

A STUDY OF SELECTED ASPECTS OF THE NONFORMAL
EDUCATION PROJECT OF NORTHEASTERN THAILAND

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CHAPTER I

INTRODUCTION

A movement of worldwide scope is the rapidly increasing interest and participation in adult education. Rather than being referred to as a "neglected species," adults are now enjoying many more opportunities for experiences in learning than ever before. This is true for a variety of studies, particularly those suitable for perusal by common man.

Demographic statistics reveal that in Thailand 3.4 million people between the ages of 25-60 have not received formal, functional education and also that nine million and two million people who live in both rural areas and urban areas have incomes of less than \$10 per month. It should seem quite evident that in this particular instance, both adults and their education have truly been overlooked. After all, Thailand had about forty-four million population at the time these data were established.

Regardless of the standpoint from which one looks at this picture of educational attainment among Thai citizenry, it must be recognized that the situation is indeed grim. Admittedly, education is not the only factor to be relied upon to solve problems associated with low income earning and consequent lower quality of life. However, since such conditions are recognizable as occurring simultaneously with the excessive speed of change brought about specifically by technological

progress and the so called population explosion, "one must nonetheless affirm that functional learning has a very important contribution to make, provided that progressive changes in society go hand in hand with it," according to Cropley (8, p. 1).

National leaders in Thailand with full realization about the value of education as an important factor in the national development have begun to give attention to nonformal education. Nonformal education is described in the national scheme of education as that part of education which is organized outside the regular school system, the major objective of which is "to develop the people's ability in problem-solving, or to provide certain occupational skills or to give specific knowledge or information according to the needs and interests of the people," this according to a statement found in the Thailand National Scheme of Education (15, p. 11).

Background

In an attempt to expand educational service to its population, especially those who are not presently enrolled in the formal school system, Thailand, under the 4th National Plan for Social and Economic Development (1977-1981) has allocated in excess of eight million dollars to be used to further develop the Nonformal Education program in that country. Vested with this responsibility, the Adult Education Division, Department of General Education, Ministry of Education has set up a central administrative office to coordinate the Nonformal Education Project. Coordination is facilitated through a network composed of four nonformal education centers which serve to promote and further research and development in adult education. These four centers provide services

for each of the twelve lifelong education centers established or soon to be established in the same number of provinces interspersed equally in four regions of the country. These geographic divisions are shown in Figure 1.

To provide for systematic and comprehensive evaluation of the project, and particularly to foster immediate attention upon the adoption of the most effective and efficient processes and methods of administration, the Division of Adult Education planned and implemented a study of the functioning and activities of each center. This initial study was completed in November 1978 after about 7 months of data gathering and analyses. The present researcher, who occupies a staff position in the Section of Planning, Research, and Evaluation has been directly involved with the study since its inception and occupied a position of monitoring the research through to its completion.

The study began with a team of researchers, comprised largely of the Division's staff and experts, as well as those from other selected research and planning agencies who came together to "chart out" the course of the research study and to devise necessary instruments. The team early recognized that the program involved three components, (1) National Administrative Office, (2) Nonformal Education Centers in the various regions and (3) the Lifelong Education Centers. Because these centers were largely in the early phases of operation, it seemed prudent to evaluate not only the resources, but also processes of operation. Relatively less emphasis was given to product evaluation because of the comparatively shorter length of time occurring since the project's inception. This decision did not rule out eventual emphasis on product evaluation which can be basically defined as the impact of the project

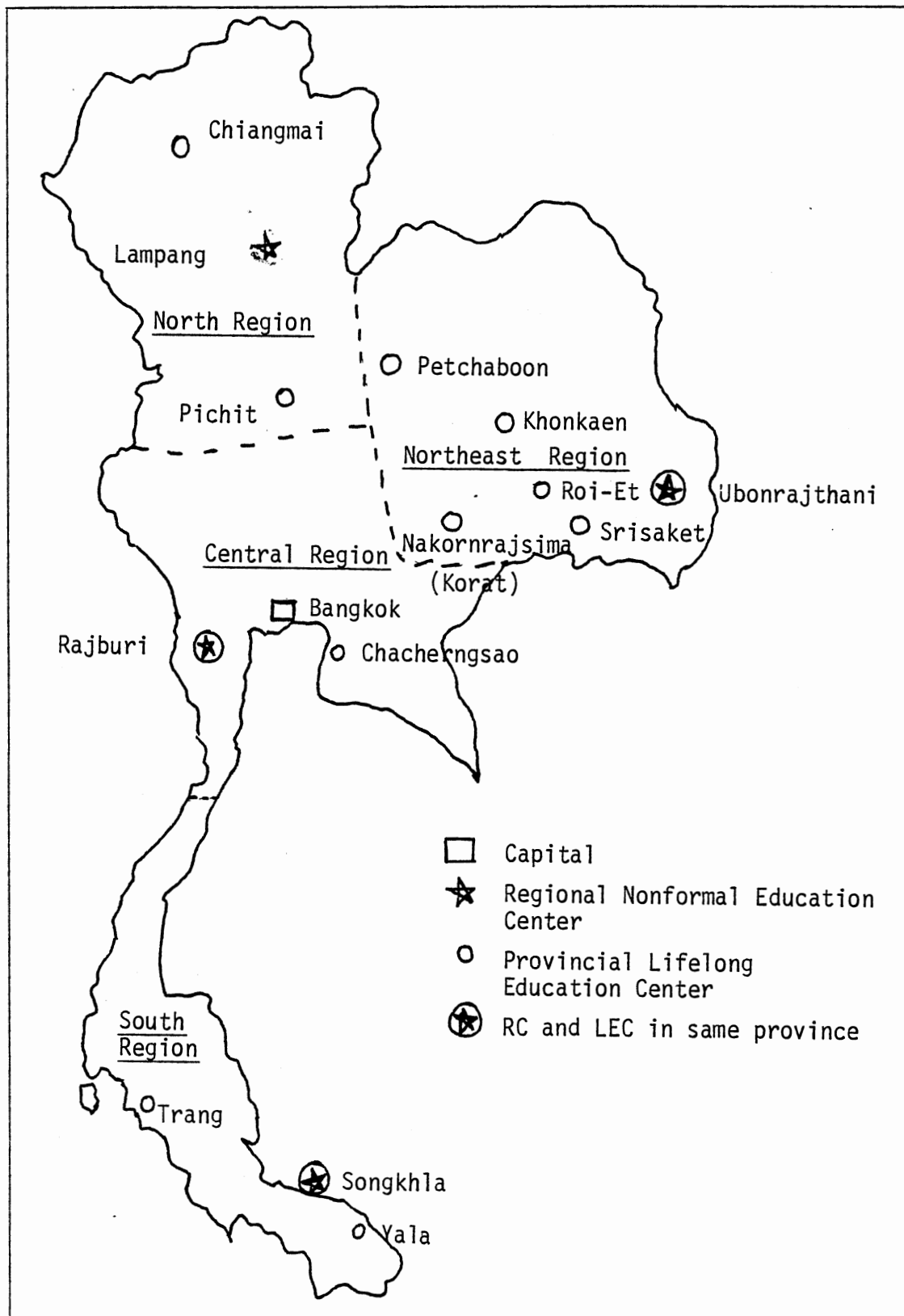


Figure 1. Map of Thailand Showing Locations of Regional Centers and Lifelong Education Centers

on the Thai population. The research project planning team thus largely ruled out at this stage any direct interrogation of clients of the project. Objectives were set, questions refined, and respondents selected in order to assist in achieving project goals. There were three categories of respondents selected for the study: (1) administrators serving in the central unit, the regional nonformal education centers, and the lifelong education centers; (2) staff members other than administrators of the central unit, in the regional nonformal education centers, and in the lifelong education centers; and (3) the advisory council members. The Section of Planning, Research, and Evaluation working in conjunction with the Nonformal Education Project (Central Administrative Unit) then compiled a final overall report in which they sought within the limits imposed, to reflect the total picture of development to date. Staff and administrators of each nonformal education center then gave attention to compiling a separate report largely confined to the respective region but using data and format concurrently used in the larger study. Hopefully, this separate treatment of data by region reflected more detailed analysis, thus pinpointing more specifically the problems, information and data secured than was perhaps true of the overall research report compiled by the two major offices of the Division. Both facets of the study, overall and by region, were completed prior to the design and implementation of the present study.

Statement of the Problem

Administrators in the national office, regional centers, and the provincial centers need empirical information on which to base

judgements when they are called upon to make decisions concerning the operation of nonformal education activities in their respective areas of responsibility.

While judgements of administrators alone, if empirically established can be useful as a tool to establish common understanding and promote more effective operation, it would seem highly desirable that in order to reach solutions and to settle possible differences, implementation of a team effort in which others who are involved should prove to be even more effective. It is recognized that opinions of administrators alone can contain biases reflecting concerns of the peculiar position of responsibility which they occupy. Therefore, to offset such possible biases, the present study was designed to include judgements and opinions of other personnel who were also involved in the Nonformal Education Project. In this present study it was thus deemed advisable that these personnel include instructors and staff members as well as advisory council members.

Because of the relatively large scope of the original 1978 report completed by the Thailand Division of Adult Education, particularly in terms of its geographical reach, information on selected aspects of the program as shown in the finished report can possibly be judged as less clear and somewhat less specific than may be desirable. Research data secured for the original study were therefore deemed worthy of more intense and more structured examination in order more clearly to identify, analyze, and interpret certain associated relationships among four groups of respondents identified as (1) administrators, (2) staff members, (3) teachers and (4) advisory council members. To accomplish this it was necessary to obtain additional data and to further stratify responses.

Two areas seemed particularly worthy of emphasis in the study, (1) teacher and staff member perceptions of need and aspirations for selected items of individual professional development, and (2) evaluation of task role and performance functions of advisory committee members.

It was hoped that the study would yield useful findings which could then be presented in a more definitive and useful form to administrators and other decision makers of the project. It was recognized that while people comprising each of the four groups should be able to profit from the study, administrators would no doubt be major beneficiaries.

The Purpose of the Study

The purpose of this research was to study perceptions and judgments of (1) administrators, (2) instructors, (3) staff members, and (4) advisory committee members as to the functions and operations of advisory committees functioning in the Nonformal Education Project of the Adult Education Division in the Northeast region of Thailand. An equally cogent purpose was to identify and compare perceptions of staff members and teachers as to their personal desires for attaining better performance.

Objectives of the Study

The objectives of the study included the following:

1. To review available literature treating the subject of non-formal community adult or lifelong education and present a summarization of this review.

2. To review literature treating the subject of the function and performance of advisory committees or councils, particularly those dealing with adult education.
3. To review literature treating with the subject of personal desires of administrators, teachers and staff members for engaging in professional improvement which might lead to better performance levels.
4. To review literature dealing with assessment and evaluation of adult education programs.
5. To identify, describe and compare responses of four designated groups as to their perceptions of the function and performance of the advisory committee for the Nonformal Education Project in Thailand.
6. To identify, describe and compare responses of administrators, teachers and staff members in Lifelong Education Centers in Northeast Thailand as to their personal desires for attaining better performance levels.
7. To draw conclusions as to the most fruitful steps which may be taken to improve education in the Nonformal Education Centers and Lifelong Education Centers of Thailand and present recommendations for achieving these steps.

Assumptions

There are certain assumptions that would seem helpful in describing the work to be accomplished in this research study. These are set forth as follows:

1. It is assumed that judgements made at the end of two years of the five year project can be recognized as valid and useful in planning for possible modification of the project.
2. It is assumed that individuals comprising each group of respondents are competent to judge and make a valid assessment of progress made in the Nonformal Education Project.
3. It is assumed that careful analysis and study of these data can functionally make possible valid bases for further modification and program improvement.

Steps and Procedures

The following steps and procedures were taken to accomplish this study:

1. A review of literature pertinent to the effective operation of adult education programs with special consideration given to the function and performance of advisory committees or councils was made.
2. A review of literature which dealt with the personal desires of administrators, teachers and staff members for professional improvement leading to better performance levels was made.
3. A review of studies in which evaluation and assessment of adult education programs and performance was made.
4. Data were secured which dealt with judgements and opinions of staff members, teachers, administrators, and advisory committee members, both from the initial and second surveys.
5. Data so secured were subjected to interpretation and analysis.

6. Conclusions were drawn and hopefully valid recommendations were made based on the conclusions.

Definition of Terms

Definition of selected terms used in this research are as follow:

1. Nonformal Education: Education activities undertaken mainly to serve the out-of-school population. Nonformal education programs which, though making use of certain traditional and formal techniques and methods, give more emphasis to the use of those techniques and procedures which might prove more effective with segments of the population who are or have been enrolled in systems of formal education.
2. Adult Education Division: The unit until May, 1979 had been under the Department of General Education, Ministry and Education, Thailand. Since May, 1979, however, it has been promoted to a department status given the responsibility of conducting nonformal education programs for the out-of-school population.
3. Nonformal Education Project: Under the 4th National Social and Economic Development Plan (1977-1981), the Thai government has undertaken to develop further nonformal education programs in Thailand. Vested with this responsibility, the Division of Adult Education utilizing an \$8 million loan from World Bank has undertaken to establish the Nonformal Education Project which comprises the setting of a central administrative unit, four regional nonformal education centers, and twelve nonformal education centers.

4. Nonformal Education Project Administrative Unit (Central Unit): Situated in Bangkok, Thailand, the unit attached to the Division of Adult Education, has the responsibility of administrating the World Bank loan funded Nonformal Education Project.
5. Nonformal Education Centers (NFE Centers): Each is established in each region: North, Northeast, Central, and Southern of the country. The nonformal education centers, sometimes called regional centers (RC), serve as centers for research and development in adult education.
6. Lifelong Education Centers (LEC): Twelve lifelong education centers will be established in the same number of provinces under the Nonformal Education Project. The lifelong education centers serve the nonformal educational programs to the Thai population under their respective jurisdiction utilizing varieties of programs and projects.

Summary

In this chapter the researcher has attempted to establish the rationale of the study, first presenting background information about the rather severe economic conditions faced by a sizeable portion of the Thai population. He then continued to describe how Thailand, specifically the Department of Nonformal Education, within which is vested the responsibility to provide education for the out-of-school population, may help these people in terms of providing functional services. The researcher attempted to contribute further to the total effort reflected in this study to evaluate the performances and functions of the advisory committees for nonformal education. He also

described how a closely related study had previously been done in Thailand, after which he attempted to describe the purpose and objectives of the present study. He then reviewed the literature concerning nonformal education, advisory committees, and professional improvement. With regard to perceptions of the function and performance of advisory committee members, the proposal compared responses of administrators, teachers, staff members, and advisory committee members. Further affirmation of intent was made to secure and compare responses of administrators, teachers and staff members with regard to personal desires for attaining better performance levels in the centers.

In addition, steps and procedures were described, assumptions for the study made, and definitions of terms also given. Finally, the researcher related that the culminating task of the study was to make recommendations for actions related to the findings of the study which might further improve the services of the nonformal educational program in Thailand.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In this chapter the researcher will describe Nonformal Education and some related concepts such as Community Education, Lifelong Education, and Adult Education. The researcher will also describe performance and functions of advisory committees for such programs as adult and nonformal education.

In addition, literature is reviewed which is concerned with personal desires of staff members for engaging in professional activities which might lead to better performance levels.

Nonformal Education and Its Related Concepts

Traditionally education was thought to have occurred only in school. Obviously this idea has become obsolete. According to Cropley and Dave (8, p. 1) what is needed is "provision for systematic and purposeful learning in variety of settings and at all ages." This productive approach is often referred to as "Lifelong Education."

