied the perception of administrators regarding the relative importance of community service functions. Those functions were: educational expansion, public information, college-community relations, counseling, community analysis, cultural development, facility utilization, educational extension, public forum, social outreach, program evaluation, and leisure/recreation.

A Concept of Community Services

"A concept of community services is based on three generalizations. They are: permeation, penetration, and education" (Myran, 1969, p.23). A brief summary of these three terms is as follows:

1. Permeation: Community services are viewed as the responsibility, not of a single administrator or division, but of all areas of the college. Community service programs are based on strong, comprehensive, community-oriented programs in the liberal arts, vocational- technical areas, student personnel services, and general education.

2. Penetration: The community service programs should be the "cutting edge" through which the college penetrates into community life, and attempts to meet the current needs of the people it serves.

3. Education: Community services should not attempt to become the "super government of tomorrow", instead its

role may often be a supportive or coordinative one. Community services in the community college are legitimate only to the extent that they are an extension or expansion of educational resources directed toward the social, economic, cultural, and civic needs of the community.

Nature and Scope of the Community Service Programs

The activities in community services are varied and generally reflect an entire college's operations. The primary concern of the college should be to ascertain the community's needs and insure that an action program is initiated to meet these needs. Cohen (1969) studied the community service activities in California community colleges. He classified the activities into seven categories. They were: (1) cultural services, (2) recreational services, (3) community research, (4) public relations, (5) short courses and seminars, (6) faculty services, and (7) central services. "It is not necessary, however, nor even wise, for the college to attempt to sponsor and personally manage all activities" (Harlacher, 1967, p. 19).

In 1965, Harlacher, conducted a nation-wide survey of objectives and categories of community services provided by junior colleges in the United States. The following four objectives and 15 categories would seem to warrant particular attention in establishing an effective program of community service:

1. Community Use of College Faculties.

To make the college a center of community life by encouraging the use of college facilities by community groups when such use does not interfere with the college's instructional and curriculum program (Harlacher, 1967, p.23).

In achieving this objective, the distributed categories are:

Provision of physical facilities for meetings and events,
Cosponsorship of community events.

2. Community Educational Services.

To provide educational services which utilize the special skills and knowledge of the college staff and other experts. They are designed to assist groups and the college district community-at-large in long-range planning to solve their problems (Harlacher, 1967, p.23).

In achieving this objective, the distributed categories are:

Short courses,
Community leadership and development,
Community counseling.

3. Cultural and Recreational Activities. "To contribute to and promote the cultural, intellectual, and social life of the college district community and to develop skills for the profitable use of leisure time" (Harlacher, 1967, p.23).

In achieving this objective, the distributed categories are:

Lecture series,
Fine arts series,
Recreation activities,

Gallery,
 Community theater,
 Festival of the arts.

4. Institutional Development.

To interpret the college and its program to the college district community and elicit the active interest, support and application of its citizens (Harlacher, 1967, p.23).

In achieving this objective, the distributed categories are:

Special events,
 Citizen participation groups,
 Community information service,
 Fund raising.

Community service programs depart from traditional approaches to nontraditional approaches. This departure occurs when a community college develops a true commitment to community services. Myran (1969) pointed out the major trends in community service programs as those listed below:

1. Commitment to the concept of education as a life-long process;
2. Movement away from semester-credit base for instruction to noncredit or short courses;
3. Movement away from the campus as a single base for instruction to extension centers and mobile units;
4. Movement away from traditional instructional approaches to informal and nontraditional instructional approaches;
5. Differentiated administration;
6. Creation of nontraditional positions within the college structure such as program planner/coordinator and project director;
7. Movement away from the exclusive use of certified personnel to utilizing the human resources available in the community;
8. Movement away from the formal admission requirements to an almost total absence of

- admission requirements;
9. Consideration of community services in campus architectural design;
 10. Modification in administrative control by the expansion of educational efforts which involve coordination with other community groups;
 11. Expansion of role of college beyond offering organized classes such as conducting community studies and cooperating in community-wide improvement projects;
 12. Development of a community feedback system for curricular change;
 13. Increased participation of citizens on the college campus;
 14. Initiation of programs for the development of community groups which have not articulated their needs in the past;
 15. Public affairs (pp. 20-22).

Harlacher (1969) concluded his comprehensive analysis of community service programs in operation by observing that seven major trends seem to be emerging. A brief summary of the seven trends is as follows:

1. Multiservice Outreach Programs. Spread informal education throughout the community.

2. Community Education. Extend the educational services to serve the needs of all levels and all age groups.

3. Diversification of Media. Use of a variety of educational media to provide better educational and recreational outlets for the community.

4. Community Development. Assist the community to solve some of its basic social, political, and economic problems.

5. College-Community Interaction. Recognize the participation of citizens in planning and evaluation of the program.

6. Cooperation with Other Agencies. Provide mutual

improvement of the total community with other agencies and organizations.

7. Cultural Development. Show concern about the cultural growth of its community.

Accordingly, the community service function entails a departure from the traditional concept of a college and acceptance of the nontraditional approaches. Harlacher (1967) suggested the following guidelines to implement the community service programs:

1. In a community college, the campus is the length and breadth of the junior college district.
2. The program of community services is designed to bring the community to the college and take the college program out into the community.
3. The educational program of the college must not be limited to formalized classroom instruction.
4. The community college recognizes its responsibility as a catalyst in community development and self-improvement.
5. The program of community services meets community needs and does not duplicate existing services in the community (p. 20).

Staffing of Community Service Programs

Within the college, division or department, chairmen often play a vital role in community services. Instructors of community services are typically employed on a part-time basis. In addition, coordinators in various areas such as business and technical education are often responsible for the supervision of community service programs.

In most community colleges, administrators and faculty members in instructional divisions are involved to some degree in suggesting, initiating, and coordinating community services (Myran, 1969, p. 32).

Faculty members, however, are frequently unenthusiastic about such assignments particularly when no provision is made for compensation (Harlacher, 1969). Members of advisory committees are not members of community service staff. They will be included in a discussion of persons involved in planning and implementing in programs (Myran, 1969).

The expectation that regular faculty participate in evening college or community service activities was studied by Williams and Gilham (1970). They found that in personnel practices over 50 percent of evening college directors expected daytime faculty to participate in the evening programs as part of their regular duties.

Clientele of Community Service Programs

Community service programs are designed to serve the whole population (Harlacher, 1969). Whether they are the students who follow the normal progression through high school, senior college, and possibly graduate school, or high school dropouts, or the persons who come from the socio-economic groups in the community, having educational deficiencies, they are welcome to participate in the community service programs. For such persons, services which reach beyond the instructional program and which give them the confidence, information, skills, and financial assistance needed to reenter the educational cycle, are essential (Myran, 1969).

Financial Support for Community
Service Programs

The community college has an obligation to commit an equitable proportion of its own financial resources to community service programming. Community service programs are more subject to the ups and downs of the federal budget than other programs of the college. "In no other area of the college is the aggressive seeking of funding from all available sources more in evidence than in community services" (Myran, 1969, p. 32).

While most states fund credit courses on an Full Time Equivalence (FTE) basis, noncredit offerings rarely receive full state support, relying instead on participants' fees, local public support, co-sponsorship with other agencies, and some grants for specific programs (Williams, 1976). Salaries for professional and clerical staff, as well as various office costs, are usually funded within the general operating budget of the college. Programming costs, on the other hand, are less predictable and are rarely self-supporting (Myran, 1969).

Evans (1973) surveyed the sources of funding for community service activities in seven states. He reported that "the battle for full acceptance of the community service dimension is far from won: the lack of funding is indicative" (p. 22).

William (1976) surveyed the funding patterns for community college community services noncredit offerings in 23

states. He found that over half of the states did not support community services noncredit courses. Two interesting developments were noted: (1) transformation of noncredit courses into credit courses for the purposes of securing regular funding; and (2) emphasis on development and offering of courses around specific funding sources.

In July, 1968, the Florida Junior College at Jacksonville surveyed the community service function in 88 junior colleges. The information requested in the survey consisted of organizational structure, scope and nature, and responsibilities of the director of the community service programs. It was found that:

1. Community service functions are typically the responsibility of an executive officer who reports to the president or other college administrator.

2. The major functions of the community service programs are related to informal education offerings and public relations promotion. The nature of the community service programs is such that it serves a population not directly being served by the degree program. In fact, whenever such a program is established, it broadens the educational services available to citizens of the community. Community service activities are organized into four categories: instructional activities, cultural programs, informational activities, and others.

3. The effective administrator of the community service programs must be adept at working with faculty,

students, other administrators and persons in the community. The success of such a varied program depends largely on these effective relationships (Beaudoin, 1968).

Organizational and Administrative Patterns of Community Service Programs

"There are two kinds of activity related to the management of a community college: strategic management and operations management" (Dhir, 1977, p.52). Strategic management activities focus on the establishment and maintenance of a set of relationships between the college and its community. Operations management assumes the task of providing the community with educational services in accordance with the objectives of the colleges. It would seem logical that one could identify, through analysis of community service programs and the characteristics of the institutions within which they operate, how colleges organize to create the relations between the college and its external environment.

Community Services Organizational Patterns

In 1968, Myran studied the organizational patterns of thirteen community colleges. Those patterns were related to the way the college was organized to meet the needs of its community. Those were classified into five organizational patterns: (1) departmental extension pattern, (2) college

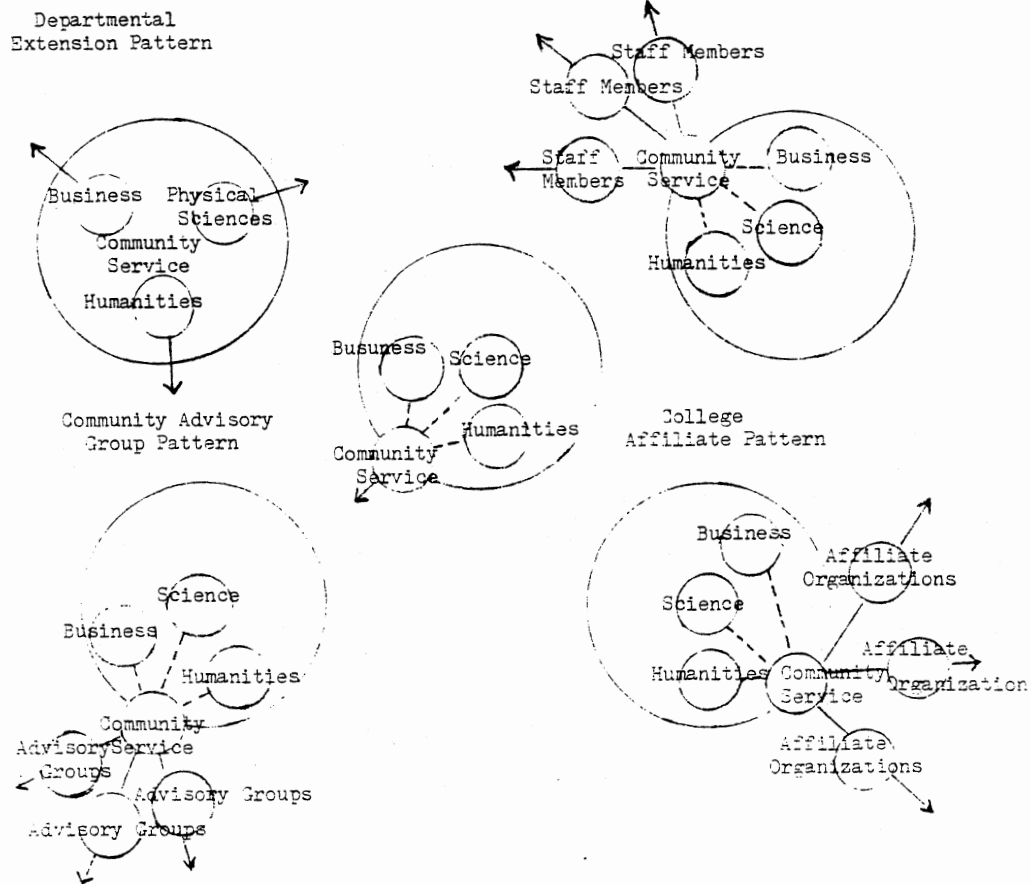
centralized pattern, (3) community specialist pattern, (4) community advisory group pattern, and (5) college affiliate pattern (Myran, 1969). These organizational patterns are shown in Figure 1.

Departmental Extension Pattern. The traditional departmental organization of the college instructional program is based on disciplinary areas such as humanities, physical science, and business. In this pattern, community services are also generated through the departmental structure.

A staff member may be appointed to perform a coordinative function in promoting and administering programs developed by departments of the college. Various departments may offer short courses, exhibits, lectures, etc., according to how community needs are perceived by those within each department. According to this pattern drawing on the strengths of subject-matter specialization, the possibility of poor internal articulation, unbalanced emphasis, and "tunnel vision" may exist (Myran, 1969, pp. 23-25).

College Centralized Pattern. In the centralized pattern, professional staff members in a community services division spend a portion of their time identifying needs through meetings and professional contacts, and a portion of their time coordinating the programs that are developed.

Emphasis is on a professional community services staff. Division chairmen and faculty are more likely to be "reactors" than "process initiators." The community service programs include a speakers' bureau, a community recreational program, a public information program, campus tours, and community use of college facilities. While the staff of community service specialists provide the format for a broadly based and unified approach to community needs, it may lack the discerning capacity and natural communication links with various community groups possible through the Departmental Extension Pattern (Myran, 1969, p. 25).



COMMUNITY SERVICES ORGANIZATIONAL PATTERNS

Source: Myran, Grunder A. Community Services in the Community College. Washington, D.C.: American Association of Community and Junior College, 1969, p. 24.

