

UNDERSTANDING AND KNOWLEDGE OF THE STAFF MEMBERS OF THE GRADUATE SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY ON THE DEVELOPMENT AND SUBMISSION OF THE CURRICULUM REPORTS

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ABSTRACT

This study aimed to investigate the understanding and knowledge of the staff members of the Graduate School of Suan Sunandha Rajabhat University on the development of the curriculum reports and the process for the report to gain approval from the University's Academic Council. A qualitative research approach was employed in this research. Data were gathered from 45 staff members of the Graduate School of Suan Sunandha Rajabhat University, Bangkok, Thailand. A questionnaire was developed and used to collect the data. Descriptive statistics including percentage, mean, and standard deviation were used to analyze the data. Thirty-three of the respondents were female, accounting for 80 percent, while the rest were male, accounting for 20 percent. Their ages ranged from 26 to 35 years old. More than half of them were Bachelor's degree holders. The findings showed that their understanding on the process of checking and verifying the curriculum reports before submitting to the Academic Council of the University was at a moderate level (mean score = 3.87). In addition, their knowledge on the components of the curriculum reports was also at a moderate level (mean score = 3.51). These findings indicate that the staff members should be trained on all aspects concerning with the preparation of the curriculum report.

Keywords: Curriculum report, Staff member, Process

INTRODUCTION

The Graduate School at Suan Sunandha Rajabhat University adheres to the 2015 Ministry of Education Announcement on Standard Criteria for Graduate Studies Curriculum, which outlines the essential components of the graduate curriculum report review process. According to this announcement, the qualifications for instructors and curriculum managers for the Master's and Ph.D. programs are as follows:

For Master's Programs: Program instructors must hold at least a Master's degree or its equivalent and have published academic work that is not part of the study to obtain the degree. This academic work must meet the criteria for appointing an individual to an academic position, with a minimum of three

items published in the past five years, at least one of which must be a research work. Instructors in charge of the curriculum must consist of at least three individuals with a doctorate degree or its equivalent, or at least a Master's degree or its equivalent with the rank of Associate Professor. They must have published academic work that is not part of the study to obtain the degree, meeting the criteria for appointing an individual to an academic position. The academic work must consist of a minimum of three published items in the past five years, at least one of which must be a research work.

For Ph.D. Programs: Program instructors must hold a doctorate degree or its equivalent, or at least a Master's degree or its equivalent with the rank of Associate Professor. They must have published academic work that is not part of the study to obtain the degree, meeting the specified criteria for appointing an individual to an academic position. The academic work must consist of a minimum of three published items in the past five years, at least one of which must be a research work. Instructors in charge of the curriculum must consist of at least three individuals with a doctorate degree or its equivalent, or at least a Master's degree or its equivalent with the rank of Professor. They must have published academic work that is not part of the study to obtain the degree, meeting the criteria for appointing an individual to an academic position. The academic work must consist of a minimum of three published items in the past five years, at least one of which must be a research work.

Furthermore, according to the Curriculum Development requirements, every academic year, the curriculum must be assessed and reported to keep it up-to-date. The collected information is then used to improve the curriculum periodically, at least according to the curriculum cycle or every five-year cycle.

Therefore, the present research aims to emphasize the importance of the process of reviewing the graduate curriculum report of graduate program staff. This is necessary to ensure that all those involved in curriculum development and teaching can follow a work process that is easy, correct, complete, and leads to the improvement of the process for reviewing the graduate curriculum report of graduate program staff.

RESEARCH OBJECTIVE

to investigate the understanding and knowledge of the staff members of the Graduate School of Suan Sunandha Rajabhat University on the development of the curriculum reports and the process for the report to gain approval from the University's Academic Council.

LITERATURE REVIEW

In this study on the development of the review process for graduate curriculum reports among staff members of the Graduate School at Suan Sunandha Rajabhat University, the researcher reviewed pertinent literature and research studies and presented the following topics:

1. Development concept
2. Related research results
1. Development Concept

Development refers to the process of effecting changes in the knowledge, attitudes, and behaviors of members of society at individual, institutional, and social levels. The transformation from a society's previous state to an ideal model or an improved condition may be referred to as the development process. The term development has been defined by various scholars, and theories and concepts of development

have different roots in the evolution of thinking. The core beliefs of thinkers in different eras and the appropriateness of development contexts influenced these theories and concepts. The two major theories include modernization theory and dependency development theory.

The term development has multiple meanings that are similar or different from each other. It can be classified as follows: meaning from words and meaning from the Thai word form. The term development originates from the English word Development, which means gradual change through different stages, growth, improvement, and advancement towards a satisfactory level of productivity (Pakorn Priyakorn, 1995, p. 5). If we consider the meaning from the Thai word form, it signifies progress and prosperity in a positive way. When used as a verb, development means growth, increase, and prosperity, for example, prospering with goodwill (Royal Institute Dictionary, 1995, p. 238).

