Chapter 5

Summary, Discussion, and Suggestion

The development of an evaluation model on readiness of technical colleges for joining the ASEAN Community is the development research that has three objectives, which are to analyse components and indicators of readiness of technical colleges for joining the ASEAN Community, to construct the model and seek for quality of evaluation of the colleges' readiness for joining the ASEAN Community, and to study the evaluation results on colleges' readiness for joining the ASEAN Community. In this concluding chapter, the researcher will present the results into four parts: (1) summary of research methodology, (2) summary of research findings, (3) discussion of the research finding and, (4) suggestions.

5.1 The summary of research findings

1. To analyse the indicators and components of technical colleges' readiness for joining the ASEAN Community the researcher synthesised known indicators from secondary data and asked some experts for indicators on readiness of technical colleges for joining the ASEAN Community. This included seeking of quality of indicators and getting 43 indicators. The analyses of the components were composed of the abstracting the components through Principal Component Analysis and finding the Communality Value of each indicator, which would be used to analyse the components of readiness of technical colleges for joining the ASEAN Community from the 43 indicators. The Values range between 0.405 and 0.794, and the Orthogonal Rotation through the method of Varimax revealed that 43 indicators could be categorised into three components. The variations of the three components could explain 69.161 per cent of the indicators. The analysis of the components in the preparation of technical colleges to join into ASEAN Community revealed three components as the followings.

Component 1 on preparing readiness on academic aspect appeared with a group of 18 indicators.

Component 2 on preparing readiness on language and technology aspects appeared with a group of 17 indicators.

Component 3 on preparing readiness on society and cultural aspects with a group of 8 indicators.

2. Constructing the evaluation model on technical colleges' readiness for joining the ASEAN Community, the researcher synthesised theories and concepts of Nevo (1983). The constructed evaluation model on the colleges' readiness for joining the ASEAN Community had five main components as the followings.

(1) The targets of evaluation are the technical colleges under Office of Vocational Educational Commission or the educational institutes that arrange education in vocational educational level in other organisations.

(2) The areas of evaluation. In this research, the researcher identified the areas of evaluation according to the components and indicators that had been synthesised and categorised into three components.

(3) The implementation of evaluation is composed of identifying the quality of the committee groups to evaluate the tools for evaluation both offline and online. The evaluators can select to use the tools for evaluation as their convenience and appropriateness to the colleges' conditions or contexts. The evaluation methodology was evaluated from secondary data in the implementation of technical colleges in the manuals with details identified about the indicators could also be considered from secondary data or other sources. The implementation time for evaluation started from the step of preparing documents and evidence up to the summarizing of the evaluation results, which took place within three days.

(4) The assessment of evaluation result. The researcher identified the evaluators to assess the evaluation results into two choices, which were "can do" (one score) and "don't do" (zero score), and then calculated the scores from each indicator to multiply with the ratings of indicators which had the total scores in each component equal to 100 scores. The total score was equal to 100 scores. The criteria of evaluation had three levels which are "lower than 30 score" (need development urgently), "between 31 and 70" (must develop on certain aspects), and "higher than 70 score" (have readiness for joining the ASEAN Community).

(5) The report and the evaluation results were used in the step of reporting the evaluation results by the researcher to construct a model for reporting the evaluation results after the completion of the evaluation, which was called *Vor Thor Or* 2 Form. It was the report form of evaluation result that had four parts or components, which were (1) primary data on the colleges, (2) the list of committee teams of evaluation, (3) the evaluation results on readiness as whole picture and per aspect, and (4) suggestions for evaluation from the committee teams.

From the suggestions of the committee team after the evaluation, the research identified that the model was appropriate, but for convenience in the evaluation the model still needed development of additional programmes for further evaluation. It would save time and create convenience in evaluation for the committee team. The researcher, therefore, constructed some evaluation programme to facilitate the evaluation.

3. The test of using the evaluation model on the readiness of technical colleges for joining the ASEAN Community considered the appropriateness of the evaluation model on the colleges' readiness for joining the ASEAN Community in four aspects. These were (1) standards on utilization, (2) standards on feasibility of application, (3) standards on propriety and (4) standards on accuracy of the evaluation results in all aspects. The results showed that the appropriateness levels were in "high" to "highest" levels.