Figure 1. Community Services Organizational Patterns

Community Specialist Pattern. This pattern achieves its goal of maintaining a sensitivity to community needs by employing staff members whose locus of operation is in the community rather than on the college campus. Staff members may be assigned to carry on liaison activities with business and industry, disadvantaged groups, the professions, and similar groups. These persons serve as the "antennae" of the college by identifying needs in their area of specialities, and become process initiators for a new programs at the community college. They may be given titles such as community relations specialists, or counselor. This pattern may result, due to the personal involvement of the specialist in the areas of need, in a lack of awareness of the broader picture which less personal involvement permits (Myran, 1969).

Community Advisory Group Pattern. The majority of community colleges have the services of advisory committees, typically using them in designing courses of instruction. In this pattern, however, advisory committees play a more crucial role in sensing community needs in their area of specialities, in planning, promoting, and carrying out programs.

The college may have a staff member who is a coordinator of the various advisory committees. This pattern also includes ad hoc committees dealing with critical issues. Acutally, advisory groups are likely to be experts in their particular area, it is possible that they represent best the "establishment" of the structure of the community (Myran, 1969, p. 26).

College Affiliate Pattern. This pattern moves basic units of community services beyond the administrative structure of the college.

Administrators of these units will have a direct responsibility to organizations in the community other than the college, and will have an "affiliate" relationship with the college. Minimal financial support will come from the college. Through this pattern, the college gets feedback on community needs from a variety of perspectives, and the efficiency in terms of finances is obvious (Myran, 1969, pp. 27-28).

No college is likely to fit one of those five organizational patterns in any exact way but many combine parts of several patterns. "Each college organizes its relations with external conditions in ways it perceives will best utilize the available resources to attain its goals" (Myran, 1969, p. 28).

Administrative Organizational Structures

The function of community services consists of a variety of responsibilities. In 1967, Myran studied the administrative organizational structures that existed in the community colleges. The placement of the person responsible for community services in each institution was obtained through a review of administrative organization charts. These thirteen organization charts indicate that, at seven colleges, the person responsible for community services reports directly to the president of the college or campus, or to the chief executive officer of the community college district (in six of these cases, the community

services administrator holds a line position in the second level of administration; the seventh holds a staff position). At three colleges, the person responsible for community services reports to the dean of instruction or the equivalent; and at one college this person reports to the dean of the evening college and adult education (Myran, 1969). Examples of organizational structures, including the placement of the person responsible for community services, are shown in Figure 2.

Problems Facing the Community

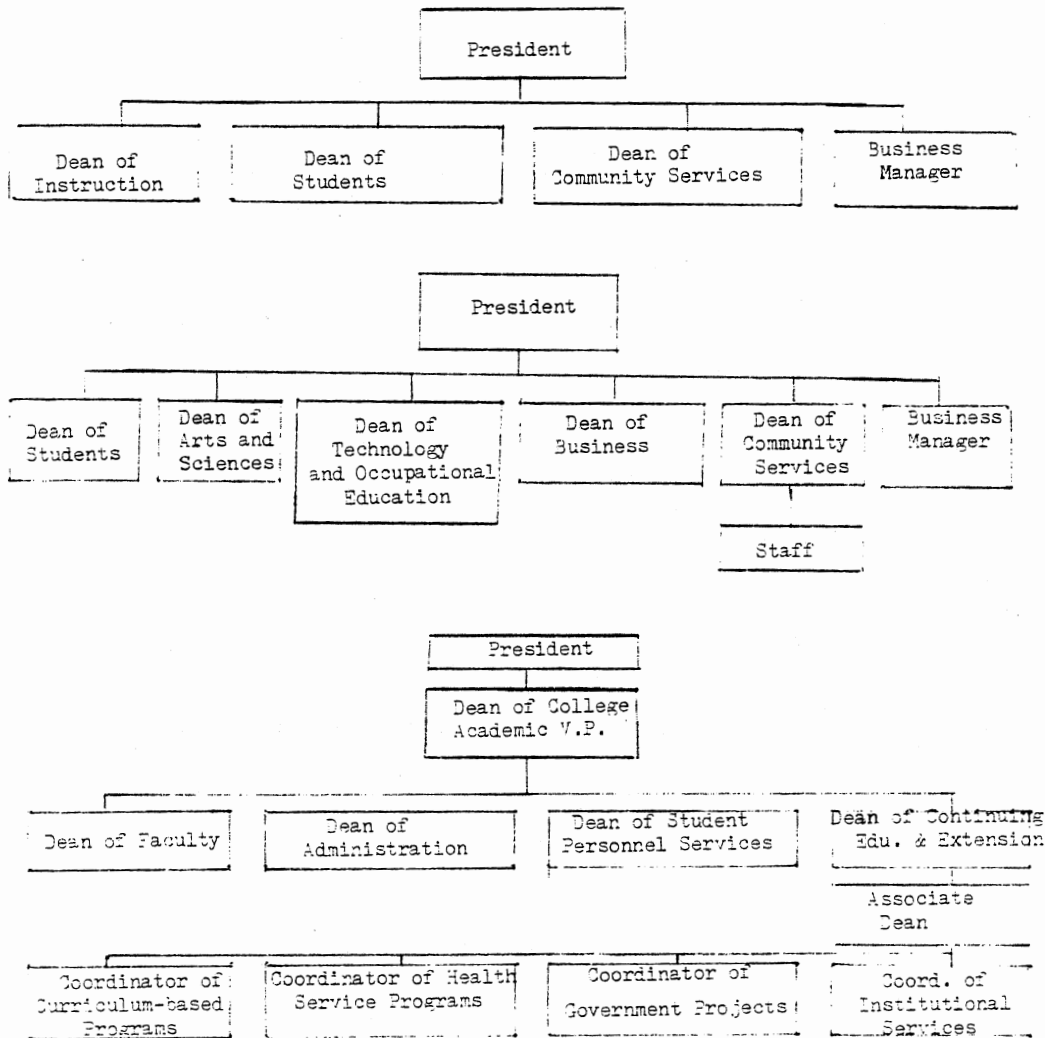
Service Programs

"There are some serious problems facing the growth of the community service function of the community college" (Thigpin, 1980, p. 61). Included are:

1. Lack of the Community Involvement. There is only a certain segment of the community which participates in the programs. The programs never reach the target population in the community who need or desire services (Thigpin, 1980).

2. Lack of Agreement on Definitions and Objectives. Talmadge and Harlacher (cited in Thigpin, 1980, p.63) commented that:

Inherent in the problem of definitions is the fact that community service programs are nontraditional in nature. They involve changes in ways of thinking about education. They require a distinction between education (man's learning experiences) and schooling (man's formal education). The program of community service forces an acceptance of the broader definitions of education.



Source: Myran, Grunder A. Community Services in the Community College. Washington, D.C.: American Association of Community and Junior College, 1969, pp. 29-30.

Figure 2. Administrative Organizational Structures

3. Lack of Support, Understanding, and Commitment by Community College Professionals. Actually, the professors are hired to teach courses, not to provide services. "Their roles moving toward community services tend to be too slow" (Cohen, 1975, p. 85).

One reason for the slow emergence of community services is that many community college educators do not accept the community service concept. Presidents, deans, other administrators and faculty frequently regard the program of community services as secondary, not as a separate function (Harlacher, 1969, p. 42).

4. Lack of Funding. Charges to participants in community service programs and activities are generally low. "Courses and activities are organized on a "pay-as-you-go" basis with administrative and indirect costs absorbed by the general operating funds of the college" (Myran, 1969, p. 32).

5. Complexity in Agency Collaboration and Coordination. In every community there are numerous agencies, each with its own organizational structure, goals, target, population, facilities, personnel, and mandates. "It is not difficult to perceive that conflicts, duplication, and fragmentation are bound to occur" (Thigpin, 1980, p. 64).

"The existence, scope and quality of the program depended to a great extent on the vision and commitment of the president of the college" (Traicoff, 1970, p. 7). However, the success of such a varied program depends largely on the effective administrator. Harlacher (1969) points out the effective administrator of the community

service programs must possess:

1. Sufficient educational background to work with staff;
2. Professional experiences in community services, community development, community action, university extension and/or adult education;
3. Ability to work with leaders of all types; and
4. Knowledge of the college community (p . 59).

A Guide for Effective Planning of Community Service Programs

In developing effective community service programs, the administrator must assign priorities to programs which are most beneficial to the college's constituency, most compatible with the human resources available to carry out the programs, most compatible with the goals and philosophy of the institution itself. Keim (cited in Kinzer, 1973, pp. 9-10) suggests the administrator of the community service programs should consider the following questions:

A. Organization and Administration

1. Is the staff adequate?
2. Is there office separation between the function and other duties?
3. Are objectives clearly established?
4. What are the patterns of finance and what help does the administrator receive from his president in matters of finance?
5. What use is made of Citizens Advisory Committees?
6. What measures are taken to assure the college that its program of community services reflects the characteristics and needs of the community?

B. Use of College Facilities and Services

1. What is the practice concerning noncredit short courses, seminars, workshops, etc.?
2. What leadership is demonstrated by the college in the area of community research?

2. Is there office separation between the function and other duties?
3. Are objectives clearly established?
4. What are the patterns of finance and what help does the administrator receive from his president in matters of finance?
5. What use is made of Citizens Advisory Committees?
6. What measures are taken to assure the college that its program of community services reflects the characteristics and needs of the community?

B. Use of College Facilities and Services

1. What is the practice concerning noncredit short courses, seminars, workshops, etc.?
2. What leadership is demonstrated by the college in the area of community research?
3. What effort is made, through community services, to counsel adults in the community regarding educational needs?
4. What classes and workshops are offered to train local governmental and social welfare agencies?
5. Is use of T.V. and radio made to bring educational programming to a broad base of community participation?
6. What specific community problems have been attacked by the college through the program of community services?
7. In what way has the college demonstrated that it is the intellectual and physical resource of the communities which it serves?

D. Cultural and Recreational Services

1. How has the college coordinated efforts to produce a well-founded program of cultural and recreational events for all segments of the population of the community?

Community Services Provided by South
Oklahoma City Junior College and
Continuing Education Provided by
Tulsa Junior College:
Personal Interviews

Introduction to South Oklahoma City
Junior College

The following information under the next several headings was obtained from an interview with Dudley Freeman, the Director of community Services Center, at South Oklahoma City Junior College.

South Oklahoma City Junior College (SOCJC) opened for classes for the first time on September 25, 1972, with an enrollment of 1049 students, and was formally dedicated on October 8, 1972. SOCJC is a community college, sensitive to the needs and aspirations of the community it serves. This sensitivity is demonstrated by its commitment to accessibility, comprehensiveness, flexibility, quality, and accountability.

The functions of South Oklahoma City Junior College are those of a comprehensive community college, namely, to make available to residents of the college service area educational opportunities of less than baccalaureate degree length.

Mission of Community Service Center

The Community Service Center links the college to the community by providing lifelong learning experiences which meet the social, cultural, and educational needs of the community. It is the flexibility and rapidity with which the Community Service Center can respond to expressed community needs that makes the Center an important part of the college's emphasis on accessibility.

The community aids the college in identifying the activities which the Center needs to offer. This input comes from participants, advisory groups and cooperating agencies. Once it is determined that a particular activity is to be offered, the times and locations are selected and a decision made whether it is to be for credit or noncredit.

The college has a clear commitment to community-based education as well as lifelong learning. Activities are offered on a regular basis at numerous locations throughout the metropolitan area and for persons of all ages. This promotes accessibility by allowing participants to attend learning activities near their homes and a greater utilization of community resources.

A comprehensive schedule of offerings is provided at least six times each year in response to known needs. The format of these activities may be in the form of courses of various lengths, seminars, workshops or special events that provide a service to the community.

How Quality Is Assured and Maintained

In order to maintain quality Community Services will:

1. Follow college policy when hiring instructors.
2. Conduct periodic visits to the classroom to monitor activities.
3. Visit with instructors during the duration of a class.
4. Continue the instructor evaluation by the students.
5. When the class is off-campus, visit periodically with the responsible agency.
6. When needed, maintain an up-to-date file containing course descriptions, objectives, and grading criteria.
7. As required, keep an up-to-date file containing supply lists and/or book titles.

Instructor Selection

Instructors are selected on their ability to conduct an effective class on a particular subject. A degree is not required for most subject areas, but instructors should have a proven record of expertise in the subject area as evidenced by certification in that area or by teaching experience in that area. New instructors are recruited by the following methods:

1. Referrals from existing instructors.
2. Referrals from other agencies offering community education activities.
3. Referrals from advisory committees.

4. Replies to recruitment flyers and letters.
5. Utilization of full-time South Oklahoma City Junior College employees.
6. Referrals from professional groups and organizations.
7. Referrals from business and industry.
8. Referrals from students and the community at large.

Financial Support

Monetary considerations are approached with the student in mind. Quality offerings at low cost to participants are always preferred. Community Service personnel should continually endeavor to help reach the institutional goals for Full-Time Equivalency (FTE) and noncredit headcount. They should be aware of the institutional as well as Community Service Marketing plan and follow these as guides.

Administrative Structure of the Community

Service Center

The various Community Service Center functions are supervised directly or indirectly by the Dean of Community Service. Other professional persons coordinate activities in specific areas, are referred to as coordinators. The Community Service Center is an integral part of the Instructional Affairs Division whose chief administrator is the Vice President of Instructional Affairs.

There are four Community Service coordinators in South

Oklahoma City Junior College. The Coordinator is responsible for planning, implementing, monitoring, and evaluating a comprehensive program of credit and noncredit activities directed toward meeting the identified learning needs and wants of the area. The Community Service Coordinator is accountable to the Dean of Community Service.

