



PROCEEDINGS OF  
**The IRES**  
INTERNATIONAL CONFERENCE



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PROCEEDINGS OF  
**THE IRES**  
**103<sup>rd</sup> INTERNATIONAL CONFERENCE**  
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M.E: Civil Engg.IIT Roorkee, Membership: Indian Road Congress (IRC), Institute of Urban Transport (IUT)

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## **EDITORIAL**

It is my proud privilege to welcome you all to the TheIRES International Conference at Zurich, Switzerland. I am happy to see the papers from all part of the world and some of the best paper published in this proceedings. This proceeding brings out the various Research papers from diverse areas of Science, Engineering, Technology and Management. This platform is intended to provide a platform for researchers, educators and professionals to present their discoveries and innovative practice and to explore future trends and applications in the field Science and Engineering. However, this conference will also provide a forum for dissemination of knowledge on both theoretical and applied research on the above said area with an ultimate aim to bridge the gap between these coherent disciplines of knowledge. Thus the forum accelerates the trend of development of technology for next generation. Our goal is to make the Conference proceedings useful and interesting to audiences involved in research in these areas, as well as to those involved in design, implementation and operation, to achieve the goal.

I once again give thanks to the Institute of Research and Journals, TheIIR, TheIRES for organizing this event in Zurich, Switzerland. I am sure the contributions by the authors shall add value to the research community. I also thank all the International Advisory members and Reviewers for making this event a Successful one.

**Editor-In-Chief**

**Dr. P. Suresh**

M.E, Ph.D. Professor and Controller of Examinations,  
Karpagam College of Engineering.,  
Coimbatore, India



# THE STUDENTS' EXPECTATIONS TO BACHELOR OF PUBLIC ADMINISTRATION PROGRAM, FACULTY OF HUMANITIES AND SOCIAL SCIENCES, SUANSUNANDHARAJABHAT UNIVERSITY

<sup>1</sup>MARN DARATH SUKSANGA, <sup>2</sup>CHINDALAK VADHANASINDHU, <sup>3</sup>JUNEERUT JANNIT,  
<sup>4</sup>YONGYUTH KIDSUNTAD

<sup>1,3,4</sup> SuanSunandhaRajabhat University, Bangkok, Thailand

<sup>2</sup>National Institute of Development Administration

E-mail: <sup>1</sup>marndarath.su@ssru.ac.th, <sup>4</sup>yongyuth.ki@ssru.ac.th

**Abstract** - The article aims to study the level of expectations to Bachelor of Public Administration Program, Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University. The results can help enhance improve quality of Bachelor of Public Administration Program, Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University. Preliminary sample data (N=223) collected from students are studying at Public Administration Program (Revised Curriculum Academic Year 2016), Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University. A questionnaire containing 40 questions has been used for data collection. SPSS software and Cronbach's alpha index have been used for data analysis and reliability analysis of the questionnaire, respectively. The results of regression analysis reveal that all attributes have significant and positive impact on students' expectations to Bachelor of Public Administration Program, Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University though with varying degree of strength. However, teachers' effectiveness is the most influential factor among all the variables, therefore it requires special attention of the policymakers and institutes.

**Index Terms** - Expectations, Public Administration, Public Administration Program

## I. INTRODUCTION

Education in the country traces its roots to the 13th century and the old capital of Sukhothai. Reform of the system, and the teaching of English, started under the reign of Rama IV when the country faced increased contact with Western powers in the 19th century. Education became even more formalised under Rama V. A school was originally established at the Royal Pages Barrack in 1871, and that school later became Suankularb in 1872. That same year, the king formed the Army Cadet School, the Cartographic School, the School for Princes, and the School for Dhamma Studies. The Civil Service Training School was later founded, which became the Royal Pages School in 1902, and then the Civil Service College of King Chulalongkorn, in 1911 [1].

The higher education system in Thailand started during the reign of King Rama V (1868-1910) with the creation of a law school, in 1887. This was soon followed by a medical school, the Royal Pages' School for training in government administration and an engineering school. By the Royal Decree of King Vajiravudh (Rama VI 1881 - 1925) on March 26, 1916, these schools were combined to form a university known as Chulalongkorn University. Thus Chulalongkorn University is Thailand's first institution of higher learning, officially came into being in March, 1917 [2].