5.2 Discussion of research findings

Development of the evaluation model on the readiness of technical colleges for joining the ASEAN Community derived from today's fact that many educational management organisations had emphasised on the preparation for joining the ASEAN Community at the end of 2015. However, consideration on the educational management in vocational education level showed that no model was available for evaluation of technical colleges' readiness for joining the ASEAN Community. In contrast, other educational institutions at the other level both basic and higher levels of education were preparing clearly better than technical colleges' preparation. The review of the education of the countries in ASEAN group identified the available guidelines for country members to prepare readiness for joining the ASEAN Community in three

aspects (Abhichat Srisaard, Patcharee Samrongyen. 2013: 60-75). These aspects are, first**,** preparation for the readiness of being part of political security of ASEAN (first pillar), which is preparation on promoting democracy and human rights emphasizing that state members understand the importance and the values of political system. The pillar has the target to set the countries in the region live together in peace. There is the system to solve conflicts. The second pillar is the preparation for readiness on being part of ASEAN Economic Community. Being part of the ASEAN Economic Community will increase a country member's ability in competition and negotiation in world markets. The extension of economies into ASEAN is important because of ASEAN's potential big markets with high purchasing power. The preparation or readiness of ASEAN to the ASEAN Economic Community includes preparation to join the ASEAN Communal Market. It is the concept of establishing ASEAN Free Trade Area or AFTA in identifying the plan for cooperation during the clear achievement until larger expansion of the main economies in terms of trade, investments, merchandise of goods, and transportation. The preparation on the readiness to expand investment in the ASEAN Region covers the establishment of ASEAN Investment Area or AIA.

The creation of economic relations with the countries and organisations at regional level which is called the negotiation pair will be the countries or organisations beyond the regional level such as contacts with China, Japan, and Korea under the "ASEAN+3" frame for reduction of economic gaps among the member countries. There are some countries that have different status and development levels which become obstacles for the economic development planning or gathering into a unified group in terms of economic cooperation. Therefore, there was a campaign between 2000 and 2010 to mark the decade into the "cooperation decade" for economic development among countries in the Mekong Region. It is the support of economic gathering of these countries in response to ASEAN Market. The third preparation is on readiness to be parts of the ASEAN Socio-Cultural Community.

The creation of ASEAN identification is considered as one the main targets through offering education to citizens, promoting cultural learning exchange activities, and promoting cultural exchanges that cannot be occurring easily. Therefore, these must be done together to reduce conflicts, to create better understanding, and to create awareness among ASEAN people that despite the diversity there has been links in terms

of history. The arrangement of social development projects to develop the quality of the citizens in the past of ASEAN had emphasised on the social development and the quality of life of citizens continuously. Because the majority of ASEAN population are in developing countries they do not have good living, poverty, lack of educational opportunity, no basic services, and high risks on drug abuse. ASEAN have social cooperation projects such as project on children and juvenile (the ASEAN Juvenile Ship Project). The creation of cooperation on culture and education among ASEAN country members has arranged cooperation on cultures to preserve cultural heritages in several projects such as the ASEAN Classical Dance Festival, ASEAN Annual Film Festival, and the creation of educational cooperation at regional level. For example, there have been exchanges of academic writers, researchers, or scholarships to study ASEAN languages for students in higher education level and creation of networks among ASEAN universities. As said earlier the researcher brings this development to create indicators and evaluation model on the readiness of technical colleges for joining the ASEAN Community. The report of the research findings and discussion of the results will be as the followings.