The Community Service Coordinator should have at least a bachelor's degree or its equivalent. Preference is given applicants who have completed training and are experienced in community service/community education concepts and operations. Specific skills are:

1. Thoroughness and accuracy in planning and meeting schedules.
2. Ability to develop and carry out several projects simultaneously.
3. Ability to speak effectively before groups.
4. Positive human relations skills.
5. Positive oral and written communications skills.
6. Flexibility to maintain a varied work schedule when necessary.

Cooperative Arrangements

Community Service Center has and will continually be involved in numerous cooperative arrangements. These arrangements should be cleared through the Dean of Community Service. Structured processes have been devised to foster a positive interaction and communication between the Center

and the various institutes. These processes which were designed to assure offerings from the entire institution are in concert and are directed toward meeting community and individual needs (Freeman, 1982).

Introduction to Tulsa Junior College

The following information under the next several headings was obtained from an interview with Sue Wilson, the Assistant Dean of Continuing Education at Tulsa Junior College.

Tulsa Junior College (TJC) first opened its door in September, 1970, initial enrollment was 2,800 students. Ten years later, TJC has provided quality educational services to more than 80,000 persons. The college offers classes at the two main campuses and also at the public schools. TJC is recognized as the leader in Oklahoma in the offering of college level telecourses in the home via cable television. TJC programs are designed to prepare students for advanced studies or careers in their chosen fields of interest. For many students, the college remains an on-going source of continuing education. The college provides programs of study for people are:

1. Preparing to transfer to the junior level at a senior college or university,
2. Preparing for specific occupational careers,
3. Seeking continuing education opportunities,
4. In need of developmental or remedial programs in basic skills, and

5. In need of retraining or updating in specific career skills.

Growth of Special Programs

Although TJC has served Tulsa and the surrounding community for a relatively short time, a tradition has been established in fact that an education is designed to be practical and useful. The primary reasons for TJC rapid growth are:

1. Wide variety of course offerings,
2. Low cost,
3. Convenience of times and locations,
4. Career guidance and advisor program,
5. Job placement service, and
6. Comprehensive services.

Instructors

Instructors for Special Programs are quite diverse in background. Leading professional men and women, TJC faculty members, and other educators who bring to Tulsa community exciting learning opportunities, regardless of the student's age or previous educational experience are involved.

Financial Support

Noncredit continuing education classes are instructionally self-supporting through tuition and fees. Fees are determined by the length of the course.

Administrative Structure of
the Special Programs Division

The noncredit continuing education programs are supervised by the Associate Dean of Continuing Education. Other professional persons coordinate activities in specific areas, are referred to as the Directors of Special Programs. The Continuing Education Division is an integral part of the Instructional Affairs Division whose chief administrator is the Vice President of Instructional Affairs.

The Directors of Special Programs at the TJC Metro Campus and Northeast Campus are responsible for planning, implementing, monitoring, and evaluating a comprehensive program of noncredit courses directed toward the identified learning needs and wants of the area. The Director of Special Programs is accountable to the Associate Dean of Continuing Education (Wilson, 1982).

Community Services in Thailand

Teachers' Colleges

The major roles of Thailand teachers' colleges are:

- (1) to conduct research for improving educational quality,
- (2) to teach according to the pedagogical curriculum, (3) to extend educational services to the surrounding society, and
- (4) to maintain to and contribute the cultural events

(Teacher Education Department, 1975). Community services were initiated to be one of the four major functions of Thailand teachers' colleges by the announcement of Teacher

Education Act in 1975 (External Relations Division, 1980). Since then, the colleges have provided the services to the community and public by their own aspects and approach. The nature and scope of the community service programs are significantly different.

According to the National Education Scheme of Thailand, education is conceived as a continuing lifelong process which promotes the quality of life of the citizens and enables them to lead a useful life in a society. The emphasis is thus laid upon education primarily as a means to survival, security, and happiness for all. With such a challenging demand made on education, the two individual services are given more attention: community educational services and cultural recreational activities (Teacher Education Department, 1975).

Summary

Community services have emerged as an identifiable component of the community college in the decade of the 1960's. Problems related to technological advance, poverty, and urbanization have mandated a broadening of the college mission to provide a more comprehensive base for the development of human resources in the community.

Community services are now widely recognized as one of the major functions or purposes of the colleges and universities. It is based on the idea of providing educational services to individuals and groups without being wed to

traditional academic forms such as credits and grades. It encompasses a continuum of services from self-development to community development. Permeate, penetrate, and educate are the key words of a concept of community services. The nature and scope of community services is dictated by the environment in which the community college is located. The programs, courses, and activities administered under community services are varied and generally reflect the entire college operation. Actually, community service programs are classified under the four major objectives. They are: (1) community use of college facilities, (2) community educational services, (3) cultural and recreational activities, and (4) institutional development.

There are some serious problems facing the growth of the community services function of the community college. The administrator must assign priorities to programs which are most beneficial to the college's constituency, most compatible with the human resources available to carry out the programs, and most compatible with the goals and philosophy of the institution itself.

CHAPTER III

METHODOLOGY

The primary purpose of the study was to investigate and analyze the perceptions of presidents, other administrators, and faculty members in Thailand teachers' colleges regarding the community service programs. A secondary purpose was to develop a suggested guide for community service programs in Thailand teachers' colleges. This chapter outlines the methodology used in the study and presents information on the population and sample involved in the study, development of the questionnaire, collection of the data, and analysis of the data.

Population and Sample

The Department of Teacher Education in Thailand has 36 teachers' colleges located throughout the six teacher education regions of the country (Johnson, 1978, and External Relations Division, 1980). Each region contains a different number of teachers' colleges: eight teachers' colleges are located in the northern region; five colleges in the southern region; eight colleges in the north-eastern region; four colleges in the western region; five colleges in the central region; and six colleges in the metropolitan region.

See Appendix A for a map of Thailand with the locations of teachers' colleges.

In order to get a representative sample, the researcher used the "proportional stratified sampling" technique. Based on a minimum of one-fourth of the teachers' colleges in each region, the representative sample was selected randomly for this study. A table of random numbers was used to select a stratified sample. The sample, therefore, consisted of two representative colleges from each of the six regions except in the western region where only one college was selected.

The sample from each teachers' college consisted of one president, three vice presidents, three deans, one director of the planning division, one director of educational services, one director of guidance and counseling, and five randomly selected faculty members. In selecting faculty members, the following strategy was adopted: the president handed out the questionnaires to the first five faculty members who came to the college in the morning of a specific day determined by the president.

Development of the Instrument

The questionnaire used in the study was developed largely from information in questionnaires, "Survey of Critical Incidents in the Establishment and Supervision of Junior College Community Services" developed by Harlacher, and the "Continuing Education Questionnaire" developed by

the Academy for Educational Development in Denver, Colorado. The instructors of Thailand teachers' colleges who were attending the Oklahoma State University were also used as a source of information in the development of the questionnaire. Further ideas and refinements were supplied through the contributions of the researcher's doctoral program advisory committee and doctoral Thai students enrolled in the College of Education at the Oklahoma State University.

The questionnaire consisted of two parts: Part I was concerned with demographic and background information of the institutions and the respondents; Part II requested the perceptions of the respondents about the administrative practices and the suggestions for improving the program. See Appendix B for the final copy of the questionnaire.

The questionnaire was translated into the Thai language. See Appendix C for the Thai version. The instructors of Thailand teachers' colleges who were at the time studying at Oklahoma State University assisted in translating the English version into Thai. A doctoral Thai student in the English Department at Oklahoma State University was also used to review the translation for accuracy.

Collection of the Data

On January 18, 1982, the researcher mailed a letter of the program advisory committee and a list of selected colleges to the Director General of the Teacher Education Department in the Ministry of Education. See Appendix D for

a copy of the letter and a list of selected colleges. The purpose of the letter was to request the endorsement of the Director General to conduct the study. After approximately two weeks from the time the request was mailed overseas, permission was granted.

The researcher then mailed a letter to each of the presidents of the 11 selected teachers' colleges to request their participation and cooperation. Enclosed with the letter was the endorsement of the initial request by the Director General of the Teacher Education Department. See Appendix E for a copy of the endorsement letter and a copy of the letter to presidents.

The questionnaires, with a cover letter and self-addressed stamped envelope for return of the questionnaires, were included with the letter to the president for distribution to the nine other administrators, and five faculty members of each randomly selected teachers' college.

A three-day period was given for the return of the questionnaires to the coordinators, and the rationale behind the idea of a three-day period was to allow the researcher to receive the information as soon as possible. Since a few of those who received the questionnaires did not answer within the three days, the coordinators called the non-respondents to remind them of the importance of completing and returning the questionnaires. Copies of the same questionnaires were sent again to the non-respondents, and an additional two-week period was allowed for the return of the

questionnaires. The result was not satisfactory, consequently the same process was repeated for the third time: copies of the questionnaires were sent again, calls made as a reminder of the significance of the research, and a two-week period allowed for the return of the questionnaires. After the third hand out of the questionnaires, 10 out of 11 colleges responded. A fourth attempt was planned in order to receive questionnaires from the eleventh. Unfortunately, because of time-pressure (the data needed to be analyzed in time, and thus further delays were not possible) the attempt to collect the questionnaires from the eleventh college was given up. See Appendix F for a list of colleges which responded to the questionnaire.

Analysis of the Data

In analyzing the data, the percentage method was used on the objective-type statements and the frequency count method was used on the written responses. Questions that required written responses were analyzed in the narrative form. These narrative responses were grouped in common categories prior to the final written narrative form. The data and findings are presented in both tabular and descriptive form.

CHAPTER IV
PRESENTATION AND ANALYSIS
OF THE DATA

The primary purpose of the study was to investigate and analyze the perceptions of presidents, other administrators, and faculty members in Thailand teachers' colleges regarding the community service programs. A secondary purpose was to develop a suggested guide for community service programs in Thailand teachers' colleges.

This chapter is organized to present the perceptions of the respondents of the study and how they felt about the community service programs. Suggestions and comments are categorized, and the results are given. The material is organized as follows: (1) return rates, (2) profile of respondents, and (3) analysis of the responses of the presidents, other administrators, and faculty members.

Return Rates

Data presented in Table I show the return rates by respondent groups. The total number of respondents were 118 from ten colleges out of 165 total population from the 11 colleges for an overall return rate of 71.51 percent. Of the 165 questionnaires sent out, 72.72 percent of the

presidents, 65.65 percent of the other administrators, and 81.82 percent of the faculty members responded.

TABLE I
TOTAL NUMBER OF RESPONDENTS BY GROUP

Respondent Group	Number of Distributed Questionnaires	Number Responding	Percent Responding
Presidents	11	8	72.72
Other Administrators	99	65	65.65
Faculty Members	55	45	81.82
Total	165	118	71.51

Profile of Respondents

Part I of the Community Service Questionnaire solicited information on the profile of the respondents. The raw data were compiled on each of the respondents which consisted of the following institutional information: work place of the respondent, job title, sex, age, previous degree, and work experience. The responses are summarized in Tables II through VIII.

There were 97 men and 21 women from the 10 teachers'

colleges for a total of 118 respondents. In the president group, seven men and one woman responded. In the other administrator group, 57 men and eight women returned questionnaires. In the faculty member group, 33 men and 12 women returned questionnaires. Their responses are presented in Table II.

TABLE II
NUMBER OF RESPONDENTS BY SEX AND GROUP

Respondent Group	Number Responding		Total N
	Male N	Female N	
Presidents	7	1	8
Other Administrators	57	8	65
Faculty Members	33	12	45
Total	97	21	118

Data in Table III reveal the number of college faculty members who were employed in the different teachers' colleges. According to groups, there was one college with less than 100 faculty members, three colleges with 100-149 faculty members, three colleges with 150-199 faculty

members, and finally three colleges with 200-249 faculty members.

TABLE III
NUMBER OF INSTITUTIONS BY NUMBER
OF FACULTY MEMBERS

	Number of Faculty Members				Total N
	Under 100 N	100-149 N	150-199 N	200-249 N	
Number of Institutions 1		3	3	3	10

Data in Table IV show the estimated number of full-time students enrolled in the 10 different teachers' colleges. According to student groups, there were five colleges with a student enrollment of 1,000-1,499, one college with an enrollment of 1,500-1,999, and finally four colleges with an enrollment of 2,000 or over.

Data in Table V show the estimated citizen population of the college district or service area. According to groups, there was one college with the population of 100,000-249,999, six colleges with the population of 250,000 to 499,999, and three colleges with the population of 500,000 or over.

TABLE IV
NUMBER OF FULL-TIME STUDENTS

	Number of Students				
	Under 1,000	1,000-	1,500-	2,000	Total
	N	1,499 N	1,999 N	or more N	N
Number of Institutions	-	5	1	4	10

TABLE V
CITIZEN POPULATION OF THE COLLEGE DISTRICT
OR SERVICE AREA

	Number of Citizens				
	Under 100,000	100,000-	250,000-	500,000	Total
	N	249,999 N	499,999 N	or over N	N
Number of Institutions	-	1	6	3	10

In the president group, there were two respondents in the age group of 35-44, five in the age group of 45-49, and one in the age group of 50 or over. In the other administrator group, there were 30 respondents in the age group of 25-34, 25 in the age group of 35-44, seven in the age group of 45-49, and three in the age group of 50 or over. In the faculty member group, there were two respondents in the age group of under 25, 21 in the age group of 25-34, 17 in the age group of 35-44, four in the age group of 45-49, and one respondent in the age group of 50 or over. These data are presented in Table VI.