Coombs, Prossor, and Ahmed (7) in their book, New Paths to Learning: For Rural Children and Youth, expresses forcibly this idea in advocacy of what they term nonformal education. They further define nonformal education as any educational activity organized and maintained outside

the established formal system.

Decker (9, p. 24), as author of the text, Foundation of Community Education, posits "community education endeavors to enrich the homes and neighborhoods in an effort to improve the learning opportunities of all." It should seem evident that there is a close common meaning for the terms lifelong education, nonformal education, and community education. Therefore, at this point it would seem of little value to debate as to whether these various forms of names given such educational activities are needed to make a differentiation. It would seem sufficient to point out that quite often scholars in the educational field who are engaged in the same activity for the same client but sometimes use different names or terms to describe such activities. In Thailand the term nonformal education is becoming increasingly recognized.

Nonformal Education in Thailand

Thailand, in its ~~description of~~ the national scheme of education, uses the term nonformal education which is explained as:

Nonformal education is organized outside the regular school system. It can be set up for specific purposes or it can be part of the other educational programs, the objectives of which are to develop people's ability in problem-solving, or to provide certain occupational skills or to give specific knowledge or information according to the needs and interests of the people (16, p. 11).

According to the National Scheme of Education, the educational system presented diagrammatically portrays nonformal education as a set of activities have interrelationship with educational activities at all levels (Figure 2).

The unpublished Specialist in Education thesis of this researcher (6, p. 21) has revealed that nonformal education activities were carried

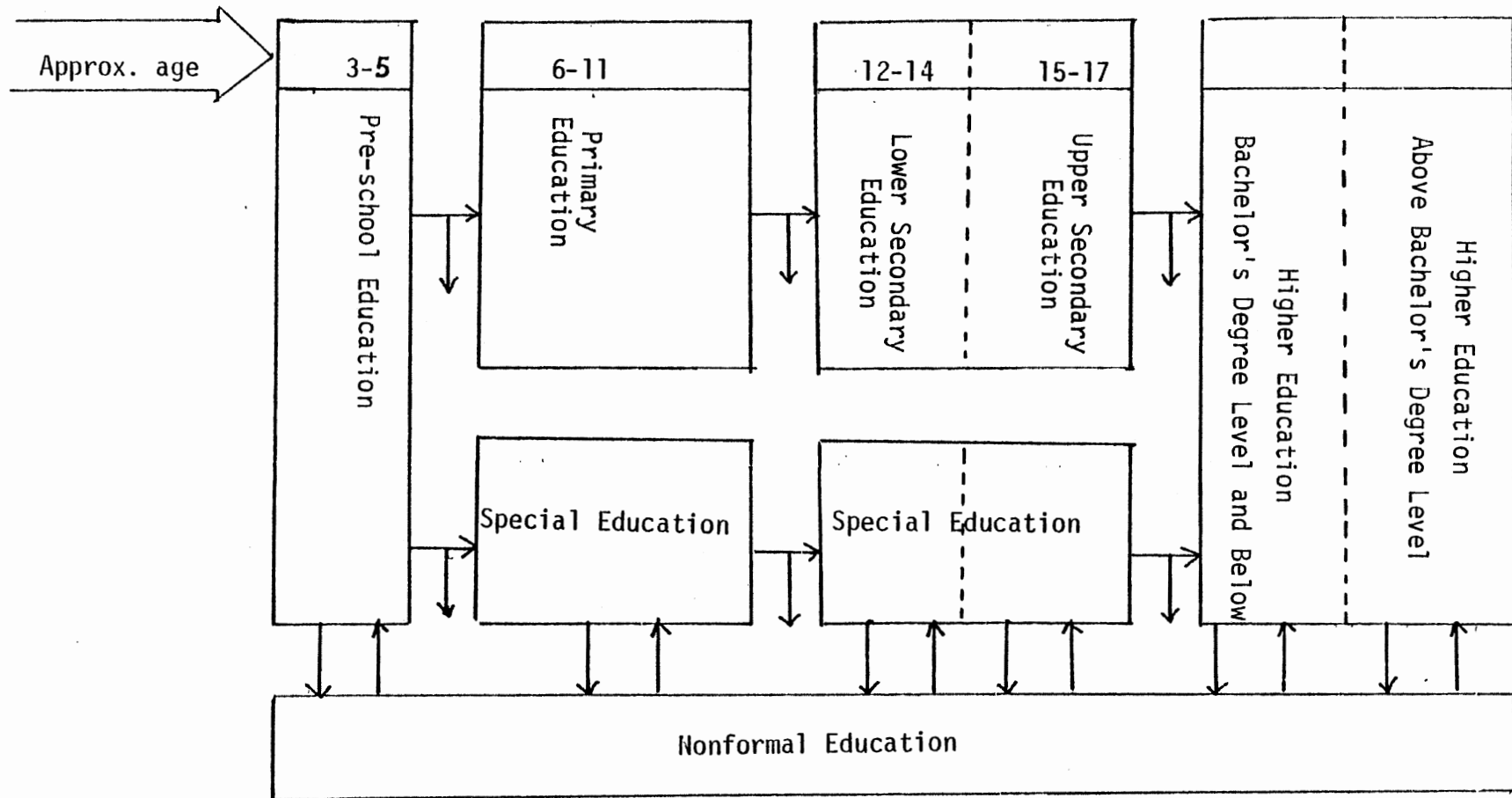


Figure 2. Thailand National Scheme of Education B.E. 2520 (A.D. 1977) as Shown in The National Scheme of Education B.E. 2520. Office of the National Commission, Office of the Prime Minister.

out by most existing ministries and private agencies in three categories:

(a) Nonformal academic program which provides education equivalent to the formal system, (b) Short courses which are organized to provide knowledge and training of skills on specific subjects, (c) Mass education which educates the public through various means of mass communication.

In 1970 the National Committee on Adult Education was organized to coordinate the activities of nonformal education and to formulate the policies. The committee chairman is the Minister of Education with the Director-General of the Elementary and Adult Education serving as secretary. In 1979, a Department of Nonformal Education was established to take charge of nonformal or adult education activities.

The present investigation is concerned with certain aspects of the operations of the Department of Nonformal Education, thus the description of this department follows.

Department of Nonformal Education
Ministry of Education, Thailand

Prior to the month of May, 1979 there existed a Division of Adult Education in the Department of Elementary, General, and Adult Education. Since that date the division has become the Department of Nonformal Education. One of the most important of programs and projects includes a project that seeks to establish a national system of nonformal education. This effort, currently in its third year, seeks to designate responsibilities formerly assigned the Adult Education Division to now be carried out by the new department, known as the Department of Nonformal Education.

A National System of Nonformal Education of Thailand

According to the paper, Some New Program Trends and Activities, which was prepared by the Adult Education Division for the 1978 Annual Conference of the Asian South Pacific Bureau of Adult Education held in Manila, Phillipines, the Nonformal Education Project was:

. . . financed in part by a World Bank loan, this effort is guided by concerns for decentralization, integration with other development service agencies, and learner participation in the planning, conduct, and evaluation of program services (1, p. 1).

According to a pamphlet, Department of Nonformal Education (10), recently issued, institutional components, (1) Department of Nonformal Education, which was implemented by the new department, (2) provincial lifelong centers, (3) regional nonformal education centers, and (4) a National Administrative Unit within the Ministry of Education. The system is presented diagrammatically in Figure 3.

Evaluation in Adult and Nonformal Education

If change and improvement in the operation of an organization is to be brought about, evaluation must necessarily be an important aspect of that operation. Stated in a perhaps simplistic manner, evaluation has one basic goal; that is the determination of the worth or value of something, either of product or process. This is stressed by authors Saylor and Alexander (19). At a somewhat earlier time, evaluation was conducted to determine "the worth or value" of an instructional program and was almost always approached through the testing and measuring of

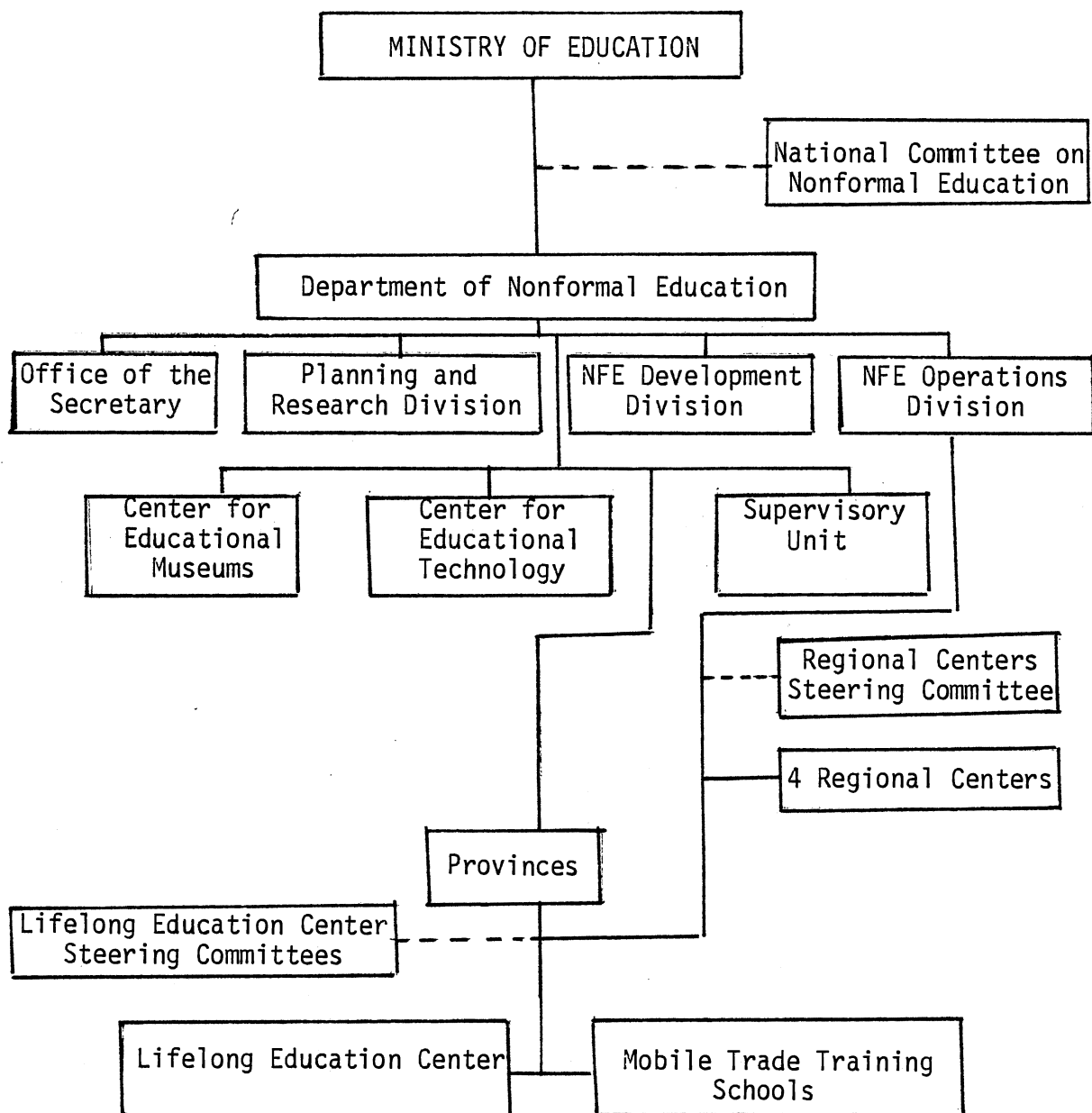


Figure 3. National System of Nonformal Education as Shown in Department of Nonformal Education Leaflet Publication of the Department of Nonformal Education, Thailand, 1979

students' achievements of instructional objectives. But later on, evaluation techniques evolved as having a larger role in the determination of "all the administrative and managerial arrangements and practices and structures within which the school itself operates," this was reported by Saylor and Alexander (19). Traditionally, evaluation is understood or accepted to have occurred both during the operation of a program (formative evaluation) and after the program (summative evaluation). But with the advent of concepts such as the Phi Delta Kappa Committee Evaluation Model emphasis is seen to shift toward occurring also at the start of a program (context evaluation). Looking at evaluation this way makes one wonder what differences there are between evaluation and program planning.

Saylor and Alexander (19) think that evaluation is implied in the very process of planning. They posit the concept that planning is an activity dealing with making choices from among alternatives but in only a slightly different concept evaluation from the act of placing values on a product and/or a process, sometimes simultaneously. In essence, at the times and under certain conditions evaluation and planning are so closely intertwined as to be considered the same. The difference compares to saying that the head is different from the feet. The head and the feet are essentially different but both are an integral part of a functioning body. In the same vein of thought, planning and evaluation both are integral parts of a program activity.

The researcher was at one time involved in a somewhat rigorous debate among colleagues in Thailand as to what differences if any, can be recognized between research and evaluation. Steps and procedures which are to be undertaken often indubitably are the same.

Some would say research is undertaken as a value-free activity but evaluation is engaged in order to assign values to certain phenomena. Gunner Myrdal quoted by Apps (2, p. 185) says "Questions must be asked before answers can be given. Questions are all expressions of our interest in the world; they are at bottoms, valuations." This directly related concept may be overlooked by those who might have held the position that research is a value-free activity.

Recently some educators, foremost among them Apps (2), have advanced the concept that an important role of research is attained through the involvement of those affected by the research project. Locating the problem, devising methods to obtain solutions, and actually being closely involved in undertaking to solve the problems facing them constituted "participatory research." Acceptance that research and evaluation are often to be considered quite similar one might therefore legitimately ask that if we accept "participatory research," why not "participatory evaluation" too.

In the remainder of this literature review, a presentation is attempted of certain concept of selected prominent types of evaluation as described in the foregoing paragraphs. Essentially the researcher will attempt to very briefly describe (1) Tyler's standardized Test, (2) the Phi Delta Kappa Model, (3) Stake's Congruence-Contingency Model, (4) Provus' Discrepancy Evaluation Model, (5) Skager's Lifelong Education Model, and (6) a Participatory Research/Evaluation Model.

Tyler's Standardized Test

Saylor and Alexander (19) point to an early 1930 Tyler succinct definition of education or perhaps, the goal of education as change in

behavior and further conclude that at that date, evaluation consisted mainly in the determination of the accomplishment of students as seen through the results of tests and measurements administered to these students. Tests and measurements were constructed based upon pre-established instructional objectives. Saylor and Alexander (19, p. 301) admit "this was, and still is, the day of standardized test, teacher made objective tests, college entrance examinations, performance standards, percentile ranks, and all the rest." They further imply that a major weakness of this model is that functionally, it makes little, if any, contribution in determining the extent to which the instructional program is appropriate to the students' needs.

The Phi Delta Kappa Model

Again, according to Saylor and Alexander (19), the leading figure in the development and construction of the Phi Delta Kappa Model was Daniel Stufflebeam; thus the name "Stufflebeam Model" is also used. Because the main components of this model are directly context, input, process, and product evaluations, this model is also known as CIPP Model.

According to Saylor and Alexander (19, p. 303), Stufflebeam says educational evaluation consists of "the process of delineating, obtaining, and providing useful information for judging decision alternatives."

As a result of this definition, which reflects delineating, obtaining, and providing of information, Stufflebeam presents a most usable breakdown for achieving a generalized approach to evaluation design.

Following is the work breakdown which reflects somewhat the three components of evaluation: delineating, obtaining, and providing information. This breakdown is shown in Figure 4.

