

FOLLOW-UP PATTERN FOR LINGUISTICS STUDENTS, GRADUATE SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The objective of this study was to investigate issues and suggestions for student follow-up in the Linguistics Program at the Graduate School of Suan Sunandha Rajabhat University. The study employed a specific sampling method, and the sample group consisted of 22 students from the Linguistics Program, class 10-17, at the aforementioned university. The data were collected through questionnaires, and descriptive statistics were used to analyze the data, including percentage, mean, and standard deviation to characterize the demographic features of the participants. The results of this study indicate that: (1) Concerning personal factors, most of the students in the Linguistics Program, Class 10-17, at the Graduate School of Suan Sunandha Rajabhat University were female (72.7%, n=16), aged 40 years or older (59.1%, n=13), and enrolled in the teaching English as a foreign language program (88.8%, n=16). (2) The overall level of opinions of Linguistics Students in Class 10-17 at the Graduate School of Suan Sunandha Rajabhat University on the follow-up pattern of Linguistics Students was high ($\bar{x} = 4.50$, S.D. = .500). When considering each aspect, all aspects received high ratings with the thesis advisor receiving the highest rating ($\bar{x} = 4.75$, S.D. = .495), followed by the curriculum and teaching ($\bar{x} = 4.50$, S.D. = .503), and the student's perspective ($\bar{x} = 4.25$, S.D. = .502), respectively.

Keywords: Pattern / Following students

INTRODUCTION

In light of the COVID-19 pandemic, institutions of higher education are adapting their teaching and learning methodologies to ensure the sustained efficiency and quality assurance of students and graduates during this crisis. A range of online teaching methods is available to educators, with most employing E-learning systems to supplement internet-based teaching and learning. Notably, the design of instructional management during the COVID-19 pandemic is a critical consideration, given the unprecedented circumstances that necessitate the development of students' 21st-century learning skills [1].

The Department of Linguistics at the Graduate School of Suan Sunandha Rajabhat University received approval from the Office of the Higher Education Commission on May 3, 2006, to operate in accordance with the Suan Sunandha Rajabhat University Council Regulations on Graduate Studies, 2005.

Presently, the Department offers Master of Arts and Doctor of Philosophy programs with a total of 19 student groups. The curriculum requires students to earn a minimum of 48 credits, 36 of which must be for the thesis. Moreover, students are expected to demonstrate proficiency in basic computer skills and complete a thesis by selecting a research topic, choosing relevant theories, compiling a list of reference materials, academic articles, and a thesis related to the research topic. They are also required to collect and analyze field data, report findings to their advisor, and periodically submit reports for review. Upon approval from the advisor, students must coordinate with the Graduate School of Suan Sunandha Rajabhat University to establish a thesis defense committee and adhere to the institution's methodology and procedures. It is mandatory for students to complete their studies within the timeframe specified by the university's graduate study regulations (Coursebook in Linguistics, 2021).

The aforementioned elucidates the importance of timely graduation for linguistics students. Failure to complete their studies within the specified period requires students to apply for an extension. Therefore, the purpose of this research is to investigate factors that may hinder linguistics students from completing their studies within the university's allotted time and provide follow-up strategies. The outcome of this study may serve as a guideline for future generations of students.

RESEARCH OBJECTIVE

To investigate the issues and suggestions for student follow-up in the Linguistics Program at the Graduate School of Suan Sunandha Rajabhat University.

LITERATURE REVIEW

In the course of exploring the follow-up pattern of students enrolled in the Linguistics Graduate School at Suan Sunandha Rajabhat University, the researcher conducted a comprehensive review of pertinent documents and research. The literature review encompassed two key areas:

1. Concepts and theories pertinent to patterns
2. Related research

1. Concepts and theories pertinent to patterns

The meaning of pattern

According to Thitana Khaemane (2007), who states that it is a concrete representation of abstract ideas expressed in various ways, such as descriptions, diagrams, or charts. Patterns are tools that individuals use to seek knowledge, gain understanding and find solutions to phenomena.