TABLE VI
NUMBER OF RESPONDENTS BY AGE AND GROUP

Respondent Group	Age Group					Total
	Under 25	25-34	35-44	45-49	50 or Over	
	N	N	N	N	N	N
Presidents	-	-	2	5	1	8
Other Administrators	-	30	25	7	3	65
Faculty Members	2	21	17	4	1	45
Total	2	54	44	16	5	118

In the president group, the study indicated that three respondents held a Master's degree and five held the doctoral degree. In the other administrator group, 16 respondents had a Bachelor's degree, one respondent had a Post Bachelor's degree, and 48 had a Master's degree. In the faculty member group, 10 respondents had a Bachelor's degree, 33 had a Master's degree, and two had the doctoral degree. These data are presented in Table VII.

TABLE VII
NUMBER OF RESPONDENTS BY DEGREE HELD AND GROUP

Respondent Group	Degree				Total N
	Bachelor's N	Master's N	Doctoral N	Post Bachelor N	
Presidents	-	3	5	-	8
Other Administrators	16	48	-	1	65
Faculty Members	10	33	2	-	45
Total	26	84	7	1	118

In order to identify the number of years of working experience in different positions, the respondents were asked

the question: "How many years have you been employed in: administrative position, community service programs, and teachers' college as a faculty member?" Their responses are varied from "no experience" through "10 years or over." These data are presented in Table VIII.

Analysis of Responses from Presidents, Other Administrators, and Faculty Members

Part II of the Community Service Questionnaire was designed to investigate the following: (1) scope and nature of the programs, (2) strengths and weaknesses of the programs, and (3) suggestions for improving the community service programs. As part of the analysis of the responses, 31 tables are utilized for the presentation of the findings.

In order to investigate the scope and nature of the community service programs, a group of statements was developed to obtain the information from the presidents, other administrators, and faculty members. The responses to these statements are reported in Table IX through Table XXIX.

As shown in Table IX, all presidents pointed out that "Community Educational Services" were the primary purpose of community services. "Cultural and Recreational Services" also received one response as being of first importance. "Community Use of College Facilities, and "Institutional Development" received responses for the second through the fourth importance.

Information presented in Table X reveals that most other

TABLE VIII

NUMBER OF RESPONDENTS BY YEARS OF WORKING EXPERIENCE AND GROUP

Respondent Group	No Experience			Under 1 year			Years 1 - 5			6 - 10		10 or Over			
	Adm.*	Com.**	TC.***	Adm.	Com.	TC.	Adm.	Com.	TC.	Adm.	Com.	TC.	Adm.	Com.	TC.
	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Presidents	-	-	-	-	-	-	-	2	-	2	3	-	6	3	8
Other Administrators		20	-	2	7	3	4	7	6	19	10	23	26	7	33
Faculty Members	21	1	-	9	-	6	5	6	12	6	9	15	4	-	12
Total	21	20	-	11	7	9	9	15	18	27	22	38	36	10	53

* Adm. = Administrative position

** Com. = Community service programs

*** TC. = Teachers' college as a faculty member

TABLE IX
 PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
 THE OBJECTIVES OF THE COMMUNITY SERVICE
 PROGRAMS

Comment	Number Responding**				
	1st Imp*	2nd Imp	3rd Imp	4th Imp	Total
	N	N	N	N	N
Community Use of College Facilities	-	2	2	2	6
Community Educational Services	8	-	-	-	8
Cultural and Recreational Services	1	2	3	-	6
Institutional Development	-	3	2	1	6

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

TABLE X
 OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
 CONCERNING THE OBJECTIVES OF THE COMMUNITY
 SERVICE PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
Community Use of College Facilities	4	2	6	9	21
Community Educational Services	35	10	3	1	49
Cultural and Recreational Services	10	11	12	4	37
Institutional Development	16	19	9	3	47

*Importance

** Not all respondents ranked all items

administrators indicated that "Community Educational Services" were the first priority of community services. Other services also were perceived by other administrators as of first importance: "Institutional Development" (16), "Cultural and Recreational Services" (10), and "Community Use of College Facilities" (4).

Data in Table XI reveal that a majority of faculty members believed that "Community Educational Services" were the primary purpose of community services. It should be noted that "Institutional Development", "Cultural and Recreational Services" and "Community Use of College Facilities" received responses for the first through the fourth importance.

Data in Table XII through Table XVI present the specific programs/activities which were provided by the 10 teachers' colleges and the reasons why the programs were not successful or were not provided. Data presented in these tables reflect the total responses of all the respondents.

The findings presented in Table XII indicate that 36.44 percent of the respondents felt that "Meetings and conferences" programs were successful. Approximately 61 percent of the respondents indicated that "Service club luncheons and dinners" were not provided.

As shown in Table XIII, 59.32 percent of the respondents felt "Educational workshops", "Seminars", and "Conferences" were successful. Adult education (ABE/GED), according to a majority of the respondents, was not

TABLE XI
 FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
 THE OBJECTIVES OF THE COMMUNITY SERVICE
 PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
Community Use of College Facilities	3	3	4	6	16
Community Educational Services	29	5	-	2	36
Cultural and Recreational Services	5	7	7	2	21
Institutional Development	8	11	4	3	26

*Importance

** Not all respondents ranked all items

TABLE XII

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING THE
COMMUNITY USE OF COLLEGE FACILITIES

Comment	Degree of Success						Program not provided		No Response	
	S*		NI*		U*		N	%	N	%
	N	%	N	%	N	%				
Meetings and conferences	43	36.44	43	36.44	6	5.08	22	18.64	4	3.38
Cultural events (community sponsored)	24	20.34	35	29.66	19	16.10	37	31.35	3	2.54
Service club luncheons and dinners	9	7.63	20	16.95	13	11.01	73	61.86	3	2.54
Recreational activities (community sponsored)	27	22.88	50	42.37	12	10.16	25	21.18	4	3.38
Community use of library facilities	23	19.49	44	37.29	21	17.79	25	21.18	5	4.34
Open and set up classroom for evening program	17	14.40	29	24.57	19	16.10	48	40.68	5	4.34

*S = Successful, NI = Needs Improving, U = Unsuccessful

TABLE XIII

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING THE
COMMUNITY EDUCATIONAL SERVICES

Comment	Degree of Success						Program not provided		No Response	
	S*		NI*		U*		N	%	N	%
	N	%	N	%	N	%				
Educational workshops, seminars, conferences	70	59.32	37	31.35	8	6.78	3	2.54	-	-
Community research and development	20	16.95	48	60.68	32	27.12	16	13.56	2	1.69
Educational and voca- tional counseling	29	24.57	51	43.22	21	17.79	15	12.71	1	0.84
Speakers' bureau	13	11.01	44	37.29	34	28.81	26	22.03	1	0.84
Provision of student programs for the community (exhibitions, productions, and science fair)	44	37.29	54	45.76	12	10.16	7	5.93	1	0.84
Adult education (ABE/GED)	4	3.38	10	8.47	21	17.79	81	68.64	2	1.69

TABLE XIII (Continued)

Comment	Degree of Success						Program not provided		No Response	
	S*		NI*		U*		N	%	N	%
	N	%	N	%	N	%				
Children's day school	23	19.49	19	16.10	13	11.01	60	50.85	3	2.54
Occupational resources center	5	4.34	20	16.95	22	18.64	66	55.93	5	4.34
College radio and/or television station	18	15.25	38	32.20	18	15.25	41	34.74	3	2.54
Non-credit program	12	10.16	29	24.57	23	19.49	52	44.07	2	1.69

*S = Successful, NI = Needs Improving, U = Unsuccessful

provided.

Data in Table XIV reveal that 45.76 percent of the respondents indicated "Cultural programs" and "Current events" were successful. Approximately 40 percent of the respondents pointed out that "Public affairs forums" were not provided.

Information presented in Table XV, regarding institutional development, shows that "Special events" received the highest responses (42.37%) for being a successful program. About 45 percent of the respondents indicated "Visitor information service" and "Citizens' advisory committees" were not provided.

Data in Table XVI indicate that "Lack of financial support" and "Lack of personnel resources" were the leading reasons why the programs were not successful or provided. Several specific individual reasons are listed in Table XVI.

Data in Table XVII show the number of responses by the presidents to the question concerning the administrators who share responsibility in administering the community service programs. All presidents agreed that "President" was the first importance. "Vice President for Academic Affairs", "Dean of College of Humanities", "Dean of College of Education", "Dean of College of Science", and "Ad Hoc Committees" also received two responses as being of first importance.

Data in Table XVIII show the number of responses by the other administrators to the question concerning the administrators who share responsibility in administering the

TABLE XIV

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING THE
CULTURAL AND RECREATIONAL SERVICES

Comment	Degree of Success						Program not provided		No Response	
	S*		NI*		U*		N	%	N	%
	N	%	N	%	N	%				
Cultural programs (drama shows, and festivals)	54	45.76	47	39.83	13	11.01	4	3.38	-	-
Community recreation activities	21	17.79	41	34.74	18	15.25	35	29.66	3	2.54
Public affairs forums	10	8.47	35	29.66	23	19.49	48	40.68	2	1.69
Art series	37	31.35	47	39.83	16	13.56	17	14.40	1	0.84
Current events	53	44.91	44	37.29	16	13.56	4	3.38	1	0.84

*S = Successful, NI = Needs Improving, U = Unsuccessful

TABLE XV

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING THE
INSTITUTIONAL DEVELOPMENT

Comment	Degree of Success						Program not provided		No Response	
	S*		NI*		U*		N	%	N	%
	N	%	N	%	N	%				
Visitor information service	8	6.78	32	27.12	24	20.34	53	44.91	1	0.84
News and publication service	13	11.01	34	28.81	30	25.42	40	33.90	1	0.84
Alumni association	12	10.16	23	19.49	35	29.66	44	37.29	4	3.38
Citizen's advisory committees	7	5.93	29	24.57	25	21.18	53	44.91	4	3.38
Utilization of physical and human resources of the community in the instructional program	24	20.34	42	35.59	30	25.42	22	18.64	-	-
Special events	50	42.37	35	29.66	19	16.10	13	11.01	1	0.84

*S = Successful, NI = Needs Improving, U = Unsuccessful

TABLE XVI

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING
THE REASONS WHY THE PROGRAMS WERE UNSUCCESSFUL
OR NOT PROVIDED

Comment	N
Lack of financial support	35
Lack of personnel resources	34
Not related to the policy, function, or educational objectives of the college	23
No requests or proposals from the community	22
Not included in the projects of the college	17
Have already been provided by the other agencies	16
Not ready to offer	10
Not convenient to give the services to the community, as a matter of fact the college was located in a rural setting	9
Lack of people's interest	9
Lack of faculty members' interest	8
Lack of collaboration of the public agencies in the community	2
Lack of data base	1

TABLE XVII
 PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
 THE ADMINISTRATORS OF THE COMMUNITY
 SERVICE PROGRAMS

Comment	Number Responding**			
	1st Imp* N	2nd Imp* N	3rd Imp* N	Total N
President	8	-	-	8
Vice President for Academic Affairs	2	3	-	5
Vice President for General Administration	1	2	-	3
Vice President for Student Affairs	1	2	1	4
College of Humanities, Dean	2	-	2	4
College of Education, Dean	2	-	3	5
College of Science, Dean	2	-	2	4
Planning Division, Director	1	-	-	1
Educational Services, Director	1	1	2	4
Guidance and Counseling Services, Director	1	-	-	1
Faculty Members	-	-	1	1
Other, please specify Ad Hoc Committees	2	-	-	2
Vice President for Development	1	-	-	1

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

TABLE XVIII
OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
CONCERNING THE ADMINISTRATORS OF THE
COMMUNITY SERVICE PROGRAMS

Comment	Number Responding**			
	1st Imp* N	2nd Imp N	3rd Imp N	Total N
President	34	1	1	36
Vice President for Academic Affairs	11	6	4	21
Vice President for General Administration	7	2	4	13
Vice President for Student Affairs	9	7	2	18
College of Humanities, Dean	10	2	-	12
College of Education, Dean	5	1	3	9
College of Science, Dean	9	1	2	12
Planning Division, Director	5	-	-	5
Educational Services, Director	14	8	7	29
Guidance and Counseling Services, Director	3	-	-	3
Faculty Members	8	2	6	16
Other, please specify Vice President for Development	1	1	4	6

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

community service programs. The largest number of respondents indicated that "President" was the first importance. Other persons also were perceived by other administrators as of first importance: "Director of Educational Services" (14), "Vice President for Academic Affairs" (11), and "Dean of College of Humanities" (10).

Data in Table XIX show the number of responses by the faculty members to the question concerning the administrators who share responsibility in administering the community service programs. As indicated, the majority of faculty members believed that "President" was the first importance. "Director of Educational Services" also received 10 responses as being of first importance.

Data in Table XX show the number of responses by the presidents to the question: "What importance do you place on the community service programs?" It should be noted that "Equal to teaching and research", and "A necessary requirement" received the highest number of responses as being of first importance.

Data in Table XXI show the number of responses by the other administrators to the question: "What importance do you place on the community service programs?" As indicated, most other administrators perceived that "A necessary requirement" was the first importance. "Equal to teaching and research", and "A good public relations asset" received responses for the first through the fourth importance.