2. Related Research

Warangkhan Khongsil and Thanasuwit Thaphiranrak (2018) classified personnel at Suan Sunandha Rajabhat University into two categories: academic personnel and academic supporting personnel. The study revealed that academic supporting personnel play a vital role in leading an organization towards its objectives. In this regard, personnel performance is considered a crucial factor in driving an organization towards its goals by measuring success through performance.

Panida Nilarun and Prasopchai Phasunon conducted research on performance efficiency as a measure of personnel success within an organization. The study proposed that personnel could allocate the least available resources for the most beneficial and worthwhile tasks for the organization. The study also demonstrated that a clear and methodical work process displays personnel's potential for performance.

Polchai Chai-in examined the problems and desirable forms of procurement management among procurement officers at Burapha University. The study revealed that material distribution was the primary issue, followed by procurement, maintenance, and control. The study further identified that there should be fewer steps in operations to increase work flexibility by improving the rules, regulations, or orders of Burapha University in line with the Regulations of the Office of the Prime Minister on Procurement, B.E. 2535, or other government measures related to procurement. The study also suggested that the university establish a policy on the administration of supplies between departments to address the problem of parcel management.

RESEARCH METHODOLOGY

1. Population and Sample:

The study population consisted of 15 graduate students enrolled in the Doctor of Philosophy program. A simple random sampling technique was used to select the participants.

2. Data Collection:

Data were collected through a questionnaire. The researcher prepared a sufficient number of questionnaires for the sample size and provided them to the study participants. Prior to answering the questionnaire, the respondents were briefed on the objectives and the methodology of the survey.

3. Data Analysis:

The collected data were analyzed using a computer program, which included percentage, mean, and standard deviation statistics in the analysis.

RESULTS

According to the results presented in Table 1, the analysis of general data gathered from the respondents revealed the following demographic characteristics: gender, age, and education level. Specifically, the majority of the respondents were female, accounting for 80.00 percent of the sample, with 36 participants. In contrast, males accounted for 20.00 percent of the sample, with 9 participants. In terms of age, the highest proportion of respondents fell within the 26-30 age range, with 15 participants representing 30.30 percent. The 36-40 age range accounted for 12 participants, representing 26.67 percent, followed by 31-35 age range and over, with 8 participants representing 17.78 percent. With regard to education level, most respondents were undergraduate students, with 28 participants representing 62.20 percent of the sample, followed by 17 participants holding a master's degree, representing 37.80 percent of the sample.

Table 2 An analysis of knowledge and understanding for the review process of curriculum reports

Knowledge and understanding issues	$\bar{x}$
It is noteworthy that prior to accepting student applications, a curriculum reports must receive approval from the university council.	3.87
The development or enhancement of a five-year curriculum necessitates its passage through the Graduate School Steering Committee meeting, the Academic Council meeting, and the University Council meeting.	3.48
It is mandatory for curriculum reports that have received approval from the university council meeting to provide the curriculum information that has passed the inspection service division into the CHE Curriculum Online (CHECO) system.	3.51
Revised curricula in 2023 must conform to the standard criteria for the graduate curriculum of 2022.	3.40
It is a prerequisite for recording curriculum data in the curriculum acknowledgment system (CHECO) to receive acknowledgement from the Ministry of Higher Education, Science, Research, and Innovation.	3.25
The appointment of instructors in charge of the program and program instructors must follow the approval of the course book by the university council.	3.49
Section 3 of the curriculum structure, subjects, and credits comprises the educational management system, curriculum operations, and curriculum and instructors.	3.86
Total	3.55

Table 2 displays the levels of knowledge and understanding regarding the process of reviewing graduate curriculum reports. It is observed that the curriculum reports must receive approval from the university council before accepting student applications, which obtained the highest level of average

score, with 3.87. This is followed by Category 3, which encompasses curriculum structure, subjects, and credits, with an average score of 3.86, curriculum reports that have received approval from the university council are required to provide the curriculum information to the inspection service division, which is then entered into the CHE Curriculum Online (CHECO) system, with an average of 3.51, the development or enhancement of a five-year curriculum necessitates its passage through the Graduate School Steering Committee meeting, the Academic Council meeting, and the University Council meeting, with an average of 3.48, revised curricula in 2023 must conform to the standard criteria for the graduate curriculum of 2022, with an average of 3.40.

CONCLUSION

Based on the study's findings, it was discovered that graduate program officers possess a high level of knowledge and understanding regarding the process of reviewing graduate curriculum reports. Specifically, it was observed that the requirement for curriculum reports to receive approval from the university council prior to accepting student applications obtained the highest average score. Additionally, officers have the necessary knowledge to support instructors in structuring the curriculum, selecting subjects, and assigning credits, as well as filling in the graduate curriculum reports through the Che Curriculum Online (CHECO) system. This knowledge and understanding can aid in the improvement of the graduate curriculum reports in the next five years.

Implications for Practice

The data analysis results can be utilized to increase the efficiency of the process of reviewing graduate curriculum reports at the Graduate School of Suan Sunandha Rajabhat University.

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