



## RESEARCH ARTICLE

## Management Process of Local Museum in the Northeast

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ARTICLE INFO	ABSTRACT
Received: Jul 21, 2024 Accepted: Sep 12, 2024	<p>The management process of local museums in the Northeast is a study to provide guidelines for managing local museums in Northeastern Thailand (Isaan). Leading to the conservation and development of local museums in the Northeast as a source of lifelong learning. The objectives of this study are as follows: 1) Study the problems of local museums in the Northeast, and 2) provide guidelines for managing local museums in the Northeast. This study is qualitative research by choosing to specifically study local museums, a total of five museums, including the Local Museum Ku Praphachai Learning Center, Dan Sai Local Museum (Phi Ta Khon), Rattanamoli Sri Kot Bura Arts and Culture Center, Wat Phra That Nong Sam Muen Local Museum, and Wat Phu Tham Phra Sila Thong Community Museum. The researcher used survey methods as research tools, observation, interviews, and focus groups. The findings of this study found that there are five local museums, which have management problems, including planning, and organizing. Personnel management, administration, coordination, reporting, and budgeting. Therefore, the researcher has applied the POSDCoRB management process to a local museum, Ku Praphachai Learning Center. By setting a work plan there are organization, personnel management, administration, coordination, reporting, and budgeting. The results of the experiment made people in the community have come to play an important role in the management of the museum. There is a division of work duties, and the local museum Ku Praphachai Learning Center can be developed to be a source of lifelong learning according to the country's education policy plan, and received an award honoring Thailand's outstanding museums and learning resources for the year 2023 from the Thai Museum Association.</p>
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## INTRODUCTION

The first local museum appeared in Sweden around the middle of the 19th century. A Swede named Arthur Hazelius, Jira (1989), an expert in language and stories of events that occurred in the past was interested in the stories of local history and collected various objects to study them. Until around 1870, Arthur Hazelius built a local museum. The first was called the "Scandinavian Museum of Folklore" (Apinya, 1996). In Thailand, local museums have been formed because of government policy through government agencies. (Sirindhorn Anthropology Center, 2000), the government has taken an interest in collecting local antiquities and supporting the development of cultural spaces as a learning center for history and culture. At the regional level and the community, level leads to lifelong learning. In addition, local museums are also a source of learning about the conservation of

intellectual heritage, antiques, archaeological sites, and archaeology that occur in each locality (Paritta, 2005), (Ratchadaporn, 2013), which is the basis for the birth of wisdom inspiration. It affects the education system that allows learning from real things, which is a part of managing learning experiences in the community to stimulate and support individuals to be able to learn on their own (Phisit, 2017). Nowadays, local museums in Thailand have grown in number (Prapassorn, 2006), but this is increasing. Quantitatively but qualitatively in terms of managing local museums to be successful according to their objectives. (Thongchai, 1998), there are still a few things in the museum, especially in the era of globalization, where local museums lack guidelines. In museum management (Prapassorn, 2012), which is consistent with local museums in the northeast there conventionally is management and often encounter problems with management. Including planning, organization Personnel management, administration, coordination, reporting, and budgeting, Phinet (2009). From such background and importance, the local museum is therefore considered a source of lifelong learning for the community that reflects the stories of culture, traditions, ways of life, and local wisdom. If you research, search, and study, you will find the deep roots of the culture hidden in the objects on display in these various museums. But at present, various local museums and local museums in the Northeast are facing management problems. Therefore, it is wise to study guidelines that are appropriate for the museum management process and adapt them to local museums. To serve as a guideline for managing local museums in the future.

### **Research Objectives**

- 1) To study the problems of local museums in the Northeast.
- 2) To provide guidelines for managing local museums in the Northeast.