Data in Table XXII show the number of responses by the

TABLE XIX

FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
THE ADMINISTRATORS OF THE COMMUNITY SERVICE
PROGRAMS

Comment	Number Responding**			
	1st Imp* N	2nd Imp N	3rd Imp N	Total N
President	29	-	-	29
Vice President for Academic Affairs	6	9	1	16
Vice President for General Administration	7	3	4	14
Vice President for Student Affairs	4	1	4	9
College of Humanities, Dean	4	1	-	5
College of Education, Dean	4	1	2	7
College of Science, Dean	4	1	-	5
Planning Division, Director	2	-	1	3
Educational Services, Director	10	7	3	20
Guidance and Counseling Services, Director	2	-	-	2
Faculty Members	8	-	2	10
Other, please specify Ad Hoc committee	2	-	-	2
Vice President for Development	3	-	-	3

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

TABLE XX
 PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
 THE IMPORTANCE OF COMMUNITY SERVICE
 PROGRAMS

Comment	Number Responding**				Total N
	1st Imp* N	2nd Imp N	3rd Imp N	4th Imp N	
OK. if it pays its way	-	-	1	-	1
A good public relations asset	-	-	1	-	1
A necessary requirement	4	2	-	-	6
Equal to teaching and research	5	2	-	-	7

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

TABLE XXI
 OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
 CONCERNING THE IMPORTANCE OF COMMUNITY
 SERVICE PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
OK. if it pays its way	3	-	6	10	19
A good public relations asset	4	9	15	1	29
A necessary requirement	43	6	1	-	50
Equal to teaching and research	15	22	3	1	41

*Importance

** Not all respondents ranked all items

TABLE XXII
 FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
 THE IMPORTANCE OF COMMUNITY SERVICE
 PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
OK. if it pays its way	6	4	4	-	14
A good public relations asset	6	3	1	4	14
A necessary requirement	19	3	-	-	22
Equal to teaching and research	14	5	2	-	21

*Importance

** Not all respondents ranked all items

faculty members to the question: "What importance do you place on the community service programs?" It is important to note that "A necessary requirement" received the highest number of responses for first importance. "Equal to teaching and research", "OK if it pays its way", and "A good public relations asset" also received responses as being of first importance.

Data in Table XXIII show the number of responses by the presidents to the question: "What is the most important criteria for determining the kinds of specific programs/activities to be offered?" It should be noted that all presidents believed that "Identification of community needs" was the first importance. "Requests from the community" received the highest number of responses for second importance along with "The hunches of the program administrator."

Data in Table XXIV show the number of responses by the other administrators to the question: "What is the most important criteria for determining the kinds of specific programs/activities to be offered?" As indicated, "Identification of community needs", "Requests from the community", and "The financial potentialities of the specific program" received the highest number of responses as being of first importance. "Faculty's interest and proposals", and "The hunches of the program administrator" were also perceived by other administrators as of first importance.

Data in Table XXV show the number of responses by the faculty members to the question: "What is the most

TABLE XXIII
 PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
 THE MOST IMPORTANT CRITERIA TO DETERMINE THE
 SPECIFIC PROGRAM OFFERINGS

Comment	Number Responding**					Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	5th Imp	
	N	N	N	N	N	
The financial potentialities of the specific program	-	-	6	-	-	6
Faculty's interest and proposals	-	-	-	1	1	2
Identification of community needs	8	-	-	-	-	8
Requests from the community	-	6	1	-	-	7
The "hunches" of the program administrator	-	2	1	1	-	4

*Importance

** Not all respondents ranked all items

TABLE XXIV
 OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
 CONCERNING THE MOST IMPORTANT CRITERIA TO
 DETERMINE THE SPECIFIC PROGRAM
 OFFERINGS

Comment	Number Responding**					Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	5th Imp	
	N	N	N	N	N	
The financial potentialities of the specific program	16	7	4	8	2	37
Faculty's interest and proposals	6	9	8	5	6	34
Identification of community needs	19	12	5	-	2	38
Requests from the community	18	15	2	-	2	37
The "hunches" of the program administrator	6	8	9	7	4	34

*Importance

** Not all respondents ranked all items

important criteria for determining the kinds of specific programs/activities to be offered?" It is important to note that "Identification of community needs" received the highest number of responses for the first importance. "The financial potentialities of the specific program", "Faculty's interest and proposals", "Requests from the community", and "The hunches of the program administrator" received responses for the first through the fourth importance.

Data in Table XXVI show the number of responses by the presidents to the question: "Who should be responsible for the financial support of the community service programs?" It should be noted that "Participants", and "Governments" were perceived by the presidents as being of first importance. "Participants and college" also received one response for the first importance.

Data in Table XXVII show the number of responses by the other administrators to the question: "Who should be responsible for the financial support of the community service programs?" It is important to note that "Governments", and "Participants" were indicated by the other administrators to be the first importance. "Special interest groups" also received two responses as being of first importance.

Data in Table XXVIII show the number of responses by the faculty members to the question: "Who should be responsible for the financial support of the community service programs?" As indicated, most faculty members believed that "Participants" was the first importance. Other supporters also were

TABLE XXV

FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
THE MOST IMPORTANT CRITERIA TO DETERMINE THE
SPECIFIC PROGRAM OFFERINGS

Comment	Number Responding**					Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	5th Imp	
	N	N	N	N	N	
The financial potentialities of the specific program	7	6	5	4	1	23
Faculty's interest and proposals	3	3	6	3	4	19
Identification of community needs	23	4	1	2	-	30
Requests from the community	6	7	1	2	2	18
The "hunches" of the program administrator	6	2	6	2	3	19

*Importance

** Not all respondents ranked all items

TABLE XXVI
 PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
 THE FINANCIAL SUPPORT OF THE COMMUNITY
 SERVICE PROGRAMS

Comment	Number Responding**				Total N
	1st Imp* N	2nd Imp N	3rd Imp N	4th Imp N	
Participants	4	2	-	-	6
Governments	3	4	-	-	7
Special interest groups	-	1	2	-	3
Business/Industry	-	-	1	-	1
Other, please specify Participants and college	1	-	-	-	1

*Importance

** Not all respondents ranked all items

TABLE XXVII
 OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
 CONCERNING THE FINANCIAL SUPPORT OF THE
 COMMUNITY SERVICE PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
Participants	31	21	3	4	59
Governments	32	13	1	1	47
Special interest groups	2	6	15	3	26
Business/Industry	-	9	5	10	24

*Importance

** Not all respondents ranked all items

TABLE XXVIII
 FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
 THE FINANCIAL SUPPORT OF THE COMMUNITY
 SERVICE PROGRAMS

Comment	Number Responding**				Total N
	1st Imp*	2nd Imp	3rd Imp	4th Imp	
	N	N	N	N	
Participants	26	4	2	2	34
Governments	18	6	1	-	25
Special interest groups	2	5	8	2	17
Business/Industry	1	3	2	7	13

*Importance

** Not all respondents ranked all items; some respondents selected more than one choice on the same rank

perceived by the faculty members as of first importance: "Governments" (18), "Special interest groups" (2), and "Business/Industry" (1).

Data in Table XXIX show the responses by the three respondent groups to the question concerning whether the faculty members are well-trained or not in order to meet the new clients of the college. It should be noted that 22.88 percent of the total respondents reported the faculty members were well-trained while 77.12 percent of the respondents indicated that the faculty members were not well-trained.

TABLE XXIX

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING
TRAINING OF FACULTY MEMBERS

Respondent Group	Yes		No		Total N
	N	%	N	%	
Presidents	1	12.5	7	87.5	8
Other Administrators	17	26.15	48	73.85	65
Faculty Members	9	20	36	80	45
Total	27	22.88	91	77.12	118

Data in Table XXX show the responses by the three

groups of respondents to the question: "What degrees or credentials should be required for the administrator of the community service programs?" It is important to note that "Master's degree" received the highest number of responses (34.74%) from the total respondents.

In order to determine the strengths and the weaknesses of the community service programs, presidents, other administrators, and faculty members were asked two questions concerning the effectiveness of the community service programs. Their responses are summarized in Table XXXI through Table XXXVI.

Data in Table XXXI show the number of responses by the presidents to the question: "What factors have contributed to the effectiveness of the community service programs in your college?" It should be noted that both "The policy of the institution" and "The program administrator" received the highest number of responses.

Data in Table XXXII show the number of responses by the other administrators to the question: "What factors have contributed to the effectiveness of the community service programs in your college?" It should be noted that "The policy of the institution" had the largest number of responses while "Collaboration of the faculty and staff" was the second highest number of responses.

Data in Table XXXIII show the number of responses by the faculty members to the question: "What factors have contributed to the effectiveness of the community service

TABLE XXX

ALL RESPONDENTS' RESPONSES TO THE QUESTION CONCERNING DEGREES
REQUIRED FOR THE ADMINISTRATOR OF THE
COMMUNITY SERVICE PROGRAMS

Respondent Group	Degree										Total N
	Bachelor's		Master's		Doctoral		Any		No Answer		
	N	%	N	%	N	%	N	%	N	%	
Presidents	-	-	5	62.5	1	12.5	1	12.5	1	12.5	8
Other Administrators	4	6.15	28	43.07	-	-	-	-	33	50.77	65
Faculty Members	3	6.67	8	17.78	2	4.44	2	4.44	30	66.67	45
Total	7	5.93	41	34.74	3	2.54	3	2.54	64	54.34	118

TABLE XXXI
PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
CONTRIBUTIONS TO THE EFFECTIVENESS OF
THE COMMUNITY SERVICE PROGRAMS

Comment	N
The policy of the institution	6
The program administrator of the community services	6
The interest level of the people	4
Collaboration of the faculty and staff	4
Contributions of the other public agencies in the community	3
Financial support	1
Facilities	1

TABLE XXXII
OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
CONCERNING CONTRIBUTIONS TO THE EFFECTIVENESS
OF THE COMMUNITY SERVICE PROGRAMS

Comment	N
The policy of the institution	30
Collaboration of the faculty and staff	26
The program administrator of the community services	24
The interest level of the people	20
Financial support	19
Facilities	5
Contributions of the other public agencies in the community	1

programs in your college?" It should be noted that "The policy of the institution" received the highest number of responses for the most contribution to the effectiveness of the programs while "Financial support" received the second highest number of responses.

Data in Table XXXIV reveal the number of responses by the presidents to the question: "What barriers have caused ineffectiveness of the community service programs"? As indicated, the highest number of responses include: "The program administrator", "The interest level of the people", and "Financial support."

TABLE XXXIII

FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
CONTRIBUTIONS TO THE EFFECTIVENESS OF
THE COMMUNITY SERVICE PROGRAMS

Comment	N
The policy of the institution	24
Financial support	22
Collaboration of the faculty and staff	21
The interest level of the people	20
The program administrator of the community services	16
Contributions of the other public agencies in the community	4
Facilities	3

TABLE XXXIV
PRESIDENTS' RESPONSES TO THE QUESTION
CONCERNING BARRIERS TO EFFECTIVENESS
OF THE COMMUNITY SERVICE PROGRAMS

Comment	N
The program administrator of the community services	5
The interest level of the people	4
Financial support	3
Contributions of the other public agencies in the community	2
Collaboration of the faculty and staff	2

Data in Table XXXV reveal the number of responses by the other administrators to the question: "What barriers have caused ineffectiveness of the community service programs? The largest number of responses was "Financial support" while the next highest number of responses indicated "Collaboration of the faculty and staff".

Data in Table XXXVI reveal the number of responses by the faculty members to the question: "What barriers have caused ineffectiveness of the community service programs?" As indicated most faculty members pointed out "Financial support" has caused ineffectiveness of the programs. The second most frequent response was "Collaboration of the faculty and staff."

Data in Table XXXVII reveal the number of responses by the presidents to the question concerning suggestions for improving the community service programs. Most presidents pointed out that "Clearly written policy of the Teacher Education Department regarding the community service programs" was important. It should be noted that the suggestion given by most other administrators, as shown in Table XXXVIII, was "Active leadership by the president to facilitate and encourage the faculty and staff to be involved in community services." Information presented in Table XXXIX reveals that most faculty members suggested "Insure understanding and acceptance of the community service concept by the faculty and staff".

TABLE XXXV
OTHER ADMINISTRATORS' RESPONSES TO THE QUESTION
CONCERNING BARRIERS TO EFFECTIVENESS OF
THE COMMUNITY SERVICE PROGRAMS

Comment	N
Financial support	32
Collaboration of the faculty and staff	28
The policy of the institution	22
The program administrator of the community services	16
The interest level of the people	13
Contributions of the other public agencies in the community	5
Facilities	4

TABLE XXXVI
FACULTY MEMBERS' RESPONSES TO THE QUESTION CONCERNING
BARRIERS TO EFFECTIVENESS OF THE
COMMUNITY SERVICE PROGRAMS

Comment	N
Financial support	21
Collaboration of the faculty and staff	18
The policy of the institution	13
The interest level of the people	12
The program administrator of the community services	10
Contributions of the other public agencies in the community	7
Facilities	3

TABLE XXXVII

PRESIDENTS' RESPONSES TO THE QUESTION CONCERNING
SUGGESTIONS FOR IMPROVING THE COMMUNITY
SERVICE PROGRAMS

Suggestion	N
Clearly written policy of the Teacher Education Department regarding the community services	3
Insure understanding and acceptance of the community service concept by the faculty and staff	2
Identify community needs and interests	1
Establish priorities of programs	1
Provide appropriate physical, financial, and personnel resources	1
Obtain financial support from special interest groups, and local and national governments	1
Provide inservice training for personnel or staff of the community service programs	1
Insure staff of the community service programs has positive human relations skills	1
Establish collaboration and cooperation among the college and public agencies	1

TABLE XXXVIII

OTHER ADMINISTRATORS' RESPONSES TO THE
QUESTION CONCERNING SUGGESTIONS FOR
IMPROVING THE COMMUNITY SERVICE
PROGRAMS

Suggestion	N
Active leadership by president to facilitate and encourage the faculty and staff to be involved in community services	9
Establish collaboration and cooperation among the college and public agencies	8
State clearly and specifically the policy of the institution regarding the community service programs	7
Obtain financial support from special interest groups, and local and national governments	5
Provide inservice training in community services for the faculty and staff	4
Identify community needs and interests	1
Appoint a person to administer the community service programs	1
Insure that the department of educational services provides community service programs	1
Have appropriate facilities	1
Have program evaluation periodically	1
Encourage people in the community to participate in programs	1
Provide the community service programs continually	1

TABLE XXXIX
 FACULTY MEMBERS' RESPONSES TO THE QUESTION
 CONCERNING SUGGESTIONS FOR IMPROVING
 THE COMMUNITY SERVICE PROGRAMS

Suggestion	N
Insure understanding and acceptance of the community service concept by the faculty and staff	7
Provide adequate staff to offer a community service programs	6
Active leadership by president to facilitate and encourage the faculty and staff to be involved in community services	5
Obtain financial support from special interest groups, and local and national governments	4
Identify community needs and interests	3
State clearly and specifically the policy of the institution regarding the community service programs	3
Appoint a person to administer the community service programs	3
Establish collaboration and cooperation among the college and public agencies	2
Establish priorities of programs	2
Provide inservice training in community services for the faculty and staff	1

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of four major sections. The first section presents a summary of the study. The findings, and conclusions of the study are presented next, a suggested guide for community service programs and recommendations for further study are presented in the last portion of the chapter.