In presenting the model, the Committee for the Phi Delta Kappa Model proposed that four types of evaluation are necessary in education: context, input, process, and product. Each type has definite purposes and functions; context evaluation contributes to the definition of objectives; input evaluation is important to the designing of the program; process evaluation guides decision making on operations, and product evaluation provides data for judging attainments so important for revision, termination, or continuation.

Stake's Congruence-Contingency Model

According to proponents of Stake's model, congruence occurs between what is intended and what is observed; while contingencies are "relationship among variables," this also was emphasized by Saylor and Alexander (19). The result is that Stake's model reflects the description of events and occurrences in terms of "antecedents," "transactions," and "outcomes," of instructional programs, and particularly provides for comparisons among the antecedents and the outcomes. Stake's Evaluation Model is depicted in Figure 5.

Provus' Discrepancy Evaluation Model

Provus, according to Saylor and Alexander (19), believes that the purpose of evaluation is to determine the discrepancy between the established standards of a program and the actual performance of that program. Provus posits four stages in the development of a program:

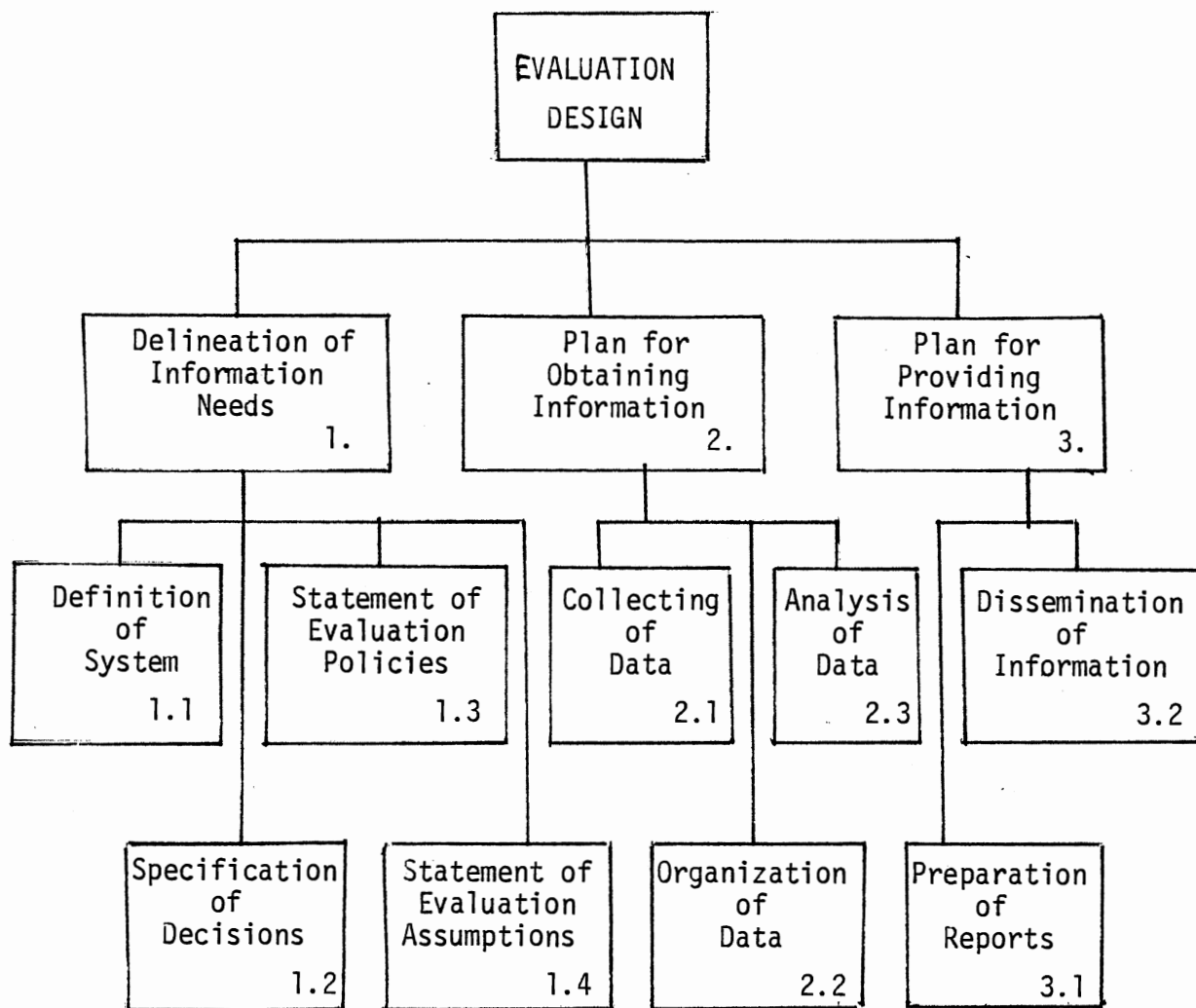


Figure 4. Work Breakdown for the Phi Delta Kappa National Study Committee on Evaluation as Shown in Alexander's Planning Curriculum for Schools, 1974.

PROGRAM RATIONALE	DATA FOR THE EVALUATION OF AN EDUCATION PROGRAM			
	Intents Sources	Observation Sources	Standards Sources	Judgements Sources
ANTECEDENTS				
Student Characteristics				
Teacher Characteristics				
Curricular Content				
Curricular Context				
Instructional Materials	A			
Physical Plant				
School Organization				
Community Context				
TRANSACTIONS				
Communication Flow				
Time Allocation				
Sequence of Events				D
Reinforcement Schedule				
Social Climate				
OUTCOMES				
Student Achievement		B	C	
Student Motor Skills				
Effects on Teachers				
Institutional Effects				

Example A: Manufacturer Specification of an Instructional Material Kit

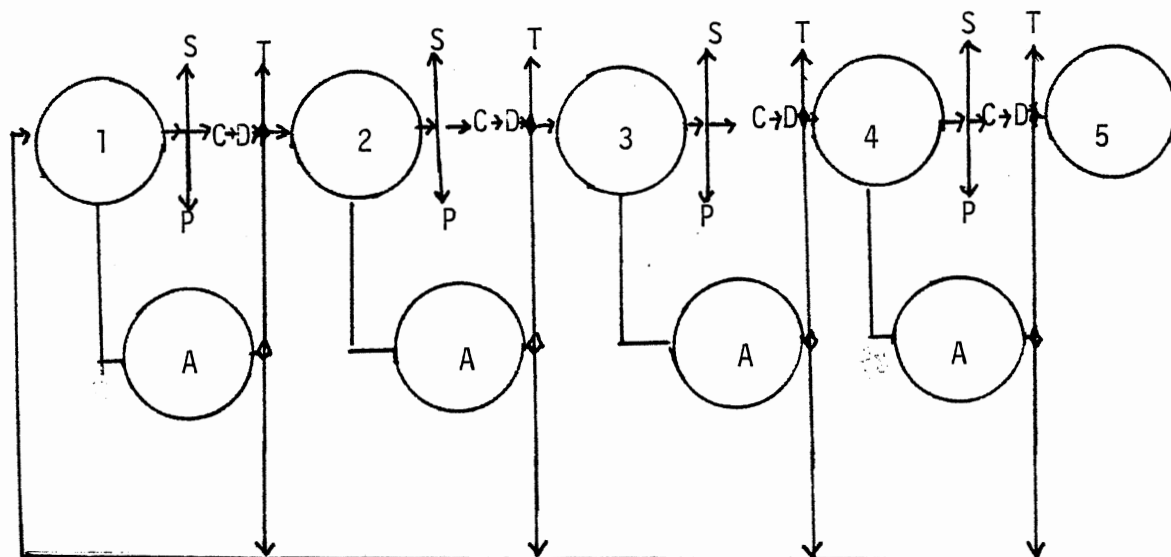
Example B: Teacher Description of Student Understanding

Example C: Expert Opinion on Cognitive Skill Needed for a Class of Problems

Example D: Administrator Judgement of Feasibility of a Field Trip Arrangement

Figure 5. Robert E. Stake's Congruence-Contingency Model for Education Evaluation: Illustration of Data Possibly Representative of the Contents of Four Cells of the Matrices for a Given Education Program. This is as shown in Saylor and Alexander's Planning Curriculum for School, 1974.

Design, Installation, Process, and Product. In the model the comparison between the standard and actual performance is done at each developmental stage, the result is that the discrepancy is revealed for which the program planner can either change the program standards or terminate the program. The last stage, stage 5, comparison of cost among programs, depicted in Figure 6, is optional, according to Saylor and Alexander (19).



S - Standard	A - To change program performance standards
P - Program performance	
C - Comparison	T - To terminate program
D - Discrepancy information	

Figure 6. Provus' Discrepancy Evaluation Model as Shown in Saylor and Alexander's Planning Curriculum for School, 1974.

Skager's Lifelong Education Model

Skager (18) in his treatise, Lifelong Education and Evaluation Practice, described the study done by national teams from Japan, Rumania, and Sweden under the leadership of UNESCO's Institute of Education on setting up the criteria for Lifelong education. The study proposed that lifelong education is essentially comprised of five criteria: horizontal integration, vertical integration, orientation to self-growth, self-directed learning, and democratization. Skager points out that what is important in the concept of horizontal integration in lifelong education is the working relationship of all agencies that serve to fulfill similar educational functions, elements of the curriculum at any given level, and among learners with different characteristics. Vertical integration according to Skager includes "the articulation among curriculum components at different levels of schooling and between school curricula and pre- and post-school education" (p. 10). One of the main functions of lifelong education is "the development in learners of personal characteristics that contribute to a long term process of growth and development" (p. 12); thus orientation to self growth. Competencies of individual learners in "the planning, execution, and evaluation of learning activities both as an individual and as a member of cooperative learning group" (pp. 13-14), is another important self-directed learning component as advocated by Skager. Finally, Skager sees lifelong education as having as one of its functions as the promotion of equality of opportunity, sharing in the decision-making, encouragement of creativity; thus, the democratization component of the lifelong education.

Under each of the five components described above Skager presented the less general criteria which describe the components and lend each component to evaluation procedures. In other words, from the concepts (i.e. components) operational terms are constructed making evaluation data collection instrumentation possible.

Participatory Research/Evaluation

The terms "participation" and "involvement" used with reference to people affected by program planning processes certainly are not strange to educators. In fact, these are the two basic terms educators/trainers must gain ease in frequent usage. Especially in adult and continuing education, much literature points to the importance of these concepts in planning and programming. Apps (2) lamented the lack of the involvement by adults in the research activity conducted by continuing education researchers. He decries not only the lack of involvement of the adults in the research activity, but contends that this contradicts principles clearly held by practitioners and educators in the field of adult and continuing education. Such practices may well violate what might be termed "good human relationship" principles. To Apps, the traditional research method is influenced by scientific research which he admits can, at times, be used effectively in seeking out answers to problems in the physical and material world and, to some extent, in the world of human values. But scientific methods can be used in only a very limited way to seek out values, purposes, human meanings, and insight. The question invariably arises as to why one needs to be concerned about these human qualities in researches and evaluation? To Apps (2) the difference between researchers who are

concerned with this question and those who are not is how the researcher sees the purpose of research. If a researcher gathers data merely for decision making, he is very rarely if ever, sufficiently concerned with the questions of other human qualities i.e., man's search for meaning, for purpose, for insights, and for intuitive knowledge. Educators in adult and continuing education should and must attempt to foster such awareness in learners. Any researcher who is genuinely concerned with such human qualities keeps in mind and subscribes to the purpose of continuing education in such a manner that really adult and continuing education have human development or more specifically the fostering of man's search for meaning, direction and insight as its purpose, this according to Apps (2).

How does one readily recognize a research process based on tenets underlying the foregoing discussion? Apps (2, p. 195) quotes from the passage written by Budd B. Hall in the latter's Creating Knowledge: Breaking the Monopoly, providing this possible answer:

The research process should be based on a system of discussion, investigation and analysis in which the researched are as much as a part of the process as the researcher. Theories are neither developed before hand to be tested nor drawn by the researcher from his or her involvement with reality. Reality is described by the process through which a community develops its own theories and solutions about itself.

Staff Development, Interest, and Evaluation

A somewhat outdated concept concerning administration was that an effective administrator could appropriately be observed cajoling, persuading, and even forcing workers in the organization into achieving certain goals, often for which they were neither involved in formulation nor, unfortunately, about which they had little knowledge.

In the field of education such autocratic behavior is largely being abandoned. First of all, an organization is increasingly seen to be the place in which people often are encouraged to discover their sense of meaning and purpose. Gries interviewed by a reporter for the Daily O'Collegian Harris indicated, looking back over the years he had spent in administration as Dean of the College of Arts and Science at the Oklahoma State University, that administration and leadership "involved encouraging and enabling others to accomplish their full potential (14, p. 1). The researcher in his studies has often encountered the notion of staff development and interest as essentially being the process whereby staff and personnel in an organization are assisted into achieving mutually agreed upon goals, and in so doing often discover meaning and purpose in their lives.

How does one go about the business of staff development? In a complex organization, relationship among people will naturally tend to be impersonal. The role of staff development of personnel is seen to take the form of setting training programs, seminars, workshops, and individualized supervision, etc. Often concerned staff development personnel are variously known as change agents, catalysts, facilitators, or supervisors. The basic competencies of person occupying these roles are more often recognized as process, according to Bennis and et al. (3). They possess confidence about themselves and the unflinching belief that people can be helped "to change for the better," according to Price (17). These people have faith in man and regard man as of "supreme worth," he says. He further postulates that such people can more often be characterized as humble and unselfish. Along this same vein Carl Rogers (18) the well known psychotherapist and educator has demonstrated

his unquestioned faith in man when he states man will move onto the process of "becoming" when provided with a non-threatening atmosphere and treated with "positive" regard.

It is the observation of the researcher that increasingly educational administrators tend to accept such concepts proposed by Bennis et al., Price, and Rogers. They see their mission as working within the given social milieu. However, they are cautious lest they cannot control the situation but do move forward. In Price's word, as an educator and administrator of an educational effort, he hopes for a multiplying effect when working with individual students realizing that they will in turn sow seeds of goodwill and faith in man when it has been amply demonstrated thus to them.

But, as is suggested, staff in educational institutions recognizing and internalize their functions and duties (from which they can often discover personal direction and meaning) it is only logical that the remainder of this section should be devoted to the tasks and functions of staff members themselves. The pertinent questions are: what are some of the specific objectives of personal development for workers in an educational institution? What are some procedures that one can follow in trying to be helpful to the staff members who seek self-improvement? What are some of the professional interests of staff members in an educational institution?

Personal Development Objectives and Personal Development Activities

Lewis (15, p. 123) sees personal development objectives as aiming at "improving the personal skills of school personnel in order that

they may perform their tasks in a less perfunctory manner . . ."

He further presents what he terms areas of personal development objectives as follows:

1. Effective school management techniques
2. Improved techniques and methods of teaching, supervision, and administration
3. Improved knowledge in areas of concentration
4. Better insight into the dynamics of teaching and learning
5. The changing role of educator
6. Better insight into one's self
7. Better understanding of students
8. Effective strategies for teaching
9. Better human relations

In almost the exact manner as Lewis, Bergquist and Phillips (4), presents what he calls professional development interest. These are presented as follows: (1) refine and improve one's teaching style, (2) attempt to improve the ability as an advisor of students, (3) strengthen one's knowledge, skill and productivity in one's academic field, (4) introduce changes in course content and teaching approach to make the educational process more responsive to student learning needs and interests, (5) improve the standards and accuracy of one's approach to student learning needs and interests, (6) improve one's skills as a committee member, (7) attempt to broaden one's knowledge outside his discipline, (8) develop new courses and programs, (9) strengthen one's consulting, writing, or other skills related to community service, (10) seek to learn about and try teaching innovations, (11) improve one's research skills, (12) improve one's administrative knowledge and skills.

