Chapter 4

Data Analysis

In the research entitled the Development of the Evaluation Model on the Readiness of Technical Colleges for joining the ASEAN Community, the researcher has set the following objectives: to analyzed components and indicators for evaluating technical colleges' readiness for joining the ASEAN Community, to create and seek quality of the evaluation model on this readiness, and to test the evaluation on the colleges' readiness for joining the ASEAN Community. The researcher implements the research according the Steps identified in Chapter 3. The details for research results are presented as the followings.

The researcher presents the research findings into the following three Parts.

Part 1 is the results of analyzing components and indicators for evaluating the readiness of technical colleges for joining the ASEAN Community.

Part 2 is the results of creating measurement of quality of the model for evaluating the readiness of technical colleges for joining the ASEAN Community.

Part 3 is the results of testing the use of the evaluation model on technical colleges' readiness for joining the ASEAN Community.

In order to create the same understanding, the researcher identifies symbols and interpretations of meanings as the followings.

X1	means	The arrangement to have the project/activities that exchange students among the countries in ASEAN.
X2	means	The supports or scholarships to students from ASEAN countries.
X3	means	Knowledge and ability to communicate in English for students.
X4	means	Knowledge and ability in using information technology system among students.

X5	means	Arrangement of instructors between foreigners and Thai on the language and technology.
X6	means	Making projects/activities to exchange instructors among ASEAN countries.
X7	means	Holding international academic conferences together among ASEAN countries.
X8	means	Holding international competitions on occupational skills among ASEAN countries.
X9	means	Making educational curricula together among the countries in ASEAN.
X10	means	Accepting students from ASEAN countries to study.
X11	means	Transfer of credits among educational institutes in ASEAN countries.
X12	means	Setting up or establishing research networks/innovation among countries in ASEAN.
X13	means	Setting up cooperation networks to developing the instructional management among countries in ASEAN.
X14	means	Making the standards of ASEAN labour skill levels among ASEAN countries.
X15	means	The subjects that open in English Program.
X16	means	Arranging instructions in English in some subjects.
X17	means	Foreign teachers from ASEAN countries participate in teaching.
X18	means	Textbooks in English or in the languages of ASEAN countries.
X19	means	Arrange activities of study tours in overseas in ASEAN countries.
X20	means	Arranging language camps during school vacations.
X21	means	Arranging activities to enhance skills or language and social and cultural exchanges
X22	means	Training overseas especially in ASEAN countries.
X23	means	Projects/activities on English language training to arrange the

instructions with the instructors.

X24	means	Projects/activities on teaching/training of language in ASEAN countries to arrange the instructions for the instructional management (for instructors).
X25	means	Projects/Activities on teaching/language training of neighboring countries in ASEAN group to students.
X26	means	Arranging the instructions by integrating multicultural environment.
X27	means	Arranging extra-curriculum activities to promote awareness among "ASEAN citizens" or the awareness/good feeling towards entering ASEAN Community.
X28	means	Students pass the tests on the standards of national labour skill levels.
X29	means	Students pass the standards of occupation or VQF.
X30	means	Desirable characters of learners for joining the ASEAN Community.
X31	means	There are research/innovation that implement together among researchers from countries in ASEAN.
X32	means	Identify policy/support to arrange teaching and learning programs that aim to set students who have skills, abilities in English language or the language in ASEAN countries.
X33	means	Instructors arrange the instructions that aim to build learners with skills and ability in English language or languages of ASEAN countries.
X34	means	The use of instructional media to train learners with skills and ability in English language or languages of ASEAN countries.
X35	means	Measurement and evaluation on the instructional management that aims to train learners to have skill and ability in English language or languages of ASEAN countries.
X36	means	Training on knowledge on technology before the completion of education.
X37	means	Identify the policies/supports to have the instructional

		management that trains the learners with skill, ability on information technology system.
X38	means	The instructors arrange the instruction that trains the learners to have skill and abilities in information technology system.
X39	means	The use of instructional media that set the learners to have skills and ability in information technology system.
X40	means	The measurement and evaluation of the instructional management that aims to create learners to have skill and ability in information technology system.
X41	means	Identify the policies/supports to have instructional management that create learners to be good citizens of the country and world citizens.
X42	means	Instructors have the instructional management that aim for the learners to be good citizens of the country and world.
X43	means	The use of instructional media that aims to train learners to be the citizens of the country and the world.
X44	Means	The measurement and evaluation of instructional management that aims to train learners to be good citizens of the country and the world.
X45	means	Arranging activities of transferring cultures among ASEAN countries.
X46	means	Arranging tests on ability to work across cultures.
X47	means	Identify policies/supports to have the instructional management that aims to create learners to have working skills in multicultural environment.
X48	means	Arranging the instructional management that aims to implant into learners skills on working in a multicultural environment.
X49	means	The use of instructional media that aim to create learners with skills to work in a multicultural setting.
X50	means	Make evaluation and measurement of the instructional management that aims to set learners to have skills on working in a multicultural setting.