The educational management in Thailand falls under the responsibility of many ministries and agencies. The Ministry of Education (MOE) is responsible for

preprimary up to the higher education levels. It also provides non-formal education or out-of-school programs and supervises private schools at all levels except the degree level. The Ministry of University Affairs (MUA) is responsible for higher education at the undergraduate and graduate levels at both public and private universities.

The State of Education in Public Administration Program in Thailand. Marketization of education and the escalating competition for "customers" especially at the graduate study have worsened the quality of the recruitment and teaching processes. Teachers were found not to hold the degrees in the field or subject of their teachings and overloaded with many courses each semester. Hence, less time was spare for doing research. Class evaluation was merely done since keep the program running was utmost important than maintaining the quality of teaching [3].

## II. OBJECTIVE OF STUDY

To study the level of expectations to Bachelor of Public Administration Program, Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University.

## III. LITERATURE REVIEWS

### 1. Faculty of Humanities and Social Science, SuanSunandhaRajabhat University [4]

Faculty of Humanities and Social Science has been developed along with SuanSunandhaRajabhat University. Initially, Faculty of Humanities and Social

Science was not divided as department. Teachers attached to Department of Humanities and Social Science are responsible in teaching several important courses in the educational curriculum. In B.E.2518 (1975), there was the Act enacting all teacher's colleges to transform into academic colleges; therefore, Department of Humanities and Social Science was founded by opening for teaching in diploma degree, Bachelor's Degree: (4 years) and Bachelor's Degree (2 years) (Post-diploma). For field of studies, the faculty had 3 major subjects, namely Thai language, English language and social studies. After that, in the year of B.E. 2527 (1986), the curriculum was improved and the curriculum of liberal arts was opened for teaching in 2535 (1992). "Department of Humanities and Social Science" was transformed into "Faculty of Humanities and Social Sciences" in according with the Rajabhat Institute Act and the position of "Chief of Department" was changed to "Dean"; the faculty supervised 11 departments. Later, in the year of B.E. 2542 (1999), a structure of the departments was changed to be programs according to curriculum for producing undergraduate students, total 11 programs and in the year of B.E. 2543 (1987), Programs of Liberal Arts, Dance, Drama and Music were separated to establish as Faculty of Liberal Arts. Faculty of Humanities and Social Science, therefore, had the programs opening for teaching in Bachelor's Degree (4 years), departments of educations and art, total 7 programs.

As, in the present time, the needs of personnel possessing foreign language skills are increased, both in public sector and private sector. All the time from the past, the faculty has opened Japanese Language and French Language and Chinese language subjects all of which are elective subjects of Tourism Industry Program, Business English Program and English Program, all of which were interested by students every year. In the academic year of B.E. 2545 (2002), therefore, the faculty improved potential of Japanese Language Program and Chinese Language Program consisted of the curriculum, lesson plans, teachers, media, lecturer source and field experience by opening "Japanese Language Program" and "Chinese Language Program" in Bachelor's Degree (4 years) in the academic year of B.E. 2546. Moreover, the faculty received academic cooperation with Yunnan Normal University, PRC in establishment of Chinese Language and Culture Center by holding official opening ceremony on June 10, 2002; the faculty opened Chinese Language Training Curriculum for faculty of teachers and interesting persons. In addition Yunnan Normal University provided cooperation with SSRU in making lesson plans "Chinese Language Program" in Bachelor's Degree (4 years). In the academic year of B.E.2546 (2003), SSRU signed in academic cooperation in providing education for students of Yunna Normal University (Joint Venture 2+2 Bachelor's Degree Program) as the students would

study at Yunna Normal University for 2 years and other 2 years would study at SSRU in the Tourism Industry Program, Faculty of Humanities and Social Science. The aforementioned Chinese students started studying in Tourism Industry Program in 1st semester, academic year of B.E, 2548 (2005) henceforth. Furthermore, in academic year of B.E.2547 (2004), the faculty developed the curriculum and opened for teaching in Bachelor's Degree (4 years), namely Cultural Management, fields in the academic year of 2548 (2005) : Hotel and Lodging Business Management, Geography and Geo-Informatics and other 2 fields in the academic year of 2550 (2007): Social Innovation Management and Information Management; the Social Innovation Management opened for enrollment in semester 1/2007 and Information Management started opening for enrollment in semester 1/2008. In the academic year of B.E. 2554 (2011) the faculty opened Local Government (Curriculum of Public Administration).

