

THE STUDY OF FACTORS AFFECTING THE EFFECTIVENESS OF HIGHER EDUCATION INSTITUTIONS UNDER THE MINISTRY OF CULTURE IN DRAMATIC ARTS, MUSIC, AND FINE ARTS

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Abstract: This research⁴ aims to study factors affecting the effectiveness of higher education institutions under the Ministry of Culture in dramatic arts, music, and fine arts. The sample group consists of 316 executives and lecturers from 18 institutions nationwide. The data collected has been analyzed twice by factor analysis to confirm the result of each factor.

The research results can be summarized that, based on the priority, 9 factors affecting the effectiveness of those institutions are: 1) Characteristics and roles of leaders 2) Learning and development 3) Characteristics of graduates 4) Organizational structures and operations 5) Financial management 6) Capability and expertise of faculty 7) Environment within the premise of the institution 8) External environment and opportunities of the institution and 9) Characteristics of lecturers.

Keywords: Dramatic Arts, Music, Fine Arts, Higher Education Institutions, the Ministry of Culture

Introduction

Higher education institutions under the Ministry of Culture in dramatic arts, music, and fine arts are Thailand's primary institutions for the training of graduates in the preservation, transmission, and dissemination of arts and culture in the fields of dramatic arts, music, and fine arts. These institutions

differ from normal tertiary institutions in their unique roles in the preservation and dissemination of arts and culture. The roles involve, for example, performances at royal and state functions to celebrate national holidays, works carried out under the initiatives of His Majesty the King and members of the royal family, works performed on major national occasions under the government's policies as well as works performed to disseminate national culture and facilitate international cooperation. These institutions also aim to promote the preservation of Thai wisdom and to uphold academic excellence in arts and culture. Such tasks were suitably carried out in the institutions' capacity as national cultural centers to advocate the enhancement of Thainess. It can then be said that the education provided by these higher education institutions is integral to the survival of Thailand's arts and cultures in the midst of current changes and cross-cultural assimilation.

At present, an evaluation of public organizations has become crucial to the appraisal of their contribution and benefits to the community. This is due to the fact that a public organization's efficient operations can bring prosperity to the nation. Without the evaluation of their effectiveness, it may not be possible to discover the mission, accomplishment, and the end outcomes or ultimate outcomes of any public organization. One can say that regular self-evaluation is a key to the success of an organization since evaluation results can be translated into improvement of its performance. For higher education institutions in dramatic arts, music, and fine arts to realize their mission of pursuing academic excellence, they have to adopt an administration system that will generate sustainable development. They must also evaluate the effectiveness of their operations on a continuing basis. These measures are central to the understanding of an organization's status and the evaluation results can be utilized to maintain and further develop the organization.

The authors studied Steers' (1977) conceptual frameworks on organizational effectiveness and other works on organizational effectiveness, including Kim Cameron (1996), "*A Study of Organizational Effectiveness and Its Predictor*"; Christopher B. Clott

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(1995), *“The Effects of Environment, Strategy, Culture and Resource Dependency on Perceptions of Organizational Effectiveness of Schools of Business”*; John Kenny (2008), *“Efficiency and Effectiveness in Higher Education”*. Other works reviewed for this study are: Kunnika Jermtienchai (1995), Ruja Rodkhem (2004), Nipon Wonnawed (2005), Yuwanee Sukwinya (2006) and Ruetinan Samuttai (2006). An analysis and synthesis of these works came up with four categories of factors influencing organizational effectiveness: 1) Organizational characteristics: structure and technology; 2) Environmental characteristics: external (the economy, society, and stakeholders) and internal (organizational culture and atmosphere) environments; 3) Staff characteristics: personal characteristics and job satisfaction; and 4) Policy-related factors: management and practice, which include managerial strategies, strategy implementation, financial management, human resources management, communications as well as leader’s characters and roles. The authors adopted all four categories as a framework for the analysis of factors influencing higher education institutions in dramatic arts, music, and fine arts. The data were used to evaluate these institutions’ success and to provide guidelines for self-improvement and effective dissemination of arts and culture in order to strengthen their roles as national arts and culture centers. Moreover, the findings of this research can also be applied to higher education institutions specializing in other fields.

Research objective

To study factors influencing the effectiveness of higher education institutions under the Ministry of Culture in dramatic arts, music, and fine arts.