Some of the methods often mentioned as activities conducted to promote or facilitate personal development include such items as visits to other schools, sabbatical leaves, work experiences, attendance at professional performances, workshops, seminars, and lectures, writing assignments, reading program, job rotation, travel, etc. Further, according to Lewis (15) personal development objectives can be built into an annual plan for any educational institution.

While activities such as those mentioned above can be very effective, they should be recognized as often constituting "one-shot case activities." What about personnel who have gone through such activities but still come to face the same old problems within the organizational milieu? The researcher has gleaned from his study and experience that any attempt to right so called shortcomings of schools or educational institutions need in-school facilitators or supervisors who always can give willing assistance to mandate the availability of those in need of counsel and support in both mundane and innovative day-to-day affairs. Such support will come from administrators, staff development officers, and colleagues who have developed sincerity, vision and purpose. Goldhammer (12), however, has provided guidelines for those who might be working as supervisors attempting to help staff members improve their teaching. However, the researcher concludes from his experience and observation that these have considerable application to non-teaching staff members as well. Following are the steps suggested by Goldhammer (12): (1) preobservation conference, (2) observation, (3) analysis and strategy, (4) supervision conference, and (5) post-conference analysis.

Staff Evaluation

Carl Rogers (18) says to help people grow we do not evaluate but accept. There may be a fine line between accepting and offering viable positive suggestions for improving performance in a given situation. Practicing tolerance and understanding is virtue that can foster the growth and development of individuals. But where is one to draw a line between accepting and punishing a public official who, because of his position of responsibility to the public, commits an irresponsible act? Gordon (13) attempts to draw what might be considered a fine line when he proposes that an administrator can hardly escape occasionally administering punishment (evaluation), for that is a natural manifestation of an administrator being real and responsible.

In other words, acceptance and evaluation must each have its own usage depending on circumstance and extent of involvement. On an individual and personal basis an administrator needs to be real, for when an act or performance is carried out that might adversely affect public interest (student?), an administrator has to evaluate and take proper action.

If one chooses to properly evaluate personnel how does one accomplish this? Thomas (21) proposes four areas on which evaluation of staff members could be made: traits, skills and competencies, product, and contributions. Perhaps one should take the liberty of interpreting the term "traits" to include the affective domain, that of developing and maintaining attitude.

Needs for Advisory Committee for Nonformal Education

As educational institutions really have as a main and all encompassing purpose to serve the educational needs of the people, it is crucial that an institution of learning provide useful and relevant education programs for the learners. "There can be few things more embarrassing to district, or more cruel to a student, than to discover that the acquired education is outdated," related in the Document prepared by the California State Department of Education (5) describing composition of the advisory committee. It urged the personnel responsible for committee composition and membership nomination to ask these questions, "What do we need to know to make and keep our program tuned to the times? and "Who are the people who know these things?" (p. 127).

Additionally, an advisory committee can serve as the major unit to further public relations for an institution and thus to enhance cooperation and coordination between the institution and homes or society at large. The influential committee member can often help cut red tape and remove road blocks.

Functions of Advisory Committees

As far as an advisory committee is concerned, the question posed by the California State Department of Education's study (5) referred to above as to what one needs to know or to attain in order to keep a program tuned to the times, has, it would seem, an implicit answer in the stated functions of an advisory committee. As a result of searching

pertinent literature there appears to be a reasonably tacit agreement that, an advisory committee is generally prone to proffer advice regarding such matters as; (1) student selection and eligibility, (2) curriculum content and selection, (3) class organization and management, (4) interpretation of employment, (5) job descriptions for student employment, (6) teacher qualification and/or certification, (7) promotion of cooperation and coordination between home, business, industry, civic groups, and the educational institutions, (8) equipment and material selection, and (9) following and evaluation of the operations of the educational institutions

Types and Composition of the Advisory Committee

Both the United States and Thailand have operated the adult and nonformal education programs using three levels of advisory committees: national, state (regional), and local (provincial). The difference that exists between the two countries in this regard lies in the fact that lay citizenry have been extensively involved in the operation of adult nonformal education in the United States, while in Thailand, to the best of the researcher's knowledge, this has not been done.

Structure and Function of Advisory Groups for Nonformal Education in Thailand

The operations of each institutional component in the National System of nonformal education of Thailand is guided by and involves advisory groups. Following is a description of structure and function of advisory groups operating at three levels: national, regional, and

provincial.

At the national level, the National Committee for nonformal education is appointed by the cabinet council and composed of representatives from Ministry of Education, Ministry of the Interior, Ministry of Defense, Ministry of Public Health, Ministry of Agriculture and Cooperatives, Ministry of Industry, National Education Council, Office of Civil Service. These ministries operate nonformal education activities geared toward priorities and in the geographical areas dictated by the concerns of their respective policies. The committee is however chaired by the Minister of Education and the director-general for the department of nonformal education serves as secretary.

The committee at the national level sets rules, policies, and goals for nonformal education activities. It coordinates, supports, and evaluates the nonformal education operations.

At the regional level, the advisory group carries the title Steering Committee for the Regional Nonformal Education. This committee is represented by the Director-General for the Department of General Education, representatives of the Office of National Education Council, the Social and Economic Development Board, Department of Education Techniques, Department of Vocational Education, Division of Planning of the Department of General Education, Regional Education Officers from the regions in which situated the regions in which situated the regional centers, Provincial Education officers in the province which situated the regional centers, Director of Nonformal Education Development Project, Head of Regional Nonformal Education Administrative Section. This committee is chaired by the Director-General for the Department of General Education, the Director of Nonformal Education

project serves as secretary. There are twenty-one members in the committee. This committee sets policies concerning the coordination and operations of the four regional centers in accordance with the policies stipulated by the committee at the national level.

At the provincial level, two committee groups function. One known as the steering committee and the other as a committee on operations. The former is chaired by the governor of the province, with the provincial education officer serving as the secretary. Representatives from various designated agencies and representing their respective subgroups including head of the lifelong education center comprise the membership. These designated agencies are the Ministry of Agriculture, and the Ministry of Public Health. Somewhat similarly, the second provincial advisory group known as the committee on operations is chaired by the provincial education officer and has the head of the lifelong education center as secretary. Other committee members of the committee on operations are comprised of representatives from those agencies that operate nonformal education activities under the jurisdiction of the provincial education office. These agencies are known as the Supervisory Units for nonformal education, and have representation from various adult schools, mass media units, and libraries. There are nine members on this committee.

These committees set goals for operation and administration of the lifelong education centers. They are more specifically responsible for rendering advice and for overseeing the operation of nonformal education activities in the province in such ways that all projects are coordinated, and all resources well utilized.

Follow-Up and Evaluation of Advisory Councils

The advisory council is often valued by the administrators for the insight they provide into critical issues and for their assistance in identifying populations which should be served by the program. To insure the effectiveness of the advisory council, evaluation should be conducted on the advisory council periodically. Whether or not the council is broadly represented by all relevant target populations, for example, should be one important criterion germane to evaluation. Also of major consideration is the matter of whether or not the advisory committee is keeping abreast of the needs of the community they serve. This, as may be readily concluded from the literature, may be largely a matter of maintaining an on-going or continuous evaluation covering aspects of the various services ascribed to the advisory committee. Personnel assigned to work and facilitate the operations of the committee undoubtedly has such responsibility.

Galton and Wattenbarger (11) suggest that for an effective advisory committee, these four components need to be considered: (1) council memberships' perceptions of the clarity of goals, (2) interaction of members (look at the size of membership), (3) membership selection, interaction, and dedication, and (4) roles of chairpersons (if they are directive or purposeful). To insure that the committee is to remain stimulated on a continuing basis and not become stagnant, follow-up study must be made. In the follow-up operations, the school representatives write up the action minutes (includes the action taken, not what was said) to members within twenty-four hours, arrange a

meeting with the chairman within one week for a short session to evaluate the meeting. Items which should be considered at such meetings suggested by California State Department of Education's Study (5) include:

1. whether committee function was clearly defined,
2. whether the objectives were met,
3. whether the meeting was conducted satisfactorily,
4. whether the preparation for the meeting was adequate,
5. what products were accomplished,
6. what the weak points of the meeting were,
7. what the strong points of the meeting were,
8. what a fundamental analysis of transactions is,
9. what suggestions for improvement can be made,
10. who should follow through on special assignments? (p. 127).

As a part of follow-up, the school representative is also suggested to take necessary actions and recommendations, transmit recommendations of the committee to the school board and the superintendent or chief administrative officer and finally to send thank-you notes to special participants.

According to Galton and Wattenbarger (11) any assessment of the proper function of an advisory committee should be considered in terms of small group interaction. In order to be most effective in working with the committee the school representative must understand the basic principles of social psychology and particularly the psychology of small group interaction. Experience in the study of community psychology would undoubtedly prove helpful.

Summarization of Literature Review

The literature review was intended to reflect the basic conclusions of scholars and researchers dealing with the concept of nonformal education and certain related concepts such as lifelong education,

community education, as well as a consideration of the concept of nonformal education itself. One must conclude that there is a common meaning for these terms.

Germane to this study is the fact that in Thailand the term nonformal education is becoming much more widely accepted. The most recent National Scheme of Education in that country contains as one of the main elements, nonformal education. Within the Ministry of Education, the Department of Nonformal Education has been recently established to carry out nonformal educational endeavours which encompass education activities for all age groups considered outside the formal system of education. However, the Department of Nonformal Education is an outgrowth of the Division of Adult Education which was formerly under the Department of General and Elementary Education. The new department is launching a Nonformal Education Project which is an attempt to establish nonformal education centers at each of four regions of the country and a number of Provincial Lifelong Education Centers.

Because this research is directly aimed at the study of advisory committee performance and function it seemed fitting to describe the nature, kinds, and needs for advisory committees both in Thailand and in the United States. It was found that while Thailand operates the nonformal education program using three levels of advisory committees: national regional, and local or provincial levels similar to those used in the United States it was deemed of note that advisory committee members in Thailand are composed mainly of government officials. Lay people are not known to have occupied a position in the advisory committees. Methods of working with and evaluating performance of advisory committees was also included.

In this review of literature an attempt was made to describe possible applicable methods of evaluation through a review of selected prominent types of evaluation models. The models of evaluation reviewed were Tyler's Standardized Test, Phi Delta Kappa Evaluation Model, Stake's Congruence-Contingency Model, Provus' Discrepancy Evaluation Model, Stager's Lifelong Education Concept Model, and what is more commonly referred to as the Participatory Research/Evaluation Model. The description of evaluation was deemed appropriate because this study is particularly concerned with selected aspects of the Nonformal Education Project. A final section of this chapter attempts to deal with the concept of staff and personnel professional development, particularly as this relates to administration and evaluation. In the discussion an effort was made to clarify such concepts, and to suggest a basis for the way of dealing with staff evaluation and assessment that might prove to be less threatening but will foster growth and development.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this chapter is to describe the design and the conduct of the study. These were dictated by purposes and objectives as set up for the study. Specifically, this chapter seeks to describe: (1) population, (2) development of instrument, (3) testing of instrument, (4) procedure used in the collection of data, and (5) methods of data analysis employed.

Population and Data Collection Method

Population for the major portion of the study included a total of five administrators (head/director), one hundred and ten teachers, and twenty-six staff members who were assigned to the six Provincial Lifelong Education Centers (LEC) and the Regional Nonformal Education Center (RC) in the Northeastern region of Thailand at the time of data collection. Questionnaires were sent through administrative channels to all solicited respondents who in turn completed them and returned them through the same channels.

An original study conducted in 1977 dealt with many aspects of program functioning in the centers. That portion of the original study which dealt more specifically with performance and functions of advisory

committees contributed data used in this study. Of the original study population of approximately 420 advisory committee members, staff members, and teachers in 18 centers, those constituting the population for the present research study included 97 advisory committee members, 5 administrators, 26 staff members, and 110 teachers. The 26 staff members and 110 teachers were specifically selected for inclusion in this study. The total population in this study is therefore two hundred and thirty-eight. Distribution of population among centers is shown in Table I.

Development of the Instrument

While the main focus of the study was directed toward the performance and functions of advisory committee members of the Department of Nonformal Education in Northeast Thailand, it was deemed also beneficial to include in this research the study of professional development interest of the centers' personnel. Therefore, aside from the section of general information, the final instrument was designed to include essentially two parts: (1) function and performance of a center advisory committee; and (2) interest in professional development among staff, teachers, and administrators.

Through the review of literature and by consultation with university faculty and advisors, the investigator was able to develop and compile a list of statements purported to be possible functions of a center advisory committee. Seeking to establish relative degrees of importance on these statements, respondents were asked to give their judgement as to whether they adjudged them: very important, important, of some importance, of little importance, or of no importance. These

TABLE I
POPULATION FOR THE STUDY

Center	Population				Total Respondents
	Administrators*	Staff-Members**	Teachers**	Advisory Members***	
Regional Center	1	6	50	21	78
Ubon LEC	1	5	20	19	45
Korat LEC	1	5	15	19	40
Srisaket LEC	1	5	12	19	37
KhonKaen LEC	1	5	13	19	38
Total	5	26	110	97	238

* Head/Director

** The total population of staff members and teachers was known; however, the distribution by centers was estimated.

*** The number for each school is prescribed by legislature fiat, all positions may not be filled at given time.

descriptive terms are assigned numerical values as 5, 4, 3, 2 and 1 respectively. This can perhaps be understood more readily by referring to Figure 7 shown in Chapter IV.

Opinion of administrators, and committee members on the latter's performances were secured from the initial comprehensive study of Thailand's nonformal education project. To make possible the comparison of the opinions of four groups of respondents i.e. administrators, teachers, staff members, and advisory committee members, opinions on such selected items were included in this study.

In order to measure interest of staff, instructors, and administrators in professional development, with some adaptations, a set of questions and/or statements found in A Handbook for Faculty Development, Vol. 2 by William M. Bergquist and Steven R. Phillips (4) was used as a basis for constructing this portion of the questionnaire. In an attempt to determine needed levels of interest, possible responses were established to include these categories: very high, moderate, minor, very little, and none. These descriptive terms are assigned numerical values as 5, 4, 3, 2, and 1 respectively (see also Figure 7).

Testing of the Instrument

Preliminary testing of the instrument was conducted at Oklahoma State University. Schedules were given to ten Thai students who were at the time studying at Oklahoma State University. These students were asked to carefully review and criticize the schedule, both as to format and content, in addition to completing the form. As a result of this testing attempt some modifications were made before the schedule was completed in its final form.

Collection of Data

Through a group of former co-workers/friends at the Department of Nonformal Education, the researcher was able to secure necessary data approximately two months after the instrument was mailed. Data were partially collected in Thailand before being received by the researcher at Oklahoma State University in January 1980.

Analyses of Data

The questionnaires that were mailed to the respondents were received and collated at the central office of the Nonformal Education Project in Bangkok before a copy of collated data was received by the researcher in Stillwater, Oklahoma. Collated data were arranged and presented in the form of 10 tables in order to facilitate comparisons and analyses.

While analyses were largely developed through the use of simple statistical techniques i.e., frequency counts, percentages, and means; in two instances, pertaining to data shown in Tables IX and X, descriptive terms indicating breaking points for separation of means into categories were also used. The relationship between mean categories and descriptive terms is shown in Figure 7. It should be pointed out that with the Likert type scale having five possible categories for response, the second category from the top which carries the descriptive term "moderate" is in reality a relatively high response.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The research project was designed to further study certain selected aspects of operation of the Nonformal Education Project of the Department of Nonformal Education, Thailand. Aspects of the project for which study was undertaken included two: (1) the performance and function of the advisory committees, and (2) staff members', teachers', and administrators' professional development aspirations. The purpose of this chapter was to analyze and interpret data collected in the implementation of the undertaking. Much of the analyzed and interpreted data presented in this chapter involve responses secured from a total of 238 administrators, staff members, teachers, and advisory committee members serving in Thailand's Department of Nonformal Education. Distribution and Percentage of Responses received is shown in Table II.

