

Organizational Effectiveness Factors Affecting the Curriculum Management of the Community Colleges in the Northeastern Region

Chanphan Seechompoo¹ Prapatpong Senarit² Olan Kanjanaguart³

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 3 ประการ คือ 1. เพื่อศึกษาระดับปัจจัยประสิทธิผลองค์การที่ส่งผลต่อการจัดการหลักสูตรวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือ 2. เพื่อเปรียบเทียบอิทธิพลของปัจจัยดังกล่าวที่มีต่อการจัดการหลักสูตรวิทยาลัยชุมชน รูปแบบต่างๆ และ 3. เพื่อเสนอแนะแนวทางในการยกระดับการจัดการหลักสูตรวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือให้มีประสิทธิภาพและประสิทธิผลยิ่งขึ้น ข้อมูลที่ใช้ในการวิจัยได้จากการใช้แบบสอบถามที่ผู้วิจัยพัฒนาขึ้น โดยอาศัยหลักการและแนวทางจากทฤษฎี นโยบายการบริหารจัดการวิทยาลัยชุมชนของกระทรวงศึกษาธิการ และคำแนะนำของผู้เชี่ยวชาญ เนื้อหาของประเด็นการวิจัยครอบคลุมปัจจัยประสิทธิผลองค์การ 3 กลุ่ม ได้แก่ ลักษณะองค์การ ลักษณะสิ่งแวดล้อม และลักษณะบุคลากรและการปฏิบัติ โดยมีตัวแปรย่อยในแต่ละปัจจัย รวมเป็น 15 ตัวแปร กลุ่มตัวอย่างในวิจัยได้แก่บุคลากรที่เกี่ยวข้องกับการดำเนินงานของวิทยาลัยชุมชนทั้ง 4 แห่งในภาคตะวันออกเฉียงเหนือ ประกอบด้วยผู้บริหาร อาจารย์และบุคลากร ผู้ทรงคุณวุฒิสภาวิทยาลัย และนักศึกษาที่ลงทะเบียนเรียนในปีการศึกษาที่ 1/2558 จำนวนรวม 360 คน ได้รับแบบสอบถามคืนจำนวน 350 ฉบับ คิดเป็นร้อยละ 97.22 นอกจากนี้ ผู้วิจัยได้พัฒนาแบบสอบถามแบบปลายเปิดเพื่อให้ผู้เชี่ยวชาญที่ได้รับเชิญเข้าร่วมการสนทนากลุ่ม (Focus Group) จำนวน 9 คน แสดงความคิดเห็นในการยกระดับการบริหารจัดการหลักสูตรวิทยาลัยชุมชนเป็นการเพิ่มเติมด้วย สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ การวิเคราะห์เนื้อหา ค่าความถี่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และการวิเคราะห์สมการถดถอยพหุคูณแบบเป็นขั้นตอน (Stepwise Multiple Regression Analysis)

ผลการวิจัยพบว่า วิทยาลัยชุมชนในภาคตะวันออกเฉียงเหนือทั้ง 4 แห่ง ได้บริหารจัดการหลักสูตร โดยการปฏิบัติกิจกรรมต่างๆ ที่ใช้เป็นตัวบ่งชี้ของตัวแปรตามลักษณะปัจจัยที่ศึกษาทั้ง 3 กลุ่ม อยู่ในระดับมาก ทั้ง 15 ตัวแปร เมื่อเปรียบเทียบอิทธิพลของตัวแปรดังกล่าวที่ส่งผลต่อการจัดการหลักสูตรทั้ง 3 รูปแบบ ปรากฏว่า มี 9 ตัวแปรจาก 15 ตัวแปรที่ส่งผลอย่างมีนัยสำคัญ (ในระดับ .01 จำนวน 7 ตัวแปร และในระดับ .05 จำนวน 2 ตัวแปร) ต่อการจัดการหลักสูตรวิทยาลัยชุมชนโดยรวม เป็นตัวแปรด้านลักษณะองค์การ 3 ตัวแปร ด้านลักษณะสิ่งแวดล้อม 2 ตัวแปร และด้านลักษณะบุคลากรและการปฏิบัติ 4 ตัวแปร ตามลำดับ แต่การจัดการหลักสูตรการศึกษาเพื่อพัฒนาชุมชนท้องถิ่น มีเพียง 5 ตัวแปร (ด้านลักษณะองค์การ 3 ตัวแปร และด้านลักษณะบุคลากรและการปฏิบัติ 2 ตัวแปร) การจัดการหลักสูตรการศึกษาเพื่อประกอบอาชีพมี 4 ตัวแปร (ด้านลักษณะสิ่งแวดล้อม 2 ตัวแปร และด้านลักษณะบุคลากรและการปฏิบัติ 2 ตัวแปร) และการจัดการหลักสูตรระดับอนุปริญญามี 4 ตัวแปร (ด้านลักษณะองค์การ 1 ตัวแปร ด้านลักษณะสิ่งแวดล้อม 1 ตัวแปร และด้านลักษณะบุคลากรและการปฏิบัติ 2 ตัวแปร) ส่วนข้อเสนอแนะเพื่อยกระดับการจัดการหลักสูตรนั้น ผู้เชี่ยวชาญส่วนใหญ่เห็นว่า ควรให้ความสำคัญต่อการจัดสรรทรัพยากรให้กิจกรรมที่มีผลต่อการจัดการหลักสูตรให้มากขึ้น โดยมีภารกิจกับ ติดตามและประเมินผลการดำเนินงานของกิจกรรมดังกล่าว ควบคู่ไปกับการทบทวนและพัฒนาหลักสูตรในความรับผิดชอบอย่างต่อเนื่อง