Summary

The primary purpose of the study was to investigate and analyze the perceptions of presidents, other administrators, and faculty members in Thailand teachers' colleges regarding the community service programs. A secondary purpose was to develop a suggested guide for community service programs in Thailand teachers' colleges. In order to accomplish the purposes of this study, the following questions were investigated:

1. How do presidents, other administrators, and faculty members view the scope and nature of the community service programs?
2. How do presidents, other administrators, and

faculty members view the strengths and the weaknesses of the community service programs?

3. What are suggestions for improving the community service programs?

The population of the study consisted of 11 presidents, 99 other administrators, and 55 faculty members from 11 randomly selected teachers' colleges in Thailand. The questionnaire used in the study was developed primarily from information in questionnaires which were related to community services and continuing education. The questionnaires, with cover letter and self-addressed stamped envelope to return of the questionnaires, were mailed to the president for distribution to nine other administrators, and five faculty members of each selected teachers' college. In analyzing the data, a percentage method was used for the objective-type statements and the frequency count method was used for the questions that required written responses.

Findings and Conclusions

The following findings and conclusions were drawn from the specific questions the study sought to answer.

How Do Presidents, Other Administrators, and Faculty Members View the Scope and Nature of Community Service Programs?

Based upon the study of the perceptions of presidents, other administrators, and faculty members, it was found that

the presidents felt that the community service programs were of equal importance to teaching and research while other administrators and faculty members felt that it was a necessary requirement. It was also found that community service activities were organized into four categories: community use of college facilities, community educational services, cultural and recreational services, and institutional development. It is interesting to note that all three groups of respondents agreed that community educational services were the primary purpose of community service programs while the secondary purpose was institutional development.

Meetings and conferences, educational workshops, cultural programs and current events, and special events according to all respondents, were found to be the successful programs and activities. Almost 60 percent of all respondents felt that lack of financial support and lack of personnel resources were the leading reasons why the programs and activities were not more successful or were not provided.

It was concluded that community services were perceived as one of the major roles of Thailand teachers' colleges. Informal education offerings and public relations promotion were perceived as the major functions of community service programs. The individual programs were not perceived to be as successful as it could have been due to the lack of financial support, the insufficient number and competence of staff personnel.

It was found that all three groups of respondents

perceived the college president shared responsibility in administrative practices of the community service programs. The three groups of respondents agreed that the most important procedure for determining what kinds of specific programs and activities should be offered was the identification of community needs. The majority of respondents felt that the government should share in the participants' costs. There was 77.12 percent of respondents felt that the faculty were not trained enough to meet the needs of the participants. It was also found that more than 50 percent of the respondents did not respond to this question, 34.74 percent of the respondents pointed out that a Master's degree should be required for the administrator of the program.

It was concluded that the college president was considered to be the chief executive officer of the community service programs. It was further concluded that prior to the development of the program, a needs assessment must be conducted for the purpose of meeting specified educational needs of individuals in the community. Financial support for the programs should be shared by the governments, participants, and special interest groups.

According to all respondents responses, the faculty and staff were not competent enough to work with the participants of the programs, therefore, it was important to have an effective person to administer the program. He or she should have a Master's degree in any one of the following

areas: community services, community education, or adult and continuing education.

How Do presidents, Other Administrators, and Faculty Members View the Strengths and the Weaknesses of the Community Service Programs?

It was found that the majority of respondents perceived the strengths of community service programs to be such factors as: (1) a well defined institutional policy regarding the community service programs, (2) an effective program administrator, (3) cooperation of the faculty and staff, and (4) sufficient financial support. The weaknesses of the programs were such barriers as: (1) lack of financial support, (2) an ineffective program administrator, (3) lack of cooperation of the faculty and staff, and (4) a low interest level of the people. Therefore, it was concluded that the major factors which most contribute to the effectiveness of the programs and the barriers which cause ineffectiveness of the programs were perceived similarly by presidents, other administrators, and faculty members.

What Are the Suggestions for Improving the Community Service Programs?

It was found that about 38 percent of the presidents suggested that the Teacher Education Department should have a clearly written policy regarding the community service

programs. The suggestion from the majority of the other administrators was that the president must be an active leader to facilitate and encourage the faculty and staff to be actively involved in the program. Faculty members suggested that the faculty and staff must understand and accept the community service concept.

It was concluded that the policy of the institution regarding the community service programs must be stated specifically and clearly. The president, other administrators, faculty, and staff must understand, accept, and believe in the community service concept.

Recommendations

A Suggested Guide for Community Service Programs

Based on the study of the perceptions of presidents, other administrators, and faculty members of the 11 selected Thailand teachers' colleges, and in addition to a review of related literature, the following suggested guide for community service programs was developed.

1. The policy and philosophy of the institution, including the objectives of community services must be stated specifically and clearly.

2. The college president's support of community services is very important. The president should be an active leader to facilitate and encourage the faculty and staff to

be actively involved in suggesting, initiating, and coordinating the community service programs.

3. The administrative practices of the community service programs actually needs a person to administer this area of the college. The program administrator should be able to play a leadership role. He should be both a doer and a catalyst, both within and outside the institution. The effective administrator of the community service programs should also be able to work with faculty, participants, other administrators, and persons in the community. Moreover, he should possess knowledge of the community being served by the college. The program administrator should have a Master's degree in adult and continuing education or related areas.

4. The faculty and staff should understand and accept the community service concept. It would be appropriate for the college to provide inservice training for all the faculty and staff.

5. Personnel or staffing of the community service programs should have inservice training in the areas of community services, community development, community education, and adult and continuing education. The staff of the community service programs should also possess human relations skills and believe in the community service programs.

6. The activities of the community service programs are varied and generally reflect the entire college operation, and they also depend to a great extent on the vision

and commitment of the college president. However, varied programs depend largely on the effective administrator. The program administrator should establish priorities for programs.

7. The college should assess the needs of the community in order to determine what services or programs should be offered.

8. Financial support for the program should be shared by the governments, participants, and special interest groups. The local governments should provide start-up grants for the programs initiated. Salaries for professional and clerical staff, as well as various office costs, probably could be funded within the general operating budget of the college.

9. Establish some incentives such as advancement on the salary schedule, and promotion to help motivating faculty and staff to work.

10. Collaboration and cooperation among the college and other agencies must be established in order to avoid duplication, conflicts, and fragmentation. The programs are based on extensive public relations and publicity efforts and on solid contacts with agencies and groups throughout the service area.

11. All college professional personnel should encourage people in the community to participate in planning, staffing, and evaluating programs. They should invite people in the community to use the services offered by the

college.

12. A final step in the planning and implimentation of community service programs should involve a program evaluation. All evaluation data should become the source for establishing new goals. The results should be analyzed, interpreted and presented to the administration. This evaluation can be used to provide feedback information to review and to revise directions and goals of the institution and community services.

Recommendations for Further Study

Several recommendations arose from this study which may serve as the basis for further research in the area of community services. Some suggested research areas are:

1. Needs assessment of the college community regarding the community service programs.
2. Study of the perceptions of participants of the community service programs.
3. Evaluation of the individual programs/activities regarding the content and quality of the community service programs.
4. Identify the successful community service programs throughout the country and identify what makes them successful.

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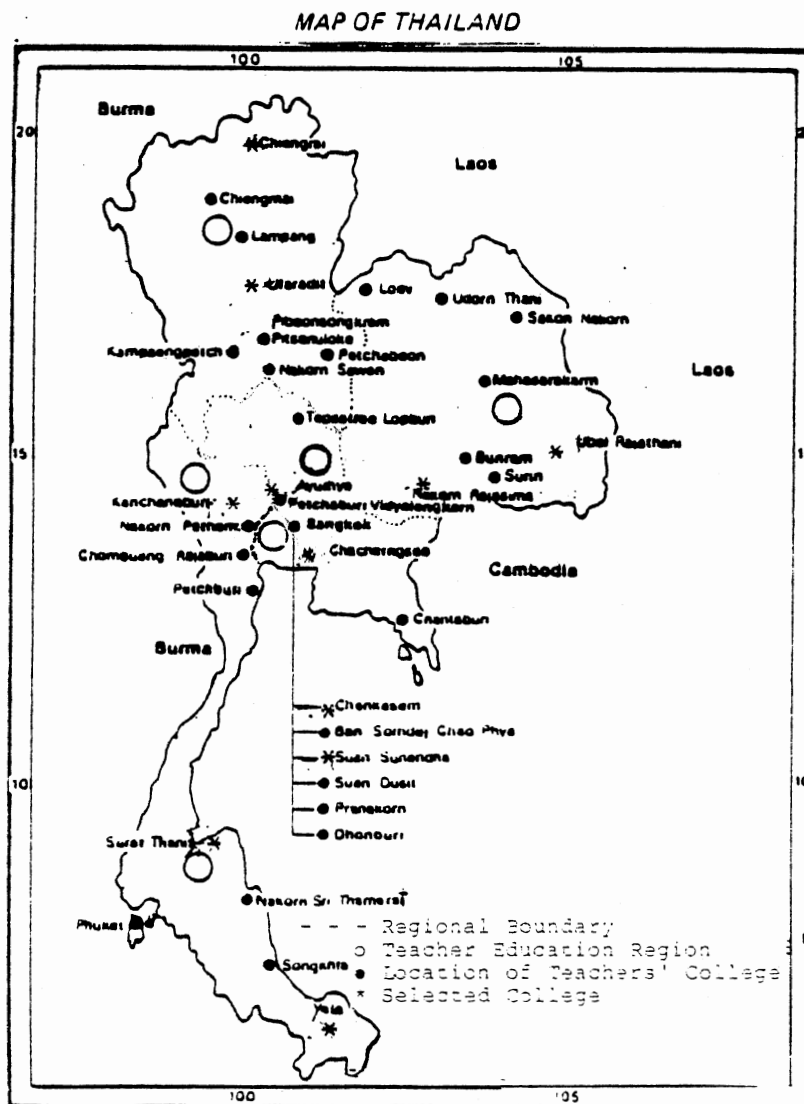
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APPENDIX A

MAP OF THAILAND SHOWING THE LOCATION AND
NAMES OF 36 TEACHERS' COLLEGES
THROUGHOUT THE SIX TEACHER
EDUCATION REGIONS



Source: An Introduction to the Department of Teacher Training, July 1976, Ministry of Education, Bangkok: Chongcharoen Printing Press, Ltd., 1977.

Figure 3. Map of Thailand Showing the Location and Names of 36 Teachers' Colleges Throughout the Six Teacher Education Regions

APPENDIX B

COMMUNITY SERVICE QUESTIONNAIRE

(ENGLISH VERSION)

COMMUNITY SERVICE QUESTIONNAIRE

Perceptions of Presidents, Other Administrators, and Faculty Members in Selected Thailand Teachers' Colleges.

PART I. GENERAL INFORMATION

Please check (✓) or complete the statement in the space provided below:

1. Name of institution _____
2. Number of faculty members _____
3. Estimated number of full-time student enrollments _____
4. Estimated population of district area or services area:

<input type="checkbox"/> under 100,000	<input type="checkbox"/> 250,000-499,999
<input type="checkbox"/> 100,000-249,999	<input type="checkbox"/> 500,000 or over
5. Title of respondent:
 - President
 - Vice President for Academic Affairs
 - Vice President for General Administration
 - Vice President for Student Affairs
 - Dean of the College of Humanities
 - Dean of the College of Education
 - Dean of the College of Science
 - Director of Planning Division
 - Director of Educational Services
 - Director of Guidance and Counseling Services
 - Faculty Member
6. How many years have you been employed in:

Administrative position _____	
Community service programs _____	
Teachers' college as a faculty member _____	
7. What is the highest degree that you hold? _____
8. What degrees or credentials should be required for the administrator of the community service programs?
9. Age:

<input type="checkbox"/> under 25	<input type="checkbox"/> 25-34	<input type="checkbox"/> 35-44
<input type="checkbox"/> 45-49	<input type="checkbox"/> 50 and over	
10. Sex:

<input type="checkbox"/> male	<input type="checkbox"/> female
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PART II. COMMUNITY SERVICES INFORMATION

1. Rank in order of importance of the administrators who share responsibility in administrative practices of the community service programs.

- President
- Vice President for Academic Affairs
- Vice President for General Administration
- Vice President for Student Affairs
- Dean of the College of Humanities
- Dean of the College of Education
- Dean of the College of Science
- Director of Planning Division
- Director of Educational Services
- Director of Guidance and Counseling Services
- Faculty Member
- Other, please specify _____

2. What importance do you place on the community service programs provided by teachers' colleges? (If more than one, rank in order of importance.)