Part 1: The results of analyzing components and indicators on evaluating the readiness of technical colleges for joining the ASEAN Community

From the implementation presented in Chapter 3 the researcher acquires 43 indicators of readiness for joining the ASEAN Community that are analyzed with three components. The details on checking the propriety in analyzing the components and indicators are given through Eigenvalues, the weight of component, and assignation of names to components. The details of these analyses are shown in Tables 4.1 to 4.5.

Table 4.1 Checking on propriety in analyzing the components values of KMO and Bartlett's Test

	Approx. Chi-Square	df	Sig.
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	-	-	0.979
Bartlett's Test of Sphericity	28262.133	903	< 0.001

After this check, the researcher analyses the components through extraction of the components by using Principal Component Analysis. It is revealed that the 43 indicators can be classified into three groups of component that have the Eigen value. To be considered, the values must be more than 1.00 and the variation of the three components must be able to explain the indicators as much as 69.161 per cent as shown in Table 4.2.

Table 4.2 Eigenvalues, percentage value and co-variation, and the accumulated percentage values of the co-variation in each component

Component	Eigenvalue	Percentage of co-variation	Accumulated percentage of co-variation
1	25.191	58.585	58.585
2	2.975	6.919	65.503
3	1.573	3.658	69.161

Table 4.2 shows the Eigenvalue, percentage of co-variation, and accumulated percentage of co-variation in each of the three components. It shows that the Eigenvalues that are more than 1.00 which have the values between 1.573 and 25.191 can explain the variation in percentage 3.658 to 58.585 and the variation of the three components can explain indicators in percentage of 69.161.

Table 4.3 The weighting components, variations, percentage of variation and the total percentage of variation of indicators in Group 1

Indicators	Weighting component
1. Making educational curricula together among the countries in ASEAN.	0.81
2. Setting up or establishing research network/innovation among countries in ASEAN.	0.80
3. Transfer of credits among educational institutes in ASEAN countries.	0.79
4. Holding international competitions on occupational skills among ASEAN countries.	0.78
5. Setting up cooperation networks in developing the instructional management among countries in ASEAN.	0.78
6. Accepting students from ASEAN countries to study.	0.77

Table 4.3 The weighting components, variations, percentage of variation and the total percentage of variation of indicators in Group 1 (Cont'd)

Indicators	Weighting component
7. Holding international academic conferences together among ASEAN countries.	0.77
8. Making the standards of ASEAN labour skills among ASEAN countries.	0.74
9. Training in overseas especially in ASEAN countries.	0.74
10. Supports or scholarships to study for students in ASEAN countries.	0.73
11. The arrangement to have the projects/activities that exchange students among the countries in ASEAN.	0.72
12. There are conduct research/innovation that implement together among researchers from countries in ASEAN.	0.71
13. Students pass the standards of occupation or VQF	0.67
14. Desirable characters of learners for joining the ASEAN Community.	0.57
15. Desirable characters of learners for joining the ASEAN Community.	0.56
16. Students pass the tests on the standards of national labour skill levels.	0.55
17. Arranging the instructional management that aims to implant into learners skills on working in a multicultural environment.	0.54
18. Arranging extra-curriculum activities that promote awareness among "ASEAN citizens" or the awareness/good feeling towards entering ASEAN Community.	0.53

Table 4.3 The weighting components, variations, percentage of variation and the total percentage of variation of indicators in Group 1 (Cont'd)

Indicators	Weighting component
Total of variations	25.191
Percentage of variations	58.585
Percentage of accumulated variations	58.585

Table 4.3 shows that the component 1 has the total of variations equal to 25.191 and the percentage of variations equal to 58.585. It is composed of 18 indicators that have the weighting component between 0. 532 and 0. 805. Consideration of each indicator out of 18 indicators allows assignation of name to this group as "*Components on Preparation on the Readiness on Academic*".