1. Syntheses of indicators on readiness to ASEAN Community of technical colleges show that 43 indicators are consistent with the strategy for preparing readiness for joining the ASEAN Community and the model for preparing readiness for joining the ASEAN Community reported by Chanpha Thatphuthon (Theera Nuchpiam, 2014: 174-175). This particular study on the preparation and readiness on education of the country members of ASEAN has created the model to study the readiness and preparation on education for joining the ASEAN Community and given the name for the model with "Readiness and Preparation on Education for joining the ASEAN Community". This model is composed of main four components which are (1) English as the first and important component in the ASEAN Agreement (although no specification given that ASEAN people must use English language as the world's most learned language, (2) enhancement of citizens in each country to have ASEAN Knowledge (necessary and important for creating ASEAN Community), (3) implanting of ASEAN Skills (necessary skill for creating ASEAN Community), and (4) Attitude to create ASEAN Community (ASEAN Attitudes) for education. The Meeting of Ministers for Education in ASEAN Countries agreed to keep importance on the

trial/attempt in developing education by making the Statement of the Meeting of Ministers for Education in ASEAN Countries informally that they will focus on creating ASEAN Community which is strong by using education as a tool and implanting ASEAN values among ASEAN citizens. With diversified cultures and promotion in understanding of diversity on culture and religion, member countries plan to cre eate the learning society with the aim of Education for All (EFA). It will reduce the gaps among ASEAN country group and enhance ASEAN identification through the means of promoting understanding among ASEAN people, identifying the ASEAN niches on business, creating educational identification of ASEAN, and preparing ASEAN people to be ready for technology. The educational development of human resources of ASEAN are launched through exchanges of instructors and students on developing the skills on English, mathematics and science on promoting the use of information technology and communication to extend opportunities to access education and enhance the educational quality levels. This involves creation of networks of universities under ASEAN University Network (or AUN). Obviously this is creating readiness for joining the ASEAN Community in diversified issues and dimensions in order to create ASEAN people to be capable as members of niches of the world socio-economic hubs.

It could be seen that the Ministerial Meeting for Education in ASEAN countries emphasised on promotion of promoting and enhancement of identification of ASEAN Community to member countries in term of enhancing strength of diversified societies of different nations. There are activities of exchange between students and academics to promote educational communication on ASEAN studies through information technology and communication. The arrangement of activities between students and teachers in ASEAN through teaching and learning on ASEAN Studies allows researchers and ASEAN academicians to participate in studies or activities that will help develop ASEAN Community. Another important issue for developing ASEAN is the language education. It aims to develop both national languages and English language, which has been adopted into the ASEAN languages. It is including the use of technology to help developing the Vocational/Technical Education. This is considered as part of educational management, which is important for developing countries and the economies. There should be exchanges of cooperation among member countries. The last issue is the school leadership of school administrators (School

Leadership). It is thought important to induce schools to move towards similar direction. There should be promotion or support to have training on college development continuously.

The readiness of educational institutes also plays important roles in grading people for joining the ASEAN Community as the statement of Jurairat Sangboonnum (http://www.kruwandee.com/oldweb/news-id2317.html, 2015) . The discussion on education regarding "the Strategic Guideline of Pattaya for joining the ASEAN Community" stated that Thai people status as "others know us but we do not know them" had meant that many countries in ASEAN members had learnt and prepared for joining the ASEAN Community. Thai people's awareness and knowledge about ASEAN fell into the rank of number 8 out of citizens of other 10 countries. This means the guideline for challenges in developing the potential of Thai children in three aspects consistently with what stated above, which are the skills in language, in information technology and in occupational skills.

It should be on development on the aspects that will prepare readiness for joining the ASEAN Community such as the development of the quality of educational management and readiness of educational personnel in technology and in language. The preparation of the institutions in other levels had already been well prepared as stated by Arporn Kaenwong (2011: 29) who studied on the analysis of educational management of the higher education institutes in the areas of East-West Economic Corridor to prepare the gathering of ASEAN Community in 2015. The objectives of this research is to study the current situation, problems/obstacles and suggestions for educational management of the higher educational institute under Office of Higher Education Commission, Ministry of Education which is located on the East-West Economic Corridor in order to prepare for entering ASEAN Community in 2015. The research findings show that the current situation of the educational management is diversified according to the potentials and mission of each institute and the abilities to response starting from community level, local level/country level, region and international levels. There have been the strategy/policy/active work plans to prepare to be part of ASEAN Community in 2015. The problem and obstacle of the educational management is lack of instructors in terms of quantity and quality. Both the educational degrees and academic position of potential of

instructors are not internationally acknowledged. The curricula are not diversified, and the students are limited in number. There is also a trend of reduction of the quality levels, and the quality is not as high as expected. The development of academics and research have been poor in quality, limited in budget, insufficient for active development, and lacking of database for decision making for administrators. As shown above, it is clear that educational institutes must be well prepared on resources and management that will facilitate the implementation for joining the ASEAN Community seriously.