- OK if it pays its way
- A good public relations asset
- A necessary requirement
- Equal to teaching and research
- Other, please specify _____

3. Rank in order of importance the statements below with regard to the objectives of the community service programs in your college.

- a. Community use of College Facilities
To make the college a center of community life by encouraging the use of college facilities by community groups when such use does not interfere with the college's instructional and curriculum program.
- b. Community Educational Services
To provide educational services which utilize the special skills with knowledge of the college staff and other experts and are designed to assist groups and the college district community-at-large in long-range planning to solve their problems.
- c. Cultural and Recreational Services
To contribute to and promote the cultural, intellectual, and social life of the college district community and to develop skills for profitable use of leisure time.
- d. Institutional Development
To interpret the college and its program to the college district community and elicit the active interest, support and application of its citizens.
- e. Other, please specify _____

4. Please check (✓) the appropriate space of each statement which best describes to the specific programs/activities provided by your college.

Use the code below:

- 3-Successful
- 2-Needs Improving
- 1-Unsuccessful

Program Provided with Degree of Success	Program was not Provided	Reason Why Program was not Provided /Successful
3	2	1

- A. Community use of College Facilities
 - 1. Meetings and conferences
 - 2. Cultural events (community sponsored)
 - 3. Service club luncheons and dinners
 - 4. Recreational activities (community sponsored)
 - 5. Community use of library facilities
 - 6. Open and set up classrooms for evening program
 - 7. Other, please specify _____
- B. Community Education Services
 - 1. Educational workshops, seminars, conferences
 - 2. Community research and development
 - 3. Educational and vocational counseling
 - 4. Speakers' bureau
 - 5. Provision of student programs for the community (exhibitions, productions, science fair)
 - 6. Adult education (ABE/GED)
 - 7. Children's day school
 - 8. Occupational resources center
 - 9. College radio and/or television station
 - 10. Non-credit program
 - 11. Other, please specify _____
- C. Cultural and Recreational Services
 - 1. Cultural programs (drama shows, festivals)
 - 2. Community recreation activities
 - 3. Public affairs forums
 - 4. Art series
 - 5. Current events
 - 6. Other, please specify _____
- D. Institutional Development
 - 1. Visitor information service
 - 2. News and Publication Service
 - 3. Alumni association
 - 4. Citizens' advisory committees
 - 5. Utilization of physical and human resources of the community in the instructional program
 - 6. Special events
 - 7. Other, please specify _____

5. In planning the community service programs, what is the most important criteria for determining the kinds of specific programs/activities to be offered? (If more than one, rank in order of importance.)

- The financial potentialities of the specific program
- Faculty's interest and proposals
- Identification of community needs
- Requests from community
- The "hunches" of the program administrator
- Other, please specify _____

6. From your point of view, who should be responsible for financial support of the community service programs. (If more than one, rank in order of importance.)

- Participants
- Governments
- Special interest groups
- Business/Industry
- Other, please specify _____

7. The faculty, who are specifically involved in the community service programs, are well trained enough in order to meet the new clients of the college? Yes() No()

8. What factors have contributed to the effectiveness of the community service programs in your college?

- Financial support
- The policy of the institution
- The program administrator of community services
- Facilities
- The interest level of the people
- Contributions of other public agencies in the community
- Collaboration of the faculty and staff
- Other, please specify _____

9. What barriers have caused ineffectiveness of the community service programs in your college?

- Financial support
- The policy of the institution
- The program administrator of community services
- Facilities
- The interest level of the people
- Contributions of other public agencies in the community
- Collaboration of the faculty and staff
- Other, please specify _____

10. What suggestions do you have for improving the community service programs in your colleges? _____

APPENDIX C

COMMUNITY SERVICE QUESTIONNAIRE

(THAI VERSION)

เรียน อาจารย์ที่เคารพ

เนื่องจากหน้าที่สำคัญประการหนึ่งของวิทยาลัยครูก็คือ การให้บริการแก่บุคคลในชุมชน และหัวใจสำคัญของการพัฒนาและปรับปรุงโครงการบริการชุมชนนั้น ขึ้นอยู่กับความคิดเห็นและทัศนคติของอธิการ หัวหน้าคณะผู้บริหารอื่น ๆ และคณาจารย์ในสถานศึกษานั้น ๆ

ขณะนี้ คณะศึกษาศาสตร์เกี่ยวกับบทบาทของวิทยาลัยครูเพื่อการให้บริการชุมชน ณ Oklahoma State University และมีความสนใจพิเศษเกี่ยวกับการศึกษาความคิดเห็นของอธิการ รองอธิการ หัวหน้าคณะวิชา หัวหน้าฝ่ายแผนงาน หัวหน้าฝ่ายบริการการศึกษา หัวหน้าฝ่ายแนะแนว และคณาจารย์อื่น ๆ ที่เกี่ยวข้องกับการให้บริการชุมชนของวิทยาลัยครู คิดเห็นในใจว่า ผลการศึกษาในเรื่องนี้จะ เป็นประโยชน์ต่อการพัฒนาและปรับปรุง โครงการบริการชุมชนของวิทยาลัยครูของเรา

ดังนั้น ขอความกรุณาทำเอกสารคำตอบคำถามในแบบสอบถามนี้และส่งแบบสอบถามคืนที่ทางอธิการภายใน ๑๐ วัน หลังจากที่ท่านได้รับแบบสอบถามแล้ว คิดหวังเป็นอย่างยิ่งว่าท่านคงจะกรุณาใช้เวลาก่อนแบบสอบถามฉบับนี้ และถ้าหากปราศจากความระมัดระวังจากท่านทั้งหลายแล้ว วิทยาลัยครูฉบับนี้ก็จะไม่ได้รับรรูจตามจุดมุ่งหมาย

ขอขอบพระคุณล่วงหน้าในความร่วมมือของท่าน ณ โอกาสสนักชัย

ขอแสดงความนับถือ



(นางนิลาภรณ์ สิริจารุธรรม สุนัน)
อาจารย์วิทยาลัยครูสงขลารักษ์
ช่วยราชการวิทยาลัยครูกาญจนบุรี

การสำรวจความคิดเห็นของอธิการ ผู้บริหาร และคณาจารย์ที่มีต่อโครงการบริการชุมชนของวิทยาลัยครู
ภาคหนึ่ง สอบทั่วไป

โปรดเติมคำหรือข้อความหรือทำเครื่องหมาย (✓) ลงในช่องว่าง

ขอผลที่เกี่ยวข้องกับสถานนี้

- ๑. วิทยาลัยครู ชื่อ
- ๒. จำนวนคณาจารย์ทั้งหมดในวิทยาลัย คน
- ๓. จำนวนนักศึกษาที่สำเร็จโดยประมาณ คน
- ๔. จำนวนประชากรในเขตพื้นที่ของวิทยาลัยครูโดยประมาณ
 - กว่าการ ๑๐๐,๐๐๐ คน
 - ๑๐๐,๐๐๐ - ๒๕๐,๐๐๐ คน
 - ๒๕๐,๐๐๐ - ๕๐๐,๐๐๐ คน
 - ๕๐๐,๐๐๐ คน หรือมากกว่า

ขอผลที่เกี่ยวข้องกับบุคคล

- ๕. ตำแหน่งของผู้ตอบแบบสอบถาม :
 - อธิการ
 - รองอธิการฝ่ายวิชาการ
 - รองอธิการฝ่ายบริหาร
 - รองอธิการฝ่ายกิจการนักศึกษา
 - หัวหน้าคณะวิทยาศาสตร์
 - หัวหน้าคณะมนุษยศาสตร์
 - หัวหน้าฝ่ายแผนงาน
 - หัวหน้าฝ่ายบริการการศึกษา
 - หัวหน้าฝ่ายแนะแนว
 - อาจารย์ประจำ
- ๖. ท่านทำงานมาเป็นเวลานานเท่าไร :
 - ในตำแหน่งงานขอ ๕ ปี
 - ในงานคณาธิการชุมชน ปี
 - ในวิทยาลัยครู ปี
- ๗. วุฒิสถูที่สุดที่ท่านได้รับ
- ๘. วุฒิปริญญาตรีของวิทยาลัยครูที่ท่านรับตำแหน่งงานคณาธิการชุมชน
- ๙. อายุ :
 - ไม่เกิน ๒๕ ปี
 - ระหว่าง ๒๕ - ๓๕ ปี
 - ระหว่าง ๓๕ - ๔๕ ปี
 - ระหว่าง ๔๕ - ๕๕ ปี
 - ระหว่าง ๕๕ - ๖๕ ปี
 - ๖๕ ปีหรือมากกว่า
- ๑๐. เพศ
 - ชาย
 - หญิง

- ๖ -

ภาคต่อ ข้อสอบที่เกี่ยวข้องกับการบริหาร

โปรดเติมคำหรือข้อความหรือทำเครื่องหมาย (✓) ลงในช่องว่าง

๑. ใครคือผู้รับผิดชอบในการบริหารงานทางด้านโครงการบริการชุมชน ในกรณีที่ผู้รับผิดชอบมากกว่า
หนึ่งท่าน โปรดเรียงลำดับตามความสำคัญ

- | | |
|---|---|
| <input type="radio"/> อธิการ | <input type="radio"/> รองอธิการฝ่ายบริหาร |
| <input type="radio"/> รองอธิการฝ่ายบริหาร | <input type="radio"/> รองอธิการฝ่ายกิจการนักศึกษา |
| <input type="radio"/> หัวหน้าคณะมนุษยศาสตร์ | <input type="radio"/> หัวหน้าคณะครุศาสตร์ |
| <input type="radio"/> หัวหน้าคณะวิทยาศาสตร์ | <input type="radio"/> หัวหน้าฝ่ายแผนงาน |
| <input type="radio"/> หัวหน้าฝ่ายบริการการศึกษา | <input type="radio"/> หัวหน้าฝ่ายแนะแนว |
| <input type="radio"/> อาจารย์วิทยาลัยครูอุเทน | <input type="radio"/> ตำแหน่งอื่น ๆ โปรดระบุ |

๒. ความสำคัญเห็นของท่าน ข้อความใดต่อไปนี้ไม่มีข้อยกเว้นของการจัดบริการชุมชนของวิทยาลัยครู
ของท่าน ถ้าท่านมีความเห็นเกินกว่า ๑ ข้อความ โปรดเรียงลำดับตามความสำคัญของการปฏิบัติ

- ถ้าวิทยาลัยครูได้รับเงินอุดหนุนไม่จำกัด กิจการ
- เป็นการประชาสัมพันธ์ของวิทยาลัยครู
- เป็นสิ่งจำเป็นอย่างยิ่งของวิทยาลัยครูของชาติได้แก่ประชาชน
- มีความจำเป็นเท่าเทียมงานด้านการสอนและงานภาควิชาวิจัย
- อื่น ๆ โปรดระบุ

- ๑ -

๓. ขอความใฝ่คว้า ไม่ตรงกันวัตถุประสงค์ของ โครงการบริการชุมชนของวิทยาลัยของท่าน ถ้า วัตถุประสงค์ของโครงการมีเกินกว่าหนึ่งอย่าง โปรดเรียงลำดับตามความสำคัญ

ก. เพื่อให้ชุมชนใช้เครื่องอำนวยความสะดวกของวิทยาลัย โดยที่ไม่ทำให้โปรแกรม การสอนของวิทยาลัยเกิดความกระทบกระเทือน

ข. เพื่อให้บริการทางการศึกษามูลนิธิ โดยที่วิทยาลัยจัดบุคลากรที่มีความชำนาญพิเศษ ในสาขาต่าง ๆ ออกไปช่วยเหลือและร่วมมือกับชุมชนในการแก้ปัญหาของท้องถิ่นนั้น ๆ

ค. เพื่อให้บริการทางด้านวัฒนธรรมและสันทนาการ เพื่อส่งเสริมการอยู่ร่วมกันอันดี ในสังคม และพัฒนาทักษะที่จำเป็นแก่บุคคลเพื่อนำไปใช้ในเวลารว่างให้เป็นประโยชน์

ง. เพื่อพัฒนาสถาบันทางการศึกษา เพื่อให้วิทยาลัยเป็นส่วนหนึ่งของชุมชนในการจัดกิจกรรม ที่น่าสนใจ และเป็นแหล่งที่ช่วยส่งเสริมการจัดกิจกรรมทางสังคมของชุมชน

จ. อื่น ๆ โปรดระบุ

- ๕ -

- ๑ = บริการได้มีความสำเร็จอย่างเป็นที่พอใจ
- ๒ = บริการจำเป็นต้องปรับปรุงแก้ไข
- ๓ = บริการไม่ได้มีความสำเร็จ

	ระดับความสำเร็จ			ไม่ ได้ จัด	เหตุผลที่ไม่ได้จัด หรือจัดแล้วแต่ไม่ ประสบความสำเร็จ
	๑	๒	๓		
ข. <u>ให้บริการทางการศึกษาแก่ประชาชน</u>					
๑. จัดการฝึกอบรมและประชุมสัมมนาทางวิชาการ					
๒. งานวิจัยและสัมมนาสังคมของชุมชนนี้ ๆ					
๓. ให้บริการแนะแนวทางการศึกษาและอาชีพ					
๔. เผยแพร่ข่าวสารแก่ประชาชน					
๕. จัดงานนิทรรศการนักเรียน เช่น การแสดงผลงานทางวิทยาศาสตร์					
๖. จัดการศึกษาผู้ใหญ่เพื่อสอนเทียบ					
๗. ศูนย์บริการ เด็กเล็ก					
๘. ศูนย์รวมข้อมูลการทำงานและอาชีพ					
๙. จัดรายการวิชาการทางวิทยุและโทรทัศน์					
๑๐. โครงการสอนระยะสั้นโดยไม่คิดเครดิต					
๑๑. อื่น ๆ โปรดระบุ					
ค. <u>ให้บริการทางงานวัฒนธรรมและนันทนาการ</u>					
๑. จัดงานส่งเสริมวัฒนธรรมนิยมประเพณีและวัฒนธรรม					
๒. จัดกิจกรรมนันทนาการให้แก่บุคคลในชุมชน					
๓. จัดกิจกรรมให้บุคคลในท้องถิ่นได้พบปะแลกเปลี่ยนความคิดเห็น					