## **LITERATURE REVIEW**

### **1. The Concept of Participation**

Vroom et al. (1970), stated the meaning of participation is the amount of influence that individuals feel that they have participated in decision-making and individuals will receive satisfaction from effective work. Individuals will develop a commitment to their work can work well all the time and can effectively expand the organization's goals. That is the philosophy of self-control instead of controlling the organization. Prachai et al. (2006), defined public participation as creating opportunities for people in the community to participate in development through the process of promoting and supporting people to play a role in learning, initiating thinking, jointly determining development, solving together, and planning operations. Including participation in helping resources, and service resources, as well as the decision-making power to determine the activities and guidelines for their activities to occur within the community with willingness and the full capability to increase and develop the ability to manage and control the use and distribution of resources and production factors in society, which will lead to self-reliance.

### **2. Local Museum Concept**

The publicizing of local museums originated from the changes in human society in the industrial era, which was full of competition, and the extermination of culture regarding human's unappreciation of the value of the past, resulting in, society being destroyed. Arthur Hazelius (1889), a Swedish linguist and historian, was interested in collecting antiques for the study of a small group of people interested in local history. Around 1870, Arthur Hazelius built the first museum called the "Scandinavian Museum of Folklore" After that, some countries began to be interested in local museums, resulting in the popularity of building local museums, such as Denmark, England, and the United States. However, in the United States, there is a difference in the exhibition, the concentration is on the history of various places, such as old towns, rivers, old roads, etc. In European countries, the concentration is on the exhibition of the simple life of middle-class people in the countryside.

### 3. Local History Concept

The concept of local history studies gives importance to local events or stories rather than stories about the nation. The king is the center of the nation like mainstream national history. It is a story about the Way of Life, Occupation, Environment, Society, and Culture of the Community. Moreover, instead of only studying about the wars. Heroic efforts, or stories of the people, the evidence from legends, tales, folk songs, games, rituals, and beliefs should not be overlooked, these come from the elders and those who hold knowledge of the community. Local history is a story from the past of the relationship between people and nature, people and supernatural beings and people living together, who may be the same group or various groups, with a shared sense of consciousness. These people have been through changes, both internal and external factors, and have adapted and experienced, some of these have become guidelines for the lives of the next generation. Srisak (2002), explains that the study of local history is a study of living history, showing the social and cultural development of people in cultural areas that are different from the rest. The government prioritizes local issues over national ones. As a result, local history focuses on studying the history of communities by exploring the significant social, economic, and cultural changes within those communities. Chalong (1993), stated that local history is the study of the history of society or community that is beyond the center of the term "Center of State Political Power" here does not mean limited to physical terms only. Most local history studies are usually the history of cities, villages, or ethnic minorities outside the territory of the capital or the capital city or metropolitan area of the state. However, the exclusion of societies or communities from the center of state political power implies that groups of culturally may have a physical presence within the area of state power, but they do not participate in the exercise of state power. Therefore, studying selected local history also covers the locality within the area that used to be the center of state power.

### 4. Learning Resources

Learning Resources refer to sources of information, data, scientific knowledge, and experiences that support and encourage learners to be eager to learn, search for knowledge, and engage in self-directed learning according to their preferences from various sources, to strengthen the learning process and become lifelong learners (Ministry of Education, 2001). Damri (2005), said that learning resources are places that contain information and academic knowledge accepted by society, assessing learners to learn independently through thinking, practicing, and creating knowledge according to their preferences. This continuous process leads to the development of learning and eventually transforms individuals into lifelong learners. The importance of learning resources can be categorized as shown in Table 1.

**Table 1. Importance of Learning Resources.**

Category	Importance
1. Source of Learning	Source of learning based on individual preferences.
2. Lifelong Learning	Source for lifelong learning.
3. Cultivating Independent Knowledge-Seeking	Source for cultivating habits of reading, researching, and searching for knowledge independently.
4. Practical Experience	Source for creating and increasing practical experience.
5. Knowledge and Ideas	Source of knowledge, ideas, science, and experience.

Table 1. Source of Learning functions as a source of learning based on individual preferences. Lifelong Learning serves as a resource for lifelong learning. Cultivating Independent Knowledge-Seeking is a source for cultivating habits of reading, researching, and searching for knowledge independently. Practical Experience is used as a source for creating and developing practical experience. Knowledge and Ideas is a source of knowledge, ideas, science, and experience. According to Knowledge and Ideas, the Learning Resources are classified into two types by the Office of the National Primary Education Commission (2003), as shown in Table 2.

