

Project evaluation for work-based education management in Chonburi Province

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Abstract

The objective of this research is to evaluate the project education management by area in Chonburi province. The special purpose is to evaluate the database of project information. The result found that the overall level is "fair" but project PR is the "lowest" average. Strengths of the project 1. The project is a priority in line with government policy, and in accordance with the requirements of the professional staff with expertise in specific fields. 2. The project is to be strengthened. The executives in the province to make a significant contribution. It also received support from many sectors. Both public and private sector.3. The project is unique of Chonburi.4. The project is well equipped in terms of personnel and agencies to cooperate.5. A program with a budget for the operation. The weakness of the project is stakeholder lack of understanding on the project entirely. The lack of awareness in action or sometimes in operation, it did not meet the objectives of the project.

Keywords: Project evaluation, work-based education management, Chonburi.

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1. Introduction

From a database of Chonburi (committee formed to study the province's base of Chonburi, 2015) found that graduates of junior high school students to study vocational less (16.90%) as an indicator that there is a shortage of graduates. education to enter the labor market of the industrial sector. Workers who want to graduate than undergraduate. Project Management for Employed spatial Chonburi. The cooperation of all sectors that are relevant to education reform in the area of Chonburi include public, private sector, civil society, local Department. Industry and tourism and agencies associated The Governor of Chonburi Province. Leadership to drive education reform in the province. And targeted education to those who have graduated junior high school education, vocational more. To produce a skilled labor force to enter the tourism industry and to enter the ASEAN Economic Community (AEC) in 2015, aimed at development issues. " Educational Management for Province Area Employment ".

2. Objective

To evaluate the project education management by area in Chonburi province, the special purposes are;

- 1) to evaluate the database of project information.
- 2) to assess the cooperation of a network of strategic partners.
- 3) to evaluate the course of Work-Based Education Management.
- 4) to assess the system for supervision, monitoring and evaluation.
- 5) to evaluate the operation project(PR).

3. Methodology

The target groups of the scheme covers teachers, parents and students in schools under the offense of 521 schools (23 pilot schools), Evaluation Framework using the integrated Model-based evaluation process and purpose of the project is Information System Cooperation partners of the plan. Program Management Education for Employment System supervision, monitoring and evaluation. And public relations program According to the assessment of six dimensions (Pongthep, 2011) include the assessment of indicators to measure and analysis data sources. And evaluation criteria Conducted between November 2015 and March 2016.

3.1. Tools quality.

In this evaluation of the project, the questionnaire was used to examine the quality of the instruments.

1. To verify the accuracy. The content validity was used by three experts, consisting of the deputy administrators of the Office of Primary Education Area 1, Zone 2, Zone 3, Chonburi. Check index of Item Objective Congruence: $IOC = 0.67 - 1.00$
2. Reliability. The revised questionnaire was used as a guideline by the experts. Reliability using the consistency formula with in Cronbach's alpha coefficient. $\alpha = .83 - .92$

3.2. Statistics in Data Analysis

In this research, the research team used the following data to analyze the data.

1. Frequency and Percentage: Used to describe the general characteristics of the respondents
2. Mean and Standard Deviation: Used to describe the results of various assessments by items and overall.

3. t-test: For comparison, the mean of two groups were used for statistical comparison with Independent t-test.
4. Comparison of the mean for 3 groups by one-way ANOVA.
5. Correlation between variables by Pearson Product Moment Correlation Coefficient (r).

objective To evaluate	Indicator	Evaluation Framework				Criteria
		Measurement / Instrument	Data source / contributor	Data analysis		
1. To evaluate the database and information system	The effectiveness of the database system.	Surveys by Checklist	Participants	percent		accuracy Completely & cover modern Easy to apply. 80%
2. Appraise Cooperation of Party of Networks Strategic Plan	2. Cooperation of network partners in strategic planning.	Surveys by Checklist	Participants	percent		
3. To evaluate the course 3.1 Vocational education 3.3 Secondary Education 3.4 Primary Education 3.5 Early Education	3. Course Effectiveness	Questionnaires Interview form Observation note	Graduates / colleagues / users / supervisors of graduates	\bar{x} , S.D.		Mid-point average > 3.5
4. To evaluate the supervision, monitoring and evaluation system.	1. The effectiveness of supervision, follow-up	Surveys by Checklist	Participants	percent		Scoring Rubrics Utilities Feasibility Accuracy Appropriateness
5. To evaluate the public relations model.	1. The effectiveness of the public relations model.	Questionnaires Interview form Observation note	Graduates / colleagues / users / supervisors of graduates	\bar{x} , S.D.		Mid-point average > 3.5

4. An analysis

Part 1. Evaluation by the working group or staffs.