In the year of B.E. 2555 (2012), the faculty developed 2 Master's Degree Curriculum, namely Master of Liberal Arts: Innovative Local Management and Chinese Teaching. All the past time, Faculty of Humanities and Social Science are responsible for management of lesson plans, General Education Courses for students of faculties, including teaching in major/specific subjects for students of faculty, total 13 fields. Bachelor's Degree: Programs in

- 1) Thai.
- 2) English.
- 3) Business English.
- 4) Japanese.
- 5) Chinese.
- 6) Public Administration
- 7) Tourism Industry and Hospitality and Hospitality Management.
- 8) Hotel and Lodging Business Management.
- 9) Geography and Geo-Informatics.
- 10) Social and Cultural Management.
- 11) Information management System.
- 12) Laws.
- 13) Police Administration

However, Nowadays, the social condition is changed into a competitive way; therefore, the faculty of Humanities and Social Science has to develop learning matter to keep the pace with globalization and to possess potential in service and education in standard level to be recognized in local and international stage [4].

## 2. Thailand's education system [5]

Thailand has made the transition from a largely agrarian, low-income society to an upper-middle income country and now faces the challenge of achieving sustainable growth in the face of a shrinking workforce and regional competition. Thailand's basic education has expanded significantly and now encompasses pre-primary and upper secondary

schooling. It has been free of charge since 2009 and participation rates are now high, with almost universal pre-primary and primary education. Reform efforts to decentralize administration, and increase the quality of its education to meet broader development goals have had less impact, with challenges of effectiveness, efficiency and equity remaining to be met.

Education and literacy development have a long tradition in Thailand (Fry and Bi, 2013). Today's education system aims to build and support practical and academic skills, social competencies, moral and democratic values, and a national identity. Over the years, Thailand has expanded the number of years of free schooling available to Thai youth, and the country now offers a range of schools to meet students' different needs. However, students in remote areas or from disadvantaged backgrounds do not have access to the same quality of education as those in other parts of the country, and there are inefficiencies in the overall governance of the system [5].

Thailand first looked at the reform or transformation of higher education in a systematic manner at the end of 1980s when MUA prepared the first 15 year Higher Education Plan covering 1990 to 2004. The atmosphere at that time was one of economic buoyancy and international competitiveness. Ten years have since passed, the economy has been in deep recession and it is still debated whether the recovery is V or U or L shape. New issues have emerged. The new Constitution was promulgated in 1997 and the first National Education Act was enacted in 1999. It is strongly felt that the higher education system need to be overhauled if Thailand is move forward with renewed confidence and to be a country of relevance and prominence in the new millennium.

Education in Thailand has received significant political attention in the past two decades. Thai education reform developed out of the country's recognition that its education system needed to transform to adapt to domestic and global changes and to better support sustained economic growth. This reform can be divided into several phases, the most recent of which began with the 1997 Asian economic crisis and the writing of a new Thai constitution (Fry and Bi, 2013). A major reform was implemented in 1999 under the aegis of the National Education Act. Despite Thailand's progress in increasing overall access to education, translating other reforms into action has been an ongoing challenge. The country will need to establish and effectively implement a new long-term reform agenda in order to improve the quality of the education system and, in turn, meet broader development goals [5].

Thailand has made real efforts over the last two decades to address some of the pressing challenges its education system faces as the country aims to move

beyond the "middle-income trap" – economic stagnation due to insufficient performance in global markets. This work continues apace as the country enters the competitive ASEAN economic community, and prepares a new constitution and the next steps for its education reform agenda. It will need to address challenges relating to the effectiveness, efficiency and equity of its education system [5].

### 3. Human Capital Development

Human capital development is nowadays considered a principal method for the development and growth of an organization in the current fast- changing world [6]. Human capital plays a critical role in economic growth and poverty reduction. From a macroeconomic perspective, the accumulation of human capital improves labor productivity; facilitates technological innovations; increases returns to capital; and makes growth more sustainable, which, in turn, supports poverty reduction. Thus, human capital is regarded at the macro level as a key factor of production in the economy wide production function. From a microeconomic perspective, education increases the probability of being employed in the labor market and improves earnings capacity. Thus, at the micro level, human capital is considered the component of education that contributes to an individual's labor productivity and earnings while being an important component of firm production. In other words, human capital refers to the ability and efficiency of people to transform raw materials and capital into goods and services, and the consensus is that these skills can be learned through the educational system. That said, human capital development is important for development for its intrinsic value as a development goal in its own right, not only because of its instrumental value [7].

