

THE QUALITY OF STUDENT SATISFACTION TOWARDS THE DOCTOR OF PHILOSOPHY PROGRAM DEVELOPMENT MANAGEMENT SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This study aimed to investigate the quality of student satisfaction towards the Doctor of Philosophy Program in Development Administration at Suan Sunandha Rajabhat University during the academic year 2023. The research population was comprised of 63 Doctor of Philosophy students enrolled in the program during the second semester of the academic year 2022. Of the 63 students, 50 returned the questionnaire, representing a response rate of 79.36 percent. The research tool employed in this study was a questionnaire, and data analysis was conducted using mean and percentage statistics. The level of student satisfaction with teaching and learning was classified by year and gender, and the results showed that student satisfaction towards teaching and learning management in the Doctor of Philosophy Program in Development Administration at Suan Sunandha Rajabhat University during the academic year 2023 was high across all four aspects. The average scores were ranked in descending order as follows: 1. Satisfaction with instructors, 2. Satisfaction with thesis advisors, 3. Teaching and learning management, and 4. Satisfaction with curriculum quality.

Keywords: Quality, Satisfaction, Service

INTRODUCTION

Suan Sunandha Rajabhat University established a graduate education program, known internally as the "Graduate School," which operates as a faculty equivalent. In 2004, Suan Sunandha Rajabhat Institute transitioned to Suan Sunandha Rajabhat University following the enactment of the Suan Sunandha Rajabhat University Act 2004, effective as of July 2005. [1] As outlined in Section 10 of the Rajabhat University Act 2004, the Graduate School operates as an entity equivalent to a faculty and is responsible for setting standards and coordinating graduate education management in accordance with the Suan Sunandha Rajabhat University Council's regulations on the Establishment and Operation of Graduate School Education 2005. The Graduate School of Suan Sunandha Rajabhat University currently serves as the central coordinating and supervising body for graduate education management,

aiming to produce individuals with specialized knowledge and competencies in accordance with the demands of society and the country's development.

The Development Administration Program prioritizes classroom instruction of both coursework and research in response to the demands of society, consistent with the trends of globalization and the preservation of Thai arts and culture. This program aims to manage educational development for sustainable progress in Thai and global society.

The Development Administration Program places great emphasis on teaching and learning, including the provision of efficient and ethical service to meet the needs of students. Service providers must deliver optimal service to cultivate positive relationships with users. Successful service delivery requires prompt and responsive service that meets students' needs. To assess service quality, the researcher conducted a survey of service users' needs and satisfaction for the academic year 2022. The survey analyzed various aspects of satisfaction and identified problems and recommendations from service users, including communication delays, unstable information systems for teaching and learning management, curriculum evaluation that does not meet objectives, and inconsistent study results with the quality satisfaction survey.

As a service provider, the researcher recognizes the importance of developing and enhancing service quality in the program of development administration. The researcher aims to continuously improve the quality of service delivery to meet the needs of service users and maximize effectiveness. Therefore, the researcher seeks to study the quality of student satisfaction with the Doctor of Philosophy Program in Development Administration at Suan Sunandha Rajabhat University.

RESEARCH OBJECTIVE

1. To investigate the level of satisfaction regarding the service quality of Development Administration Programs.
2. To identify the issues and recommendations of service users pertaining to the quality of Development Administration Programs.
3. To utilize the findings of the satisfaction study to enhance the service delivery of Development Administration Programs.

LITERATURE REVIEW

The research on student satisfaction towards the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University, the researcher collected various documents, concepts, theories, and related research to establish a database for conducting research as follows.

According to Mutita Soiphet and Pornpan Buathong [2], satisfaction is an abstract attitude concerning an individual's mind, emotions, and feelings towards something that cannot be seen. Moreover, satisfaction is the positive sentiment an individual has towards something, which may arise from expectations or only occur if it satisfies the individual's needs. The level of satisfaction can vary based on an individual's values and experiences.

Anek Suwanbundit and Passakorn Adulpattanakit posited that satisfaction is the level of an individual's positive feelings towards an object. It is a positive behavior that arises from evaluating the difference between what is expected and what is actually received in a particular situation, which can change depending on the circumstances.

Attaporn Khamkom concluded that satisfaction refers to an individual's attitude or level of satisfaction towards various activities, which reflects the efficiency of the activity based on the perceived values and experiences of each person. The level of satisfaction is achieved when an activity satisfies an individual's needs.

Boonchom Srisaard proposed a tool for measuring satisfaction, such as a questionnaire. A questionnaire is a tool used to collect data, consisting of a set of questions that require the sample to answer by marking or writing answers. In the case where the sample is unable to read, questionnaire-based interviews may be used.

Paitoon Sinlarat contends that the elementary curriculum usually covers all experiences and everything that the school organizes. Children are always in the eyes of the teacher and the education process. At the secondary level, the curriculum is increasingly focused on classroom content and activities, and activities outside the classroom are separated into extracurricular or co-curricular activities. For the higher education curriculum, special emphasis is placed on the content and the elements related to it, including the activities undertaken for that content. This is because, in life outside the classroom, apart from the content, teachers play a minor role, and students are free to choose what they want.

Pasiri Khetpiyarat and Sineenat Vikromprasit assert that every curriculum must possess complete characteristics, and the important components of the course should consist of course content objectives, teaching methods, and implementation, as well as evaluation according to the curriculum when implementing it. It can be concluded that a curriculum, no matter what form it takes, should have all important elements in all aspects to be consistent with the actual conditions for use as much as possible.