¹ Ph.D. Student, Doctor of Education Program in Educational Administration, Bangkokthonburi University

² Ph.D., Doctor of Education Program in Educational Administration, Faculty of Education, Bangkokthonburi University

³ Ph.D., Doctor of Education Program in Educational Administration, Faculty of Education, Bangkokthonburi University

ABSTRACT

The purpose of this study were to 1) assess the levels of practices of organizational effectiveness related factors affecting the curriculum management of the community colleges in the Northeastern region; 2) to compare the impacts of the stated factors on the management of the three tracks of curriculum offered by the community colleges in the Northeast; and 3) propose recommendations for further improvement of the curriculum management under study. The data were collected by a self-rating questionnaire covering 15 variables representing three selected factors, i.e., organizational characteristics, environmental characteristics, and employee and practices characteristics respectively. The samples selected were those 360 respondents representing administrators, lecturers and employees, distinguished members of the councils of respective community colleges, and students enrolled in the academic year of 1/2015. There were 350 respondents returned the questionnaires, with the returning rate of 97.22 per cent. An open-ended questionnaire was also used to solicit the suggestions for improvement of the curriculum management from the selected nine focus group members. The statistical analyses employed included content analysis, frequencies, means, standard deviation, and stepwise multiple regression.

The results revealed that the community colleges carried out activities related to all 15 variables under the 3 factors under study at a high level. Only 9 out of 15 variables, however, significantly exerted impacts on the overall management of curriculum, with 7 variables at .01 level and 2 variables at .05 level. Among these 9 effective variables, 3 variables represented organizational characteristics, 2 variables represented environmental characteristics, and 4 variables represented employee and practices characteristics respectively. There were 5 variables significantly impacted the management of curriculum for local development; while only 4 variables did so on the management of curriculum for employment and for certificate degree. The suggestions for further improvement of the curriculum management as collected from the focus group members included giving priority for more resource allocation to those activities reflecting effective factors, with proper monitoring and evaluating mechanism, in line with the continuous process of curriculum development.

Introduction

Community Colleges are the operations under the education reformation in accordance with the intention of Constitution of the Kingdom of Thailand B.E. 2540 and National Education Act B.E. 2542, emphasizing learning communication development in order for Thai people to gain equal opportunities to learn and be educated throughout their lives, authorized by ministerial order of Associate Degree Education Administration B.E. 2546. According to the operation from 2002 until present, there have been 20 Community Colleges around the country in 20 provinces, under the Institute of Community College, Office of the Higher Education Commission, operating in compliance with government policies. Community College education administration must not be stirred

into mainstream education which was a failure of higher education administration of the country, responding further to the value of degree than granting knowledge and skills for career, community, and self-improvement which is the more proactive respond to Community College education administration major plan's goals and policies, such as the focus point according to **The Second 15-Year Long Range Plan on Higher Education of** which indicated that Community Colleges must create strengths for the community and sustainable development, supervise labor from life-long agriculture learning, develop and improve individuals' performance, with Community College committee's policies determining that Community College provide life-long education to fortify community and keep talents in the area to push