In addition to studies on vocational education of Thailand, Noppadon Sutantivanichkul (2011: 56) studied the readiness of Thailand-based vocational education institutes on technology to prepare for ASEAN Community. The study on readiness of vocational education institutes in Thailand on the technology to be parts of ASEAN Economic Community is coming after the implementation of the promotion on cooperation in policies on finance and economies. The development of infrastructure on transportation, development on cooperation on agriculture, energy, tourism, and development on human resources through enhancing the level of educational achievement have been done. This has been tried in seven fields, which are engineering, nursing, architecture, survey, medication, dentistry and accounting to create the standards on labour skill in order to move around to work in ASEAN countries easily in 2015. Thailand under the Ministry of Education is the producer of labours who are professional or expert labourers according to the identification of ASEAN Economic Community. But in this research the researcher emphasises on the Office of the Vocational Educational Commission and the Office of the Private Education Commission by identifying the objectives on certain aspects. Regarding the preparation of the vocational education institutes in both government and private sectors on arranging the curriculum for the teaching and learning, analysis of policy and strategic plan, this research showed that the preparation of the Thai vocational institutes on arranging instructional curriculum ranged in three levels: “high”, “low”, and “not ready” or “not opened the course”. The majority on the curriculum aspects stood in “low” level except on the Vocational Certificate and High Vocational Certificate levels that are in a “high” level. On the readiness on identifying policy and strategic plan of the Thai vocational educational institutes in terms of preparing and producing skill labourers, the majority is still in

"low" level. The Thai vocational educational schools have policies that emphasise the production of skillful labourers (Skilled Labour) in quantity and quality since 2007. Clearly, it is not consistent with the needs of ASEAN Economic Community that emphasises the labour in special levels which will be produced at higher educational institute or university levels.

2. The quality check on the components and indicators on readiness of technical colleges for joining the ASEAN Community. With regard to the development of components and indicators for evaluating the readiness of technical colleges for joining the ASEAN Community, the researcher checked the quality of the components and indicators through the Content Validity Check by considering the Item Objective Congruence Index (or IOC) from the experts' scored opinions. The researcher checked the reliability of indicators to the analysis of internal consistency from considering the Cronbach's Alpha Coefficient and checked the Construct Validity through the Method of Exploratory Factor Analysis. The checks revealed that the readiness of technical colleges for joining the ASEAN Community is composed of 3 components and 43 indicators. The important concepts for the Exploratory Factor Analysis are the certain variables that cannot be observed and measured directly (latent variables, or components or variables). They can be referred indirectly from the data of variables that are observable. The Exploratory Factor Analysis is the Uncovering Statistical Process. There are latent variables that can be studied through the variations between the sets of observable variables (Chatsiri Piyapimonsit. http://www.watpon.com/spss/spss11.pdf:2012 cited from Joreskog and Sorbom, 1989).

The methods for developing indicators used by the researcher. The researcher identified the indicators from making reference to the concepts, theories, and interviews with the experts before analysing the Exploratory Factor Analysis in order to identify how the synthesised indicators have theoretical structures. It is composed of some kinds of component that build it. For example, Wanpen Phongkai (2006: 3 5 ; cited from Nonglak Wiratchai, 1998) identified that the indicators for education with quality should have four qualification as the followings. First, the indicators should have been up to date and appropriate to time and space. The information must be able to tell the status or tendency of changes and the problem situation which will take place in the future, and the administrators can use it for making decision to solve problems. Second,

indicators on education should be responsive or the objectives for the usage. Third, educational indicators should have qualification for measurement that has validity, reliability, and practicality. Fourth, the educational indicators should have the measurement criteria that is neutral and useful in general work.