RESEARCH METHODOLOGY

Population and Sample:

The population for this study consisted of students enrolled in the Doctor of Philosophy Program in Development Administration at Suan Sunandha Rajabhat University. From this population, a sample was selected to participate in the study. The sample was selected using a random sampling method to ensure that it was representative of the population. A questionnaire was used to collect data from the participants.

Data Collection:

The data collection tool used in this study was a questionnaire that included both closed-ended and open-ended questions. The questionnaire was created by the researcher to study the quality of student satisfaction towards the program. The questionnaire was distributed to the selected participants, and they were asked to respond to the questions. The researcher collected the completed questionnaires and used them for further analysis.

Data Analysis:

The data obtained from the questionnaire were analyzed using descriptive and inferential statistics. The questionnaire responses were ranked in order to facilitate the analysis of the data. Descriptive statistics, such as percentage, mean, and standard deviation, were computed using a software.

RESULTS

The research on the quality of student satisfaction towards the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University, the researcher divided the analysis and interpretation as follows.

Part 1: Demographic characteristics of respondents

Part 2 The quality level of student satisfaction toward the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University.

Table 1. Personal data of respondents, classified by gender

General Information	Percentage
1. Gender	
General Information	Percentage
1. Gender	
1.1 Female	50
1.2 Male	50
Total	100.00

From Table 1. It was found that 50.00 percent of the respondents were female, 50.00 percent male.

Table 2. The quality level of student satisfaction towards the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University.

Course Subjects	$\bar{x}$	S.D	Level
Part 1: Curriculum Quality			
Consistency of educational management with curriculum philosophy and objectives	4.26	0.67	The most
Clarity and coherence of study plan throughout the course	4.35	0.45	high
Relevance and currency of the curriculum with labor market needs	4.25	0.53	high
Appropriateness of subjects to student needs and expectations	4.65	0.56	The most
Part 2: Instructor Satisfaction			
instructional approach aligns content with objectives and employs diverse teaching methods	4.75	0.66	The most
Provision of academic counseling and support for student development	4.51	0.56	The most
Possession of professional ethics and moral character as educators	4.47	0.66	The most
Part 3: Thesis Advisor Satisfaction			
Availability and accessibility of channels and facilities for thesis and independent study advising	4.39	0.49	high
Expertise and competence of thesis advisors in providing guidance on research work	4.25	0.53	high
Active involvement of thesis advisors in monitoring and evaluating research outcomes	4.35	0.45	high

Support and sharing of research experiences by thesis advisors, as well as problem-solving and feedback-giving	4.25	0.53	high
Part 4: Teaching and Learning Management			
Utilization of information technology for effective teaching and learning management	4.00	0.50	high
Integration of new knowledge and research findings into teaching and learning practices	4.16	0.57	The most
Alignment of teaching and learning management with subject characteristics and learning objectives	4.65	0.56	The most
Appropriate and effective use of teaching aids and materials	4.39	0.49	high
Part 4: Teaching and Learning Management	4.25	0.53	high
Total	4.39	0.70	high

DISCUSSION

Conclusion

The research results on student satisfaction towards the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University can be summarized as follows. Most of the samples accounted for 79.36 percent. The research tool was a questionnaire with a scale of 5. The statistics used in data analysis were the mean percentage. The level of satisfaction of the students towards the teaching and learning management classified by year level and gender.

The results of the study showed that the students' satisfaction toward teaching and learning management in the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University, Academic Year 2023, in all four aspects was at a high level. The average scores of satisfactions, ranked from highest to lowest, were as follows: 1) instructors, 2) thesis advisors, 3) Teaching and learning management, and 4) curriculum quality.

Discussion

According to a research study on student satisfaction towards the Doctor of Philosophy Program in Development Administration, Suan Sunandha Rajabhat University, the results found that

Part 1: Satisfaction with Instructors

When considering each item, it was found that the instructional approach aligning content with objectives and employing diverse teaching methods was at the highest level, followed by the provision of academic counseling and support for student development, and possession of professional ethics and moral character as educators, respectively. These findings align with the study conducted by Somrudee Pongsena, Kanya Bowonchokchai [3], and Orawan Riewthong [4], which explored student satisfaction with the teaching and learning management of Suan Sunandha Rajabhat University. Their research found that students were highly satisfied with the teaching and learning management provided by instructors who possessed excellent knowledge and utilized a variety of teaching methods. These instructors also provided opportunities for learners to participate actively in the learning process.

Part 2: Satisfaction with Advisor

When considering each aspect, it was found that all aspects were at a high level, including the availability and accessibility of channels and facilities for thesis and independent study advising, the expertise and competence of thesis advisors in providing guidance on research work, the active involvement of thesis advisors in monitoring and evaluating research outcomes, and the support and sharing of research experiences by thesis advisors, as well as problem-solving and feedback-giving. This

finding is consistent with Ratana Phromphap's research [5] on student satisfaction towards teaching and learning management in the curriculum of the Department of Education, Faculty of Education, Naresuan University during the academic year 2007. However, it was noted that in terms of measuring and evaluating teaching and learning, students expressed the least satisfaction with the disclosure of the score obtained from the evaluation, which was at the discretion of each subject instructor. Nevertheless, in other areas, the program provides clear and fair measurement and evaluation of learning outcomes, consistent with the learning activities provided for the learners, and based on the learners' development, with various techniques and methods for measuring and evaluating results. The program also offers solutions and guidance on answers, along with providing feedback to foster self-improvement.

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