

The Administrative of Public Administration Program Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand

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Abstract

The purposes of research were to 1) study the development of Public Administration program (PAP), 2) study and compare students satisfaction of Administrative (PAP) 3) study and compare TQF behaviors of students 4) study teachers satisfaction of Administrative PAP and 5) study development guideline PAP. Quantitative research samples were 239 students and teachers academic year 2015 to be taken by Yamanae Taro. The tools were questionnaires rating scale and interview. The statistic used percentages, mean scores, standard deviations and independent sample t-test. The findings: 1) The development of students satisfaction of Administrative were deming cycle activities, teacher development, participation and education assurance. 2) Students satisfaction of Administrative PA Program were high rank follow: teacher, curriculum, advisors, support learner factors and learning evaluation. None significance of students satisfaction of Administrative PA Program diffence students gender. 3) Sudents TQF behaviors were high rank follow: ethics and moral, cognitive skills, numerical analysis, communication and information technology skills, knowledge and interpersonal skills and responsibility. None significance of TQF behaviors diffence gender. 4) satisfaction of teachers were moderate rank follow: learning and teaching, curriculum content, advisors, learning evaluation, teacher and support learner factors. 5) The development guideline PAP were teacher discipline, role model, soleven problem participation, good governmance, education assurance, cooperative education and public relation.

Keyword: Administrative, Public Administration Program, Faculty of Humanities and Social Sciences

1. Introduction

Thailand domains of learning to development students were 5 concept (Thai Qualifications Framework for Higher Education, TQF: HEEd): ethics and moral, cognitive skills, knowledge and interpersonal skills and responsibility and numerical analysis, communication and information technology skills. The role of higher education institutions were public information, participation, transparency and accountability. (Office of the Higher Education Commission, 2015, p.10) Education program must be used whole child. The higher education commission on higher education of students have 3 main: quality social, wisdom and learner and social harmony. (Thailand Ministry of Education, 2002) The education administrative on PDCA; Plan–P, Do–D, Check–C and Act–A. Currucurum preparing for self assement

CHE QA Online. (Office of the Higher Education Commission, 2015, p.30-31) Theory of human motivation were: biological factor, learned factor, cognitive factor, aroused motive, intrinsic motive and extrinsic motive for change behaviors. (A.H. Maslow, 1943, pp.451) The education core curriculum aimed at inculcating among learners the following five key competencies were communication capacity, thinking capacity, problem solving capacity, capacity for applying life skills and capacity for technological application. (Ministry of Education, 2003, p.1-3) Comparative evaluation of teaching make success of teachers and students. (Taylor, Gary R. A., 1965, pp.288) Dictionary of education important of learner. (Carter V., 1973, pp.297) The Ministry of Foreign Affairs attached great importance to human rights education especially for children and youth since human rights education is the core foundation in advancing the course of human rights and in promoting a peaceful society. The promotion of human rights education in all forms and at every level of education is one of Thailand human rights pledges and commitments made in connection with its membership of the United Nations Human Rights Council (UNHRC). As member and current President of the Council, Thailand is fully aware of its obligation to fulfill the said commitments, and the above activities represents one concrete realization of Thailand's pledge with regard to human rights education (Ministry of Foreign Affairs, 2014) The development students' activities on social culture, leadership, moral, public mind, teamwork and discipline (Kalaya Yotcamlue, 2014, p.179) The political learners child centered were activities in class room by instructor and special instructor for relate students on political socialization process and political knowledge, moral, public volunteer, network harmony, Thai citizen role, love nation state and great king. The knowledge learner on dialogue and discussion for alignment and pedagogical methods engage learners feedback. Education in Thailand was provided mainly by the Thai government through the Ministry of Education. Due to budgetary limitations, rural schools are generally less well equipped than the schools in the cities. Education policy setting to knowledge students learning by themselves and education network. The quality education assurance on good governance. Education program must be used whole child. The higher education institutions area is safety for students, people and personal staff. The performance of Loei Rajabhat University was deming cycle (PDCA) activities. The education system of Loei Rajabhat University was International Standard Classification of Education (ISCED). The Faculty of Humanities and Social Science have 9 program on 2014 academic year for graduated to society. Public Administration Program have 992 students and 10 instructors for education services to graduates on Thailand domains of learning. The CHE QA Online of common data set internal assurance education of Public Administration Program on 2014 level 1.92. It was hoped that the results of this study will be; Public Administration Program plan for development material for education services, direction of stakeholders improving of education policy participation, cooperative education networking and promote channel public relation. Public Administration Program graduates have deming cycle activities, participation and positive thinking of program administrative. Thailand government

were review education policy action plan for development standard graduates. Found the development education services in this critical analysis of Thailand crisis.