Table 4.4 The weighting component, variations, percentage of variations and total percentage of variations of indicators in Group 2

Indicators	Weighting component
1. Identify the policies/supports to have the instructional management that trains the learners with skills, ability on information technology system.	0.78
2. The instructors arrange the instruction that aims the learners to have skills and ability on information technology system.	0.75
3. The use of the instructional media that set the learners to have skills and ability in information technology system.	0.72
4. Identify policies/supports to arrange teaching and learning programmes that aim to set learners to have skill and ability in English language or the languages of ASEAN countries.	0.64

Table 4.4 The weighting component, variations, percentage of variations and total percentage of variations of indicators in Group 2 (Cont'd)

Indicators	Weighting component
5. The use of the instructional media to train learners with skill and ability in English language or languages of ASEAN countries.	0.63
6. The measurement and evaluation of the instructional management that aims to create learners to have skill and ability in information technology system.	0.61
7. Projects/activities on teaching/training of language in ASEAN countries to arrange the instruction for the instructional management (for instructors).	0.61
8. Projects/activities on teaching/language training of neighboring countries in ASEAN group to students.	0.61
9. Knowledge and ability to communicate in English for students.	0.60
10. Measurement and evaluation on the instructional management that aims to train learners to have skill and ability in English language or languages of ASEAN countries.	0.60
11. Projects/activities on English language training to arrange the instructors with the instruction.	0.57
12. The instructors arrange the instructions that aim to build learners to have skill and ability in English language or languages of ASEAN countries.	0.57
13. Textbooks in English or in languages of ASEAN countries.	0.57
14. The subjects that open in English Program.	0.57
15. Arranging instructions in English Programme.	0.55
16. Foreign teachers from ASEAN countries participate in teaching.	0.55

Table 4.4 The weighting component, variations, percentage of variations and total percentage of variations of indicators in Group 2 (Cont'd)

Indicators	Weighting component
17. Knowledge and ability in using information technology system among students.	0.46
Total of variations	2.975
Percentage of variations	6.919
Percentage of accumulated variations	65.503

Table 4.4 shows that components 2 have the total of variation equal to 2.975 and the percentage of the variations equal to 6.919. The component is composed of 17 indicators that have the weighting component between 0.460 and 0.782. After consideration of each of the indicators out of 17 indicators, the process can give the name of the components in this group as "*Components of Preparation on the Language and Technology*".

Table 4.5 Weighting component, variations, percentage of variations and the total percentage of variation of indicators Group 3

Indicators	Weighting component
1. The measurement and evaluation of instructional management that aims to train learners to be good citizens of the country and the world.	0.80
2. Using instructional media that aims to train learners to be the citizens of the country and the world.	0.79
3. Arranging the Instructional management that aims to implant into learners skill on working in a multicultural environment.	0.79
4. Identify policies/supports to have the instructional management that aims to create learners to have working skills in multicultural environment.	0.78
5. Instructors have the instructional management that aims for the learners to be a good citizen of the country and the world.	0.78
6. The use of instructional media that aim to implant into learners skill on working in a multicultural environment.	0.77
7. Identify the policies/supports to have instructional management that create learners to be good citizens of the country and the world.	0.69
8. Make evaluation and measurement of the instructional management that aims to set learners to have skills on working in multicultural settings.	0.69
Total of variations	1.573
Percentage of variations	3.658
Percentage of accumulated variations	69.161

Table 4.5 shows the components 3 that have the total of variations equal to 1.573 and the variation of percentage equal 3.658. It has 8 indicators which have the weighting component between 0.690 and 0.802. After consideration of each indicator out of eight indicators, the process can give the name of the components of this group as "*Components on Preparation on Readiness on Social Culture*."

From the analysis of components on the preparation of technical colleges on entering ASEAN Community, it has three components as the followings.

Component 1 is the components on preparation on academics that has 18 indicators.

Component 2 is the component on readiness on language and technology that has 17 indicators.

Component 3 is the component on preparation on social culture that has 8 indicators.

Part 2 the results of creating and measuring quality of the evaluation model on the readiness of technical colleges for joining the ASEAN Community

Results of creating and measuring quality of the evaluation model on the readiness of technical colleges for joining the ASEAN Community

For the construction of evaluation model on the readiness of technical colleges for joining the ASEAN Community, the researcher studies secondary data related to the construction of evaluation model and the concepts on evaluation the model. This research synthesizes the concepts of Nevo theory (Nevo, 1983) and the results of synthesis of indicators on the readiness for joining the ASEAN Community. The researcher then drafts the evaluation model on readiness of technical colleges for joining the ASEAN Community. Afterwards, the researcher presents the model to the experts to evaluate the propriety of the model to be brought back to revise to completion. Then the researcher constructs the manual to use the model in order to help the users of the evaluation model. After constructing the manual, the researcher asks the experts to evaluate the manual for using the model in order to confirm that the manual of how to use the model is appropriate and applicable.

The evaluation model on the readiness of technical colleges for joining the ASEAN Community that has been constructed has five components as the followings.

1. The target of evaluation. This group is the technical colleges under Office of Vocational Educational Commission or educational institutes that arrange education in vocational education level under one headquarters.

2. Area of evaluation. In this evaluation, the researcher identifies the areas of evaluation according to the components and indicators which are synthesized and classified into three components which are the followings.