Research methodology

This is a quantitative research whose population and sample group consisted of administrators, lecturers and staff of 18 higher education institutions specializing in dramatic arts, music, and fine arts under the Ministry of Culture across Thailand. Simple random sampling was used to select 316 subjects in the sample group. The data collection tool was the questionnaires developed by the authors. Specific definitions, operational definitions, and meanings of symbolic variables in this questionnaire were as follows:

Organizational Structure (STR) refers to a set of 7 variables related to an institution’s structure and departmentalization.

Technology (TEC) refers to a set of 12 variables related to technology systems and instruction media.

Organization’s External Environments (EXT) refers to a set of 4 variables related to an institution’s achievement opportunities.

Organization’s Internal Environments (INT) refers to a set of 8 variables related to an institution’s internal environment and atmosphere.

Managerial Strategies and Strategy Implementation (MNG) refers to a set of 6 variables related to an institution’s strategic operational plans.

Financial Management (FIN) refers to a set of 10 variables related to an institution’s budget and income.

Human Resources Management:

PER refers to a set of 10 variables related to staff characteristics

SAT refers to a set of 9 variables related to staff job satisfaction

DEV refers a set of 15 variables related to staff development support

Characteristics and Roles of Leaders: LED refers to a set of 9 variables related to the administrators’ characteristics and roles

5-Point Rating scale was used with the following score interpretation criteria:

4.50 – 5.00 - Factors with the highest influence to the success of an institution

3.50 – 4.49 - Factors with high influence to the success of an institution

2.50 – 3.49 - Factors with average influence to the success of an institution

1.50 – 2.49 - Factors with few influence to the success of an institution

1.00 – 1.49 - Factors with the least influence to the success of an institution

Content Validity Ratio (CVR) was validated by 12 experts and found to have a congruence index of 0.67 - 1.00. Conbach’s Alpha Coefficient for the entire questionnaire was 0.95. Basic statistics and factor analysis were applied in data analysis.

Data Analysis

1. Ninety variables were analyzed to get average (\bar{x}) and standard deviation (SD) scores. Due to the fact that all variables were positive statements, variables influencing the effectiveness of an institution were selected from variables with an average score of 3.00 or higher, which had average to relatively high influence over an institution’s success. 72 factors were selected for factor analysis.

2. Factor analysis of data found high correlation between variables. The sample group size is appropriate for factor analysis. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO - MSA) score is 0.958. Chi-Square of the Bartlett’s Test of Sphericity is 17713.899, $df = 2556.000$ and $Sig = 0.000$. Factor analysis was applied to all 72 variables under study using the Principal Components Analysis and Varimax approach. The factor analysis results of this study appear in Table 1:

Table 1: The First Factor Analysis Results - 72 variables

Component	Eigen Value	% of Variance	Cumulative % of Variance
1	8.70	12.09	12.09
2	8.30	11.52	23.61
3	7.63	10.60	34.21
4	6.69	9.29	43.50
5	4.72	6.56	50.06
6	4.16	5.78	55.84
7	2.64	3.67	59.51
8	2.30	3.20	62.71
9	2.27	3.15	65.86
10	1.37	1.91	67.76
11	1.16	1.61	69.37

The first extraction of 72 components identified 11 components with an Eigen Value higher than 1.00.

When the variables in each component were examined, it was found that Component 10 had 3 variables which also appeared in Components 2 and 3, respectively. Component 11 had only 1 variable. Components 10 and 11 were then omitted, leaving only components with an Eigen Value of 2.27- 8.70 and a cumulative variance of 65.86%. Variables with factor loading of 0.50 and above were chosen because, at this level, variables were formed into components with distinct meanings. 52 primary covariates were selected. The second factor analysis was carried out to confirm the factors in each component, using Principal Component Analysis and Varimax rotation. Results of the second analysis appear in Table 2 (see in next page).

Results

The study found factors influencing the effectiveness of higher education institutions in dramatic arts, music, and fine arts to involve 9 components and 52 factors which were ranked by their level of influence as follows:

1. Characteristics and roles of leaders: administrators with high communication skills who can convey clear understanding about the institution's expectations to staff; visionary administrators who are a leader of changes and are capable of foreseeing and applying new trends for institutional steering; administrators who can motivate staff to dedicate themselves to achieve the institution's goals; administrators who can solve the organization problems; administrators who encourage staff to develop both

academic and vocational knowledge for the improvement of the institution's performance; administrators who provide opportunities for staff to participate in decision making based on suitable data; administrators who can build vocational networks; administrators who have better understanding and are knowledgeable in the preservation, transmission and dissemination of arts and cultures; administrators who encourage lecturers and staff to further their education.