forward learning communication responding to the main targets which are working age population and educational disadvantaged. Organizing learning processes with aim of encouraging learners to exchange experiences to form ideal and build wisdom, as well as teaching and training on topics suit community needs and encouraging innovation invention and major improvement in the community with life-long learning and self-improving in consideration of human resources, education, and community improvement. The missions are to create curriculums that suit demand, community context, quality education administration processes, actual implementation, as well as maximizing benefits from public and private resources, focusing on all associated network sectors cooperation, and creating the management system which citizen involvement is significant in all aspects including operations and course determination, as well as studying, teaching, and sharing result with each province's Community College council committees gathered from every parties in charge of the operation. It is a new form of education administration with continuous development in order to achieve the most benefit for its people.

(Institute of Community Colleges, 2013)

Purposes of Community College education administration are to drive academic and profession improvement in accordance with community needs which are diploma curriculum and various training courses as follows:

1. Diploma curriculum

Community College's diploma curriculum administration has emphasis on course improvement which reflexes potentials and demands of the community by studying needed capabilities and directions of community development. The Community College courses were designed to be offensive according to demands of community. The curriculum is developed according to Diploma Curriculum Standards Statement of Ministry of Education, B.E. 2548, consisting of at least 90 credits in total,

including at least 30 credits in General Education Courses, at least 45 credits in Specific Requirement Courses, and at least 3 credits in Free Elective Course. The curriculum was operated under Thai Qualifications Framework for Higher Education (TQF:HEd) certified by Office of the Civil Service Commission. The curriculum requires applicants to finish high school level or equivalent. Moreover, graduates from the curriculum can transfer to higher level education.

2. Training courses (Short-term curriculum)

Training course is one of the education methods designed to strengthen knowledge and personality for individuals to be capable of working. The courses are divided into 2 types including 6 – 200 hours training course which does require neither specific education level nor age, and certificate course which requires 1 - 2 education semesters. At present time, there are 331 courses divided into career support, computer, career development, community potential, languages, and health categories.

3. Vocational and High Vocational Curriculums

Vocational and High Vocational Curriculums are in professional vocation education line. According to the beginning of Community College establishment, there were transference of 2 Industrial and community education colleges into Phichit Community College and Uthaithani Community College, therefore Vocational and High Vocational Curriculums have been operated continuously under Vocational curriculum standard and High Vocational curriculum standard-frameworks by Ministry of Education which graduates can transfer to higher education according to the following conditions: (1) High Vocational Curriculum requires Senior High School Education or equivalent. The enrollable subjects are Mechanic (Automotive techniques), Electrical Power (Electrical installation), Accounting, Business Computer (Website development), Electronics (Computer techniques), and Electronics. (2) Vocational Curriculum requires Junior High School Education or equivalent. The enrollable subjects are Mechanic (Automotive), Electrical Power and Electronics (Electrical Power), Commercial (Accounting),

Commercial (Business Computer), Electrical Power and Electronics (Electronics), and Metallurgy (Welding).

4. In 2012, Community Colleges began to adjust education organizing from responding to individuals to responding to parties or community's demands in order to improve community or local area by using Knowledge Management for Community Strengthening Program which were the area-based program operated on project-based basis. The program began from area analysis in order to know potentials, opportunities, and future development directions so that they could be used as community sustainable development bases. Individual development is categorized as sets of subjects for competency development, and each set has its defined collectible and transferable learning and abilities credit which could be accounted as part(s) of certificate or diploma. Community College education administration consists of 3 main patterns as follows:

Pattern 1: Education for local community development: TRACK Community College

Education for local community development emphasizes development of experiences gained from Knowledge Management for Community Strengthening Program by improving operation definiteness and consistency toward career for education. This type of education administration aims to encourage cooperation in community's life quality improvement by designing to fulfill community and local demands in various and flexible fashions which does not overlap with other institutions but fulfilling commercial and social needs, creating business parties, generating income, and keeping peace and serenity for the community.