2.1 Components on readiness on academic

2.2 Components on readiness on language and technology

2.3 Components on readiness on social and culture

3. The implementation of the evaluation is composed of identifying the qualification of the Evaluation Committee Team. The tools used in the evaluation are available in offline and online forms. The evaluators can select to use the evaluation tools conveniently and appropriately to the real condition. The evaluation methods are evaluated through the documents or evidence in the implementation of the technical college. The manual also identifies the details of indicators that can be considered from the documents, other evidence, or data source. The duration of evaluation starts from Step on preparing documents and other evidence up to the summary of evaluation results to take three days.

4. The judgment of evaluation. In this evaluation the researcher identifies the evaluators by considering the evaluation results into two choices, which is “can make” (one score) and “cannot make” (zero score). Then the researcher brings the scores in each indicator to multiply with the weighting components. There will be total scores in each component equal to 100 score. The criteria for evaluation are set in three levels which are “lower than 30” (needs development urgently), “31 to 70 score” (must develop on certain aspects), and “more than 70” (readiness for joining the ASEAN Community).

5. For the report and the evaluation results to be used in the Step of reporting evaluation results, the researcher constructs the model for reporting the evaluation results after the completion of the evaluation. It is called “Form Vor Thor Or.2” which is the report form for the evaluation results which has four parts of components:

5.1 The demographic data of colleges.

5.2 The list of Evaluation Committee Team.

5.3 The evaluation results on readiness as whole picture and per aspect.

5.4 Suggestions in the evaluation form from the Evaluation Committee Team.

The researcher presents the evaluation model on the readiness of technical colleges for joining the ASEAN Community in Figure 4.1.

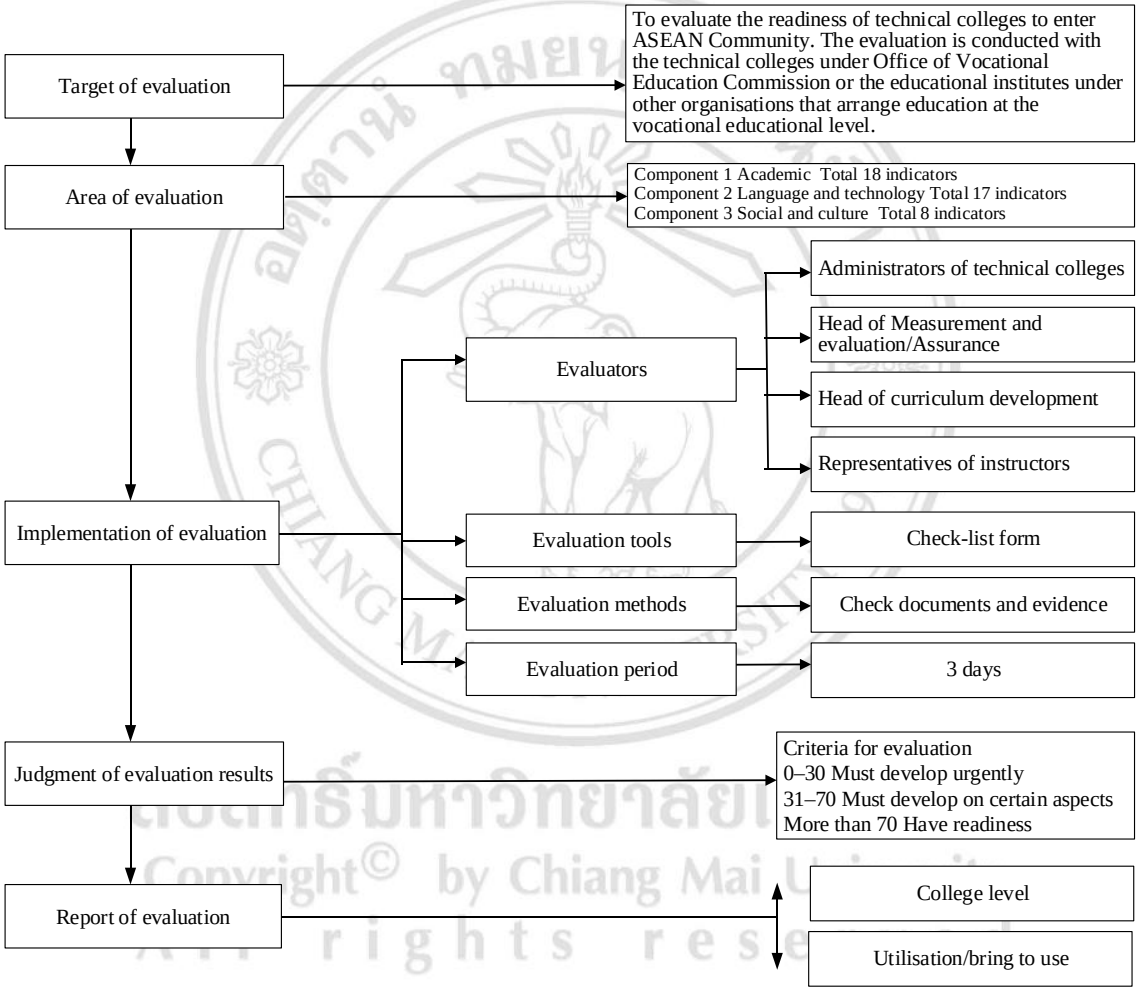

Fig 4.1 Evaluation model on readiness of technical colleges for joining the ASEAN Community