In the implementation to develop indicators for this research, the researcher used guideline for developing indicators of Johnstone (1981). This expert explained that the development of indicators through the empirical definition of an indicator was identifying the weight of variables that will be used in development of indicators. The indicators are not relying on concepts or theories directly but relying on the empirical definition of an indicator to categorise the groups of relationship of variables and identify the weight of importance of the variables through the statistical methods. The empirical definition is the method that is widely used and it is composed of two parts: (1) identifying the model of relationship structure and testing what indicators are composed of, what sub-variables and how, and (2) identifying the weight the important sub-variables from the empirical data through data gathering and analysing to find the weight values of sub-variables that will be used to construct indicators through the Factor Analysis. After seeing that the model has validity, the research brought the formula to show relationship between variables and the weight value of importance of variables to construct the indicators and components. Indicators and components to identify weight gathering of sub-variables are set to make indicators through identifying the weight of variables through Differential Weight through the Empirical Data that the research has gathered, and the researcher used the statistical methods to identify the weight.

3. The development of evaluation model on readiness of technical college for joining the ASEAN Community. In the development of evaluation model on readiness of technical colleges for joining the ASEAN Community, the researcher uses the concepts for developing the evaluation system of Nevo (1983) together with the research methodology and the model development called System Approach Model of Educational R&D. The evaluation model on readiness of technical colleges for joining the ASEAN Community of technical colleges has five main components which are (1) target of evaluation, (2) the area of evaluation, (3) the implementation of evaluation, (4)

judgment of the evaluation results, and (5) report of the results and application of the evaluation into trial.

3.1 The target of evaluation in this time is technical colleges under Office of Vocational Education Commission or the educational institutes that arrange education in vocational educational level in other organisations. It means that the educational institutes that arrange education in educational vocational level both the state and private sectors. The evaluation must identify target clearly. According to Sirichai Kanjanawasee (2009), the evaluation is the processes to create society that leads to the better things. The evaluation must have clear targets which are needed to bring the evaluation results leading to development in individual and organisational levels.

3.2 The areas of evaluation. This evaluation aims to evaluate three components, which is component number 1 (in language and technology), number 2 (in academic aspects with 18 indicators), and number 3 (society and culture with 8 indicators). The researcher created and synthesised these components through the method that is reliable and acceptable in academic field.

3.3 Implementation of evaluation on the readiness of technical colleges for joining the ASEAN Community. The researcher identified the guideline for implementing the evaluation that covers many issues which are qualification of evaluators, tools for evaluation, and the evaluation methods. The evaluation of individuals is the most important part is that the evaluators from 10 main questions (of Nevo) identify who should be responsible for evaluation. It is revealed that the persons who will do the evaluation should be the persons with many various abilities such as ability on technicalities, evaluation, understanding on social contexts, and contents of that things will be evaluated, skills, and human relationship and things to be evaluated, roles/responsibilities of the organisations responsible for the project. The evaluators should have sense of teamwork because having important qualities might not be the case in certain individuals. Therefore, selecting a person must be based on the facts that the person has appropriate characters for the teamwork to evaluate certain evaluation. The selection should be done by evaluators or teams that are appropriate to the evaluation on certain things under their understanding. The process of selecting

individuals that have qualifications is done through the following tests: (1) competence on methodology and data analysis, (2) understanding on environmental contexts of organisations in details on what to evaluate properly, (3) abilities to maintain relationship of members or committee, people or group related to evaluation, (4) ability to gather opinions into conceptual frameworks.

About the tools used for evaluation, the researcher creates the evaluation form that is the evaluation programme that can evaluate through online methods. It is called the "R–ASEAN Programme" with 65 items using multiple choices. The technical colleges or samples are freed to do or not to do it. The researcher constructs the manual for using the evaluation programme for implementating the evaluation so it is convenience and easier to understand in the implementation of the evaluation.