Method of Presentation

Findings of the study are related to two different kinds of information: (1) Performance and function of advisory committees, and (2) Professional development interests of staff members, teachers, and administrators serving in the Nonformal Education Center and in the

TABLE II
DISTRIBUTION OF RESPONSES BY STUDY POPULATION

Centers	Respondents																	
	Administrators			Staff Members			Teachers			Total Other Than Advisory Committees			Advisory Committees			Total		
	N	n	%	N	n	%	N	n	%	N	n	%	N	n	%	N	n	%
RC	1	1	100.00	6	2	33.33	50	17	34.00	57	20	100.00	21	10	47.62	78	30	38.46
Ubon LEC	1	1	100.00	5	2	40.00	20	12	60.00	26	15	33.33	19	15	78.95	45	30	66.67
Korat LEC	1	0	0.00	5	2	40.00	15	15	100.00	21	17	42.50	19	14	73.68	40	31	77.50
Srisaket LEC	1	1	100.00	5	1	20.00	12	8	66.67	18	10	27.03	19	14	73.68	37	24	64.86
KhonKaen LEC	1	1	100.00	5	1	20.00	13	4	30.77	19	6	15.79	19	14	73.68	38	20	52.63
Total	5	4	80.00	26	8	30.77	110	56	50.91	141	68	48.23	97	67	69.07	238	135	56.70

*Total respondents LEC's Advisory Committee determined from the final report compiled for the NE region by the NE-NFE center. Number of Respondents Assigned each center is an estimate.

Provincial Lifelong Centers in Northeast Thailand.

1. The facet of the study directed toward the performance and function of advisory committees is further divided and presented in the following manner:
 - a. Included under the heading Performance of the Advisory Committees are items more specifically concerned with the following:
 - rate of attendance at the meetings of advisory committee members
 - frequency of advice given by committee members
 - extent of involvement of committee members in the dissemination of information regarding center functions
 - involvement of advisory committees members regarding performance and progress studies of the center
 - selected restrictions on the performance of committee members.
 - b. The section dealing with the topic functions of Advisory committees seeks to collate, present, and analyze ten selected items representing proposed functions of the advisory committees. Opinions and judgements were made by respondents in terms of the degree of importance given each function listed. Data accrued regarding these functions are presented as follows:
 - advise regarding student selection and eligibility
 - advise regarding curriculum content and selection
 - advise regarding class organization and management

- advise regarding interpretation of employment demands
- advise regarding job descriptions for student employment
- advise regarding teacher qualification and/or certification
- advise regarding ways to promote cooperation and coordination between the home, business, industry, civic groups, and center
- participate in the program as a resource person
- seek ways to develop close working relations with staff members, and teachers in the centers.

2. The second major-division of the research largely involved inquiry into the respondent's interest in selected aspects of professional development. The approach to determining this relative degree or extent of interest was to obtain responses to certain selected statements or categories. These were identified as follows:

- attempt to improve one's ability as an advisor of students
- strengthen one's knowledge, skill and productivity in academic field
- improve one's skills as committee members
- improve one's standards and accuracy of one's approach to evaluating students
- attempt to broaden one's knowledge outside his discipline
- strengthen one's consulting, writing, or other skills related to community service
- seek to learn about applying innovation to one's specific responsibilities

- improve one's knowledge as to how to apply research to one's field
- improve one's administrative skills and knowledge.

Presentation of Findings

Tables were designed to provide for more effective communication and to aid in promoting understanding of data analysis. While tables were constructed related to various aspects of the study and presented throughout Chapter IV, four summary tables related to certaining aspects of study findings have been placed within the context of Chapter V.

Analyses of Data

The questionnaires that were mailed to the respondents were received and collated at the central office of the Nonformal Education Project in Bangkok before a copy of collated data was received by the researcher in Stillwater, Oklahoma. Collated data were arranged and presented in the form of 10 tables in order to facilitate comparisons and analyses.

While analyses were largely developed through the use of simple statistical techniques i.e., frequency counts, percentages, and means; in two instances, pertaining to data shown in Tables IX and X, descriptive terms indicating breaking points for separation of means into categories were also used. The relationship between mean categories and descriptive terms is shown in Figure 7. It should be pointed out that with the Likert type scale having five possible categories for response, the second category from the top which carries the descriptive term "moderate" is in reality a relatively high response.

Response Categories	Numerical Values	Range of Actual Limits of Categories
Very Important/Very High	5	4.50 - 5.00
Important/Moderate	4	3.50 - 4.49
Of Some Importance/Minor	3	2.50 - 3.49
Of Little Importance/Very Little	2	1.50 - 2.49
Of No Importance/None	1	1.00 - 1.49

Figure 7. Numerical Values and Range of Actual Limits Assigned Categories

Selected Information Regarding Respondents

The distribution of respondents by responsibility, other than those who are advisory committee members are presented in Table II, located earlier in Chapter IV. Four were administrators, eight non-teaching staff members, while fifty-six were teachers. There are sixty-eight respondents who are center personnel. In addition to sixty-seven respondents from the advisory committee group, the grand total is one hundred and thirty-five respondents.

Distribution of Respondents According to Years Taught or Worked at Centers

Data presented in Table III show the number of years respondents spent at their respective centers. It should be noted that with the exception of one administrator of the Regional Nonformal Education Center (RC), teachers of this center, and those of the Korat Provincial

TABLE III
RESPONSES AS TO YEARS TAUGHT OR WORKED AT CENTER

Respondent	Centers	Total Responding		Years Taught or Worked							
				0-5		6-10		11-15		16 or More	
		n	%	n	%	n	%	n	%	n	%
Administrators	RC	1	100.00							1	100.00
	Ubon LEC	1	100.00	1	100.00						
	Korat LEC	0	0.00								
	Srisaket LEC	1	100.00	1	100.00						
	KhonKaen LEC	1	100.00	1	100.00						
Total Administrators		4	100.00	3	75.00					1	25.00
Staff Members	RC	2	100.00	2	100.00						
	Ubon LEC	2	100.00	2	100.00						
	Korat LEC	2	100.00	2	100.00						
	Srisaket LEC	1	100.00	1	100.00						
	KohnKaen LEC	1	100.00	1	100.00						
Total Staff Members		8	100.00	8	100.00						
Teachers	RC	17	100.00	8	47.06	5	23.41	3	17.65	1	5.80
	Ubon LEC	12	100.00	12	100.00						
	Korat LEC	15	100.00	12	80.00	2	13.33	1	6.67		
	Srisaket LEC	8	100.00	7	87.50	1	12.50				
	KohnKaen LEC	4	100.00	4	100.00						
Total Teachers		56	100.00	43	76.79	8	14.29	4	7.14	1	1.70
Total Respondents All Centers		68	100.00	54	79.41	8	11.76	4	6.06	2	2.94

Lifelong Education Center (LEC), and teachers of Srisaket LEC, administrators, all of the staff members, and the teachers have not much experience working at the centers. The latter indicated that they have been at the center for the period of less than five years. The director of the Ubon RC indicated that he had been with the center for more than sixteen years. Of seventeen RC teachers, eight or 47.06%, five or 23.41%, three or 17.65%, and one or 5.28% indicate that they have been at the center for 0-5, 6-11, 11-15, and 16 or more years respectively. Of twelve Korat teachers responding, two or 80.00% indicate that they have been at the center for the period of less than five years, while two or 13.33% or one 6.67% indicate that they have been at the center between 6-10, and 11-15 years respectively. For teachers at Srisaket LEC, seven of eight or 87.50% have indicated that they have been at the center for a period between 0-5 years, while one teacher had indicated he had spent more than five years at the center.

Considering all respondents it should be noted that almost 80% of all center personnel in the Northeast Thailand have not had much time teaching and working at their respective centers. These respondents indicated that they have taught or worked at the centers for a period of less than five years. Eight, or 11.76%, of respondents indicate that they have been at the centers for from 6 to 11 years. Four teachers have been at the center for the period from 11 to 15 years, and only two respondents indicated that they have been in the center for more than sixteen years.

Distribution of Respondents According to Academic Preparation

The academic preparation of respondents is presented in Table IV. It is evident from those responses that a majority of all respondents, or 55.88%, received less than a bachelor's degree. The next largest group of respondents, comprising 25 or 36.76%, indicated that they do have a bachelor's degree. Four respondents reported having received a master's degree; one administrator and two teachers from regional centers, and one teacher from Ubon LEC. One respondent, identified as the director of Ubon LEC, has a doctorate degree.

Extent of Respondents' Knowledge Concerning Functions and Performances of Membership of Advisory Committees

Data shown in Table V indicate that there are still a sizeable number of centers with teachers who still have a very limited knowledge of the functions and performance of the advisory committee membership. Nearly 18% of all the teachers both in the RC and LEC centers report they do not know what the functions of advisory committees may be.

Even a higher proportion of teachers, over 30%, admit they do not have adequate knowledge concerning the performance of the advisory committee membership.

Selected Item Regarding Performance of Advisory Committee Membership

Comparison of responses from the three respondent groups regarding their observations of the selected areas: (1) rate of attendance, (2)

TABLE IV
ACADEMIC PREPARATION OF RESPONDENTS

Respondents	Centers	Academic Preparation									
		Total Responding		Less Than B.S.		B.S.		M.S.		Ph.D.	
		n	%	n	%	n	%	n	%	n	%
Administrators	RC	1	100.00					1	100.00		
	Ubon LEC	1	100.00							1	100.00
	Korat LEC	0	0.00								
	Srisaket LEC	1	100.00			1	100.00				
	KhonKaen LEC	1	100.00			1	100.00				
Total Administrators		4	100.00			2	50.00	1	25.00	1	25.00
Staff Members	RC	2	100.00	1	50.00	1	50.00				
	Ubon LEC	2	100.00	2	100.00						
	Korat LEC	2	100.00			2	100.00				
	Srisaket LEC	1	100.00	1	100.00						
	KhonKaen LEC	1	100.00			1	100.00				
Total Staff Members		8	100.00	4	50.00	4	50.00				
Teachers	RC	17	100.00	4	23.53	11	64.71	2	11.76		
	Ubon LEC	12	100.00	9	75.00	2	16.67	1	6.33		
	Korat LEC	15	100.00	12	80.00	3	20.00				
	Srisaket LEC	8	100.00	6	75.00	2	25.00				
	KhonKaen LEC	4	100.00	3	75.00	1	25.00				
Total Teachers		56	100.00	34	60.71	19	33.93	3	5.36		
Total Respondents All Centers		68	100.00	38	55.88	25	36.76	4	5.00	1	1.47

TABLE V
EXTENT OF RESPONDENTS' KNOWLEDGE CONCERNING FUNCTIONS AND PERFORMANCES
OF MEMBERSHIP OF ADVISORY COMMITTEES

Respondents	Centers	Levels of Knowledge													
		Total Responding				Functions				Performance					
		n		%		Yes		To Some Extent		Do Not Know		Yes		To Some Extent	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Administrators	RC	1	100.00	1	100.00					1	100.00				
	Ubon LEC	1	100.00	1	100.00					1	100.00				
	Korat LEC	0	0.00												
	Srisaket LEC	1	100.00	1	100.00					1	100.00				
	KhonKaen LEC	1	100.00	1	100.00					1	100.00				
Total Administrators		4	100.00	4	100.00					4	100.00				
Staff Members	RC	2	100.00			2	100.00					2	100.00		
	Ubon LEC	2	100.00	1	50.00	1	50.00			1	50.00	1	50.00		
	Korat LEC	2	100.00	2	100.00							2	100.00		
	Srisaket LEC	1	100.00			1	100.00					1	100.00		
	KhonKaen LEC	1	100.00	1	100.00					2	25.00	6			
Total Staff Members		8	100.00	4	50.00	4	50.00			2	25.00	6	75.00		
Teachers	RC	17	100.00	7	41.18	7	41.18	3	17.65	4	23.53	10	58.82	3	17.65
	Ubon LEC	12	100.00	4	33.33	5	41.67	3	25.00	2	16.67	5	41.67	5	61.66
	Korat LEC	15	100.00	3	20.00	8	53.33	4	26.66	3	20.00	6	40.00	6	40.00
	Srisaket LEC	8	100.00	2	25.00	6	75.00			1	12.50	6	75.00	1	12.50
	KhonKaen LEC	4	100.00			4	100.00					2	50.00	2	50.00
Total Teachers		56	100.00	16	28.57	30	53.57	10	17.86	10	17.86	29	51.79	17	30.30
Total All Respondents		68	100.00	24	35.29	34	50.00	10	14.71	16	23.53	35	51.47	17	25.00

frequency of advice given by membership of advisory committee, (3) advisory committee involvement in dissemination about centers, (4) advisory committee involvement in progress and performance studies by centers, and (5) restrictions on performance of advisory committees can be accomplished through perusal of data collated in Tables VI, VII, and VIII.

Data presented in Table VI depict judgements as to rate of attendance of advisory committee members at meetings and reveal that with the exception of one teacher, almost all respondents from the regional center feel that advisory committee members for regional centers attend meetings with a frequency of "over 60% of the time." Six out of nine advisory committee member respondents, or 66.67% gave the same answer. While almost half of all teacher respondents from LEC's, twelve of twenty-five or 48.00%, judge that members of LEC's advisory committees have a frequency of attendance of "60 percent or higher." Advisory committee member respondents, twenty-seven of fifty-seven or 47.37% judge the committee members as attending more than half of the time. Almost one fourth of all respondents including RC and REC's comprising twenty-five of one hundred and sixteen, or 21.55% judge the frequency rate of attendance as only "one half or less."

Also found in Table VI are responses depicting judgement as to frequency with which advisory committees give advice. These data show that while administrators, and almost all of teachers at the regional center do affirm that members of advisory committees give advice frequently, only two or 22.22% members of advisory committees for RC concur. It is noteworthy that among members for RC themselves seven

TABLE VI
PERCEPTION OF RESPONDENTS REGARDING ATTENDANCE AND ADVICE
GIVEN BY ADVISORY COMMITTEES

Respondents	Centers	Performances													
		Total Responding		Rate of Attendance						Frequency of Advice Given					
				Over 60% of Time		More Than Half of Time		One Half or Less		Often		Sometimes		Never	
n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Administrators	RC	1	100.00	1	100.00	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00
	LEC's	3	100.00	1	33.33	1	33.33	1	33.34	0	0.00	2	66.66	1	33.34
Total Administrators	All	4	100.00	2	50.00	1	25.00	1	25.00	1	25.00	2	50.00	1	25.00
Staff Members	RC	2	100.00	2	100.00	0	0.00	0	0.00	1	50.00	1	50.00	0	0.00
	LEC's	6	100.00	2	33.33	2	33.33	2	33.34	1	16.67	4	66.66	1	16.67
Total Staff Members	All	8	100.00	4	50.00	2	25.00	2	25.00	2	25.00	5	62.50	1	12.50
Teachers	RC	13	100.00	12	92.31	1	7.69	0	0.00	12	92.31	1	7.69	0	0.00
	LEC's	25	100.00	12	48.00	8	32.00	5	20.00	5	20.00	17	68.00	3	12.00
Total Teachers	All	38	100.00	24	63.16	9	23.68	5	13.16	17	44.74	18	47.37	3	7.89
Advisory Committee	RC	9	100.00	6	66.67	3	33.33	0	0.00	2	22.22	7	77.78	0	0.00
	LEC's	57	100.00	13	22.81	27	47.37	17	29.82	13	22.81	29	50.88	15	26.32
Total Advisory Committee	All	66	100.00	19	29.79	30	45.45	17	25.76	15	22.73	36	56.55	15	22.72
Total Respondents	All	116	100.00	49	42.24	42	36.21	25	21.55	35	30.17	61	52.59	20	17.24

of nine or 77.78% judge that they only "sometimes" give out advice.