Table 1. Mean and standard deviation of Strategic Plan Assessment The problem and the need of the people Based on utility and feasibility reviews, accuracy Suitable by item.

Item	Strategic Plan	utility and feasibility			Accuracy and suitable		
		Mean	S.D.	Level	Mean	S.D.	Level
1	Economic Development Needs	4.1591	.74532	มาก	4.0682	.62497	Good
2	Social Development Needs	4.1818	.72409	มาก	4.0227	.62835	Good
3	Demand for Natural Resources and Environment Development	4.0909	.77214	มาก	3.9318	.75937	Good
4	Educational Development Needs	4.2045	.73388	มาก	4.0227	.66433	Good
	Total	4.1591	.69694	มาก	4.0114	.63097	Good

Table 2. Mean and standard deviation of strategic and the provincial educational reform guidelines based on utility and feasibility reviews, accuracy Suitable by item.

Item	Strategic Plan	utility and feasibility			Accuracy and suitable		
		Mean	S.D.	Level	Mean	S.D.	Level
1	vision	4.2727	.62370	มาก	3.9773	.59018	Good
2	mission	4.2273	.64208	มาก	3.9773	.59018	Good
3	Database System Indicators	3.6136	.72227	มาก	3.7273	.62370	Good
4	Plan Indicators	3.7955	.63170	มาก	3.7273	.54404	Good
5	Course Indicators	3.8864	.61817	มาก	3.6818	.60127	Good
6	Monitoring System Indicators	3.8409	.60782	มาก	3.6818	.60127	Good
7	Indicators of public relations	3.5000	.69884	มาก	3.5455	.58883	Good
8	Monitoring and Evaluation Indicators	3.8049	.60081	มาก	3.7273	.58523	Good
9	Target value Strategy 1	3.8049	.60081	มาก	3.7674	.61090	Good
10	Target value Strategy 2	3.7561	.58226	มาก	3.7674	.61090	Good
11	Target value Strategy 3	3.7561	.58226	มาก	3.7674	.61090	Good
12	Target value Strategy 4	3.7805	.61287	มาก	3.7674	.61090	Good
13	Target value Strategy 5	3.7561	.58226	มาก	3.6977	.63751	Good
14	Schedule of Strategic Plans	3.6750	.85896	มาก	3.7674	.61090	Good
	Total	3.7921	.54551	มาก	3.7508	.53182	Good

Table 3. Mean and standard deviation of effectiveness for Supervision, monitoring and evaluation per item.

Item	Effectiveness list	Effectiveness		
		Mean	S.D.	Level
1	Utilities	4.0227	.73100	Good
2	Feasibility	3.8182	.75553	Good
3	Accuracy	4.0227	.50526	Good
4	Appropriate	4.0455	.52627	Good
	Total	3.9773	.50813	Good

Table 4 Mean and standard deviation of Appropriate in Educational Administration for Employment By education level

Course	Course Evaluation	Appropriate		
		Mean	S.D.	Level
1	Early Childhood education	4.1949	.42019	Good
2	Primary education	4.0564	.34946	Good
3	Secondary education	3.8414	.48915	Good
5	Vocational education	4.1302	.80046	Good
	Total by Course	4.0823	.14574	Good

Table 5. Mean and standard deviation of effectiveness in Educational Administration for Employment Per dimension of evaluation and overall project.

Item	Dimension of evaluation	effectiveness		
		Mean	S.D.	Level
1	Course	4.1885	.45435	Good
2	Curriculum Supervision and Follow up	3.9773	.50813	Good
3	Strategic Plan	3.9045	.44920	Good
4	Database and Information System	3.3182	.78756	moderate
5	Public relations	2.8909	1.14888	moderate
	Overall	3.6559	.53573	Good

Part 2. Evaluation by people involved with the project and stakeholders: Teachers, Parents and students.

