

Organizational effectiveness evaluation for higher education institutions, ministry of tourism and sports

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ABSTRACT

The present research was aimed to: 1) develop the components and indicators of organizational effectiveness for public higher education institutions under the Ministry of Tourism and Sports, Thailand, and 2) develop organizational effectiveness evaluation system for these institutions. The sample included total 41 participants comprising administrators, faculty members, and supporting staffs. Data collection was conducted through documentary study, interviews, observations, and inquiry using assessment form. Analysis employed descriptive statistics and content analysis. Research results: 1) There are 6 components and 21 indicators deemed appropriate for organizational effectiveness in public higher education institutions under the Ministry of Tourism and Sports. They are component 1: instructional management with 6 indicators; component 2: research with 3 indicators; component 3: academic service for society with 1 indicator; component 4: preservation of art and culture with 1 indicator; component 5: organizational administration and development with 8 indicators; and component 6: development toward excellent athletics with 2 indicators. Organizational effectiveness evaluation system involves 4 interrelated components: 1) input, 2) process, 3) output, 4) feedback and utilization of evaluation results. The system is valid, comprehensive, and useful for evaluating organizational performance based on its main missions, propriety, and feasibility.

Keywords: Organizational, Effectiveness, Organizational effectiveness, Higher Education Organizational effectiveness evaluation,

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INTRODUCTION

There is a need for Thai society to transform in response to the rapid and constant changes. “Organizational effectiveness” as a determinant of successful organization is a common goal for all organizations particularly in this current age of dramatic change and high competition. As in other organizations, measurement of effectiveness in public organizations can be carried out using the effectiveness models despite with ambiguous, diverse, and sometimes contradictory goals in the latter. Organizational effectiveness focuses on successful performances to achieve organizational goals and objectives. Harmon and Mayer (1986) provided consistent notion with Eddy’s (1981) that effectiveness is the extent of achievement or success in implementing what are decided. Evaluation is an activity of particular importance in the planning cycle and quality administration. It begins with planning, implementing, directing, monitoring, and evaluating project outcomes, leading to systematic and constant improvement and development of plans/projects. Standardized evaluation provides credibility and equity to all sectors. Effective evaluation requires transparency and accountability. The nature of evaluation demands evaluative conclusion about the value of what are evaluated along with recommendations for better improvement and development of implementation.

Higher education is crucial for its direct function to provide intellectual growth through advanced manpower production process, research development, promotion of advanced technologies, for instances. So far, the nation’s higher education has been supported and promoted to bring about substantive and constant development despite its failure to rapid progress at certain pace (Office for National Education Standards and Quality Assessment, 2007). The National Education Act B.E. 2542 (1999), and Amendments (Second National Education Act B.E.2545 (2002)) defined the goals and principles of educational management to focus on the quality and standards detailed in Chapter 6 Educational Standards and Quality Assurance, Section 47 that there shall be a system of educational quality assurance comprising both internal and external quality assurance, as the mechanism to maintain the quality and standard of higher education institutions. Internal assurance provides the system and mechanism to control, audit, and assess the implementation of educational facilities in line with the policies, goals, and the extent of quality conforming to the standards defined by educational institutions and/or their parent organizations by establishing a quality assurance system within the institution. Internal quality assurance shall be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned, and made available to the public for purposes of improving the educational quality and standards and providing the basis for external quality assurance. Evaluation using the logic model allows evaluators to display connections in the diagram representing organizational functions to provide understanding about the relationship of resources employed in conducting activities. Its purpose is to provide people concerned with an insight on the connection of activities and intended outcomes, and what activities and goals are attained by the use of inputs and resources. Sirichai Kanjanawasee (2009) suggested that the logic model presents the causal relationship between input and process that leads to output and results which are combined as expected achievement. Development of organizational effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports offers a good practice for proper evaluation of organizational effectiveness. This developed system can be used in the organizations with the goals to make available an evaluation process as part of their

continuous and routine work. It is a key mechanism that will bring about quality development of higher educational management and implementation of core mission of higher education institution. As a result, educational standards are well improved and recognized at both the national and international levels, hence further enhancing educational standards in higher educational institutes under the Ministry of Tourism and Sport.

Objectives

1. To develop the components and indicators of organizational effectiveness for higher education institutions under the Ministry of Tourism and Sports.
2. To develop an organizational effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports.