[2] a form is something created or developed to highlight important elements of a story, making it easier to understand and serve as a guideline for further operations.

[2] defines a model as a structure derived from experience or theory, presented in the form of a text or diagram.

[2] suggests that a model can refer to a program structure or a simulation of reality that reduces time and space, allowing for the substitution of concepts or phenomena by describing the relationships between different elements.

[3] provides two definitions of a model, stating that it is a condensed form of the truth of a phenomenon represented by text, numbers, or images that allows for better understanding, and it can also be a representation of the conceptual use of a specific program.

[4] define a model as a structure proposed to determine the relationship between elements that are generated by events, intuitions, metaphors, or theory.

For the purpose of this research, the model refers to the management method of the school, the conceptual framework, methodology, and criteria of the system that can serve as a guideline for achieving objectives. The model can describe the relationship between elements and the sequence of activities in the system.

Types of pattern

Patterns can be categorized into various types, and Keeves (1988) proposed five classifications as follows:

1. The analogue model: This pattern represents knowledge through analogies or metaphors, using concrete examples to help learners understand abstract concepts.
2. The semantic model: This pattern emphasizes the importance of meaning in learning and focuses on organizing knowledge in a way that is meaningful and understandable to learners.
3. The mathematical model: This pattern uses mathematical or logical representations to explain and understand knowledge, often emphasizing the relationships between different concepts and ideas.
4. The causal model: This pattern seeks to understand how different factors and variables interact to produce certain outcomes, often using experimental methods to investigate cause-and-effect relationships.
5. The schematic model: This pattern involves creating visual representations, such as diagrams or flowcharts, to help learners understand complex systems and processes.

These categories provide a framework for comprehending different approaches to education and knowledge acquisition. Moreover, these classifications can inform teaching practices and educational research.

The elements of a pattern

It can vary depending on the context and purpose of the model. Some scholars have proposed different elements for specific patterns. For example:

[5] proposed a model consisting of five elements: 1) environment, 2) technology, 3) structure, 4) management process, and 5) decision making. This model synthesized the system and contingency approaches.

[6] developed a leadership development model for deans, which comprised four components: 1) leadership qualities that need to be developed, 2) principles and concepts governing the model and its

objectives, 3) leadership character development process, and 4) guidelines for model implementation, success conditions, and model success indicators.

[7] developed a continuing education management model for private higher education institutions that consisted of nine components: 1) philosophy and principles of continuing education, 2) target group of continuing education management, 3) objectives of continuing education management, 4) continuing education administrative structure, 5) continuing education curriculum, 6) continuing education management methods, 7) educational media and learning resources of continuing education, 8) monitoring and evaluation of continuing education, and 9) level equivalence and transfer of academic results.

These models can serve as frameworks for understanding the key components of a pattern and how they relate to each other. They can also guide the development and implementation of effective models in various contexts.

2. Related research

[8] conducted a study on the student follow-up pattern of Det Udom Technical College aimed at preventing dropout problems by utilizing information systems for management. The study revealed several significant findings: firstly, the overall level of the issue condition of middle school students at Det Udom Technical College was moderate. Secondly, the model for monitoring students to prevent dropout problems consisted of five components, namely: the objectives of the model; components of information systems; implementation of the model; assessment; and three success conditions. Thirdly, the trial results of utilizing the student follow-up model to prevent dropout problems in the academic year 2019 indicated that the rate of student dropout was 7.21%. Lastly, the evaluation of the student follow-up model revealed that it was highly appropriate, resulting in a decrease in the dropout rate to 7.21% for the 2019 academic year.