Results of measuring quality of the evaluation model on the readiness of technical colleges for joining the ASEAN Community

The research constructs the evaluation form on the quality of the model by allowing the experts to evaluate on four aspects, which are

(1) Standards on utility.

(2) Standards on feasibility for further application.

(3) Standards on propriety.

(4) Standards on accuracy which will be presented on Tables 4.6 to 4.9.

Table 4.6 Results of evaluation on standards on utility by the experts towards the quality of evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	Level
1. The evaluation model can provide information that responds to the needs of the users of evaluation results and relevant people	4.571	0.535	Highest
2. The results from evaluation are useful for administrators and/or instructors to identify guidelines for developing technical colleges	4.857	0.378	Highest
3. The results from the evaluation are the feedback data to the college and can be used in identifying the target of developing the colleges	4.857	0.378	Highest
4. The evaluation model shows the guideline for accessing the data conveniently and quickly	4.714	0.488	Highest
5. The evaluation model, processing the results, and reporting the results are during the time that can be used beneficially	4.571	0.787	Highest
General picture	4.640	0.537	Highest

Table 4.6 reports the results of judging quality of the model on the standards of utility. As the whole picture, the result is in the highest level with the average score at 4.640. Consideration per item shows that all items have average scores of propriety at the highest level. The items with highest average are “the results from evaluation are useful for the administrators and/or instructors to identify guidelines for developing technical colleges” and “the results from the evaluation are the feedback data to the colleges to use in identifying the target in developing the colleges.” Both items share the average score of 4.857.

Table 4.7 The evaluation results on the standards of feasibility by the experts towards quality of evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	Level
1. The evaluation model can be implemented in evaluating the readiness of technical colleges in entering ASEAN Community.	5.000	0.000	Highest
2. The evaluation model is feasible to get cooperation from evaluators and people who are evaluated.	4.286	0.488	high
3. The evaluation model is consistent with the technical college context.	4.714	0.488	Highest
4. The evaluation form can be used in evaluating the readiness of technical colleges in entering ASEAN Community.	4.857	0.378	Highest
5. The identified evaluation methods can be implemented without complication.	4.571	0.535	Highest
6. The evaluation results are feasible to get acceptance from relevant people in policy and practical levels.	4.571	0.787	Highest
7. The evaluation model is worthy and shows feasibility in allotting the resources to support the implementation.	4.429	0.787	High
General picture	4.514	0.424	Highest

Table 4.7 reports the results of considering the quality of the model on the standards of feasibility for further use. As the whole picture, the items have quality in highest level with the average score at 4.514. Consideration per item shows that all items have average scores on the propriety in high level to the highest. The item that has the highest average score is "the evaluation model can be implemented in evaluating the

readiness of technical college in entering ASEAN Community" which has the highest value at 5.000.

Table 4.8 The evaluation results on standards on propriety by the experts towards the quality of evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues of quality	μ	δ	Level
1. The implementation according to the model helps promoting responsibility of personnel and administrators in developing the colleges together.	5.000	0.000	Highest
2. The evaluation model can secure the evaluation results to be correct and fair.	4.714	0.488	Highest
3. The presentation of evaluation results causes no negative impact towards the image of colleges.	4.571	0.787	Highest
4. The implementation according to the evaluation model causes no conflict between evaluators and the people who are evaluated.	4.571	0.535	Highest
5. The identification of evaluators and the evaluation methods are appropriate to the condition of educational management in technical colleges.	4.714	0.488	Highest
General picture	4.600	0.424	Highest

Table 4.8 reports that the results of judgment over quality of the model on the standards on the propriety in terms of ethics as the whole picture has the quality in highest level with the average score at 4.600. Judgment per item shows that all items have average values at the highest level. The item that has the highest average value is "the implementation according to the model helps promoting responsibility of personnel and administrators in developing the colleges together" with the average value of 5.000.