3.4 The judgment of evaluation results demanded the researcher to ask the experts. The experts identified the criteria for judging the evaluation results into three ranges which are "0 to 30 score" (meaning the colleges must develop themselves urgently), "31 to 70" (meaning they must develop themselves on certain aspects), and "more than 70" (meaning the colleges are ready for joining the ASEAN Community). In assigning scores of this evaluation results, the researcher brings the weight of indicators and weight of components in calculating the total scores of the evaluation on readiness. In this way, the evaluation results have the highest validity. The results of identifying the weight of components and indicators on readiness of technical colleges for joining the ASEAN Community in all items come from the results of analysis of Exploratory Factor Analysis. The researcher developed a processing programme that could bring the evaluation results into calculation and then to show the evaluation results in percentage automatically in order to facilitate the evaluators in processing and reporting the evaluation results on readiness of technical colleges for joining the ASEAN Community.

3.5 The report of the results and the application of the evaluation results. The evaluation model identified that the evaluators could print out the evaluation report results from the processing programme and present the evaluation results for users of evaluation. The researcher identified/assigned the secretary of evaluation to be the person who printed out the evaluation results and give to the chairperson of evaluation

committee to sign/certify the evaluation results and present it to the administrators of educational institute to make guideline for developing the educational institutes to be ready for joining the ASEAN Community.

4. Evaluation of the quality of evaluation model on the readiness of technical colleges for joining the ASEAN Community. For development of evaluation model on the readiness of technical colleges for joining the ASEAN Community, the researcher uses guideline for implementation through System Approach Model of Educational R&D, which has ben designed by Walter Dick, Lou Carey, and James Carey with ten steps of implementation.

Step 1: Identification of the target and quality of qualification of innovation or model. The researcher studied the secondary data and related literatures on doing survey on readiness of technical colleges for joining the ASEAN Community in the Northern Region. The results showed that that the whole picture of readiness is in a moderate level, but in general it still lacks of the model for evaluating the readiness of technical colleges for joining the ASEAN Community.

Step 2: Analysis of the education to identify the specifically needed skills, the development process, skills, and guideline for learning that are consistent with the identified target. For the implementation in this step, the researcher studied secondary data or related literature on preparing the readiness of technical colleges for joining the ASEAN Community as a guideline for identifying the implementation and the implementation model on the readiness in next steps.

Step 3: Analysis of learners and contexts to design a model that is consistent with the knowledge of the learners, the levels of competence and attitude, the characters/qualification of the learners before using the model, and the identification of the knowledge level and new skills after using the model. The implementation in this step is to design the evaluation model that the researcher utilises the evaluation model Nevo (1983) which was developed from 10-item questionnaire, and then the researcher constructed the evaluation model on readiness of technical colleges for joining the ASEAN Community.

Step 4: the behavioural objectives come from interpreting the needs and targets of innovation or the model to be specific in form of behavioural objectives. The meaning

conveyed to the targets of innovation or the model is based on the differences of the stakeholders. In addition, the preparation on the plan to make innovation is based according to the real situation, identification of strategy and materials necessary to be used. For identification of objects in this evaluation, the researcher identified the objectives to evaluate to study the level of readiness of technical colleges for joining the ASEAN Community. In the evaluation the criteria of interpretation of results are taken in three phases which are the college "is not ready" for joining the ASEAN Community, the college "has readiness on certain aspects", and the colleges "are ready" for joining the ASEAN Community.

Step 5: the development of tools for evaluation must be consistent with knowledge, certain skills, and the identified behavioural objectives. In this step, the researcher constructs tools for evaluation in an offline form, which is developed from 43 indicators and 65 items that will reflect the 43 indicators.

Step 6: development of the process of the model or innovation is identifying the guideline to help learners or users to achieve the behavioural objectives. In this step, the researcher brings the evaluation model to the experts to evaluate the appropriateness of the model according to the concept of the Joint Committee on Standards for Education Evaluation (1994) that reveals that the evaluation model as the whole picture has the propriety in a "high" level in every standard.

Step 7: the development and selection of materials and equipment including the printing of the manual for training for teachers or making teaching aids such as the video system that can response to learners. If the strategy is related to the teachers they must do exercise or suggestions for teaching the users. In this step, the researcher constructs the programme for evaluation which is in offline form. It will facilitate the evaluation and the processing of the committee's results. It will evaluate the results and then report the results immediately.