Two of the three responding administrators of REC's, four of six or 66.66% of staff members of LEC's, and seventeen of twenty-five, or 68.00% of teachers of LEC's judge that advisory committee members for LEC's only "sometimes" give out advice. Responses from advisory committee members themselves, twenty-nine of fifty-seven or 50.88%, concur that their advice is "sometimes" given.

It was considered important to discover that one administrator, one staff member, and fifteen teachers at LEC's as well as fifteen advisory committee members were perceived by respondents as never give out advice.

Data presented in Table VII reveal respondents' judgements as to frequency of advisory committee members' involvement in dissemination of information about centers. It was discovered that both administrators and staff members of RC agree that committee members are frequently involved in the dissemination of information about the center. A comparatively smaller proportion, eight of thirteen or 61.54% of teachers in the regional center judged that advisory committees are only "sometimes" involved in the dissemination of information regarding center. By contrast, seven of ten or 70.00% of RC advisory committee members affirm they have frequently been involved in the dissemination of information about center. However, it must be noted that, three RC teachers comprising 23.08% and one or 10% of advisory committee members perceived that members have never been involved in such undertakings.

There is a sizable discrepancy between judgements made by administrators and staff members in LEC's regarding members involvement

TABLE VII

PERCEPTIONS OF RESPONDENTS REGARDING INVOLVEMENT OF ADVISORY COMMITTEE MEMBERSHIP IN
DISSEMINATION OF INFORMATION AND PROGRESS AND PERFORMANCE STUDIES BY CENTERS

Respondents	Centers	Performances													
		Total Responding		Involvement in Dissemination of Information About Centers						Involvement in Progress and Performance Studies by Centers					
				Frequently		Sometimes		Never		Much		Some		Never	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Administrators	RC	1	100.00	1	100.00							1	100.00		
	LEC's	3	100.00			2	66.67	1	33.33			3	100.00		
Total Administrators		4	100.00	1	25.00	2	50.00	1	25.00			4	100.00		
Staff Members	RC	2	100.00	2	100.00							2	100.00		
	LEC's	6	100.00	4	66.67	2	33.33					6	100.00		
Total Staff Members		8	100.00	6	75.00	2	25.00					8	100.00		
Teachers	RC	13	100.00	2	15.38	8	61.54	3	23.08	4	30.77	9	69.23		
	LEC's	25	100.00	5	20.00	17	68.00	3	12.00	12	48.00	12	48.00	1	4.00
Total Teachers		38	100.00	7	18.42	25	65.79	6	15.79	16	42.11	21	55.26	1	2.63
Advisory Committees	RC	10	100.00	7	70.00	2	20.00	1	10.00	7	70.00	2	20.00	1	10.00
	LEC's	57	100.00	33	57.80	18	31.58	6	10.53	20	35.09	30	52.63	7	12.28
Total Advisory Committees		67	100.00	40	59.70	20	29.85	7	8.95	27	40.30	32	47.76	8	11.94
Total Respondents		117	100.00	54	46.15	49	41.88	14	11.97	43	36.75	65	55.56	9	7.70

in the dissemination of information regarding centers. While two of three or 66.67% of administrators judge that advisory committee members are sometimes involved in dissemination of information regarding centers, four of six or 66.67% of staff members judge that advisory committee members are frequently involved. The majority of teachers from LEC's, however, seventeen of twenty-five, or 68.00%, however agreed with the perceptions of the administrators that the committees are "sometimes" involved. As far as advisory committee members themselves are concerned, thirty-three of fifty-seven or 57.80%, judged that the committee members are "frequently" involved, eighteen of fifty-seven or 31.58%, "sometimes involved, and six of fifty-seven or 10.53% "never" involved in dissemination of information about centers.

Also in Table VII is a presentation of the pattern of respondents' judgements as to the extent of advisory committee members involvement in progress and performance studies by centers. These findings reveal that administrators and all staff members in the Regional Center along with seven of ten teachers perceive that advisory committees only have "some involvement" in progress and performance studies. By comparison, only four of thirteen or 30.77% of teachers judge that members have much involvement. This must be compared with the judgement that seven of ten or 70% of advisory committee members for RC themselves, however, think that advisory committees have indeed been "much" involved in such studies. Again, one responding member feels that members have never been involved in such studies.

All administrators, and staff members of LEC's indicate that the committees only have some involvement; while slightly less than half, or 47.00% of the committee members agree. While twenty or 35.09% of

LEC's committees perceive the committees as having been involved, there were still seven members of these advisory committees that think the committees have never been involved in such studies.

Findings shown in Table VIII provide a comparison of respondent groups regarding judgements as to the presence of selected restrictions on performance of advisory committee members. It is revealed through a ranking of respondents the most restricting factor is that committee members have many other duties, while the second, third, and fourth restricting factors are respectively committee members often do not fully understand their duties, committee members have personal problems that restrict performances, and committee members often do not recognize the importance of their duties. While judgement and rankings as provided by each group largely concur with the aggregate judgements and ranking, it should be pointed out that advisory committee members themselves as a group said that actually, personal matters which they experience have the most restrictive effect upon their performance.

Perceptions of Respondents Regarding Function of Advisory Committee Members

Data presented in Table IX make quite evident the reported perceptions that teachers respondents consistently regard almost all of the selected functions of advisory committee members as important. All groups of respondents: administrators, staff members, and teachers, agree that finding ways to develop close working relationships with staff members and teachers in the center is an important function of advisory committees. Administrators and teachers, probably reflecting some concern about graduates' employment prospects, also list "advice

TABLE VIII
 DISTRIBUTION AND GROUP RANKINGS OF RESPONSES REGARDING SELECTED
 RESTRICTIONS ON PERFORMANCES OF ADVISORY COMMITTEES

Respondents	Restriction							
	1. Committee members have many other duties		2. Committee members often do not understand their duties		3. Committee members often do not recognize the importance of their duties		4. Committee members have personal matters that restrict performance	
	Number Citing	Ranking	Number Citing	Ranking	Number Citing	Ranking	Number Citing	Ranking
Administrators	3	1st (tie)	3	1st (tie)	2	3rd	0	4th
Staff Members	6	1st	3	3rd	5	2nd	2	4th
Teachers	26	1st	19	2nd	14	3rd	5	4th
Advisory Committee	13	2nd	11	3rd	2	4th	18	1st
All Groups	48	1st	36	2nd	23	4th	25	3rd

TABLE IX
PERCEPTIONS REGARDING IMPORTANCE OF SELECTED FUNCTIONS
OF ADVISORY COMMITTEE NUMBERS

Function Item or Statement	Average Weighted Score of Responses by Group*				Ranking
	Administrators	Staff Members	Teachers	All Groups	
1. Give advice regarding student selection and eligibility.	2.75 (of some importance)	2.25 (of little importance)	3.38 (of some importance)	3.34 (of some importance)	10
2. Give advice regarding curriculum content and selection.	3.00 (of some importance)	3.50 (important)	3.98 (important)	3.87 (important)	2
3. Give advice regarding class organization and management.	3.00 (of some importance)	2.57 (of some importance)	3.73 (important)	3.51 (important)	9
4. Give advice regarding interpretation of employment demands.	3.75 (important)	2.63 (of some importance)	3.86 (important)	3.71 (important)	4
5. Give advice regarding job descriptions for student employment.	2.75 (of some importance)	2.88 (of some importance)	3.77 (important)	3.60 (important)	8
6. Give advice regarding teacher qualification and/or certification.	3.25 (of some importance)	2.75 (of some importance)	3.82 (important)	3.66 (important)	5
7. Give advice regarding ways to promote cooperation and coordination between home, business, industry, civic groups, and center.	3.00 (of some importance)	3.25 (of some importance)	4.07 (important)	3.91 (important)	1
8. Give advice regarding equipment and material.	2.25 (of little importance)	2.88 (of some importance)	3.88 (important)	3.66 (important)	5
9. Participate in the program as a resource person.	2.75 (of some importance)	3.00 (of some importance)	3.82 (important)	3.66 (important)	5
10. Seek ways to develop close working relations with staff members and teachers in the center	3.50 (important)	3.50 (important)	3.96 (important)	3.84 (important)	3

*Score limits given on page 52.

regarding interpretation of employment demands" as an important function of advisory committees. Teachers are particularly enthusiastic about committees' possible advice regarding ways to promote cooperation and coordination between home, business, industry, civic groups, and centers. Teachers give this possible function the highest rating of 4.07. Ranking of these selected functions of advisory committees indicate that "promoting cooperation and coordination between outside groups or organizations with the center" received the highest ranking. The item that received the second highest ranking was "committee advice regarding curriculum content and selection," while third highest ranking was determined as "committee members finding ways to develop close working relations with staff members and teachers in the center." Consistently ranking in last place was the perception of all respondent groups that committees should "give advice regarding student selection and eligibility."

Expressions of Respondents Regarding Their Professional Development Interests

An examination of data collated in Table X clearly reveals that this aspect of the study did elicit very consistent responses, with opinions and judgements freely expressed. This concurrence of respondents of each of the groups concerning expressions regarding their professional development is a finding to be particularly noticed. Administrators, staff members, and teachers consistently rated the selected aspects of professional development interest from "moderately high" to "very high" with the exception of only one "minor" rating.

Among the highest ratings were "attempt to improve one's ability

TABLE X
 EXPRESSIONS OF RESPONDENTS WITH REGARD TO SELECTED
 PROFESSIONAL DEVELOPMENT INTEREST

Statement	Average Weighted Score of Responses by Groups*				Ranking
	Administrators	Staff Members	Teachers	All Groups	
1. Attempt to improve my ability as an advisor of students.	4.50 (very high)	4.14 (moderate)	4.12 (moderate)	4.14 (moderate)	5
2. Strengthen my knowledge, skills and productivity in academic field.	4.50 (very high)	3.17 (moderate)	4.42 (moderate)	4.35 (moderate)	3
3. Improve my skills as a committee member.	4.25 (moderate)	4.29 (moderate)	4.38 (moderate)	4.37 (moderate)	2
4. Improve my standards and accuracy of my approach to evaluating students.	4.25 (moderate)	4.29 (moderate)	4.46 (moderate)	4.43 (moderate)	1
5. Attempt to broaden my knowledge outside my discipline.	4.00 (moderate)	3.71 (moderate)	4.15 (moderate)	4.04 (moderate)	7
6. Strengthen my consulting, writing, or other skills related to community service.	3.75 (moderate)	3.29 (minor)	3.85 (moderate)	3.78 (moderate)	9
7. Seek to learn about applying innovation to my specific responsibilities.	4.25 (moderate)	3.57 (moderate)	4.42 (moderate)	4.32 (moderate)	4
8. Improve my knowledge as to how to apply research to my field.	3.50 (moderate)	4.57 (very high)	3.96 (moderate)	4.00 (moderate)	8
9. Improve my administrative skills and knowledge.	4.25 (moderate)	4.00 (moderate)	3.98 (moderate)	4.06 (moderate)	6

*Score limits given on page 52.

as an advisor to students" and "strengthen one's knowledge, skills, and productivity in the academic field;" both rated "very high" by administrators and "moderately high" by teachers. The item "improve one's knowledge as to how to apply research to one's field" was rated "very high" by staff members and "moderately high" by administrators and teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The major purpose of this study was to secure selected items of information concerning: (1) the functions and performance of the membership of advisory committees, and (2) professional development interests of personnel in both the Regional Nonformal Education Center and Provincial Lifelong Education Centers of Northeast Thailand. The main tasks that were undertaken to accomplish the purpose included: (1) review of pertinent selected literature, (2) the securing of opinions and judgement as to function and performance of advisory committee members as well as the desire of center personnel for professional improvement. Responses were obtained from both the center personnel and from the membership of advisory committees, and (3) to evaluate those opinions and judgements so secured.

In this final chapter a summary of findings is presented along with certain conclusions drawn from analyses of data secured. Finally, recommendations are made based upon a synthesis of (1) data analyses, (2) literature reviewed, and (3) the researcher's personal experiences and observations as staff member in the section of Planning, Research, and Evaluation, Division of Adult Education, Ministry of Education, Thailand.

Design and Methodology

The population for the major portion of the study included a total of five administrators, one hundred and ten instructors and twenty-six staff members assigned to four provincial Lifelong Education Centers and the one Regional Nonformal Education Center, all located in the Northeastern region of Thailand. Responses from advisory committee members obtained in the 1977 study concerning performance and function of advisory committees were used in the current study. Those responses were used along with responses of all respondents of the current study as to advisory committee performance and function. Along with the 238 respondents in the present study, then, were added the responses from 97 advisory committee members of the original study.

An instrument for securing needed data was developed in such a manner that the relevant portion was congruent with that used in the previous study. After preliminary testing through a critique by Thai students at Oklahoma State University the schedule was administered to the administrators, teachers and staff members specified as population for the study. Through a small group of former co-workers/friends serving in the Department of Nonformal Education the researcher was able to secure return of data from the completed instruments.

Data were collated, analyzed, and comparisons made to determine whether judgements made by respondents in the four different groups might be noticeably different.

Comparisons were in part noted through examination of data falling within established category limits. In those portions of the study in which use of Likert-type scale was used, data were combined into a

weighted average cumulative score for each group. These scores were expressed as categories for which absolute numerical limits had been previously set.

Summary of Findings

Data Pertinent to Respondents

Of the total of two hundred thirty-eight individuals making up the population and from whom responses were requested, one hundred thirty-five usable completed schedules were returned, constituting a return of 56.71%. Collated data further revealed that, with the exception of one administrator, personnel in the Regional Center all indicated that they had been working at the center for less than five years. In the Lifelong Learning Centers no administrator had been working at the respective center for more than five years, and of the teachers, only 10.26% had been working for a period longer than five years.

Selected Items of Information

Regarding Respondents

With the exception of Ubon LEC, where the director holds a doctorate and two teachers who have master's degrees, the majority of respondents can be said to have had minimal formal academic training. This judgement was confirmed, according to data presented in this study. While 36% report having attained the B.S. degree, 55% have less than a bachelor's degree.

Respondents Knowledge of and Judgements

Concerning Advisory Committee

Of the individuals responding, it was found that 30% of the teachers in both the Regional Nonformal Education Center and the Provincial Lifelong Education Centers admit that they feel that they do not have needed knowledge of the performance of the membership of advisory committees; while only 18% of the same group of respondents indicate they feel they do not sufficiently know what the functions of the advisory committees are. Data summarized in Tables XI, XII and XIII reveal certain findings relative to perceptions of advisory committee performance and function as viewed by respondents. Among those who answered question 5 dealing with performance of advisory committees, personnel of the Regional Nonformal Education Centers rated performance of advisory committees more favorably than personnel of the Lifelong Education Centers. Personnel of the Regional Nonformal Education Center rated performance of advisory committees more favorably than did counterpart personnel in the provincial or Lifelong Education Centers. Advisory committees for the Regional Nonformal Education Center were rated as having attended meetings at a higher rate, given advice more frequently, assisted in dissemination of information regarding center operation more often, and were judged as being much more involved in progress studies by the respective center. Restrictions on performance of advisory committee members were indicated by the advisory committee members themselves to be mainly of a personal nature, and allegedly was due to too many other duties which they had to carry out at the same time, thus their work on behalf of the center was, they felt, restricted.