Research Scope

1. Development of components and indicators of organizational effectiveness for higher education institutions under the Ministry of Tourism and Sports includes logic model, MBNQA model, organizational effectiveness evaluation model by Cameron (1978, 1986), Coltt (1995), Kwan and Walker (2003), Steers (1977), the components and indicators of quality insurance for higher education in academic years 2009 and 2010, and indicators for external quality evaluation of higher education round 2 (2006 – 2010) and round 3 (2011 – 2015).
2. Evaluation of the system quality considers the 4 aspects of evaluation standards which include accuracy, utility, feasibility, and propriety.

Conceptual Framework

To develop the components and indicators of organizational effectiveness, various approaches were investigated. They are the logic model, MBNQA model (The Malcolm Baldrige National Quality Award Model), organizational effectiveness evaluation model by Cameron (1978, 1986), Coltt (1995), Kwan and Walker (2003), Steers (1977), the components and indicators of quality insurance for higher education in academic years 2009 and 2010, and indicators for external quality evaluation of higher education round 2 (2006 – 2010) and round 3 (2011 – 2015). The synthesis of these approaches provided 6 components and 21 indicators of organizational effectiveness suitable for higher education institutions, as illustrated in figure 1.1 and figure 1.2.

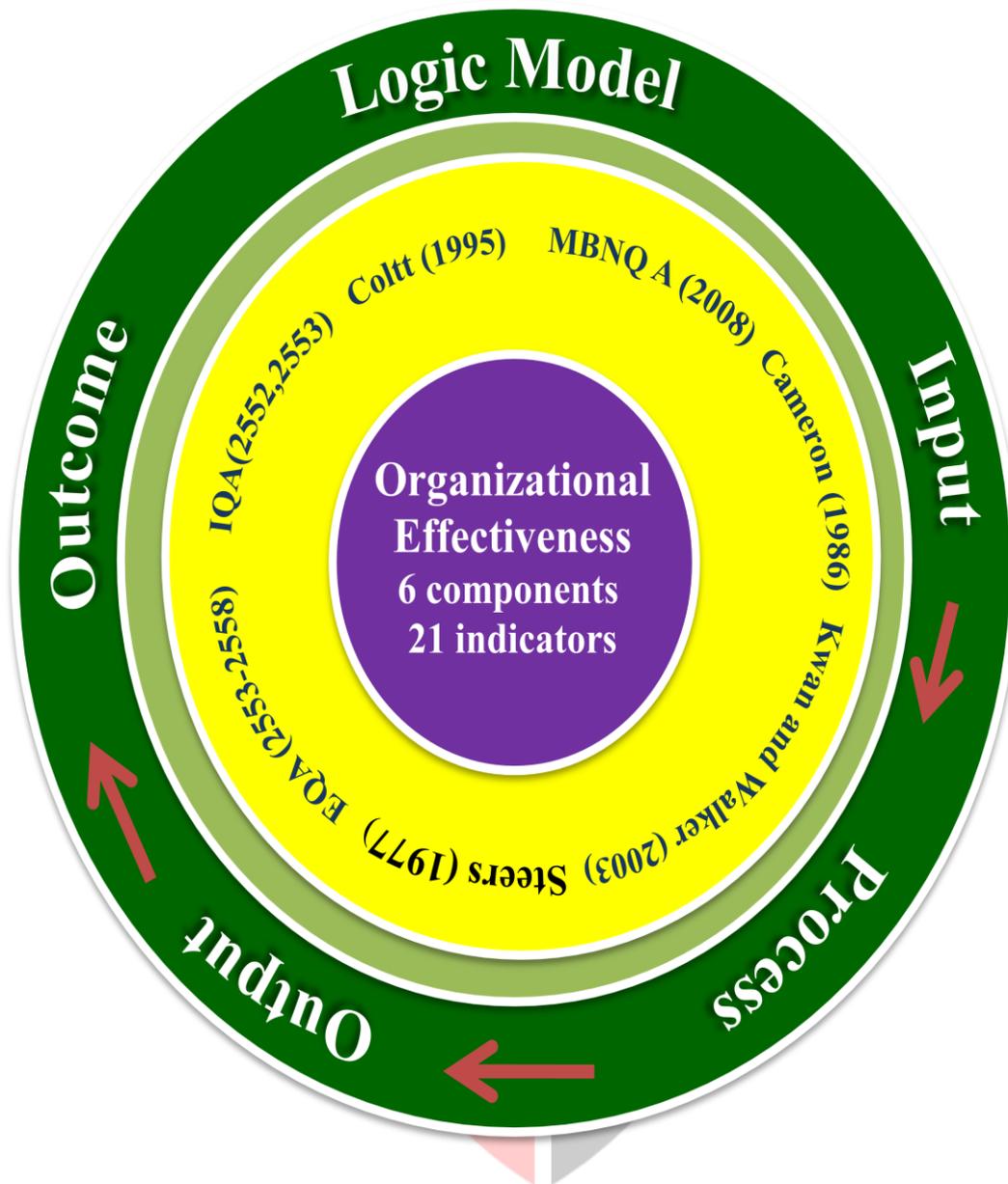


Figure 1.1 Conceptual framework for developing the components and indicators of organizational effectiveness