**Table 2. Classification of Learning Resources.**

Type	Characteristics Description
1. Learning Resources by Characteristics	1. Natural Learning Resources: Resources where learners find knowledge from elements that already exist in nature, such as rivers, mountains, forests, streams, gravel, sand, and the sea.
	2. Human-Created Learning Resources: Resources created by humans to pass on arts, culture, and educational technology, including historical sites, museums with important artifacts, public libraries, educational institutions, public parks, markets, houses, residences, and businesses.
	3. Individual Learning Sources Individuals who impart knowledge, skills, morality, ethics, cultural heritage, and local wisdom through their careers and as thinkers, inventors, and creative minds.
2. Learning Resources by Location	1. School-Based Learning Resources: Teachers, various laboratories (science, language, computer, audio-visual), ethics rooms, art rooms, and the school environment (canteens, sports fields, flower gardens, herbal gardens, and water sources). 2. Local Learning Resources: Places and people around the area, such as local schools, rivers, mountains, seashores, parks, zoos, rice fields, vegetable orchards, fruit orchards, temples, markets, restaurants, public libraries, police stations, health centers, local music, traditional games, weaving sources, local technology, and various other information sources.

Table 2. Learning resources can be arranged according to their characteristics and can be divided as follows:

1. Natural learning resources are those where learners can find knowledge from elements that already exist in nature, such as rivers, mountains, forests, streams, gravel, sand, and the sea.
2. Humans create learning resources to pass on arts, culture, and educational technology that are useful for people, including historical sites, museums that collect important artifacts, public libraries that offer knowledge services to the general public, educational institutions that work as centers for learning, public parks where people can relax and learn, markets where individuals can trade and learn about marketing, houses, and residences that provide spaces for learning and relaxation, and businesses where people can gain insights into various fields of work.
3. Personal is a source of learning that passes on knowledge, skills, morality, ethics, cultural heritage, and local wisdom which contribute both through their careers and as thinkers, inventors, and creative minds.

Arrange the learning resources based on their location and have the following details:

1) Learning resources in schools include teachers as the primary resource. Over time, these resources have expanded to include various laboratories, such as science labs, language labs, computer labs, and audio-visual rooms, as well as ethics rooms and art rooms. In addition, the school environment

itself, such as canteens, sports fields, flower gardens, herbal gardens, and water sources serves as a valuable learning resource, etc.

2) Local learning resources include both places and people in the nearby area. These resources might involve local schools that take students to learn in various settings, such as rivers, mountains, seashores, parks, zoos, rice fields, vegetable orchards, fruit orchards, temples, markets, restaurants, public libraries, police stations, health centers, local music, traditional games, weaving sources, local technology, daily life technology, and various other information sources.