Pattern 2: Education for Career Preparation: TRACK Career

Education for Career Preparation is to prepare people in the community and local area for careers which manpower demand is definitely analyzed and planned. This type of education administration is not only designed for diploma or degree but also encourage knowledge and personalities acquisition which enables students to work in the existing or future occupations

properly. Having analysis of manpower demand, occupations, and potentials as main principles and elements, it is the Competency-Based Curriculum. This education administration uses modular curriculum and effective assessment. Education for career preparation may consists of 2 career development curriculums which are the following:

A. Career Development Curriculum for Country Development which is responding to National Economic and Social Development Plan or manpower demand from all sectors over the country. The curriculum could be called "National Module" or "National Certificate"

B. Career Development Curriculum for Local Community Demand which characteristics may differ in each community. The demand responding of this curriculum are the community businesses which could be called "Institutional Module" or "Institutional Certificate".

Pattern 3: Diploma education: TRACK Diploma

The purpose of diploma education is to prepare people in the community for further education in degree level based on diploma education institute's popular fields such as Local Government, Elementary Education, Business Computer, Community Public Health, and etc. Therefore, standard and quality improvement, diploma level framework definition, identity creation for Community College students, education and training result transference management, and Credit Bank system are still needed in order to maximize flexibility for Community College.

Consequently, Community College committees define Community College education administration improvement policies by emphasizing each college to heed education for career preparation: TRACK Career and Education administration for local community development (The Institute of Community College, 2013)

Higher education responsibilities are taken care of by institutions such as universities, educational institutions, and Community Colleges, and each responsible party has its own purposes to encourage

life-long education for people. Community College is one of the education institution under Office of the Higher Education Commission that offers education opportunities for people from various occupations and serves public community and various type of students, with emphasis on vocational diploma level which requires 2 years.

(The Institute of Community College, 2004, Page 1)

First 10 Community Colleges in Thailand were established in 2002 around the country located in Mae Hong Son, Tak, Phichit, Mukdahan, Nong Bua Lamphu, Buriram, Uthai Thani, Sa Kaeo, Narathiwat, and Ranong. In present time, there are total of 20 Community Colleges. The recent are located in Phrae, Nan, Samut Sakhon, Trat, Yasothon, Songkhla, Satun, Ranong, Pattani, and Yala. Core of Community College Education is to be a government operated school providing Associate Degree education, and academic and career trainings in accordance with the curriculum designed to respond to manpower demand of enterprises or community businesses. With decentralized education administration, community can also cooperate in education and community development. The aim of Community Colleges is to create fulfilled curriculum in respond to community demand via educational processes which focus on quality and usability along with the well management of government and private resources emphasizing on cooperation of association network and sectors with administration system with high involvement of local people (The Institute of Community College, 2004, Page 1)

The past administration of Community College showed that local associated network is one of the major factors which is related and has influence on Community College in terms of curriculum administration and support Community College's education. Although, the relation and influence of the local associated network mentioned have succeeded and reached only a small number of the sharing goals. Factors affecting local associated network toward cooperation of local associated network in education

and curriculum administration are the main keys toward the effectiveness of them along with education service for national development. Curriculum administration mentioned is to manage Community College's education in 3 fashions which needed to be welded with local association network and private organizations, the main core of Community College education, to reach the goals. Therefore, researcher was interested in studying "Factors Affecting the Effectiveness of the Cooperation of Local Associated Network in Curriculum Administration of Community College in the Northeast Region" in order to find the result and bring quality and success to education administration and human resources development according to Community College's intention.

Purposes of the study

To study the level of organizational effectiveness factors affecting the curriculum of community colleges in the Northeastern Region.

To study the effectiveness level of community colleges curriculum management in the Northeastern Region.

To analyze the factors affecting the effectiveness of the community colleges curriculum management in the Northeastern Region.

guidelines for enhancing organizational effectiveness of community colleges curriculum management in the Northeastern Region.

Hypothesis Research

Factors effectiveness organizational affecting the curriculum management model of local network partnerships in community colleges curriculum management in the northeastern region. Very high

Level of curriculum management effectiveness of local network partnerships in community colleges curriculum management in northeastern region At the moderate level

Effectiveness of curriculum management on the effectiveness of the cooperation of local network partners in the management of community colleges

curriculum in the northeast region.

Guidelines for enhancing the effectiveness of the organizational cooperation of local network partners in the management of community colleges-curriculum in the northeast region. Development and reform of education management for human resource development of Community Colleges Institutions

Research Methodology

This research was operated using quantitative and qualitative research methodology.

Scope of the Research

Researchers had defined scopes of the research into 2 different fields which are content and area.