TABLE XI
SUMMARY OF RESPONSES REGARDING SELECTED ITEMS OF FUNCTIONS
AND PERFORMANCE OF ADVISORY COMMITTEES

Function and/or Performance	Percentage of Group Indicating			
	Administrators	Staff Members	Teachers	Advisory Committee Members
Rate of attendance				
More than one-half	75.00	75.00	87.00	75.00
Frequency of advice given				
Often or Sometimes	75.00	87.50	92.00	77.00
Involvement in dissemination of information about centers				
A. Frequently	25.00	75.00	18.00	60.00
B. Sometimes	50.00	25.00	66.00	30.00
Involvement in progress and performance studies by centers				
A. Much	0.00	0.00	42.00	40.00
B. Some	100.00	100.00	55.00	48.00

TABLE XII
 SUMMARY OF RESPONSES REGARDING SELECTED ITEMS
 CONSTITUTING A RESTRICTION ON PERFORMANCE
 OF ADVISORY COMMITTEES

Possible Restriction	Rankings by Groups			
	Administrators	Members	Teachers	Advisory Committee Members
Committee members have many other duties	1st	1st	1st	2nd
Committee members often do not understand their duties	1st	3rd	2nd	3rd
Committee members often do not recognize the importance of their duties	3rd	2nd	3rd	4th
Committee members have personal matters that restrict performance	4th	4th	4th	1st

TABLE XIII
SUMMARY OF RESPONSES REGARDING THE IMPORTANCE OF
SELECTED FUNCTIONS OF ADVISORY
COMMITTEE MEMBERS

- A. Items rated "important" by each group
1. Seek ways to develop close working relationships with staff members and teachers in the center.
- B. Items rated "important" by two groups and "of some importance" by one.
1. Give advice regarding curriculum content and selection.
 2. Give advice regarding interpretation of employment demands.
- C. Items rated "important" by one group and "of some importance" by two.
1. Give advice regarding class organization and management.
 2. Give advice regarding job descriptions for student employment.
 3. Give advice regarding teacher qualification and/or certification.
 4. Give advice regarding ways to promote cooperation and coordination between home, business, industry, civic groups, and center.
 5. Give advice regarding equipment and material.
 6. Participate in the program as a resource person.
- D. Item rated as "of some importance" by two groups and "of little importance" by one.
1. Give advice regarding student selection and eligibility.
-

One item of particular interest to the researcher was that of determining how other center personnel view functions of advisory committees. It was concluded from this study that as a group, teachers tend to value advisory committee membership functions somewhat more highly than to certain of the other groups. As an example, "the giving of advice regarding promotion of closer cooperation and coordination between homes, business, industry and outside civic organization with the center" was rated more highly by teachers.

Respondents' Expressions of Interest in Further Professional Development

Data presented in Table XIV summarizes expressions by respondents as to their recognition of the relative desirability of certain items of professional improvement. Each of the selected items of professional development was rated as "moderate" to "very highly" desirable by all groups of respondents except staff members who, on one item rated their interest as "minor." As stated, this item was: "strengthen my consulting, writing or other skills related to community service." Administrators recorded a "very high" interest in improving their abilities as advisors of students and also with regard to the matter of increasing their knowledge and skills in their academic field. Staff members likewise responded with indication of a "very high" interest in the matter of becoming better able to put into practice useful findings from research.

Considerable importance must be given to the fact that, as a group, responding teachers rated the desirability of all selected items of professional development as "moderate." These items included:

TABLE XIV

SUMMARY OF RESPONSES TO THE IMPORTANCE OF SELECTED
ITEMS OF NEED FOR PROFESSIONAL IMPROVEMENT

-
- A. Statements or items marked "very high" by one group and "moderate" by two groups.
1. Attempt to improve my ability as an advisory of students.
 2. Strengthen my knowledge, skills and productivity in academic field.
 3. Improve my knowledge as to how to apply research to my field.
- B. Statements or items marked "moderate" by all groups:
1. Improve my skills as a committee member.
 2. Improve my standards and accuracy of my approach to evaluating students.
 3. Attempt to broaden by knowledge outside my discipline.
 4. Seek to learn about applying innovation to my specific responsibilities.
 5. Improve my administrative skills and knowledge.
- C. Statement or item marked "moderate" by two groups and "minor" by one.
1. Strengthen my consulting, writing, or other skills related to community service.
-

(1) strengthening knowledge, skills, and productivity in the academic field, (2) improvement of standards and accuracy in their approach to evaluation of students, and (3) knowledge as to applying innovation to specific responsibilities.

When the average weighted scores attained by each group expressing interests in each item were ranked the order was: (1) improving one's ability to evaluate students, (2) improving skills as an effective committee member, (3) increasing knowledge and skills in one's job, and (4) knowing how to apply innovation to one's specific responsibilities.

It should not be construed that merely because some of the items could be ranked somewhat higher than others, that this means that any other selected item was felt relatively unessential. It does, however, bear emphasis that all items except one were regarded as moderately high very highly desirable by all groups of respondents.

Conclusions

From the summary of findings, certain conclusions were drawn. However, the fact should be recognized that the Nonformal Education project of the Department of Nonformal Education has only in relatively recent years began on site construction of buildings and is rapidly making even more complete provision for facilities. Achieving these accomplishments has expended much time and resources so that now attention seems to be given some specific needs or wants in terms of further development of personnel management and administration; this was and is necessarily felt throughout the entire project. It is not the intent or purpose that the findings of this study should in any

manner detract from well-deserved recognition of the remarkable progress which has been made in the development of the Nonformal Education Project.

As indicated through this study, personnel are not so well prepared as might be desired, for a majority of them have less than the bachelor's degree.

A number of teachers admit that they still do not have adequate knowledge regarding the functions and performance of advisory committees. Some center personnel, teachers, staff members, and administrators, indicate that it is their judgement that advisory committee members, especially committees for the Lifelong Education Centers, often do not fully recognize the importance of their duties. However, there are certainly some bright spots revealed through study findings. Performances of advisory committee members for the Regional Center were generally judged to have been performed satisfactorily. Personnel at the Regional Center tended to rate certain aspects of the performance of advisory committee members noticeably higher than did the committee members themselves. While a similar pattern of response was determined for Provincial Learning Centers, personnel did not rate performance nearly as high as was true in the Regional Center. However, teachers in both the Regional Center and provincial learning centers tended to rate advisory committee members' performance in terms of involvement in dissemination of information about centers much lower than did the advisory committee members themselves.

Particularly encouraging to all involved in promoting nonformal education are the ratings center personnel gave to the importance of selected functions of advisory committees. Ranking first in terms of

the judgement of the combined groups was "give advice regarding ways to promote cooperation and coordination between home, business, industry, civic groups, and the center" followed by "give advice regarding curriculum content and selection;" while in third place in terms of importance was, "find ways to develop close working relations with staff members and teachers in the centers." These findings clearly indicate an awareness, especially among the teachers' group, of the importance of advisory committees in lending support and assistance toward accomplishing the true educational objectives of nonformal education.

Professional development interests of administrators, staff members, and teachers were found to be relatively high. The conclusion is inescapable that the attitude and morale of personnel in both the Regional Center and the Provincial Centers is most commendable. Ranking in first place among the nine selected items of professional development interest was "improve my standards and accuracy of my approach to evaluating students," with second highest rank given to "improve my skills as a committee member." Third ranking was made to the statement "strengthen my knowledge, skills and productivity in the academic field." It must be concluded that such responses are an indication of enthusiasm and readiness to actively cooperate in attaining those capabilities portrayed by the master adult and nonformal educator.

Recommendations

The findings of the study and, in addition, the review of literature did clearly provide knowledge and information upon which was based formulation of the following recommendations.

1. Due to the fact that a sizeable number of respondents recognize that they do not have adequate knowledge concerning functions and operations of advisory committees and because the advisory committees are a very important component for a successful educational program it is recommended that knowledge and information regarding function and performance of advisory committees be communicated to all personnel concerned using a variety of means of communication, including seminars, development of job descriptions and a simple report of major committee accomplishments.

2. Further, it must be recognized that judgements of a sizeable number of respondents from lifelong centers indicate a possible misconstrued conclusion as to the most constructive relationships between center personnel and advisory committees. It is very desirable, as indicated throughout this study that close coordination and desirable working relationship be maintained at all times between center personnel and advisory committees. It is therefore recommended that in addition to action recommended in No. 1, center personnel and advisory committee members be brought into contact more often at formal and/or social meetings between the two.

3. It was clearly determined that many of the functions of advisory committees were regarded by personnel in both the Regional Center and Provincial Centers as being both important and desirable. It would also appear well established that recognition and common understanding concerning functions, i.e. goals or objectives, of a program and/or activity, will lead to more effective and more satisfactory functioning of participants in the program. It is therefore recommended that the functions of advisory committees as perceived by respondents

in this study be communicated to the advisory committee membership and that further study be made on perceptions of advisory committee membership regarding functions as included in this study. Findings of further studies should be communicated to all concerned without undue delay. All such research efforts should be designed and carried out fully in keeping with participatory research/evaluation as described in this study under Review of Literature.

4. It is well recognized that success of a program and/or activity is to a large degree dependent upon the extent of interest and enthusiasm of personnel in the organization and its activities. It was found in this study that the level of interest of personnel at both the Regional Center and the provincial centers regarding professional development was quite high. It is recommended that seminars, workshops, and similar kinds of training activities be set up to provide educational experiences geared to meet expressed needs in the areas of interest revealed in this study.

5. It is of utmost importance that the atmosphere within an organization reflect enthusiasm, inspiration, true knowledge seeking, and be academically challenging. A democratic atmosphere at the working place can give rise to such qualities in the organization. It is not enough that training activities alone be set up, although this must inevitably be done first. A democratic organization needs a democratic leader and groups of like-minded people who will act to reinforce and support one another in an humble and unselfish way toward accomplishing more democratic and humane ends. It is therefore recommended that as an item to be given priority in professional development in the centers

(and in keeping with the customary practice of nonformal and adult education) include efforts toward selection of personnel for leadership positions that are people-oriented, facilitative, and democratic-minded individuals.

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APPENDIX A

DATA COLLECTION INSTRUMENT (ENGLISH VERSION)

MOE 1104/5588

Nonformal Education
Development Office

8 November 1979

Topic: Cooperation in responding to a questionnaire is sought

To:

Attached: A Questionnaire

The Ministry of Education has permitted Mr. Cherdsak Choomnoon, a staff member of the Division of Planning and Research to study in the United States at a doctoral degree level. Mr. Cherdsak Choomnoon has been given approval by the school in which he is now studying to conduct a research on the performance and functions of advisory committees and perceptions of the personnel of the regional Nonformal Education Center and of the provincial Lifelong Education Centers towards some selected items concerning their professional development interest.

The Department of Nonformal Education deemed that this research study would be useful to the operation of the Nonformal Education Development Project which is being carried out by the Department. It therefore strongly urges centers receiving the questionnaires for this study to cooperate in answering the questions contained therein.

The Department of Nonformal Education requests also that the questionnaires once completed be returned to the Nonformal Education Development Office. This should be done within 1 December 1979. The Department wishes to thank each center for the undertaking.

Sincerely,

(signed)

Leoy Chanchak
Director, Nonformal Education
Development ProjectNonformal Education Development Project
Telephone: 282-9098

Directions for Responding to the Questionnaire

Respectable Colleagues:

Operation of the Nonformal Education Centers (Regional Centers) and the Lifelong Education Centers (Provincial Centers) has as one of its necessary components, advisory committees.

I am now conducting a research study on the performance and functions of such committees. This study is carried out as a requirement for my doctoral degree in Agricultural Education at Oklahoma State University. However, I am sure that once completed the study will be beneficial to the operation of the Nonformal Education Development project which we are now engaging.

I am, therefore, seeking your cooperation in answering the attached questionnaire which has been designed to elicit information to be used in this study. Please read directions for each section in the questionnaire carefully and answer the questions fully.

The questionnaire contains three sections:

Section 1: General Information

Section 2: Operation and Functions of Advisory
Committees

Section 3: Professional Development Interests of
Centers' Personnel

When you have completed, please return the questionnaire to your director or head.

I wish to thank you for your cooperation.

Cherdsak Choomnoom
Aacharn 1, Level 4
Northeast Nonformal Education Center
Ubonrajthani

Perception of Administrators, Staff Members, and Teachers in
Nonformal Education Centers and Lifelong Education
Centers in Northeast Region of Thailand
(A Survey)

1. General Information:

Please put check mark () or write in the space provided where appropriated in answering the following questions:

1.1 Is your position with NFE Center or LEC?

_____ Nonformal Education Center

_____ Lifelong Education Center

1.2 What is your responsibility at the Center (Answer one)

_____ Director Nonformal Education Center

_____ Head Lifelong Education Center

_____ Instructor teaches and trains

_____ Instructor but does not teach nor train but
takes care library, produce teaching materials
or make a media unit, etc.

1.3 How many years have you taught (or worked) in the Center?

_____ 0-5 years

_____ 6-10 years

_____ 11-15 years

_____ More than 16 years

1.4 What degree(s) or certificate(s) have you earned?

Degree(s) or Certificate(s)

_____ Less than bachelor

_____ Bachelor degree

_____ Master's degree

_____ Doctorate

2. Performance and Functions of Advisory Committees:

The following questions have been designed to assess the performance and functions of the advisory committees for the Nonformal Education Center and the Lifelong Education Center.

Please check your answers in the spaces provided.

2.1 Do you know the functions of an advisory committee?

Yes ___; To some extent ___; Do not know ___.

2.2 Do you know what members' responsibilities are?

Yes ___; To some extent ___; Do not know ___.

IMPORTANT: Please read the following direction before proceeding to answer the next section.

- Directions:
- (1) If you have checked "Yes" or "To some extent" for question 2.1 and/or 2.2 please answer questions in section (a) and (b) below.
 - (2) If you have checked "Do not know" for question 2.1 and/or 2.2 answer section (a) but do not answer section (b).
 - (3) In either case, using your own judgement answer question concerning "Functions of the Advisory Committee" as to What you think they should be.
 - (4) Please complete the remainder of the questionnaire.
 - (5) THANK YOU VERY MUCH.

(a) Functions of a Center Advisory Committee

Degree of Importance

Functions

1. Advice regarding student selection and eligibility.
2. Advice regarding curriculum content and selection.
3. Advice regarding class organization and management.
4. Advice regarding interpretation of employment demands.
5. Advice regarding job descriptions for student employment.
6. Advice regarding teacher qualification and/or certification.
7. Advice regarding ways to promote cooperation and coordination between the home, business industry, civic groups, and centers.
8. Advice regarding equipment and material selection.
9. Participating in the program as a resource person.
10. Find ways to develop close working relations with staff members, and teachers in the centers.

	very important	important	of some importance	of little importance	of no importance
1. Advice regarding student selection and eligibility.					
2. Advice regarding curriculum content and selection.					
3. Advice regarding class organization and management.					
4. Advice regarding interpretation of employment demands.					
5. Advice regarding job descriptions for student employment.					
6. Advice regarding teacher qualification and/or certification.					
7. Advice regarding ways to promote cooperation and coordination between the home, business industry, civic groups, and centers.					
8. Advice regarding equipment and material selection.					
9. Participating in the program as a resource person.					
10. Find ways to develop close working relations with staff members, and teachers in the centers.					