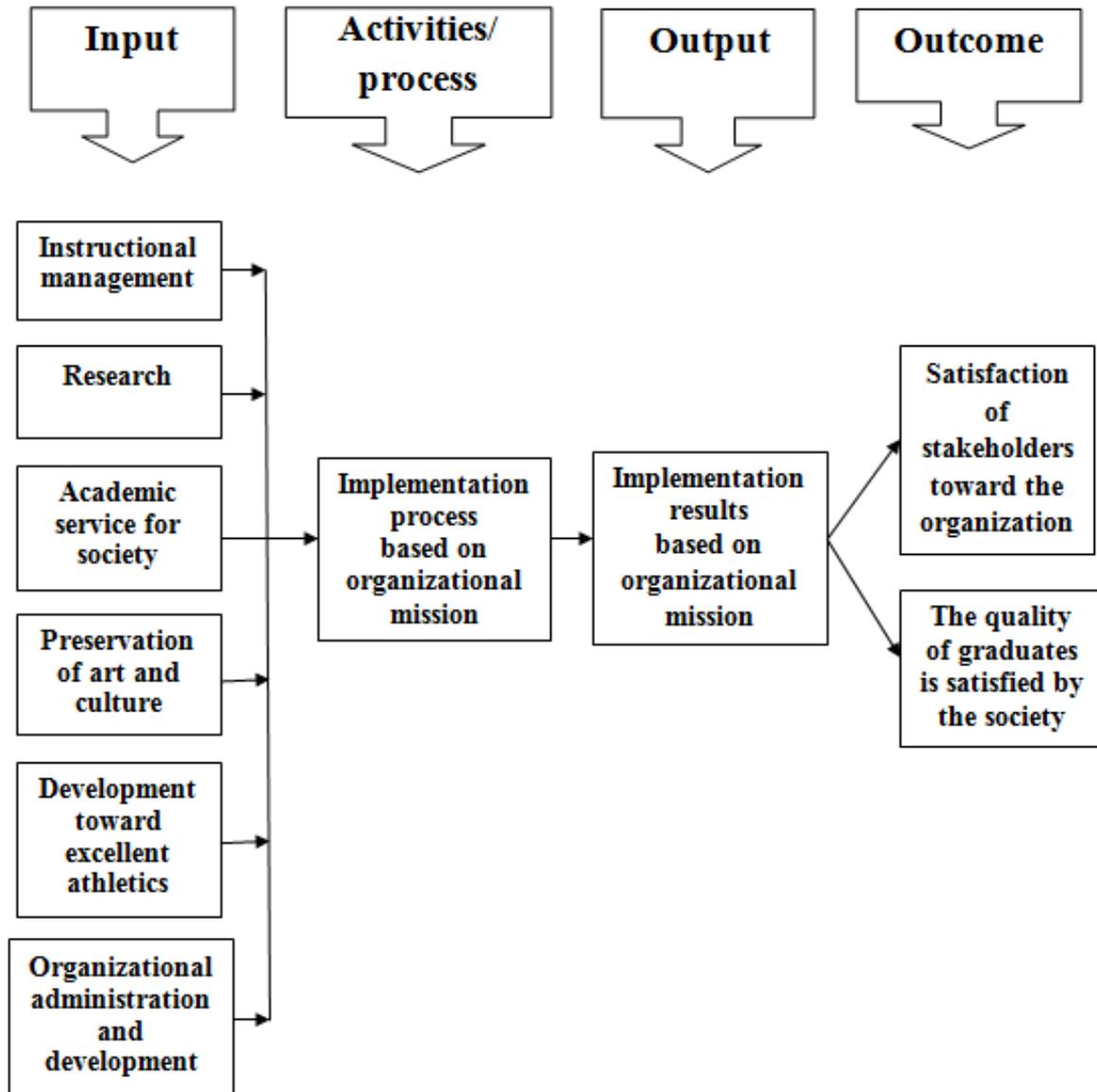


Figure 1.2 The logic model presenting the relationship of factors involved in organizational effectiveness

