The purpose of this study is to investigate the relationship between organizational effectiveness of the school and the instruction development processes according to the Educational Reform Policy. It is a case study that involves only the schools under the supervision of the Ubon Rajathani Province Office of Elementary Education. The data were collected by using questionnaires and interviews from 36 participating and 37 non-participating schools in the Educational Reform Program. Multiple regression analysis was employed to evaluate the hypothesized relationship. Qualitative data from the in-depth interview were also analyzed to supplement the quantitative analysis.

The 1997-1998 data showed a significant difference between the participating and non-participating schools in terms of size ($p<0.01$), organizational competence, school atmosphere, and leadership ($p<0.05$). The overall data set revealed that these two types of schools differed significantly in the levels of success in curriculum and instructional development in all the four years under study. According to regression analysis, the variables that best accounted for the variation in the success of curriculum and instruction development are : the participating variable, the size of the school, and community involvement. These variables are consistent with the result of the qualitative data analysis. When the participating variable was excluded from the equation, the size of the school, organizational competence, and school atmosphere were found to be significantly correlated with curriculum and instruction development variables ($p<0.01$). However, the regression analysis based on the full model showed that all the six predictors mentioned above are statistically significant at the 0.01 level for each of the four data sets.