## 5. Folklore Theory

Folklore is a branch of knowledge that studies human thoughts and behaviors by analyzing insight thoughts, perceptions, learning, and actions of individuals. This knowledge is important for understanding and analyzing human behavior in various situations, which helps in developing and improving different aspects, such as personality development, creativity, and strengthening of communication skills are key areas where folklore plays a significant role. Folklore contributes to social development and increases understanding among individuals, encouraging effective creativity, and sustainable development within society. The meaning of folklore has been defined by various scholars, including Phongphan (1982), who concluded that the term "Folklore Theory" can be translated as "The way of life of villagers or communities". Rangsan (2001), explained that "Folklore Theory" included together of the study of knowledge systems, ideas, rules, stories, or ways of life of various groups, such as rural people, farmers, city dwellers, hill tribe communities, as well as students, alcoholics, prisoners, doctors, nurses, and others. This term refers to the unique identities and practices of these groups, expressed through various art forms, including performing arts that convey meaning symbolically. Kanchana (2010), studied sustainable local museum construction patterns among the "Karen Po" ethnic group in western Thailand. The findings of the study show that the Karen Po people often live in "close-knit communities" near temples. Their strong houses function as museum spaces, showing weaving and performances related to Karen Po culture. Each month they have grounds for organizing various ceremonies and religious events, with objects and utensils appearing in each house. The community used to manage the museum with active participation from youth, who can play a role as guides for museum tours. Nitha (2006), researched communication and the practice of creating a representative image through the media of museums in Thailand. This research aims to study the communication process and the practice of creating a representative image and the communication process and the practice of managing through the media of the National Museum of Phitsanulok and the Ban Khao Yisorn Museum. Songsak (2006), studied the process of studying and synthesizing knowledge from local museums, specifically focusing on the Wat Lai Hin Luang Museum in Ko Kha District, Lampang Province. The study found that effective museum management involves creating awareness to develop the local area into a learning resource center, requiring the cooperation of the community, village, temple, and school. The Wat Lai Hin Luang community, centered around the temple, organizes activities related to culture, tradition, politics, and governance. The success of the museum is attributed to the community's faith in Khru Ba Maha Pa Jao Kesa Panyo, a revered figure whose role is the spiritual center of the community. His influence helps local museum development by encouraging community participation, a sense of ownership over antiquities, and the vision of community leaders. Tortello (2002), conducted a qualitative study on the role of culture in education policy and practice in Jamaica. The analysis used children's reactions to museum experiences as a basis and examined the role of museum participants in theory, specifically regarding children's exposure to their own culture through museums. This study also provided a perspective from a developing country and explored how museums can stimulate self-identity and creativity, with a focus on issues related to cultural resilience and the enhancement of teachers' professional skills and intellectual capacity. Alessandro et al. (2002), studied museum visitor behavior by observing their experiences and methods of interacting with

curators and exhibitions. They found that visitor behavior can be divided into two main aspects as follows:

- 1) The curator's introduction to the museum, and
- 2) The visitors' interest in the museum layout, should be user-friendly and serve as a marketing strategy for the museum.

## RESEARCH METHODOLOGY

This research is qualitative research to study the problems of local museums in the northeastern region and to provide guidelines for managing local museums in the Northeast. There are methods for researching shown in Figure 1.

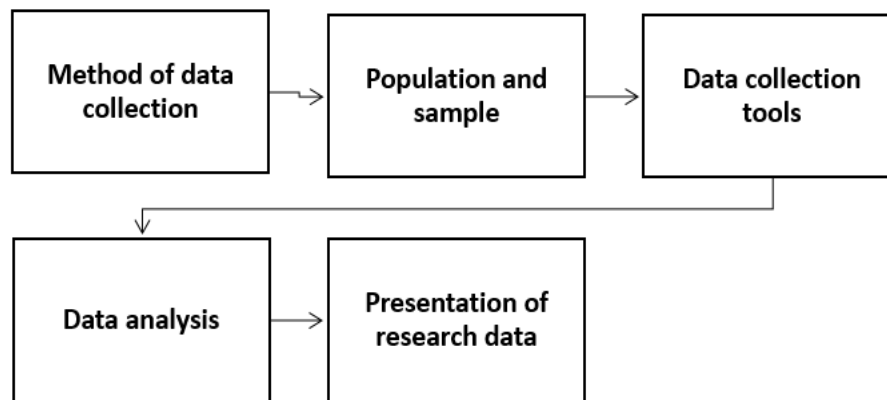


Figure 1. The five steps of research methodology.

### 1. Method of data collection

1.1 Study of documents from the theoretical framework, the researcher has collected information related to this study, including the concept of participation, local museum concept local history concept learning resource concept folklore theory management theory. The researcher has studied and researched academic documents, research reports, theses, journals, articles, books, and internet media to be a guideline in analysis. This includes General information about the history of the area where local museums in the Northeast are located. These 5 museums are Ku Praphachai Learning Center Local Museum, Nam Phong District, Khon Kaen Province, Dan Sai Local Museum (Phi Ta Khon), Dan Sai District, Loei Province, Rattanamoli Srikot Bura Arts and Culture Center, That Phanom District, Nakhon Phanom Province, The local museum of Wat Phra That, Nong Sam Muen, Phu Khieo District, Chaiyaphum Province and the Community Museum of Wat Phu Tham Phra Sila Thong, Khemarat District, Ubon Ratchathani Province are used as basic information in studying and finding guidelines for the management of local museums in the northeast.