Table 4.9 The evaluation results on the standards of accuracy by the experts towards the quality of evaluation model on the readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	level
1. The evaluation model is consistent and responsive to the policy on preparation for joining the ASEAN Community.	4.857	0.378	Highest
2. The evaluation model is constructed based on the reliable and corrects concepts and theories.	5.000	0.000	Highest
3. The evaluation model utilizes the techniques that can provide correct evaluation results.	4.857	0.378	Highest
4. The evaluation process is clear and can be implemented to collect reliable data.	4.714	0.488	Highest
5. The evaluation criteria are clear with sufficient data and can be used to interpret data correctly.	4.429	0.787	Highest
6. The guideline for processing the data, analysis and summary of the evaluation results are correct according to the principles of evaluation.	4.857	0.378	Highest
7. The reporting of the evaluation results is correct, clear and reasonable to draw conclusions on the evaluation results to prevent miscommunication on evaluation results.	4.857	0.378	Highest
General picture	4.743	0.383	highest

Table 4.9 reports that the results of judging of the quality of the model on standards of accuracy as the whole picture have the quality at the highest level with the average score at 4.743. Judgment per item shows that the majority have the average value at the highest levels. The item that has the highest value is "the evaluation model is constructed based on the reliable and correct concepts and theories" with the value at 5.000.

Suggestions of the experts in constructing the evaluation model

In order to construct the proper model, the researcher acquires the suggestions of the experts who are composed of one administrator of technical college, four instructors of technical colleges, and two experts on measuring and evaluating to develop the evaluation model. The details are given as the followings.

Components of evaluation	Suggestions of experts
1.Target of evaluation	Appropriate, applicable to education institutes in other organizations such as Office of Office of the Private Education Commission**.** In the future it should expand the results to use in same types of educational institutes such as private colleges.
2.Areas of evaluation	Appropriate, it is identification of areas according to the synthesis of components which prepare the readiness for joining the ASEAN Community
3.Implementation of evaluation	1. Identification of the number of evaluators should be in odd number such as 5 or 7 evaluators.
3.1 Evaluator	2. The head of the work on curriculum development should be added into the committee because certain indicators are about developing educational curricula.
	3. There should be representatives from instructors participating in the evaluation because the majority of committee team as administrators who can judge in the view of administrators but not in practical sense.
	4. The representative from Provincial Vocational Education should be omitted because this body has no formal structure but it is set up or appointed by provincial group only.

Components of evaluation	Suggestions of experts
3.2 Tools for evaluation	Appropriated as not complicated. There is the division of each component so it can separate the evaluation of each component.
3.3 Evaluation methods	1. The majority of evaluation committee team are administrators in the colleges who do not need to be informed about the schedule of evaluation checking with the colleges. But it should be adjusted to inform the schedule on the evaluation to the personnel instead. 2. The steps of meetings of Evaluation Committee Teams should not identify the classification of the evaluation in each component to each of committee member; in practice it depends on the agreement to discuss with each of the Committee Team about the division of evaluation or to evaluate together in all components of evaluation.
4. Judgment of evaluation results 1. Identification of evaluation criteria	Appropriate but for the convenience of evaluation more programmes should be developed to use in evaluation because it will save time and create convenience in evaluation for the Committee Team.
5. Utility of evaluation results	Appropriate, consistent with the context of technical colleges.

Part 3 the results of trial use of the evaluation model on readiness of technical colleges for joining the ASEAN Community

The results of evaluating the readiness of technical colleges for joining the ASEAN Community

During the implementation on the trial use of the evaluation model on the readiness of technical colleges for joining the ASEAN Community, the researcher tests it in one technical college by allowing the technical college staff to evaluate according to the evaluation model on the colleges' readiness for joining the ASEAN Community.

Table 4.10 The evaluation results on readiness of technical colleges for joining the ASEAN Community by the Evaluation Committee Team

Evaluation Committee	Component 1 On academic	Component 2 On language and technology	Component 3 On social and culture
Chairperson	46.50	77.50	84.00
Committee	40.25	77.25	80.00
Committee	34.00	79.00	79.00
Committee	31.00	77.70	80.00
Committee	47.50	76.70	83.00
Committee	43.70	85.00	82.50
Committee	41.50	78.50	79.50
Committee and Secretary	43.70	78.50	78.50
Total Average Score	36.46	70.01	71.83
Evaluation Results	College needs development on certain aspects for joining the ASEAN Community	College is ready for joining the ASEAN Community	College is ready for joining the ASEAN Community

Table 4.10 shows that the evaluation results on readiness of technical colleges for joining the ASEAN Community by the Evaluation Committee Team. Component 3 on society and culture has the highest score at 71.83, which means it is ready for joining the ASEAN Community. The second highest in the language and technology that reaches score of 70.01, which means the college is ready for joining the ASEAN Community. The need to develop itself on certain aspects for joining the ASEAN Community is on academic aspect with the score of 36.48.