(b) Performance of the Advisory Committee

1. Please check the percentage of time which advisory committee attend meetings.

Over 50%
 More than one-half
 Only one-half or less
 Never

2. Check the frequency of their giving advice.

Often
 Sometimes
 Never

3. Check frequency in which committee members are involved in performance and progress studies.

Frequently
 Sometimes
 Never

4. Check the extent of involvement of committee members in the dissemination of information regarding Center functions.

Much Involvement
 Some Involvement
 Little or No Involvement

5. Check selected restrictions which may exist affect the performance of committee members (Check as many as apply).

Advisory committee members have too many duties.
 Advisory committee members often do not understand their duties.
 Advisory committee members often do not recognize the importance of their duties.
 Advisory committee members have personal matters which restrict performance.
 None of the above.

3. Professional Development Interest*

Listed below are a number of ways you might utilize to improve your performance in the Regional Nonformal Education Center or Lifelong Education Center.

Level of Interest

Interest Statement	Very High	Moderate	Minor	Very Little	None
3.1 Attempt to improve my ability as an advisory of students.					
3.2 Strengthen my knowledge, skill and productivity in academic field.					
3.3 Improve my skills as a committee member.					
3.4 Improve the standards and accuracy of my approach to evaluating students.					
3.5 Attempt to broaden my knowledge outside my discipline.					
3.6 Strengthen my consulting, writing or other skills related to community service.					
3.7 Seek to learn about applying innovation to my specific responsibilities.					
3.8 Improve my knowledge as to how to apply research to my field.					
3.9 Improve my administrative skills and knowledges.					

*Adapted from A Handbook for Faculty Development. Volume 2 by William H. Bergquist and Steven R. Phillips.

APPENDIX B

LETTER OF DEPUTY DIRECTOR GENERAL OF
DEPARTMENT OF NONFORMAL EDUCATION
TO RESPONDENTS, AND DATA
COLLECTION INSTRUMENT
(THAI VERSION)



ที่ ศษ ๑๑๐๘/๕๕๔๔

สำนักงานโครงการพัฒนาการศึกษาออกโรงเรียน

๔ พัฒนาการ - ๕๕๖๒

เรื่อง ขอความร่วมมือในการออกแบบสอบถาม

เรียน ๑/๐/รพฐอ/นบ/รพฐอ

สิ่งที่ส่งมาด้วย แบบสอบถามในการศึกษาทัศนคติของผู้บริหาร ครู อาจารย์ และเจ้าหน้าที่

ตามที่ นายเจดิสักดิ์ ชุมชุม ข้าราชการกองแผนงานและวิจัย ได้รับอนุญาตจากกระทรวงศึกษาธิการ ให้ไปศึกษาค้นคว้าเกี่ยวกับปรัชญาเอก ๗ ประเทศสหรัฐอเมริกา นั้น บัณฑิต นายเจดิสักดิ์ ชุมชุม ได้รับอนุมัติจากมหาวิทยาลัยให้ทำการวิจัยเกี่ยวกับบทบาทของคณะกรรมการศูนย์และทัศนคติข้าราชการในศูนย์การศึกษาออกโรงเรียนประจำภาค และศูนย์การศึกษาประชาชน

กรมการศึกษาออกโรงเรียนพิจารณาแล้วเห็นว่า การวิจัยดังกล่าวจะเป็นประโยชน์ต่อการดำเนินโครงการ จึงได้พิจารณาอนุมัติให้ศูนย์ต่าง ๆ ให้ความร่วมมือในการออกแบบสอบถามตามที่แนบมาพร้อมกันนี้

จึงเรียนมาเพื่อโปรดพิจารณาให้ความร่วมมือออกแบบสอบถาม และส่งคืนมายังสำนักงานโครงการพัฒนาการศึกษาออกโรงเรียน ภายในวันที่ ๑ ธันวาคม ๕๕๖๒ ด้วย
จะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

๑๔

(นายเลอ จันจักร)

ผู้อำนวยการโครงการพัฒนาการศึกษาออกโรงเรียน

โครงการพัฒนาการศึกษาออกโรงเรียน

โทร. ๒๕๒๕๐๕๔

คำชี้แจง

อาจารย์ที่เคารพ

การปฏิบัติงานของศูนย์การศึกษานอกโรงเรียน (ศูนย์ฯ ภาค) และศูนย์
การศึกษาประชาชน (ศูนย์ฯ จังหวัด) มีองค์ประกอบที่สำคัญอย่างหนึ่งคือคณะกรรมการ
อำนวยการ

กระผมกำลังศึกษาเกี่ยวกับงานและหน้าที่ของคณะกรรมการดังกล่าว ใน
การศึกษาทางด้านการศึกษาเกษตร ณ Oklahoma State University กระผม
มั่นใจว่า ผลการศึกษาในเรื่องนี้จะมีประโยชน์ต่องานของเราด้วย

ขอความกรุณาอาจารย์ตอบคำถามในแบบสอบถามนี้ โดยอ่านคำแนะนำ
อย่างละเอียด และตอบคำถามตามความเป็นจริงที่สุด

แบบสอบถามมี ๓ ตอน

ตอนที่ ๑ ข้อมูลทั่วไป เป็นการถามข้อมูลเกี่ยวกับตัวท่าน

ตอนที่ ๒ หน้าที่และผลการปฏิบัติงานของคณะกรรมการ

ตอนที่ ๓ ความคิดเห็นต่อแนวทางพัฒนาวิชาชีพของท่าน

โปรดส่งคืนแบบสอบถามที่ท่านผู้อำนวยกาหรือท่านหัวหน้าศูนย์ฯ

ขอขอบคุณอย่างสูง มา ณ โอกาสนี้ด้วย

เจ็ดศักดิ์ ชุมชุม

อาจารย์ ๑ ระดับ ๔ ศูนย์การศึกษานอกโรงเรียนประจำ

ภาคตะวันออกเฉียงเหนือ"ศ.อ.ศ.อ."

พรศนะของบู้บริหาร ครู อาจารย์ และเจ้าหน้าที่
 ของศูนย์การศึกษานอกโรงเรียน และศูนย์การศึกษาประชาชน
 ในภาคตะวันออกเฉียงเหนือ
 (แบบสำรวจ)

๑. ข้อมูลทั่วไป

โปรดทำเครื่องหมาย (✓) ในช่องว่างหน้าข้อความซึ่งตรงกับ
 ความจริงเกี่ยวกับตัวท่านมากที่สุด

๑.๑ ท่านเป็นข้าราชการหรือเจ้าหน้าที่ของ

_____ ศูนย์การศึกษานอกโรงเรียน

_____ ศูนย์การศึกษาประชาชน

๑.๒ งานหลักที่ท่านปฏิบัติในศูนย์ฯ (เลือกคำตอบเดียว)

_____ ผู้อำนวยการศูนย์การศึกษานอกโรงเรียน

_____ หัวหน้าศูนย์การศึกษาประชาชน

_____ ครูหรืออาจารย์ ทำหน้าที่สอนและอบรมด้วย

_____ ครูหรืออาจารย์ ที่ทำหน้าที่อย่างอื่นนอกจากข้างต้น (ไม่ได้สอนหรือ
 อบรม แต่อาจทำหน้าที่ผลิตอุปกรณ์ บรรณากรรม เจ้าหน้าที่ใส่คัทสัน-
 ศึกษา เป็นต้น)

๑.๓ ท่านทำงานในศูนย์นี้มากี่ปีแล้ว

_____ ๐ - ๕ ปี

_____ ๖ - ๑๐ ปี

_____ ๑๑ - ๑๕ ปี

_____ มากกว่า ๑๖ ปี

๑.๔ ระดับการศึกษาชั้นสูงสุดที่ท่านได้รับ

_____ ต่ำกว่าปริญญาตรี

_____ ปริญญาตรี

_____ ปริญญาโท

_____ ปริญญาเอก

- ๒ -

๒. หน้าทีและผลการปฏิบัติงานของคณะกรรมการอำนวยการ

คำถามในส่วนต่อไปนี้มีจุดมุ่งหมายที่จะสำรวจความคิดเห็นของท่าน
ต่อหน้าที่ของคณะกรรมการอำนวยการ ของศูนย์การศึกษานอกโรงเรียน และ
ศูนย์ศึกษาประชาชน และเพื่อจะประเมินผลการปฏิบัติงานของคณะกรรมการ
ดังกล่าว

โปรดทำเครื่องหมาย (✓) ในช่องว่างหน้าข้อความซึ่งตรงกับความเป็นจริง
สำหรับตัวท่าน

๒.๑ ท่านรู้หรือไม่ว่าหน้าที่ของคณะกรรมการอำนวยการมีอะไรบ้าง

— รู้, — รู้บ้าง, — ไม่รู้

๒.๒ ท่านรู้ความเคลื่อนไหวและผลการปฏิบัติงานของคณะกรรมการอำนวยการหรือไม่

— รู้, — รู้บ้าง, — ไม่รู้

สำคัญ : โปรดอ่านคำแนะนำต่อไปนี้ก่อนตอบคำถามต่อไป

- คำแนะนำ (๑) ถ้าท่านตอบว่า "รู้" หรือ "รู้บ้าง" ในคำถาม ๒.๑ และ/หรือ
๒.๒ โปรดตอบคำถามทั้งในส่วน (ก) และส่วน (ข) ข้างล่าง
- (๒) ถ้าท่านตอบว่า "ไม่รู้" ในคำถาม ๒.๑ และ/หรือ ๒.๒ ท่านตอบ
คำถามในส่วน (ก) แต่ไม่ต้องตอบส่วน (ข)
- (๓) ทุกท่านตอบคำถามในส่วน (ก) โดยใช้ความคิดเห็นส่วนตัวว่า
หน้าที่ของคณะกรรมการอำนวยการ ควรจะเป็น เป็นเช่นไร
- (๔) โปรดตอบคำถามทุกข้อ (นอกจากที่ยกเว้นสำหรับบางท่าน)
ในแบบสอบถามฉบับนี้

ขอขอบคุณมากครับ

- (ก) หน้าที่ของคณะกรรมการศูนย์ฯ จังหวัด ของศูนย์การศึกษาออกโรงเรียนหรือศูนย์การศึกษาประชาชน

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความตามความเห็นส่วนตัวของท่าน ว่าหน้าที่ของคณะกรรมการอำนวยการควรจะเป็นเช่นไร

ระดับความสำคัญ

หน้าที่

	สำคัญ มาก (๔)	สำคัญ (๓)	สำคัญ บาง (๒)	สำคัญ น้อย (๑)	ไม่สำคัญ (๐)
๑. ให้คำปรึกษาในการเลือกและกำหนดคุณสมบัติของผู้เรียน					
๒. ให้คำปรึกษาในการกำหนดและเลือกเนื้อหาของหลักสูตร					
๓. ให้คำปรึกษาเรื่องแนวการสอนและการจัดชั้นเรียน					
๔. ให้คำปรึกษาเกี่ยวกับความต้องการด้านแรงงาน					
๕. ให้คำปรึกษาในรายละเอียดของงานตามความต้องการด้านแรงงาน					
๖. ให้คำปรึกษาในการกำหนดคุณสมบัติของครูหรือผู้สอน					
๗. ให้คำปรึกษาในการส่งเสริมความร่วมมือ และการประสานงานระหว่างบ้าน ผู้จ้างแรงงาน หน่วยงานในสังกัดกับศูนย์ฯ					
๘. ให้คำปรึกษาในการกำหนดลักษณะของวัสดุ อุปกรณ์ และเครื่องมือของศูนย์					
๙. กรรมการปฏิบัติงานในฐานะวิทยากรรับเชิญของศูนย์					
๑๐. กรรมการ มีความใกล้ชิดกับครู อาจารย์ และเจ้าหน้าที่ของศูนย์					

- ๔ -

- (๒) ผลการปฏิบัติงานของคณะกรรมการอำนวยการศูนย์การศึกษาออกโรงเรียน หรือ ศูนย์การศึกษาประชาชน *

(สำหรับผู้ที่ตอบว่า "รู้" และ "รู้บ้าง" ในข้อ ๒.๑ และ ๒.๒)

โปรดทำเครื่องหมาย (✓) ในช่องว่างหน้าข้อความที่เป็นความจริง

๑. ความพร้อมเพรียงทางการประชุมของคณะกรรมการอำนวยการ
- _____ มากกว่า ๖๐% ของคณะกรรมการมาประชุมมากกว่าครึ่งหนึ่ง
- _____ ครึ่งหนึ่งหรือน้อยกว่าครึ่ง
- _____ ไม่เคยประชุมเลย
๒. การให้ความคิดเห็นและแนะนำในการแก้ไขงานของศูนย์ฯ
- _____ บ่อยครั้ง
- _____ บางครั้ง
- _____ ไม่เคยให้คำแนะนำ
๓. การติดตามผลการปฏิบัติงานของศูนย์ฯ
- _____ บ่อยครั้ง
- _____ บางครั้ง
- _____ ไม่เคยเลย
๔. การสนับสนุนในการเผยแพร่ผลงานของศูนย์ฯ
- _____ สนับสนุนมาก
- _____ สนับสนุนบ้าง
- _____ ไม่เคยสนับสนุนเลย
๕. ปัญหาของคณะกรรมการที่ทำให้ปฏิบัติงานไม่เต็มที่ (ตอบได้หลายข้อ)
- _____ มีงานอื่นมากไป
- _____ ยังไม่เข้าใจหน้าที่ของงาน
- _____ ยังไม่เห็นความสำคัญของหน้าที่นั้น
- _____ ยังไม่มีความคล่องตัว (มีปัญหาคือส่วนตัว)
- _____ อย่างอื่น

* ปรับปรุงจากรายงานการประเมินผลโครงการพัฒนาการศึกษาออกโรงเรียน ปี ๒๕๒๑ ของกองการศึกษาผู้ใหญ่

- ๕ -

๓. ความคิดเห็นต่อแนวทางพัฒนาวิชาชีพ*

ข้อความต่อไปนี้ อาจใช้เป็นแนวทางในการปรับปรุงงานที่ท่านปฏิบัติ ในฐานะข้าราชการ
หรือเจ้าหน้าที่ในศูนย์การศึกษาออกโรงเรียน และศูนย์การศึกษาภาคประชาชนได้

โปรดทำเครื่องหมาย (✓) ในช่องว่างท้ายข้อความตามระดับความสนใจของท่าน

ระดับความสนใจ

ข้อความ	มาก	ปานกลาง	น้อย	น้อยมาก	ไม่สนใจ
	(๔)	(๓)	(๒)	(๑)	(๐)
๓.๑ เพิ่มความสามารถในการให้คำปรึกษาแก่ผู้เรียน					
๓.๒ เพิ่มความรู้และทักษะในวิชาการที่ได้เรียนมา					
๓.๓ เพิ่มความรู้และทักษะนอกเหนือจากขอบเขตที่ได้เรียนมา					
๓.๔ เพิ่มความสามารถในการติดต่อและ การปฏิบัติงานบริการชุมชน					
๓.๕ มีความรู้ และความมั่นใจในการประเมินผลผู้เรียน					
๓.๖ เพิ่มทักษะของการเป็นสมาชิกในคณะกรรมการที่สังกัด					
๓.๗ มีความสามารถในการนำความรู้ใหม่ ๆ (นวัตกรรม) มาปรับปรุงงานในหน้าที่					
๓.๘ มีความสามารถในการวิจัยงานที่รับผิดชอบ					
๓.๙ มีความรู้และความสามารถในการบริหาร					

* ปรับปรุงจาก A Handbook for Faculty Development Vol.2 โดย W.B. Bergquist และ Steven R. Phillips

VITA²

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Candidate for the Degree of

Doctor of Education

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