Table 6. Mean and standard deviation of Quality in Educational Administration for Employment
By quality of project process.

Item	project process	Quality		
		Mean	S.D.	Level
1	Database and Information System	3.58	.82	good
2	Strategic Plan	3.63	.81	good
3	Activities	3.66	.77	good
4	Curriculum Supervision and Follow up	3.63	.81	good
5	Audit system	3.60	.82	good
6	Public Relations	3.55	.91	good
	Total	3.61	.73	good

Table 7. Mean and standard deviation of quality in Educational Administration for Employment
By people involved with the project and stakeholders for project product.

Item	Product List	Product		
		Mean	S.D.	Level
1	Good Product for teacher	3.81	.90	good
2	Good Product for Educational Manager	3.81	.89	good
3	Good Product for the student	4.04	.84	good
4	Good Product for parents	3.75	.95	good
5	Good Product for Chonburi Community	3.91	.79	good
6	Good Product for overall Thailand	3.85	.82	good
	Overall	3.86	.76	good

Table 8. Mean and standard deviation of quality in Educational Administration for Employemen By people involved with the
project and stakeholders per project dimension and overall.

item	project dimension	quality		
		Mean	S.D.	Level
1	Context environments project	3.95	.62	good
2	Project availability	3.54	.82	good
3	Process of operation	3.61	.73	good
4	Product of project	3.86	.76	good
5	Expansion of the project with the whole school	3.67	.74	good
6	Public Relations	3.48	.86	moderate
	Overall	3.71	.61	good

4. Conclusions

4.1. The results of the evaluation of the educational program for the project work / Evaluation of the curriculum for early childhood education and job placement.

All results are evaluated in good level, when compared between the arguments. Item with average score lower than other explanations include the use of the curriculum. The purpose of the development Background and importance of development activities. Learners measure and evaluate learning and the standard of learning and indicators. The evaluation of the curriculum on job placement in elementary school by all items and overall are appropriate at a high level. When considering the individual score, it was found that the average score has the lowest suitability for measuring and evaluating learning. The evaluation of the curriculum of secondary education for job creation in general. The suitability is at a high level. And when considering the item, it was found. Low level of appropriateness. There are 2 items to measure and evaluate learning. Learning Standards and Indicators Other issues are good level.

The evaluation of the vocational education curriculum for vocational education was found to be overall. The results of the assessment. Considering each item, it was found that the lowest scores were 4 items: development activity Learning Media Measurement and Evaluation of Learning Standards and Indicators

The appropriateness of the educational management program for job placement classified by level of education was found. Overall, the results of the assessment of the suitability of the curriculum were very high. When considering the curriculum, it was found that all courses the results of this study are as follows.

Evaluation of the effectiveness of the educational program for employment based on the opinions of the board. People involved with the project Classified by site and by category. The overall effect was very high. When considering each aspect, it was found that the aspects with low evaluation result were at the level of 2 aspects: And the public relations project.

4.2. The results of the evaluation of provincial educational reform projects are based on teachers' opinions. Parents and students in pilot schools. And the outside pilot study school.

According to the opinions of teachers, staff, parents and students in the schools toward the educational reform project using the province as the base of Chonburi province. And the overall. The level of satisfaction was at the high level. The mean was 3.48, standard deviation .81 and the agreement was at a high level of 5 aspects. The mean was 3.95, S.D. = 0.62, followed by the performance of sector 2/2058 (mean= 3.86, S.D.= 0.76).

5. Suggestion

5.1. The dimension one: Implementation of the database information.

1. Education, including those related to information. It also does not use the information, do not understand the needs of the project.
2. Press the information is thorough, not a variety of channels. Content and knowledge of the information is not clear.
3. There is little information a complete lack of information on the needs of the profession, Chonburi.
4. Vocational already contains data. The basic data used in the community.