1.2 Field study, in this study, the researcher used participatory observation methods. By participating in various activities in the community and the five local museums. Observe the museum management style and inquire about problems encountered in the management of the five museums. Then use the SWOT analysis to provide information that will serve as a guideline. In bringing the POSDCoRB management process to trial with the museum. Which has a period for posting area from April 2021 - until August 2023, with methods for visiting the area to collect data as follows.

- 1) Informal conversation, asking about basic information about the community, occupations, history of the community, way of life, culture, food, and participation in the museum. It is the people who visit the museum and the people who live around the museum.
- 2) In-depth interviews are individual interviews that require the most details. The interview topics are divided into: local history temple information and museum information the person providing the information is abbot, museum administrator, curator, museum co-founder folk philosopher President of the sub-district administrative organization, teachers, academics, and government departments using the snowball sampling method.
  - Local history issues study information related to history since the migration to settlers and villages study the culture way of life and local wisdom.
  - Museum information issues study the history of the museum's founding, who started it, when was it established, for what purpose, and who was there that are involved in the management of the museum study ancient objects to study the knowledge and information about where this item comes from. Study the identity of items in the museum to find distinctive features. And most importantly, study the museum's management process to see what the management process system is. There are problems encountered. How is the museum at present and what are the solutions in the future?
- 3) Set up a forum for group discussion. Invite people related to the local government organization museum. Educational institutions, academics, government, and private agencies, as well as interested citizens, join in brainstorming ideas to bring the POSDCoRB management process to trial in museums.

2. Population and sample for this study, the researcher has selected the target groups to meet the objectives by separating the target groups. According to the interview situation is as follows:

2.1 Informal conversation, this talk will involve random people who come to do activities with the temple and people in the community around the temple and nearby the temple. The interviews covered the content of opinions that people in the community had about the temple and opinions of people in the community about the museum.

2.2 In-depth interviews, there will be an interview about the history of the community. History of the temple where the ancient museum was founded antiquities in the museum and those related to community history which the researcher went down to survey the area and participated do various activities with the museum together with the abbot, cultural office, community leaders, villagers, and people who visit the museum, allowing the researcher to have access to information providers and also see the participation of the community.

### **3. Data collection tools, the tools used to collect data in this research include:**

3.1 The survey used a preliminary data survey. To study the general context of the local museum Ku Praphachai Learning Center Dan Sai Local Museum (Phi Ta Khon)) Rattanamoli Sri Kot Bura Arts and Cultural Center Wat Phra That Nong Sam Muen Local Museum and Wat Phu Tham Phra Sila Thong Community Museum. Ubon Ratchathani Province.

3.2 Observation form divided into 2 types consisting of: 1) Participatory observation. 2) Non-participant observation

3.3 Interview form divided into 2 types consisting of:

1) Structured interview (Structure Interview) is an interview with definitely defines the question and is used for practice groups and related groups only after receiving the information. The data will be categorized and analyzed to cover various issues.

2) Unstructured Interview is an interview format used for in-depth interviews. Unlimited answers, used for groups of knowledgeable people and experts. To obtain wide and diverse information,

covering issues ranging from general information of those providing information history of the museum, problems, and processes that guide problem-solving.

3) Focused Group Guidelines are tools used to collect data. Information in case the researcher has problems or questions, allows the researcher to ask in-depth questions to get an answer to the issue who still have doubts and want answers that have rather mysterious and complex details.

4. Data analysis of this research is qualitative research. The researcher uses an explanation method based on facts that have occurred to show the development of the museum and the museum's problems and then interprets and draws concrete conclusions. The events that occurred in five local museums were based on the use of various theoretical concepts together with synthesizing and bringing the results. The study explains the museum management methods including the implementation of the POSDCoRB management process in the museum and the researcher presents the results of the study in the form of a descriptive lecture. In writing research reports discussion of research results and suggestions for further research.

5. Presentation of research data on the management process of local museums in the Northeastern region, the researcher the data of the research will be presented in the form of a descriptive narrative in the next research paper.