The results of checking quality of the model by the evaluators after the evaluation test

The results of asking seven evaluators to judge the quality of evaluation model on the readiness of technical colleges for joining the ASEAN Community are covering four issues. The results of judgment are presented on Tables 4.11 to 4.14.

Table 4.11 The evaluation results on standards of Utility by the experts towards the quality of evaluation model on the readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	Level
1. The evaluation model can provide data and responsive to the need of the users of evaluation results and relevant people.	4.857	0.378	Highest
2. The results of evaluation are useful for administrators and/or instructors in identifying the guideline for developing technical colleges.	4.857	0.378	Highest
3. The results from the evaluation are the feedback data to the college that it can use to identify target for developing the college.	4.857	0.378	Highest
4. The evaluation model shows the guidelines for accessing the data conveniently and quickly.	4.429	0.787	High

Table 4.11 The evaluation results on standards of Utility by the experts towards the quality of evaluation model on the readiness of technical colleges for joining the ASEAN Community (Cont'd)

Issues on quality	μ	δ	Level
5. The evaluation model, the processing and the reporting are in the time that is still applicable for use.	4.714	0.488	Highest
General picture	4.743	0.360	highest

Table 4.11 reports that the results of judging the quality of the model on the standards of utility as the whole picture is in highest level with the average score at 4.743. Judgment per item shows that the items that have the highest average score are three items: "the evaluation model can provide data and responsive to the need of the users of evaluation results and relevant people," "the results of evaluation are useful for administrators and/or instructors in identifying the guideline for developing technical colleges," and "the results from the evaluation are the feedback data to the college that it can use to identify target for developing the college". The score for these three items is 4.857.

Table 4.12 the evaluation results on standards of feasibility by the experts on the quality of evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	level
1. The evaluation model is applicable in evaluating the readiness of technical colleges for joining the ASEAN Community.	4.857	0.378	Highest
2. The evaluation model is feasible to get cooperation from evaluators and people who are evaluated.	4.714	0.488	Highest
3. The evaluation model is consistent with the context of technical colleges.	4.571	0.535	Highest
4. The evaluation form can be used to evaluate the readiness of technical college in entering ASEAN Community.	4.571	0.535	Highest
5. The identified evaluation methods can be implemented without complication.	4.857	0.378	Highest
6. The evaluation results are feasible to get acceptance from relevant people in policy and practical levels.	4.571	0.787	Highest
7. The evaluation model is worthy and has feasibility in allotting the resources to support implementation.	4.714	0.488	Highest
General picture	4.694	0.279	Highest

Table 4.12 shows that the results of judging the quality of the model on standards of feasibility in whole picture have appropriateness at the highest level (with score of 4.694). Judgment per item shows that all items have average values of quality at the highest level. The items that share the highest average value is "the evaluation model is applicable in evaluating the readiness of technical colleges for joining the ASEAN Community" and "the identified evaluation methods can be implemented without complication." Both have the average value of 4.857.

Table 4.13 The evaluation results on standards on propriety by the experts towards the quality of evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	level
1. The implementation according to the model helps promoting responsibility of personnel and administrators in developing the colleges together.	5.000	0.000	Highest
2. The evaluation model can secure the evaluation results to be correct and fair.	4.857	0.378	Highest
3. The presentation of evaluation results causes no negative impact towards the image of colleges.	4.714	0.488	Highest
4. The implementation according to the evaluation model causes no conflict between evaluators and the people who are evaluated.	4.857	0.378	Highest
5. The identification of evaluators and the evaluation methods are appropriate to the condition of educational management in technical colleges.	4.714	0.488	Highest
Whole picture	4.829	0.293	Highest

Table 4.13 reports that the results of judgment on the quality of model on standards of propriety in terms of ethics at the whole picture have the quality at the highest quality level (the average score at 4.829). Consideration per item shows that all items have the average value at the highest level. The item that has the highest value is "the implementation according to the model helps promoting responsibility of personnel and administrators in developing the colleges together" with the average score of 5.000.

Table 4.14 The evaluation results on standards on accuracy by the experts towards the quality of the evaluation model on readiness of technical colleges for joining the ASEAN Community

Issues on quality	μ	δ	Level
1. The evaluation model is consistent and responsive to the policy on preparation for joining the ASEAN Community.	4.857	0.378	Highest
2. The evaluation model is constructed based on the reliable and corrects concepts and theories.	4.857	0.378	Highest
3. The evaluation model utilizes the techniques that can provide correct evaluation results.	4.857	0.378	Highest
4. The evaluation process is clear and can be implemented to collect reliable data.	4.857	0.378	Highest
5. The evaluation criteria are clear with sufficient data and can be used to interpret data correctly.	4.714	0.488	Highest
6. The guideline for processing the data, analysis and summary of the evaluation results are correct according to the principles of evaluation.	4.857	0.378	Highest
7. The reporting of the evaluation results is correct, clear and reasonable to draw conclusions on the evaluation results to prevent miscommunication on evaluation results.	4.571	0.787	Highest
General picture	4.796	0.349	Highest

Table 4.14 reports that the results of judging the quality of the model on standards on accuracy in whole picture have quality in the highest level (the average score of 4.796). Judgment per item shows that the majority of items have the average scores at the highest level. The evaluation model is consistent and responsive to the policies on preparing the readiness for joining the ASEAN Community. Four items share the same average score of 4.857:

(1) The evaluation model is consistent and responsive to the policy on preparation for joining the ASEAN Community.