2. Learning and development: the institution is capable of disseminating and utilizing their researches and creative works; the institution supports and promotes learning innovations both in and outside the institution; the institution develops creative works for international dissemination; the institution systematically supports researches and creation in dramatic arts, music, and fine arts; the institution has compiled the body of knowledge from experts in dramatic arts, music, and fine arts; institutions that engage in a variety of research and creative works; the institution provides continuing managerial, academic and vocational trainings for staff development; the institution has plans and systematic dissemination of arts and culture at national and international level on a continuous basis; the institution promotes development of student's desired characteristics (have high moral/ethical standards, and are democratic-minded); all of the curricular in the institution are standardized.

Table 2 The Second Factor Analysis results - 52 variables

Component	Eigen Value	% of Variance	Cumulative % of Variance
1	6.91	13.29	13.29
2	6.40	12.30	25.59
3	5.22	10.03	35.62
4	4.99	9.60	45.22
5	4.15	7.99	53.21
6	2.64	5.08	58.29
7	2.37	4.56	62.85
8	2.04	3.92	66.77
9	1.98	3.82	70.59

The second extraction of 52 variables identified 9 components with an Eigen Value higher than 1.00. Each component consists of the following variables:

Component 1 had an Eigen Value of 6.91, component variance of 13.29%, and factor loading of 0.56 - 0.77. There are 9 variable factors influencing an institution's effectiveness in this component.

Component 2 had an Eigen Value of 6.40, component variance of 12.30%, and Factor loading of 0.50 - 0.73. There are 10 variable factors influencing an institution's effectiveness in this component.

Component 3 had an Eigen Value of 5.22, component variance of 10.03%, and factor loading of 0.60 - 0.80. There are 7 variable factors influencing an institution's effectiveness in this component.

Component 4 had an Eigen Value of 4.99, component variance of 9.60%, and factor loading of 0.55 - 0.76. There are 6 variable factors influencing an institution's effectiveness in this component.

Component 5 had an Eigen Value of 4.15, component variance of 7.99%, and factor loading of 0.47 - 0.72. There are 8 variable factors influencing an institution's effectiveness in this component.

Component 6 had an Eigen Value of 2.64, component variance of 5.08%, and factor loading of 0.48 - 0.73. There are 4 variable factors influencing an institution's effectiveness in this component.

Component 7 had an Eigen Value of 2.37, component variance of 4.56%, and factor loading of 0.68 - 0.70. There are 3 variable factors influencing an institution's effectiveness in this component.

Component 8 had an Eigen Value of 2.04, component variance of 3.92%, and factor loading of 0.43 - 0.67. There are 3 variables influencing an institution's effectiveness in this component.

Component 9 had an Eigen Value of 1.98, component variance of 3.82%, and factor loading of 0.67 - 0.72. There are 2 variables influencing an institution's effectiveness in this component.

The extracted components were listed in order of their significance as follows:

Component 1	Characteristics and roles of leaders
Component 2	Learning and development
Component 3	Characteristics of graduates
Component 4	Organizational structures and operations
Component 5	Financial management
Component 6	Competence and expertise of faculty
Component 7	Institution's internal environment
Component 8	Institution's external environment and opportunities
Component 9	Characteristics of lecturers

3. Characteristics of graduates: graduates work in the field of their degree; graduates are recognized by entrepreneurs and the society; the number of graduates produced meets the institution's quantitative goals; graduates can pass standard tests in dramatic arts, music, and fine arts at the specified criteria; institutions can satisfy employers and stakeholders by producing quality graduates; students have real experiences through the institution's academic services in arts and culture; students recognize the value of arts and culture and appreciate the aesthetics of dramatic arts, music, and fine arts.

4. Organizational structure and operations: the institution has flexible organizational structure to accommodate changes; the institution has suitable work unit compartmentalization (into units/sections /work groups) for their missions; lecturers and staff are satisfied with the institution's administrative system; the institution has suitable structure for inter-department coordination; the institution has operational processes that are acceptable to staff; institutions that set up the roles and missions that suit current economic and social conditions as well as stakeholder needs.

5. Financial management: the institution has systematic financial and budgetary databases; the institutions has financial regulations that facilitate income earning efforts; the institution has financial criteria or regulations on academic art and culture services; the institution has sufficient budget allocated to the preservation, transmission and creation of art and cultural works; the institution is able to making income from arts and culture dissemination; the institution has efficient budget monitoring and evaluation systems; the institution is able to recruit resources and budgetary supports; the institution has sufficient budget allocated for administrative operations.