- ๒ -

- ๑ = บริการได้รับความสำเร็จอย่างเต็มที่มากพอ
- ๒ = บริการจำเป็นต้องปรับปรุงแก้ไข
- ๐ = บริการไม่ได้รับความสำเร็จ

	ระดับความสำเร็จ			ไม่ ได้ จึก	เหตุผลที่ไม่ได้จึก หรือจึกแล้วแต่ไม่ ประสบความสำเร็จ
	๑	๒	๐		
๔. <u>กิจการแสดงศิลปกรรม</u>					
๕. <u>จัดนิทรรศการ เนื่องในวันสำคัญ</u>					
๖. <u>อื่น ๆ โปรดระบุ</u>					
<u>๗. ทัศนศาสตร์ทางการศึกษา</u>					
๑. <u>เป็นศูนย์ประชาสัมพันธ์ของชุมชน</u>					
๒. <u>ให้บริการทางด้านข่าวสารและสิ่งพิมพ์</u>					
๓. <u>จัดพิมพ์และส่งเสริมสมาชิกสมัครใจ</u>					
๔. <u>จัดบริการให้คำปรึกษาแก่บุคคลในชุมชน</u>					
๕. <u>จัดหาวิทยากร (บุคคล สถาบัน เงิน) ในท้องถิ่น ให้เป็นประโยชน์ในการจัดการศึกษา</u>					
๖. <u>จัดกิจกรรมพิเศษตามเหตุการณ์</u>					
๗. <u>อื่น ๆ โปรดระบุ</u>					

๕. เกณฑ์ในการพิจารณาวิถีโครงการบริการชุมชน ถ้าค่าคอมเกิดว่าหนึ่งขอไปกรเรียงลำดับตาม
ความสำคัญ

- | | |
|---|--|
| <input type="radio"/> สถานะทางการเงิน | <input type="radio"/> กำไรของชุมชน |
| <input type="radio"/> ความสนใจของคณะกรรมการ | <input type="radio"/> ความสนใจของคณะกรรมการโครงการ |
| <input type="radio"/> ความต้องการที่แท้จริงของชุมชน | <input type="radio"/> อื่น ๆ โปรดระบุ |

๖. ความถูกต้องเห็นของท่าน โครงการจะไม่ยอมรับนิคมในด้านการเงิน สำหรับใช้จ่ายในโครงการบริการชุมชน โปรดเรียงลำดับตามความสำคัญ ถ้าคำตอบเกินกว่าหนึ่งข้อ

- ผู้ให้บริการ
- รัฐบาล
- องค์การการกุศล
- องค์การธุรกิจและอุตสาหกรรม
- อื่น ๆ โปรดระบุ

๗. คณะกรรมาธิการมีส่วนร่วมโดยของคือ โครงการบริการชุมชนให้บริการนิคมใหม่มีความสามารถเพียงพอหรือไม่

- เพียงพอ
- ไม่เพียงพอ

๘. ท่านคิดว่าอะไร คือส่วนประกอบที่สำคัญที่สุดส่งเสริมประสิทธิภาพของโครงการบริการชุมชนในวิทยาลัยของท่าน โปรดเรียงลำดับตามความสำคัญ ถ้าคำตอบเกินกว่าหนึ่งข้อ

- เงิน
- ผู้รับผิดชอบโครงการ
- ความต้องการของชุมชน
- ความร่วมมือของคณาจารย์
- นโยบายของสถาบัน
- เครื่องอำนวยความสะดวก (อาคาร สถานที่)
- การส่งเสริมของหน่วยงานในสังคม
- อื่น ๆ โปรดระบุ

๙. ท่านคิดว่าอะไร คืออุปสรรคที่ทำให้โครงการบริการชุมชนในวิทยาลัยของท่านไม่ประสบความสำเร็จ

- เงิน
- ผู้รับผิดชอบโครงการ
- ความสนใจของประชาชน
- ความร่วมมือของคณาจารย์
- นโยบายของสถาบัน
- เครื่องอำนวยความสะดวก (อาคาร สถานที่)
- การส่งเสริมของหน่วยงานในสังคม
- อื่น ๆ โปรดระบุ

๑๐. โปรดให้คำแนะนำที่จะเป็นประโยชน์ต่อการปรับปรุงโครงการบริการชุมชนในวิทยาลัยของท่าน (โปรดระบุให้ชัดเจน)

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APPENDIX D

LETTER TO THE DIRECTOR GENERAL OF THE
TEACHER EDUCATION DEPARTMENT,
MINISTRY OF EDUCATION; AND
A LIST OF SELECTED
COLLEGES



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

January 18, 1982

Teacher Education Department,
Director General
Ministry of Education
Bangkok
THAILAND

Dear Sir:

Mrs. Nilavan Siricharutas Sudai, a doctoral student in the School of Occupational and Adult Education, Oklahoma State University and my advisee, has been given approval by her thesis advisory committee to conduct research on the perceptions of administrators and faculty towards the program of community services. She is asking for your permission to allow her to obtain information from the administrators and faculty in selected teachers' colleges as listed on the enclosed sheet.

This study intends to investigate the perceptions of presidents, deans, other administrators, and faculty in Thailand Teachers' Colleges toward the program of community services. The results of this study should help to develop a guide for better community services.

Your support for the study is necessary to encourage a representative sample of responses to the questionnaire in order to make meaningful generalizations of results.

If you are willing to support this request, would you please write a letter indicating your support for the participation of these eleven colleges. One letter, given to the coordinators of the data collection would be extremely helpful.

If you have any questions regarding the study, please do not hesitate to contact me and I will be happy to answer your questions.

Thank you in advance for your cooperation.

Sincerely,

Wayne B. James
Associate Professor

List of Selected Colleges

Utaradit Teachers' College
Chiang Rai Teachers' College
Ubon Ratchathani Teachers' College
Nakhon Ratchasima Teachers' College
Cha Cheong Sao Teachers' College
Phra Nakhon Si Ayutthya Teachers' College
Chandra Kasem Teachers' College
Yala Teachers' College
Surat Thani Teachers' College
Kanchanaburi Teachers' College
Suan Sunandha Teachers' College

APPENDIX E

ENDORSEMENT LETTER OF THE DIRECTOR GENERAL
OF THE TEACHER EDUCATION DEPARTMENT
AND LETTER TO THE PRESIDENTS OF
THE SELECTED TEACHERS'
COLLEGES



ที่ ศธ 0304/

กรมการฝึกหัดครู กระทรวงศึกษาธิการ

- กุมภาพันธ์ 2525

เรื่อง ขอความร่วมมือในการกรอกแบบสอบถาม

เรียน อธิการวิทยาลัยครู

สิ่งที่ส่งมาด้วย แบบสอบถามจำนวน ชุด

ด้วย นางนิถารัตน์ สุทธิ อาจารย์ 1 วิทยาลัยครูนครสวรรค์ ปัจจุบันกำลัง
ศึกษาต่อระดับปริญญาเอก วิชา Curriculum and Instruction ณ Oklahoma State
University ประเทศสหรัฐอเมริกา ขณะนี้กำลังดำเนินการทำวิทยานิพนธ์ ในหัวข้อเรื่อง
"การสำรวจความคิดเห็นของผู้บริหารและอาจารย์ในวิทยาลัยครูที่มีต่อการให้บริการชุมชน"
โดยจะศึกษาและรวบรวมข้อมูลจากวิทยาลัยครูรวม 11 แห่ง

ในการนี้ กรมการฝึกหัดครู ขอความร่วมมือจากข้าราชการในสังกัดวิทยาลัย
ของท่านได้โปรดกรอกแบบสอบถามให้แก่ข้าราชการดังกล่าวด้วย

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ และขอขอบคุณอย่างสูงมา ณ โอกาสนี้ด้วย

ขอแสดงความนับถืออย่างสูง

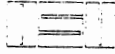
(นายอรุณ ปรีดีคิลก)

รองอธิบดี รักษาราชการแทน

อธิบดีกรมการฝึกหัดครู

กองแผนงาน

โทร. 2822572



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA 74078
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20 มกราคม 2525

เรียน รองอธิการบดีมหาวิทยาลัยศรีนครินทรวิโรฒ
และอธิการบดีวิทยาลัย...

เรียน อธิการบดีวิทยาลัย...

ดิฉันขอเรียนขอสงวนสิทธิ์ในการขอสมัคร
ขอสมัครเข้าศึกษาที่วิทยาลัยศรีนครินทรวิโรฒ
สาขาวิชา... มหาวิทยาลัย Oklahoma State
University

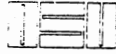
ดิฉันมีความสนใจที่จะศึกษาต่อที่วิทยาลัยศรีนครินทรวิโรฒ
สาขาวิชา... วิทยาลัยศรีนครินทรวิโรฒ
ได้เรียนหลักสูตร... 9 ปี 11 ของวิทยาลัยศรีนครินทรวิโรฒ
9 ปี 11 ของวิทยาลัยศรีนครินทรวิโรฒ

ดิฉันขอเรียนขอสงวนสิทธิ์ในการขอสมัคร
จากมหาวิทยาลัยศรีนครินทรวิโรฒ สาขาวิชา...
ดิฉันมีความสนใจที่จะศึกษาต่อที่วิทยาลัยศรีนครินทรวิโรฒ
สาขาวิชา... วิทยาลัยศรีนครินทรวิโรฒ
ได้เรียนหลักสูตร... 9 ปี 11 ของวิทยาลัยศรีนครินทรวิโรฒ
9 ปี 11 ของวิทยาลัยศรีนครินทรวิโรฒ

ขอเรียนขอสงวนสิทธิ์ในการขอสมัคร
จากมหาวิทยาลัยศรีนครินทรวิโรฒ สาขาวิชา...
ดิฉันมีความสนใจที่จะศึกษาต่อที่วิทยาลัยศรีนครินทรวิโรฒ
สาขาวิชา... วิทยาลัยศรีนครินทรวิโรฒ
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ขอเรียนขอสงวนสิทธิ์ในการขอสมัคร

ขอเรียนขอสงวนสิทธิ์ในการขอสมัคร



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အားထုတ်ခန်းမှတ်တမ်းတင်ပေးရန်အတွက် ကိုယ်စီမှတ်

1. ဝတ်စုံ
2. ရောင်စုံဝတ်စုံအင်္ကျီ
3. ရောင်စုံဝတ်စုံအင်္ကျီ
4. ရောင်စုံဝတ်စုံအင်္ကျီအင်္ကျီ
5. ကိုယ်စီဝတ်စုံအင်္ကျီ
6. ကိုယ်စီဝတ်စုံအင်္ကျီ
7. ကိုယ်စီဝတ်စုံအင်္ကျီ
8. ကိုယ်စီဝတ်စုံအင်္ကျီ
9. ကိုယ်စီဝတ်စုံအင်္ကျီ
10. ကိုယ်စီဝတ်စုံအင်္ကျီ
11. ဝတ်စုံအင်္ကျီ ၅ ခု (ဝတ်စုံအင်္ကျီ ၅ ခု၊ ဝတ်စုံအင်္ကျီ ၅ ခု၊ ဝတ်စုံအင်္ကျီ ၅ ခု၊ ဝတ်စုံအင်္ကျီ ၅ ခု၊ ဝတ်စုံအင်္ကျီ ၅ ခု)

APPENDIX F

LIST OF COLLEGES WHICH RESPONDED
TO QUESTIONNAIRE

List of Colleges Which Responded to
the Questionnaire

Utaradit Teachers' College

Chiang Rai Teachers' College

Ubon Ratchathani Teachers' College

Nakhon Ratchasima Teachers' College

Cha Cheong Sao Teachers' College

Phra Nakhon Si Ayutthya Teachers' College

Chandra Kasem Teachers' College

Yala Teachers' College

Surat Thani Teachers' College

Kanchanaburi Teachers' College

VITA²

Nilavan Siricharutas

Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF THE PERCEPTIONS OF PRESIDENTS,
OTHER ADMINISTRATORS, AND FACULTY MEMBERS
IN THAILAND TEACHERS' COLLEGES TOWARD THE
PROGRAM OF COMMUNITY SERVICES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born December 8, 1964, Bangkok,
Thailand, the daughter of Lieutenant Colonel
Chamnian and Ariratana, husband Singthong
Sudmi.

Educational: Received Bachelor of Education
degree in Physical Education from
Chulalongkorn University, Bangkok Thailand,
in May, 1971; received Graduate Diploma in
Elementary Education from Chulalongkorn
University Graduate School, Bangkok, Thailand,
in May, 1974; received Master of Education
degree in Special Education from Southwestern
Oklahoma State University, Weatherford, Okla-
hom, in December, 1977; completed require-
ments for the Doctoral of Education degree in
Occupational and Adult Education at Oklahoma
State University in December, 1982.

Professional Experience: Instructor of Physical
Education Nakhonsawan Teachers' College,
Nakhonsawan, Thailand, 1971 to present.

Professional Organizations: Thailand's Teachers
Organizational (Kuru Sabha), KAPPA DELTA PI.