(2) The evaluation model is constructed based on the reliable and corrects concepts and theories.

(3) The evaluation model utilizes the techniques that can provide correct evaluation results.

(4) The evaluation process is clear and can be implemented to collect reliable data.

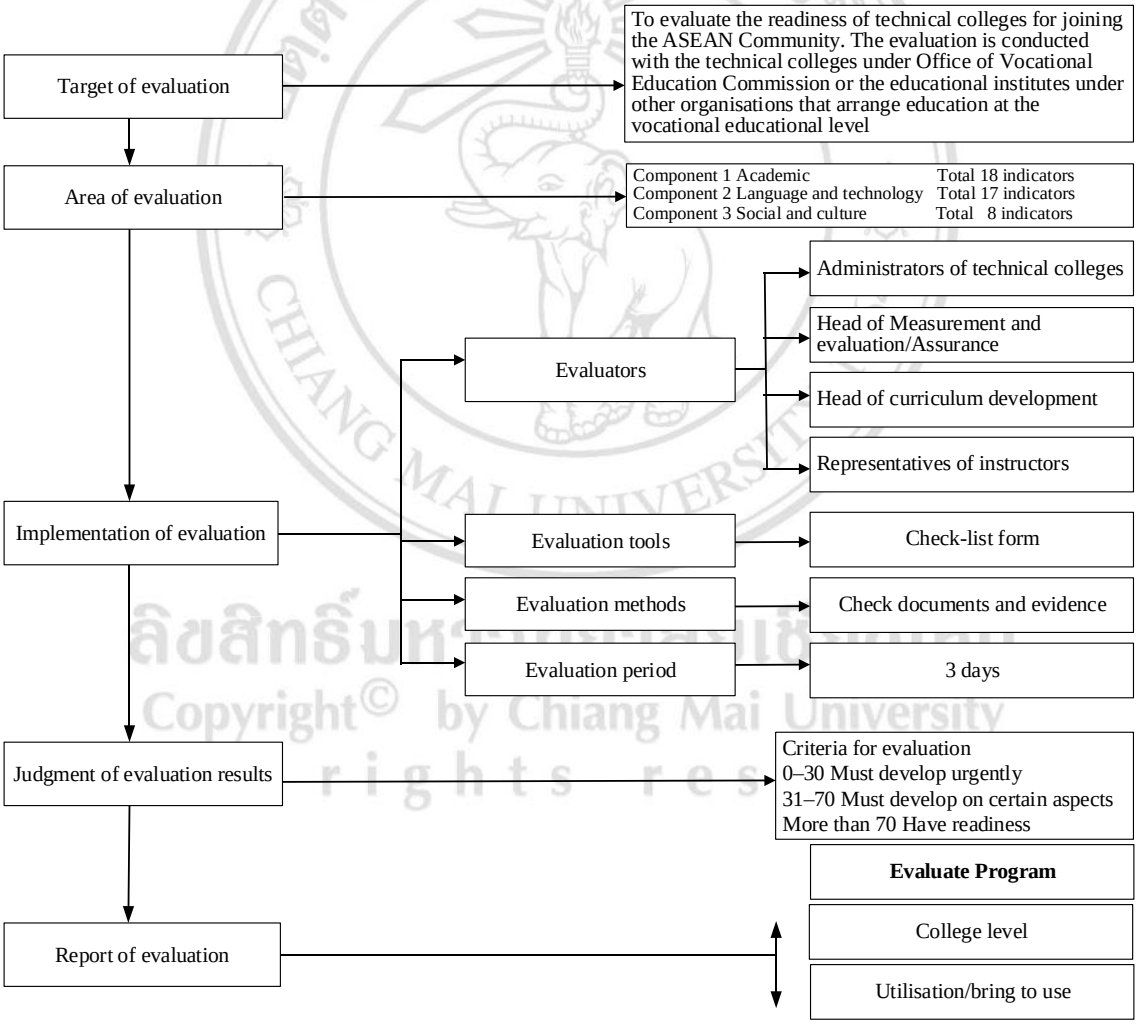

Fig 4.2 Evaluation model on readiness of technical colleges for joining the ASEAN Community (NEW)