Step 8: designing and implementing the evaluation for the innovation or the model to be used in improving the development of the model to be efficient and reliable for the evaluation. In this step, the data gathering should be done in term of qualitative data that is covering the interview and observation in order to improve/develop the model or innovation further. In this step, the researcher utilises the questionnaire on the experts

who experiment the use of the evaluation model on the propriety and convenience on the tested aspects. It shows that there is problem in the evaluation of implementation such as the committee numbers are set in odd number that stops the judgment from fully consensual, and in parts of the use of the programme sometimes the scores can reach beyond 100 scores. It needs revisions or improvement before further implementation.

Step 9: Improvement and review on innovation is to bring the results of trial use to the development of the process or the educational products. If there is any revision it will go back to review on the objectives of the construction, the analysis of study, analysis of learners and environment, identification of guideline for evaluating the objectives, and identifying the process or model from the implementation in Step 8. The researcher makes improvement, solves problems, sets the manuals for evaluation and for using the evaluation programme, and brings to test the evaluation on readiness of technical colleges for joining the ASEAN Community.

Step 10: Designing and implementing the evaluation after the completion of using innovation that leads to making judgment on the values of the programme. After the completion of the development of something, the evaluation may not be in the design process because normally evaluation is not closely related to the designing of innovation or model and should be evaluated by external committee or the users to evaluate freely. During the implementation in this step, the researcher assigned personnel of college to be the evaluator. In this evaluation, the evaluator fills up evaluation form with multiple choices. It is not identifying the scores of implementation. The results will not affect or influence the biases on the judgment of evaluation results.

After the implementation of the constructing of the evaluation model, the researcher tested the quality of evaluation model by using the standards of evaluation of the programme or the model which was developed by the Joint Committee on Standards for Education Evaluation (1994). It showed that the evaluation model as the whole picture has the propriety in a “high” level in all standards. It means that the evaluation model has a good propriety and can be applied and responsive to needs of technical colleges. The data is complete and can lead to identifying the guideline for developing and improving the colleges concretely.

The development of evaluation model on the readiness of technical colleges for joining the ASEAN Community is useful for preparing the technical colleges in terms of preparing on the language, creating awareness in entering ASEAN Community among the personnel in institutes. Besides, this evaluation can raise awareness on the levels of readiness of technical colleges like on what level they are ready for joining the ASEAN Community. It will lead to identifying direction for developing themselves for joining the ASEAN Community further.

5.3 Suggestions

Suggestions in bringing the research findings into use

1. The administrators of technical colleges should bring the model to use in evaluating the readiness of technical colleges to bring evaluation results to develop the technical colleges to be ready for joining the ASEAN Community.

2. Technical colleges should urgently develop themselves on aspects in developing the skills of instructors and learners on several aspects in terms of language, technology and understanding of multicultural education.

3. Office of Vocational Education Commission should accelerate to bring this evaluation model to evaluate the readiness of technical colleges in the country, make summary of evaluation results, and bring to the planning for the developing of technical colleges as whole picture further.

4. The users of evaluation model should study the details, steps, and evaluation methods well before bringing the model to use for evaluation. There might be adjustment on methods or steps according to appropriateness or the contexts of the educational institutes.

Suggestions for further research

1. The research to develop components to prepare readiness of technical colleges for joining the ASEAN Community or components on readiness to be member of ASEAN Community should develop the additional indicators and analyse components with Confirmatory Factor Analysis to check the Construct Validity.

2. For the evaluation on readiness of technical colleges for joining the ASEAN Community in future evaluation, the researcher should study the process of administration of technical colleges with aims to focus on the issues of budget that get supported if it is appropriate for activity arrangement, materials/equipment, and personnel to prepare for readiness on aspects for joining the ASEAN Community.

3. In this evaluation, the researcher develops an evaluation programme that appears in an online evaluation form. In the future development the researcher should develop the evaluation programme which is applicable for online evaluation to be used in Android System and IOS System. This system will be convenience for evaluation.

4. The evaluation model on readiness of technical colleges in this research emphasises merely technical colleges. In the future, the researcher should develop a model that can evaluate readiness on the other levels of education that the evaluation can develop education further.