## **RESEARCH RESULTS**

### **1. Problems of local museums in the Northeast**

From a study of the management process problems of five local museums in the Northeast, namely:

1. Ku Prapachai Learning Center Local Museum, Nam Phong District, Khon Kaen Province.
2. Muang Dan Sai (Phi Ta Khon) Local Museum, Dan Sai District, Loei Province
3. Rattanamoli Srikot Bura Arts and Cultural Center, That Phanom District, Nakhon Phanom Province
4. Wat Phra That Nong Sam Muen Local Museum, Phu Khiao District, Chaiyaphum Province, and
5. Wat Phu Community Museum Phra Sila Thong Cave, Khemarat District, Ubon Ratchathani Province.

In the framework of the POSDCoRB management study, it was found that in terms of planning (Planning) of the five local museums, there was no planning for the operations of museum management. There were no set goals for the museums in the future that must work. How does the museum achieve its objectives? In terms of organization (Organizing) of the five museums, there is no clear structure of responsibility for museum management. In terms of personnel management (Staffing), all five local museums have the same problem, which is the number of personnel. There is not enough to carry out work within the museum in the aspect of directing the five local museums. There is no clear division of work duties. One person performs many duties. Coordination (Coordinating) It was found that the five local museums had some coordination with various government agencies and the private sector. Only where there is a festival or important tradition held within the premises of the local museum. In terms of reporting, it was found that the five local museums did not report movements within the museums in writing to the museum administrators. To follow up on solving problems that arise within the museum. Only verbal reports are available to museum administrators. In terms of budgeting, all five local museums face problems in terms of budget to manage the museums.

### **Guidelines for managing local museums in the Northeast**

Guidelines for managing local museums in the Northeast which is an important mechanism in the management process that allows local museums to adapt to the era of change (disruption) appropriately and efficiently It is POSDCoRB management that can lead to concrete improvements in



local museum management practices. It was tested with the local museum, Ku Prapachai Learning Center, as a model for studying the management practices of local museums in the northeastern region. From studying the problems of the local museum, the Ku Praphachai learning center. The study was based on observation and interviews with key informants from the planning and organizational stages. Personnel management, administration, coordination, reporting, and budgeting. Makes the researcher aware of the problem situation. In the matter of the museum management process, therefore, the researcher has presented guidelines for museum management using the principles of the POSDCoRB management process as a management guideline as follows.

### **Planning**

Planning the operations of an important museum requires the participation of communities, temples, and schools. In operational planning before proceeding with the operational planning, there must be a data survey and listening. Opinions of all groups of people in the community, It is a forum to exchange knowledge to meet the needs of the community to prepare a plan for developing a local museum, a Ku Praphachai learning center. By National Economic and Social Development Plan No. 13 (2017 - 2036), National Education Plan (2017 - 2036), and the 5-year operational plan 2023 - 2027 of the Ministry of Culture as follows:

National Economic and Social Development Plan No. 13 (2017 - 2036, Strategy 3: Promote lifelong learning. Sub-strategy 3.1 Develop an ecosystem for lifelong learning by Encouraging various sectors to build and develop learning cities. Learning resources and a variety of creative spaces, both physical and virtual spaces, by setting appropriate incentives for educational institutions, government agencies, local government agencies, and non-governmental organizations Civil society the private sector, especially startup entrepreneurs, creates and develops learning resources. And quality creative space has modern content consistent with the needs of every group of learners, covering all areas.

National Education Plan (2017 - 2036) Strategy 3: Developing the potential of people of all ages. And creating a learning society Learning resources Textbook media, innovations, and learning media are of high quality and standards. And the public can access it without time and place restrictions. There are important indicators such as learning resources that have been developed to be able to provide education/organize lifelong learning activities with increased quality, mass media published. Or organize more educational programs Textbook media and learning media that have been certified with quality standards from responsible agencies. And has been developed with increased participation from the public and private sectors.

Five-year operational plan (2023 - 2027) of the Ministry of Culture Strategy 5: Develop a cultural environment to enhance learning and creativity. Arts and Culture Work, Guideline 4: Promote learning resources. And creative spaces that provide quality learning services throughout the country.