2. Research Objectives

This research consisted of five objectives

2.1 To study the development of Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand.

2.2 To study and compare students satisfaction of Administrative of Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand to be sort out of gender.

2.3 To study and compare TQF behaviors of students Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University , Thailand to be sort out of gender.

2.4 To study teachers satisfaction of Administrative of Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University , Thailand.

2.5 To study development guideline of Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand.

3. Research Materials

3.1 Population and sample

The population of this study of 592 students and teachers PAP were studying on 2014 (academic year). The sample of were 239 students to be taken by Yamane (Yamane Taro, 1967) of 232 students and 7 teacher.

3.2 Research Instrument

Scope of the study with respect to their detail 1) study the development of Public Administration program (PAP) 2) study and compare students satisfaction of administrative of PAP 3) study and compare Thai Qualifications Framework for Higher Education (TQF) behaviors of students PAP 4) study teachers satisfaction of administrative of PAP and 5) study development guideline of PAP.

3.3 Data Collection

The following were stages of Data Collection:

The methods of developing the research tools were discussed as follows:

3.3.1 Interview of development of Public Administration Program (PAP) Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand.

3.3.2 The questionnaire rating scale students satisfaction of administrative of Public Administration Program (PAP) Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand try out for 30 students PAP have reliability situations .95.

3.3.3 The questionnaire rating scale TQF behaviors of students Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand try out for 30 students in the PAP have reliability situations .89.

3.3.4 The questionnaire rating scale teachers satisfaction of administrative of Public Administration Program Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand try out for 30 students in the PAP have reliability situations .94.

3.3.5 Interview of development guideline PAP.

3.3 Data Analysis

Data gathering analyzed through the use of the following statistical tools: frequency count and percentage, mean and standard deviation and t-test. Interview descriptive development of administrative of Public Administration Program and the development guideline guidelines of PAP. Gathering data to measure the researcher set the scale arbitrarily (Boonchom Srisaard, 2000 : 103)

- 4.51 - 5.00 = Very High [VH]
- 3.51 - 4.50 = High [H]
- 2.51 - 3.50 = Moderate [M]
- 1.51 - 2.50 = Low [L]
- 1.00 - 1.50 = Very Low [VL]

Descriptive of development of development of Public Administration Program (PAP) Faculty of Humanities and Social Sciences, Loei Rajabhat University, Thailand and the development guideline of PAP.

4. Research Results

4.1 Public Administration program (PAP) curriculum 136 credit; general education 30 credit, special major Public Administration 100 credit, freenrolment 6 credit and Co-operative education 12 weeks. The students behaviors on Thai Qualifications Framework for Higher Education (TQF). The development of Public Administration program (PAP) were deming cycle activities (PDCA; Planning Doing Checking and Acting) of administrative for support learner factors, teacher development of academic and research, participation in curriculum and performance of education assurance

4.2 The students satisfaction of Administrative of Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand.

*Table 1
Summary mean rating of students satisfaction of Administrative Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand*

| Items | \bar{X} | S.D. | DR | Level |
|----------------------------|-----------|------|----|-------|
| 1. Curriculum | 3.90 | 0.49 | H | 2 |
| 2. Teacher | 4.05 | 0.38 | H | 1 |
| 3. Support learner factors | 3.69 | 0.33 | H | 4 |
| 4. Learning evaluation | 3.59 | 0.35 | H | 5 |
| 5. Advisors | 3.90 | 0.27 | H | 3 |
| Overall | 3.83 | 0.23 | H | |

Legend: VH = Very High, H = High, M = Moderate, L = Low and VL = Very Low

Table 1 presents the overall mean ratings ($\bar{X} = 3.83$) was “High” of students satisfaction of Administrative PAP rank follow: teacher, curriculum, advisors, support learner factors and learning evaluation.

Table 2
Compare of students satisfaction of Administrative Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand to be sort out of gender

| Students satisfaction of Administrative PAP | Male | | Female | | t | p-values |
|---|-----------|-----|-----------|------|-------|----------|
| | \bar{X} | SD | \bar{X} | S.D. | | |
| 1. Curicurum | 3.92 | .49 | 3.88 | .49 | .491 | .624 |
| 2. Teacher | 4.06 | .38 | 4.04 | .39 | .334 | .738 |
| 3. Support learner factors | 3.69 | .33 | 3.69 | .32 | .030 | .976 |
| 4. Learning evaluation | 3.59 | .33 | 3.58 | .37 | .068 | .946 |
| 5. Advisors | 3.94 | .28 | 3.87 | .27 | .030 | .976 |
| Overall | 3.84 | .23 | 3.81 | .23 | 1.829 | .069 |

*p < .05

The table 2 shows that there are none significant as a whole differences gender in the students satisfaction of Administrative PAP. The male highest more than female.