METHOD

Step 1 Investigation of components and indicators

Investigation is conducted on document, concepts, theories, and relevant literatures regarding evaluation, effectiveness, organizational effectiveness evaluation. Several model studied are the logic model, MBNQA model, organizational effectiveness evaluation model by Cameron (1978, 1986), Coltt (1995), Kwan and Walker (2003), Steers (1977). Others include the Physical Education Act B.E.2548 (1995), the National Education Act B.E. 2542 (1999), and Amendments (Second National Education Act B.E.2545 (2002)), organization effectiveness evaluation, the components and indicators of quality insurance for higher education in academic years 2009 and 2010, and indicators for external quality evaluation of higher education round 2 (2006 – 2010) and round 3 (2011– 2015). The conceptual

framework for the components and indicators was formulated, then reviewed for appropriateness by experts, administrators, faculty members, and supportive staffs of higher education institutions under the Ministry of Tourism and Sports, using the checklists of suitable components and indicators of organizational effectiveness for higher education institutions under the Ministry of Tourism and Sports in the questionnaire form of five-point Likert scale, from which 6 components with 21 indicators were finally obtained.

Step 2 Development and try out of organizational effectiveness evaluation system

Relevant document and literatures are studied concerning organizational effectiveness evaluation, development of evaluation system, organizational effectiveness evaluation approaches and methods, evaluation concepts, by developing the logic model of causal relationship between organizational effectiveness relevant input and process and output. Evaluation system was then developed along with the handbook, performance report form, organizational effectiveness evaluation form, evaluation result form, assessment form on satisfaction toward the system, and system quality assessment, based on the 4 aspects of evaluation standards, i.e. accuracy, utility, feasibility, and propriety. Then, the system was tried out in 2 higher education institutions under the Ministry of Tourism and Sports. The total 41 participants comprise 12 administrators, 25 faculty members, and 4 supporting staffs. The try out was arranged into 4 phrases as shown in table 1

Step 3 Assessment on the quality of organizational effectiveness evaluation system

Assessment on the quality of organizational effectiveness evaluation system is based on the 4 aspects of evaluation standards in (Stufflebeam,1981, cited in Sirichai Kanjanawasee, 2009) including accuracy, utility, feasibility, and propriety. The quality assessment form for rating the organizational effectiveness evaluation for higher education institutions with five-point Likert scale were administered by all those involved in organizational effectiveness evaluation at post-tryout of the system with their additional recommendations.

CONCLUSION

There are 6 components and 21 indicators deemed appropriate for organizational effectiveness for higher education institutions under the Ministry of Tourism and Sports. Component 1 is instructional management with 6 indicators : 1) curriculum development and administration; 2) learner-centered instructional management; 3) development of learning supportive materials; 4) student development; 5) Involvement of internal and external individuals in instructional development; 6) quality of the graduates. Component 2 is research with 3 indicators: 1) research development; 2) research knowledge management; 3) research for instructional development. Component 3 is academic service for society with 1

Table 1 Implementation procedure for the use of organizational effectiveness evaluation system

Phrases	Activities	Time frame
Phrase 1 Preparation	Institution board examines together the details of organizational effectiveness evaluation system.	May (before the start of a new academic year)
	Appointment of organizational effectiveness evaluation committees comprising a committee for evaluating organizational effectiveness, a committee for data collection, and a committee for coordination.	
	Appointed individuals study the handbook for the use of organizational effectiveness evaluation system	
	The appointed organizational effectiveness evaluation committee conducts a meeting to inform all staffs in the organization the details of organizational effectiveness evaluation, evaluation tools, duration, roles and functions of individuals involved, under the coordination of coordinating committee upon the appointment order.	June (the start of a new academic year)
Phrase 2 Implementation	The committees compile information on organizational performance by collecting and monitoring the implementation of organization using the performance report form.	1 June – 31 May (in each academic year)
	Report of organizational performance to the committee for evaluating organizational effectiveness at the end of every 1 st semester as a formative evaluation, under the coordination of the coordinating committee.	October (within the academic year)
Phrase 3 Conclusion of results	The committee for evaluating organizational effectiveness performs an audit check for organizational effectiveness based on the audit checklist from the performance report form for the last academic year, under the coordination of coordinating committee.	May (within the academic year)
Phrase 4 Feedback and report to parent organization	The committee for evaluating organizational effectiveness prepares a summary report of organizational effectiveness evaluation results and recommendations for improvement, to inform all staffs in the organization and report to the parent organization.	June (the start of a new academic year)

indicator, i.e. development of academic service for social benefits. Component 4 is preservation of art and culture with 1 indicator, i.e. promotion and support for preservation of art and culture. Component 5 is organizational administration and development with 8 indicators: 1) development of organization strategic plan; 2) organizational development toward learning organization; 3) development of faculty members and supporting staff; 4) role performance of organization’s administrator 5) Use of information technology for administration; 6) financial and budget administration; 7) organizational risk management; 8) internal system and mechanism development for education quality assurance. Component 6

is development toward excellent athletics with 2 indicators: 1) athlete development; and 2) coach development.