- Organizational aspect: Authority and duties are clearly defined so that operations run smoothly with definite goals. Meeting to assign work responsibilities Assign duties according to purpose.
- Personnel management (Staffing) Develop the potential of children in the community to receive tour guide training from knowledgeable people related to museums, with academics coming in to help advise. If you pass the training and can work in the museum, you will receive a daily stipend to enhance morale and morale in your work. In addition, the potential of museum personnel should be developed by learning online or going on study tours with successful museums.

- In terms of directing, the abbot held a meeting to assign duties. By dividing duties and responsibilities according to their expertise. To be able to complete assigned tasks according to the planned work plan to achieve the objectives.
- Coordination, Coordinating with agencies within and outside the community such as local administrative organizations, schools, the Fine Arts Department, Cultural Office. There is networking with various museums. To exchange knowledge and inspire the museum.
- In terms of reporting (Reporting), results are reported to supervisors every time the activity is completed for information to improve, fix, and develop further.
- Budgeting has budget planning, and financial control accounting to have a budget for managing the local museum appropriate and adequate in the management of the museum.

## DISCUSSION

### 1. Discuss the results of the problems of local museums in the northeastern region.

From the group of studies looking at local museums that are of special importance above Category 5, a study of the problem conditions of local museums of special importance found that indigenous people as well as Northern Eastern cultures and other regions have problems in terms of damage. To be respectful. This is consistent with Phinwalee Angsuphan (2008) who studied community participation in management to increase the capacity of local museums in Nakhon Ratchasima Province. It was found that the capacity of local museum management and the participation of the community increases the capacity to manage local museums, where the management system still lacks. An important factor is the lack of personnel. Lack of materials and equipment Lack of planning and lack of budget. As a result, community participation is reduced, consistent with Mananya Nuansri (2009), studying guidelines for managing local museums in Bangkok. To be a source of lifelong learning by collecting information on the current condition of 3 local museums in Bangkok through structured interviews. And opinions from 20 experts in lifelong education and museum management through structured interviews. It was found that the current condition of Bangkok's local museums still has problems with insufficient budget management. Activities within the museum lack diversity, personnel lack knowledge about museum work, and there are few visitors, this is consistent with Busyamas Daengkham (2013) who has studied the history. Background and management model of the Fang Khlong Temple Folk Museum (Thai Phuan), Ko Wai Subdistrict, Pak Phli District, Nakhon Nayok Province. Including the strengths and weaknesses that are being implemented. To propose appropriate guidelines for museum management. The results of the study found that the role and duties of the folk museum at Wat Fang Khlong (Thai Phuan) found 8 problems: collection of objects Check classification Record evidence preservation of objects, security, educational services, and social functions in terms of guidelines and suggestions for appropriate management, Consisting of 5 areas: data management, location, budget, and community participation. And those responsible for managing the museum.

### 2. Discuss the results of the management guidelines for local museums in the northeastern region.

Guidelines for managing local museums in the Northeast using a management process POSDCoRB using the local museum, Ku Praphachai Learning Center, as an example in the experiment, consistent with Nantaka Ruangsirikul (2012), studied the management of ecotourism at the Thai Elephant Conservation Center, Wiang Tan Subdistrict, Hang Chat District, Lampang Province. The objective is to study the management of the Thai Elephant Conservation Center, Wiang Tan Subdistrict, Hang Chat District, Lampang Province. The POSDCoRB management process was used as a guideline for the study. Data was collected using interviews. Study from relevant documents and research. Including participatory observation, the results of the study found that the Planning aspect Thai Elephant Conservation Center, Lampang Province. There is a planning meeting within the agency. It