5.2. Recommendations relating to the preparation of the database.

1. Should the implementation of the database information be proactive?.
2. There should be cooperation. The school will encourage students to choose a career that is demanding the establishment and comply with the demand for labour in the future.

5.3. The dimension two: Implementation of the project plan.

1. Policy into practice, the lack of clarity. In the introduction to the education policy to practice. And the work of the Working Group on the lack of a coordinated system.
2. The level of participation notes that only teachers who are involved and sometimes unclear. The lack of awareness
3. Network participants also less. And the lack of establishment which contribute significantly to employment. And government organizations
4. The lack of clarity and detail of the project. You have to make. Indeed, in practice, some of the pilot schools.
5. Should the budget for education in the activities of some activities?

5.4. *Suggestions of Implementation of planning*

1. Policy into practice. Should be clear Awareness to teachers and / or practical importance.
2. Should a form of coordination between the parties involved in the project, integrating all segments as a unity?
3. The system should promote the participation of teachers, practitioners give more to raise awareness and the importance of the teacher.
4. Parties should promote networking and participating more in order to provide information on employment. Or the demand for labour. The study will be planned in the career guidance to students.
5. There should be detailed and Clarity of information operations. To bring the project into practice, literally

5.5. *The dimension three: Implementation of the Curriculum.*

1. Curriculum Implementation in Schools. It is not clear in Curriculum Implementation.
2. Lack of Curriculum Implementation Guide. The measurement and evaluation.
3. On the curriculum. School representatives should attend a course adjustment.

5.6. *Suggestions of course*

1. Documents should be clear course to be implemented concretely provide instruction. The curriculum fully detailed dimensions (OLE) to define the purpose and plan curriculum. The teaching methods are detailed integration. Evaluation results are detailed. How to measure the indicator Curriculum and evaluation criteria?
2. How should a PR course for the teachers or the curriculum concepts of the project? Education Course Procedures How to measure and evaluate the success of the course.
3. Motivating teachers to take courses without. Management emphasizes a proactive approach to the show or not to take the money (the budget), but not burdened by the added burden on teachers already

5.7. *The dimension four: Implementation of the supervision, monitoring and evaluation of project.*

1. Problems with equipment used to store data is unclear. Storage Hard
2. Plan to supervision can be done step by step.
3. There is a clear system Plans and tools for clear communication.

5.8. *Suggestions supervision and evaluation of projects.*

1. There should be a clear plan of action. Separate supervision courses of the project.
2. Improve your communication richer. How comprehensive measure Supervisory tools as an indicator of the course and configurable reporting for supervision to clear.
3. Should have an understanding with the supervisors. In Curriculum Implementation
4. Supervisors should have the ability to transfer schools to get information.

5.9. *The dimension five: Implementation of the operation (PR).*

1. The release also lacks a clear system and a variety of formats. The school does not know about the importance of this project.

2. The need for centralized, proactive public relations.

6. Feedback PR

1. There should be promoted proactively thoroughly. Every parent, school teacher, the students community.
2. The system should be coordinated with the work of the project. To better understand the work of the task to publicly acknowledge and common progress in the project.

7. The Strengths of the project

1. The project is a priority in line with government policy, and in accordance with the requirements of the professional staff with expertise in specific fields.
2. The project is to be strengthened. The executives in the province to make a significant contribution. It also received support from many sectors. Both public and private sector.
3. The project is unique of Chonburi province.
4. The project is well equipped in terms of personnel and agencies to cooperate.
5. A program with a budget for the operation.

8. The weakness of the Project

1. Stakeholders lack of understanding on the project entirely. The lack of awareness in action or sometimes in operation, it did not meet the objectives of the project.
2. The publicity did not thoroughly study the cause and who is involved is not informed of the news and information that must be applied to the project.
3. The lack of coordination on the part of the board and committee assignments. Including coordination so that partners are participating establishments.
4. There is no guide in the implementation of the project. The course manual Measurement Evaluation Guide. The lack of specialists in creating curriculum.
5. In the experiments, the participants of the pilot period are too short. It also failed to assess the achievement of learners including those databases are still not ready.
6. Bringing the project into practice by the lack of understanding. As a result, perceived as a burden.
7. There is no budget for education in the implementation of the project.

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