6. Competence and expertise of faculty: the availability of competent and expert teaching staff capable of providing academic services in arts and culture; knowledgeable teaching staff in arts and culture; creative teaching staff in arts and culture; the institution is able to satisfy stakeholders in the preservation, transmission, dissemination and creation of arts and culture in the fields of dramatic arts, music, and fine arts.

7. Institution's internal environment: the institution has appropriate classrooms and practice rooms that meet the standards for vocational practice rooms in dramatic arts, music, and fine arts; staff is satisfied with available facilities and internal environment; the institution's atmosphere and environment are conducive to successful operations.

8. Institution's external environment and opportunities: the government's policies on cultural tourism promotion provide the institutions with

opportunities to produce significant accomplishments through its arts and cultural performances; the institution has an opportunity to perform arts and culture activities at royal and state ceremonies; institutions that form arts and cultural learning as well as dissemination networks with communities and other agencies.

9. Characteristics of lecturers: the institution has skilled teaching faculty who are well recognized by practitioners in the fields of dramatic arts, music, and fine arts; teaching staff are qualified in their field of instruction.

Discussions

The factor analysis in this study found nine components to have influences on the effectiveness of the higher education institutions under the Ministry of Culture in dramatic arts, music, and fine arts. According to the ranking of components identified through factor analysis, the characteristics and roles of a leader is the most influential factor on an institution's effectiveness. An organization's success depends on the leadership while decision making has significant influence on organizational behaviors (Steers, 1977). The results of this study is also congruent with the findings of Ruja Redkhem's study (2004), which found leadership to be the most influential factor to an organization's effectiveness. Nipon Wonnawed (2005) found leader's task-oriented and relationship-oriented behaviors to be closely related to the effectiveness of graduate study management at Rajabhat Institutes. Ruetinan Samuttai (2006) argued that university administrator's leadership is the most influential factor, both directly and indirectly, for the effectiveness of the faculties in state universities. The influence of university administrator's leadership on the university faculties was generated through its influence on the characteristics of faculty members. These findings are also congruent with Kenny's study (2008) on educational efficiency and effectiveness. He found educational administrator's roles to be an important factor for the determination of organizational effectiveness indicators.

The unique identity of higher education institutions in dramatic arts, music, and fine arts was present in the following components: Learning and development, Characteristics of graduates, Competence and expertise of faculty, Institution's internal environment, Institution's external environment and opportunities, Characteristics of lecturers as well as Characteristics and roles of leaders. This finding agrees with the four specific characteristics in the missions of the higher education institutions under the Ministry of Culture (Bunditpatanasilpa Institute, 2010). These missions are: 1) Provide basic to advanced dramatic arts, music, and fine arts education

whose quality is recognized at national level. 2) Produce researches, creative works, and innovations which render valuable body of knowledge in arts and culture for the society; 3) Act as a center for arts and culture services. 4) Arts and culture preservation, development, maintaining and dissemination. The components of Organizational structure and operations as well as Financial management of the institutions under study are similar to those found in most higher education institutions. However, the special vocational institutions under study are different from other tertiary institutions in their ability to earn income from arts and culture dissemination activities. As a center for arts and culture services, they are usually recruited by government and private agencies to provide dance, musical performances, and traditional crafts for dissemination both at national and international levels. All these are important sources of income for the institutions.

Recommendations

The authors have the following recommendations:

1. The research results found characteristics and roles of leaders to be the most influential factor to the effectiveness of higher education institutions under the Ministry of Culture in dramatic arts, music, and fine arts. For this reason, the institutions should recognize the significance of administrator nomination and appointment and should recruit administrator who understand and are knowledgeable in dramatic arts, music, and fine arts as well as having managerial skills. These characteristics are essential for effective and efficient organizational management. They should also have visionary outlook for the preservation, transmission and dissemination of arts and culture. Moreover, they should have a good understanding of the nature of educational organizations in order to achieve academic excellence and to become the country's primary institutions for arts and culture education.

2. Further studies should be conducted on factors influencing the effectiveness of other special vocational institutions whose special characteristics differentiate them from normal tertiary education institutions. They are, for example, nursing, military, aviation, and research institutes. The findings of such studies can be used to establish appropriate administration and development measures that are in

line with the missions, objectives and identity of individual institution.

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