is then compiled into an organizational plan. The organization's plan in each area must be consistent with government policy and the development plan of the parent agency. Organizational aspect The Structure of the conservation center Thai Elephant, Lampang Province, is determined by the parent organization (F.F.I.) with a clear manpower framework for personnel management. The senior executive of the Thai Elephant Conservation Center, Lampang Province, is responsible for personnel management. Organization executives have no role in recruiting. Select, hire, and appoint staff of the organization in the recruitment process. Select, hire, and appoint duties will come from the parent organization. Supervision work at the Thai Elephant Conservation Center, Lampang Province Work is controlled both internally and externally. Internal control by appointing officers to inspect and report on work performance every time. Coordination Thai Elephant Conservation Center, Lampang Province There will be internal coordination and there will be a public relations group with external parties. There is coordination both verbally and in writing. There is a monthly meeting every month. Coordination with external organizations: There will be regular coordination with government and private organizations. Reporting Thai Elephant Conservation Center, Lampang Province. There is reporting along the chain of command, both verbal reporting and written reporting. The performance of each department's work is reported at regular monthly meetings. The results of the event are reported. Activities or projects respectively. Budget: Annual budget allocation of the Thai Elephant Conservation Center, Lampang Province. Received allocation from the Forest Industry Organization (FRI), the primary agency. The organizational administrators will assign each department of the organization to the meeting. Brainstorm ideas problems that occur explore needs and prepare a work budget to be consistent with the job or project.

## CONCLUSION

1. Summary of the problems of local museums in the northeastern region, totaling 5 museums, including the Ku Praphachai Learning Center Local Museum. Dan Sai Local Museum (Phi Ta Khon) Rattanamoli Srikot Bura Arts and Cultural Center Wat Phra That Nong Sam Muen Local Museum and Wat Phu Tham Phra Sila Thong Community Museum found that in terms of planning, all 5 museums do not have operational plans. The organization of the five museums has no clear responsibility for managing the museums. In terms of personnel management, all 5 museums have the same problem. The number of personnel is insufficient. To work in the museum Administration of all 5 museums. There is no clear division of duties. One person performs many duties. In terms of coordination, it will be found that all 5 museums will have coordination with the government and private sectors, especially when there are important traditional festivals held within the museum's location. In terms of reporting, it will be found that all 5 museums. There was no report or written record to the museum administrators. Regarding the budget, it can be found that all 5 museums face problems with the budget used to manage the museums.

2. Summary of guidelines for managing local museums in the Northeast. Using the POSDCoRB management process principles as a guideline for management. By choosing the Ku Prapachai Learning Center Museum. Become a model in studying the approach to the museum management process using the POSDCoRB model, a forum for exchanging knowledge between communities, houses, temples, and schools was opened, detailed as follows:

**Planning:** Operational planning must involve communities, temples, and schools to participate in operational planning. Organize a forum to exchange knowledge to get the needs of the community to create a plan for museum development. By The 13th National Economic and Social Development Plan (2017–2036), the National Education Plan (2017–2036), and the 5-year operational plan 2023–2027 of the Ministry of Culture.

**Organizing:** authority and duties are clearly defined to ensure smooth operations with definite goals.

**Personnel management (Staffing):** training for young tour guides If you pass the training and can work in the museum, you will receive a daily stipend to enhance morale and morale in your work. In addition, the potential of museum personnel should be developed by learning online or going on study tours with successful museums.

**Directing:** the meeting assigned duties. By dividing duties and responsibilities according to their expertise.

**Coordination (CO - CO-ordinating):** Coordinating internally and coordinating with external parties. There is coordination both verbally and in writing. There is a monthly meeting every month. Coordination with outside organizations is coordinated regularly with government and private organizations.

**Reporting:** there should be reporting along the chain of command, both verbal reporting and reporting. In writing the performance of each department's work is reported at regular monthly meetings. The results of the event are reported. Activities or projects related to the local museum, Ku Praphachai Learning Center.

**Budget Annual:** budget allocation from the sub-district administrative organization. There should be a brainstorming session. Problems that occur explore needs and prepare work budgets to be consistent with museum work.

## Suggestions

### 1. Suggestions for applying research results:

From the study of the museum management process, it was found that the POSDCoRB management process should be used as a guideline for application to various organizations. Who's experiencing problems in the field of management. This is to improve the management process.

### 2. Suggestions for next research:

Further additional stories about local museums in the northeast include basic research and study, applied research, and basic data research. In the management process of regional museums in other sectors, most local museums face problems in the management process should be conducted. This will inform guidelines for managing local museums in the future.

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