1. Content Researcher studied specific content related to factors affecting the effectiveness of local associated network cooperation in Community College curriculum administration in the Northeastern Region.

2. Area which are the 4 Community Colleges in the northeast region including 1) Buriram Community College 2) Yasothon Community College 3) Mukdahan Community College and 4) Nong Bua Lamphu Community College

Population and Samples

1. Population

Population used for this research are from 4 Community Colleges including 1) Buriram Community College 2) Yasothon Community College 3) Mukdahan Community College and 4) Nong Bua Lamphu Community College, especially population related to Community College including 1) 4 Community College directors 2) 53 Community College council qualified members 3) 47 Community College instructors (regular instructors and special instructors) and 4) Students of Community College in semester 1 of 2015 from 4 Community Colleges consisting of 1) 1,161 persons from Buriram Community College 2) 880 persons from Yasothon Community College 3) 628

persons from Mukdahan Community College and 4) 460 persons from Nong Bua Lamphu Community College which are 3,660 persons in total.

2. Samples

Samples used for this research are Community College director, Community College's council qualified members, Community College instructors (regular instructors and special instructors) and 360 students from Community Colleges. Sampling was done according to Taro Yamane's sampling (Yamane, 1973 reference in Teerawut Akekakul, 2000) which is the calculation for sample in order to determine sample size which is 0.5 with 95% of confident level.

Variables

1. Independent variables such as factors affecting the effectiveness of local associated network cooperation in Community College curriculum administration in the northeastern region show that they are the important factors affecting organization's effectiveness by considering 3 factors which are 1) Organizational factors 2) Environmental factors and 3) Administration factors.

2. Dependent variable such as effectiveness of Community College curriculum administration in the northeastern region according to 3 patterns of education administration of Community Colleges by Ministry of Education (2013) which are 1) Local community education administration for local community: Track Community College 2) Education administration for Career Preparation: Track Career 3) Diploma level education administration: Track diploma

Instrumentation

Instruments used in this research include the following:

Questionnaire, divided into 3 parts including

Part 1 General information of the respondents.
Part 2 Opinion survey toward factors affecting the effectiveness of local associated network cooperation

in Community Colleges curriculum management which consists of 3 fields including organizational factor, environmental factor, and administrative factor.

Part3 Opinion survey toward the effectiveness of local associated network cooperation in Community College curriculum management which consists of 3 fields including education administration for local community development, education management for career preparation and diploma level education administration.

Data Analysis

Researcher had done the following data analysis:

1. Quantitative Data (Questionnaire) level analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region using descriptive statistics such as percentage, average, and standard deviation.

2. Level analysis of the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region such as average and standard deviation.

3. Relationship analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region using reference statistics including the Pearson correlation coefficient.

4. Analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region using statistics as references for multiple correlation coefficients.

5. Solutions for an elevation of the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region using statistics as references for percentage.

Research results

The results of the study can be summarized as follow:

1. The study of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region found that:

1. From the study of level of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region, it was found that the following factors are in the group of high average:

- 1.1 Organizational factor in organizational structure
- 1.2 Organizational factor in technology
- 1.3 Environmental factor in economy
- 1.4 Environmental factor in society
- 1.5 Environmental factor in politics
- 1.6 Environmental factor in organizational atmosphere
- 1.7 Environmental factor in organizational culture
- 1.8 Administrative factor in leadership
- 1.9 Administrative factor in targeting
- 1.10 Administrative factor in strategic management
- 1.11 Administrative factor in communication
- 1.12 Administrative factor in resources
- 1.13 Administrative factor in change management
- 1.14 Administrative factor in engagement behaviors

2. Result of the level analysis of the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region found the high average factors considered as follows:

2.1 The effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in education management for local community development has high average. Considering in each way, the highest

average is creating job opportunities and income for the community, the second highest is helping lives and relationship improvement in family, and the lowest is the business opening in the community.

2.2 The effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in education management for career preparation has high average. Considering in each way, the highest average is student performance enhancement for career, the second highest is responding to students' knowledge and skills demand for career, and the lowest is being the technologies using community for management and career development.

2.3 The effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in diploma level education management has high average. Considering in each way, the highest average is the capability of education management curriculum to enhance individual knowledge and personalities according to targets, the second highest is curriculum certification verified by Office of the Civil Service Commission, and the lowest is capability of graduates to transfer to higher level education.