Organization effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports involves the following 4 interrelated aspects. 1) Input includes evaluation objectives, contents of organizational effectiveness intended for evaluation, evaluation components, indicators, and criteria, staffs involved in evaluation, and duration. 2) Process comprises 3 steps of preparation, evaluation, conclusion and review of evaluation results. 3) Output indicates organizational performance based on the core mission identified. 4) Feedback functions for controlling the process so that the system is operated to achieve the intended goals. Feedback indicates the advantages and disadvantages at work in the system and lead to adjusted input or process to yield expected quality output. The use of evaluation results suggests that the result of organizational effectiveness evaluation obtained from reported feedback is utilized in the organization at 2 levels. Organization's administrator employs evaluation results in planning for development/improvement of organizational performance. Organization's staffs take evaluation results to develop/improve their own performance.

The organizational effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports displays good level of quality for all of the 4 aspects of evaluation standards. Regarding its utility, information derived from the evaluation satisfies the need of those involved within the organization. It provided credibility and definite recommendations for utilizing evaluation results. Evaluation results were accurately and clearly interpreted and determined. Report of evaluation results is clear and in time for further use. All staffs were granted with opportunities to participate in evaluation. In terms of feasibility for further use, the system provides practical evaluation methods and procedure. The evaluation process, procedure, and results are credible and worthy. The system is practical for conducting organizational effectiveness evaluation. With respect to propriety, the system clearly identified the assumption for evaluation. Evaluation results were honestly and explicitly reported, and with validity and accuracy. Evaluators conducted evaluation with responsibility and ethics. This evaluation system accords with organizational mission. In the aspect of accuracy, the evaluation objectives and procedure were clearly identified. The system is in place for data collection, analysis, and report of result. Report of evaluation result was written clearly and apprehensible.

DISCUSSION

There are 6 components and 21 indicators of organizational effectiveness suitable for higher education institutions under the Ministry of Tourism and Sports. These components are integral to the implementation based on organizational mission, and agree to the notion of organizational effectiveness measurement and evaluation model offered by Clott (1995), Kwan and Walker (2008).

The organizational effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports consists of 4 interrelated components, 1) input, 2) process, 3) output, and 4) feedback and use of evaluation result, adopting the system concept conforming to Pikul Eekwarangkul (2007). The evaluation applied the logic model to reflect evaluation results on the implementation of each indicator in a logical way. This enable an organization to examine its performance if and how the intended goals were attained. Moreover, organizational effectiveness evaluation should be undertaken in line with the PDCA Cycle.

RECOMMENDATIONS

Policy and process should be present to promote and support the use of evaluation process in supervision, monitoring, and investigating the implementation of organizational mission on a systemic and continuous basis.

Organizations should have their administrators, faculty members, and supporting staffs trained in conducting organizational effectiveness evaluation system prior to actual use.

Administrators should grant, promote, and create opportunities for all faculty members and supporting staffs to involve in organization's implementation, as well as in evaluation and decision making to adequately and comprehensively utilize evaluation results. Staffs at all levels are subject to evaluation capacity building constantly and extensively.

There should be research to develop an evaluation capacity building model for administrators, faculty members, and supporting staffs in higher education institutions.

SUMMARY

The organizational effectiveness evaluation system for higher education institutions under the Ministry of Tourism and Sports adopted the system concept, consisting of input, process, output, and feedback. Evaluating organizational effectiveness follows the goal-attainment approach which includes the components and indicators of organizational effectiveness encompassing the core mission of institutions. These 6 components and 21 indicators are 1) instructional management with 6 indicators; 2) research with 3 indicators, 3) academic service for society with 1 indicator, 4) preservation of art and culture with 1 indicator, 5) organizational administration and development with 8 indicators, and 6) development toward excellent athletics with 2 indicators. The process and performance in each indicator based on the concept of logic model, reflecting the causal relationship between input and process involved in organizational effectiveness and output. Evaluating organizational effectiveness was conducted by staffs in the organization as self-evaluation. Evaluation system demonstrates its quality based on the 4 aspects of evaluation standards including utility, feasibility, propriety, and accuracy.

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