For a definition and initial conceptualization we turn to T. W. Schultz. Schultz defined human capital as attributes of acquired population quality, which are valuable and can be augmented by appropriate investments and a many of the capabilities inherent in people. Carry both innate (Innate) or caused by the accumulation learn. Each person is born with a gene specific to the individual, which is an indicator of ability. These features are valuable features. This value is increased when there is a reasonable investment [8]. Human capital has also been defined on an individual level as the combination of these four factors: your genetic inheritance; your education; your experience; and your attitudes about life and business [9]. Human capital is important, because it is a source of innovation and strategic renewal, whether it is from brainstorming in a research lab, day-dreaming at the office, throwing out old files, re-engineering new processes, improving personal skills or developing new leads in a sales rep's little black book. The essence of human capital is the sheer intelligence of the organizational member.

The OHEC policies on human capital development aim at enhancing graduate employability in both national and regional labor markets. The policies are OHEC's responses to the increasing roles of employers in shaping higher education as both a supporter and user of higher education products (Eckel and King 2004). Currently, higher education intuitions are facing two related challenges: an incongruity between graduates' competencies and the needs of employers in addition to looming competition between Thai graduates and those from other ASEAN member countries. ASEAN economic integration will create a greater flow of trade and mobility of workers across borders. After 2015, labor markets will significantly expand, shifting from national to regional spheres. To seek employment, graduates and workers must excel in their professional skills and acquire additional ones, including foreign language acquisition and the capacity for cross-cultural communication [10].

To address these challenges, OHEC launched two initiatives: university and business-sector cooperation and the National Qualifications Framework (NQF). The university and business-sector cooperation focuses on increasing the role of employers in curriculum development, providing internship opportunities for students, and enhancing research commercialization and technology transfer. The NQF provides competencies frameworks for curriculum development. The five domains of learning outcomes in the NQF cover both professional and social competencies. The NQF will ensure that graduates possess necessary competencies for seeking employment. In addition, it will allow employers to better understand graduates' qualifications and recruit those who obtain competencies necessary to work in their establishments.

Apart from graduate employability, OHEC has implemented the teacher development project. The project was developed on a principle that the quality of teacher significantly affects the quality of basic and vocational education. Augmenting the quality of high school teachers will likely enhance the quality of secondary instruction, which will ensure graduates have the preparation they need to succeed at the tertiary level. The teacher development project focuses on enhancing the quality of teachers in the areas of Thai and English languages, basic sciences, and mathematics. It is an on-going project facing a number of challenges, particularly regarding the coordination among related government agencies and graduate job placement [10].

#### **4. Bachelor of Public Administration Program in Thailand.**

Public Administration Program provides contents covering both theory and practice related to administration of the country to achieve the state policy. This includes creating awareness of political

philosophy, political, economic, social and cultural contexts, and significance of information technology changes in administration and service of government sector, public policies and public management in national, regional and local level. This also focuses on concepts and processes of public management and public administration program in order that the graduates have knowledge, intelligence and skills in professional practice of government agencies involved in administration and service of the government in various fields with efficiency, effectiveness and fairness [11].

The field of public administration — or administrative services — focuses on the formation and management of public agencies. Public administration studies focus on issues such as public resources, accountability, and the description, analysis, solutions and synthesis of contemporary management problems in criminal justice agencies. Public administration careers also exist at every level of government.

Government and the public sector have increasingly become major players in nearly every facet of society. Gaining the appropriate level of skills and knowledge is essential for success in a wide variety of jobs. Bachelor in Public Administration programs focus on the study of organization, structure, and processes of government through an interdisciplinary lens, and is designed to help students develop an understanding of the issues and challenges confronting society. While earning a Bachelor in Public Administration degree, students develop leadership, analytical, organizational, research, and communication skills. They learn to implement complex public programs, while troubleshooting public and governmental issues successfully. Graduates with a Bachelor in Public Administration degree can enter both private and public sector fields. Some schools offer concentrations that allow students to focus on one aspect of public administration, such as law enforcement or non-profit.

Graduates of Bachelor in Public Administration programs have several possible career options including probation officer, human resources director, community service manager, public relations specialist, and health service administrator. It is a wide-ranging field with opportunities available around the world at many academic institutions.