3. Result of relationship analysis between factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region found that all variables are related with the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region at the .01 level of significance with all correlation coefficients in the positive way between 0.609 and 0.942.

4. Result of the analysis of factors affecting the effectiveness of local associated network cooperation in college curriculum management overview found that there are 9 variables related to the effectiveness of local associated network cooperation in Community College curriculum management with multiple correlation coefficients equal to 0.939. Variables can explain variability of the effectiveness of

cooperation in Community College curriculum management as 88.10% and with $\pm .216$ forecast error. The variable which forecasted the effectiveness of cooperation in Community College curriculum management with statistical significance equal to .01 level are leadership (LEAD), technology (TEC), organizational culture (ORCU), engagement behavior (BEN), economy (ECO), communication (COMM), and organizational structure (ORS). The variable forecasted the effectiveness of local associated network cooperation in Community College curriculum management with statistical significance equal to .05 which are strategic management (SMA) and society (SOC).

5. Solution to leverage the effectiveness of cooperation in Community College curriculum management in the northeastern region can be summarized as follows:

5.1 It was found that to improve factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region according to most of professionals' opinion, leadership need to be dealt with. Leaders should focus on self-improvement and encourage personnel to always improve, especially in technologies. Encouragement in IT is needed for education development. In organizational culture, the co-learning system and clarification of associated member's role are needed. In engagement behavior, encouragement in education institute event influence for persons related to the institute as well as encouragement in opinion giving toward education support and development by the related organizations are needed. In economy, economic promotion learning stage in the community should be created and encouragement in integration of professions in the community are needed. In communication, communication between associated leader and members in various channels should be promoted. In organizational structure, written clarification of organizational structure, roles of management, and Community College curriculum management are needed so that they would go in the same direction. In strategic

management, study on education institute with strategic management excellence is needed. In society, there should be explanation to the community about participation in education development in order to encourage people to get involved more in education administration and there should be continuously encouragement in Community College event participation.

5.2 Solutions to leverage the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region according to most of professionals' opinion were found as follows: In education administration for career, there should be continuous exchanges of attitude and vision definition in local education administration with associated network. In diploma level education administration, there should be cooperation between both government and private operated higher education institutes in transferring students into higher level education.

Results and Discussion

Results of the study can be discussed in accordance with objectives of the research as follows:

1. Result of level analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum administration in the northeastern region found that there are many high level operations involved. Considering in each field, there are high degree high level operations in 14 factors.

2. Result of the analyzation of the effectiveness of local associated network cooperation in Community College curriculum administration in the northeastern region, all 3 fields have high level effectiveness in overview. In education administration for local community development, there are job opportunities and income creating for the community, lives and relationship in family improvement. In education administration for career preparation, there are student performance enhancement for career. In diploma level education administration, there are

education administration curriculum which can enhance individual knowledge and personalities according to targets which was certified by Office of the Civil Service Commission operated under Community College education administration improvement policies in 3 patterns as follows: Pattern 1 Education administration for local community improvement is education administration for local community improvement with emphasis on development of Community College experiences in Knowledge Management for Community Strengthening Program by improving operation definiteness and consistency toward career for education. Pattern 2 Education administration for career preparation which is local community manpower improvement for careers which their manpower demand were studied and planned carefully. Pattern 3 Diploma level education administration which has a main purpose to prepare people in the community for further education in degree level based on diploma education institute's popular fields (Knowledge Management for Community Strengthening Program 2013) in accordance with Yanisa Boonchit (2009) which studied on analysis of factors affecting the effectiveness of Educational Service Area's organizations finding the effectiveness of them is in high level. Considering in fields, there are 3 fields which are in the high level which are consistent to the research of Ladda Aumsaard (2012) which studied the factors affecting the effectiveness of private school organizations in Bangkok Metropolis, finding that overall effectiveness and income of organizations such as recipients of financial, internal processes and learning services, development, organizational, environmental, and administration factors of private school in Bangkok Metropolis are in the high average level.

3. Result of relationship analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region founded that:

3.1 Factors affecting the effectiveness of cooperation in Community College curriculum man-

agement have relationship with variables which were observed as 15 variables and 105 pairs. They have statistically significant relationships equal to .01 with all correlation coefficients in positive direction. The most related variable lies in the targeting field meaning that apparent and feasible future targeting of education institution has strongest relationship toward the effectiveness of Community College in the northeastern region in Community College curriculum management.