[9] conducted a study on the development of an online student support system in schools under the Office of the Basic Education Commission. The study revealed several significant findings. Firstly, the online student care and support system consists of four system components, including the planning system, operation system, monitoring system, and reflection system. Each system comprises four operational steps, namely planning, operation, inspection, and reflection. Secondly, the results of utilizing the online student care and support system positively impacted the protection and care of all students, fostering immunity in living and adaptation, promoting participation in self-improvement and society, and achieving comprehensive development at the highest level. Additionally, the system facilitated continuous development and provided progress information on the level of sustainable development. Lastly, the research findings contributed to the development of knowledge regarding student risk behaviors, which represent a novel finding. The continuous development of knowledge and skills in the role enhances awareness, acceptance, and strengthens the performance of those involved in student support.

[10] conducted a study on the development and evaluation of an information technology project tracking system to address the problem of delayed project work in information technology, which affects students' ability to graduate within four years. The study aimed to design and evaluate the acceptance of the proposed model. The model was developed using the software development methodology (SDLC) and the DMAIC quality process. The study's findings revealed that the information technology project

tracking system model comprised five parts, including the introduction part, user part, activity part, follow-up part, and report part. The evaluation results indicated that the model was highly accepted, with the content of the model being considered valid, and the satisfaction level rated an average of 4.85.

RESEARCH METHODOLOGY

This research employed a quantitative research methodology. The sample size was selected through purposive random sampling. Data were collected using a questionnaire

1. Population and sample: The population of this study comprised 22 linguistics students from the Graduate School of Suan Sunandha Rajabhat University. The sample was selected using a purposive random sampling method.

2. Research tools: The research tool used was a questionnaire that aimed to investigate the process by which linguistics students at the Graduate School of Suan Sunandha Rajabhat University completed their studies within the specified period. The questionnaire was divided into two parts. Part one consisted of three questions that focused on the demographic characteristics of the students, such as gender, age, and field of study. Part two consisted of twelve questions that aimed to measure the level of opinion of the linguistics students at the Graduate School of Suan Sunandha Rajabhat University regarding the student follow-up pattern.

3. Data collection: The data for this study were collected from students in Linguistics, Class 10-17, Graduate School, Suan Sunandha Rajabhat University, between October 2022 and February 2023. The data were collected by distributing the questionnaire to the sample group of students who served as respondents.

4. Data analysis: The data was analyzed with a computer program using percentage, mean and standard deviation statistics.

RESEARCH RESULTS

The results of this study indicate that: (1) Concerning personal factors, most of the students in the Linguistics Program, Class 10-17, at the Graduate School of Suan Sunandha Rajabhat University were female (72.7%, $n=16$), aged 40 years or older (59.1%, $n=13$), and enrolled in the teaching English as a foreign language program (88.8%, $n=16$). (2) The overall level of opinions of Linguistics Students in Class 10-17 at the Graduate School of Suan Sunandha Rajabhat University on the follow-up pattern of Linguistics Students was high ($\bar{x} = 4.50$, S.D. = .500). When considering each aspect, all aspects received high ratings with the thesis advisor receiving the highest rating ($\bar{x} = 4.75$, S.D. = .495), followed by the curriculum and teaching ($\bar{x} = 4.50$, S.D. = .503), and the student's perspective ($\bar{x} = 4.25$, S.D. = .502), respectively, as in Table 1.

Table 1. The overall opinion level towards the student follow-up pattern of students in Linguistics Class 10-17 at the Graduate School Suan Sunandha Rajabhat University

Student pattern	follow-up	Opinion		
		$\bar{X}$	S.D.	Level
1. Students		4.25	502	High
2. Curriculum and teaching at the graduate level		4.50	503	High
3. Thesis Advisor		4.75	495	High
Total		4.50	500	High

DISCUSSION

Based on the analysis of the opinions of students enrolled in the Linguistics Program, Classes 10-17, at the Graduate School of Suan Sunandha Rajabhat University, it can be concluded that their perception of the student follow-up pattern was at the highest level. This finding is consistent with [11] research on the development of a management system to follow up on learning outcomes for students of the Faculty of Agricultural Technology at Chiang Mai Rajabhat University. The results of Tejat's study showed that faculty advisors were highly satisfied with the management system for monitoring students' learning outcomes, with the overall assessment in all aspects being at the highest level.

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