#### **IV. METHODOLOGY AND DATA ANALYSIS**

##### **A. Population and Sampling**

This research has a unit of analysis as an individual which is 505 students who are studying in year 1 to 3 of Bachelor of Public Administration Program (Revised Curriculum Academic Year 2016) in Local Government, Public Administration, and Public and Private Sector Management at Faculty of Humanities and Social Sciences, therefore, the researchers have

selected 223 people as a sample by doing a calculation in accordance with a Yamane formula (ManasSuwan, 1998) as follows:

$$n = N / 1 + (e)^2 \quad (1)$$

when  $n$  = the number of sample

$N$  = number of studied population

$E$  = error of random sampling (0.05)

Substitute  $n = 505 / 1 + 505(0.05)^2$

= 223 persons

### B. Data analysis

The study employed qualitative method using questionnaire has been used for data collection. A convenient sampling design was used in this study. SPSS was used to perform the analyses to addresses the research questions. Data analyses included descriptive statistics included measurements of frequencies, percentages, means, standard deviations, regression and Independent Sample T-Test.

## V. RESULTS AND DISCUSSION

Dependent Variable	Constant	Course	Learning activities	Teacher	Learning facilities	R-Square	F Statistic
Student's Expectations	.696	.225	.256	.393	.149	.542	49.000
	(.276)	(.098)	(.076)	(.077)	(.158)		
	[2.574]	[3.216]	[5.446]	[5.712]	[2.193]		
	<i>.005</i>	<i>.017</i>	<i>.000</i>	<i>.000</i>	<i>.034</i>		<i>.001</i>

Table 2: Multiple Regression Coefficients, Standard Errors in parenthesis, t-values in brackets, p-values and F-statistics in italics

The above table reveals the results of regression analysis for students' expectations. It is evident from the results that model fits the data well ( $p < 0.05$ ) and there is a strong positive relationship between dependent variables and predictors (F-statistics = 49.00 and  $R^2 = .542$ ). The independent variables of the model explain 54% variations in the dependent variable. The variables when compared on individual basis, all the variables are significant ( $p < .05$ ). The regression coefficient of courses is .225 in this model, which means that it enhances expectations by 22%. The regression coefficient of learning activities is 0.256, so, students consider it 25% important for expectations. The regression coefficient for teachers' effectiveness is 0.393, which suggests that students' expectations is considerably sensitive to teachers' effectiveness that brings 39% change in expectations. Whereas the regression coefficient of learning facilities is 0.149, so, it has 14% impact on students' expectations. All four variables have significant impact and positively related to students' expectations, though with varying degree of strength. The results support the hypotheses developed therefore we accept these hypotheses.

### CONCLUSIONS

The results indicate that, all the variables are significantly and positively related to students' expectations it is concluded that courses, learning

The objective of this study is to find out the relationship between students' expectations and various education facilities. Moreover, the level of expectations between male and female students is also investigated. For this purpose various tests are performed and results are summarized below:

Level of expectations	Group	Mean	StdDev	P-Value
s	Male	1.6497	.20522	.000
	Female	2.2669	.27110	

Table 1: Level of expectations between Male and Female Students (Independent Sample T-Test)

After ensuring the assumption of equality of variances ( $p > .05$ ), T-Test is applied to measure the difference of expectations between male and female students. The result of T-Test shows a significant difference between the responses of two groups ( $p < .05$ ). The mean value of female respondents is greater than male respondents i.e. 2.2669.

activities, teacher's effectiveness, and learning facilities enhance the student's expectations in higher education. According to results teacher's effectiveness is the most influential factor on the students' expectations, whereas learning activities and courses are next important factors and learning facilities is the least important factor among all the variables.

This means that teacher's effectiveness, learning activities and courses do a good job of enhancing students' expectations in higher education. The results can help enhance improve quality of Bachelor of Public Administration Program, Faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University, therefore it requires special attention of the policymakers and institutes.

So, Development the academic, a program to produce high quality teachers should be supported. A teacher training system should be undertaken to attract individuals who possess intellectual ability, morality, and a teaching spirit. Sector partnerships should be promoted to honor excellence in teaching and dedicated teachers as role models. Incentives should be offered to teachers for self-improvement, while the current assessment process should be improved to better achieve efficiency in education management and student development.

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