3.2 Factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in education administration for local community development have relationship toward variables which can be observed as 15 variables and 105 pairs. They have statistically significant relationships equal to .01 with all correlation coefficients in positive direction. The most related variables are organizational culture which portrays that mutual understanding patterns, public values, acceptable and inheritable behavior expression for later generations, relationship maintaining for harmony among group members, frequent moral and ethical development training for personnel, transparency emphasized operations, and cultural development in accordance with environment have strongest relationship toward effectiveness of Community College in the northeastern region in education administration for local community improvement emphasizes development of Community College experiences in Knowledge Management for Community Strengthening Program by improving operation definiteness and consistency toward career for education.

3.3 Factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in education administration for career have relationship toward variables which can be observed as 15 variables and 105 pairs. They have statistically significant relationships equal to .01 with all correlation coefficients in positive direction. The most relat-

ed variable is economy which portrays that financial status of parents and economy of community affect directly and indirectly to management and education institute education administration which has the strongest relationship toward effectiveness of Community College in the northeastern region in education administration for local community improvement for careers which manpower demand are definitely analyzed and planned.

3.4 Factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region in diploma level education administration have relationship toward variables which can be observed as 15 variables and 105 pairs. They have statistically significant relationships equal to .01 with all correlation coefficients in positive direction. The most related variables is leadership which portrays that leader usage of influence, authority, and power in hands to carry out duties in order to achieve targets has strongest relationship with the effectiveness of Community College in the northeastern region in diploma level education administration to prepare people in the community for further education in degree level based on diploma education institute's popular fields.

4. Result of the analysis of factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region.

From analysis of correlation and variables according to the scope, there are 14 variables in total and 9 of them have relationship with the effectiveness of local associated network cooperation in Community College curriculum management with multiple correlation coefficients equal to 0.939. The variables can convey variance of the effectiveness in 88.10 along with $\pm .216$ forecast error. Variables capable of forecasting the effectiveness of cooperation in Community College curriculum management with statistically significant equal to .01 are leadership (LEAD) technology (TEC) organizational culture (ORCU) engagement behavior (BEN) economy (ECO) communication

(COMM) and organizational structure (ORS). Variables capable of forecasting the effectiveness of cooperation in Community College curriculum administration with statistically significant equal to .05 are strategic management (SMA) and society (SOC).

Suggestions

Recommendations for usage of the study result

1. It was found from the study that factors affecting the effectiveness of local associated network cooperation in Community College curriculum management in the northeastern region were influenced by leadership, technology, organizational culture, engagement behavior economy, communication, organizational structure, strategic management, and society factors. Consequently, attention in education institution and Community College curriculum management is needed, meaning that leaders should focus on education institution curriculum administration by using knowledge, creative management skills, and information technology skills with education administration as well as being a role model for personnel accepted by parents, community, and people. Information and community demand surveys and parents support for stable income could strengthen children education as well as usage of nowadays technological advances multi-channels to communicate. Moreover, proper management of department/workgroup of education institute for operations encouragement toward missions, consistent plan/project determination toward policy objectives and goals of the education institute, and encouragement for parents and community to value education which are the guidelines for efficiency and effectiveness improvement in further Community College curriculum management are further processes for Community College curriculum management quality and efficiency improvement.

2. From the result of the study, we found that the effectiveness of local associated network cooperation in Community College curriculum management in education administration for career and

diploma level education administration has lower level than the overall average. Therefore, Community College administration should pay attention to local community manpower improvement for career procedures by encourage knowledge and personalities acquisition which enables students to work in the existed or future occupations.

3. Community College administrators should pay attention to student preparation for degree level education along with guidance and facilitation for student who need further education as well as cooperation from other private and government operated higher education institutions for higher education transfer.

Recommendations for Future Research

1. From this study, it was found that the effectiveness of local associated network cooperation in Community College curriculum administration is in high level, therefore result and instruments of the study should be used as evaluations for Community College curriculum administration.

2. From this study, it was found that there are 9 variables affecting the effectiveness of local associated network cooperation in Community College curriculum administration which respectively are leadership, technology, organizational culture, engagement behavior, economy, communication, organizational structure, strategic management, and society. Consequently, there should be further study on elements of each variable affecting the effectiveness of local associated network cooperation in Community College curriculum administration in order to figure more solutions toward the issue.

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