4.3. TQF behaviors of students Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand

Table 3
Summary mean rating of TQF behaviors of students Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand

| Items | \bar{X} | S.D. | DR | Level |
|--|-----------|------|----|-------|
| .1 Ethics and Moral | 4.40 | 0.44 | H | 1 |
| .2 Knowledge | 4.09 | 0.45 | H | 4 |
| .3 Cognitive Skills | 4.23 | 0.44 | H | 2 |
| 4. Interpersonal Skills and Responsibility | 2.86 | 0.33 | M | 5 |
| .5 Numerical Analysis, Communication and Information Technology Skills | 4.18 | 0.55 | H | 3 |
| Overall | 3.95 | 0.31 | H | |

Legend: VH = Very High, H = High, M =Moderate, L= Low and VL= Very Low

Table 3 presents the overall mean ratings (\bar{X} = 3.95) is “High” of TQF behaviors of students PAP rank follow; ethics and moral, cognitive skills, numerical analysis, and communication information technology skills, knowledge and interpersonal skills and responsibility.

Table 4
Compare of Thai Qualifications Framework for Higher Education (TQF) behaviors of students Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand to be sort out of gender

| TQF behaviors of students PAP | Male | | Female | | t | p-values |
|---|-----------|-----|-----------|------|--------|----------|
| | \bar{X} | SD | \bar{X} | S.D. | | |
| 1 Ethics and Moral | 4.33 | .51 | 4.46 | .38 | -1.312 | .193 |
| 2 Knowledge | 4.08 | .47 | 4.09 | .44 | -0.167 | .867 |
| 3 Cognitive Skills | 4.17 | .48 | 4.27 | .40 | -1.054 | .295 |
| 4. Interpersonal Skills and Responsibility | 2.86 | .35 | 2.86 | .31 | -0.006 | .995 |
| 5 Numerical Analysis, Communication and Information Technology Skills | 4.11 | .53 | 4.24 | .56 | -1.148 | .254 |
| Overall | 3.90 | .32 | 3.98 | .30 | -1.285 | .202 |

*p < .05

The table 4 shows that there are none significant as a whole differences gender in the TQF behaviors of students PAP. The female highest more than male.

4.4. The teachers satisfaction of Administrative of Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand.

Table 5
Summary mean rating of teachers satisfaction of Administrative Public Administration Program (PAP) Faculty of Humanities and Social Sciences Loei Rajabhat University, Thailand

| Items | \bar{X} | S.D. | DR | Level |
|----------------------------|-----------|------|----|-------|
| 1. Curicuum content | 3.34 | 0.38 | M | 2 |
| 2. Teacher | 3.14 | 0.41 | M | 5 |
| 3. Learning and teaching | 3.55 | 0.63 | H | 1 |
| 4. Support learner factors | 2.69 | 0.68 | M | 6 |
| 5. Learning evaluation | 3.17 | 0.65 | M | 4 |
| 6. Advisors | 3.19 | 0.72 | M | 3 |
| Overall | 3.18 | 0.59 | M | |

Legend: VH = Very High, H = High, M =Moderate, L= Low and VL= Very Low

Table 5 presents the overall mean ratings (\bar{X} = 3.18) was “Moderate” of satisfaction of teachers PAP rank follow: learning and teaching, curicuum content, advisors, learning evaluation, teacher and support learner factors.

4.5 The guideline of development Public Administration Program (PAP) were continuous of administrative on concept deming (PDCA: Planning Doing Checking and Acting) teacher discipline, teacher role model, participation soleven student problem,

administrative on good governance, education assurance, cooperative education and public relation.

5. Discussion

Public Administration program (PAP) curriculum set deming system (PDCA) for development students because the Ministry of Education have policy quality standard. PDCA setting a work process. Plan for: realistic, understandable, measurable, behavioural and achievable for matrix management. (Office of the Higher Education Commission, 2015) The performance PAP of PDCA were implementation, monitoring check or evaluation for good administrative. TQF behaviors of students PAP Faculty of Humanities and Social Sciences Loei Rajabhat University (LRU), Thailand were high same kalaya yotcamlue (2013) study The desired attributes of Public Administration Program LRU students were high rank follow: diligence, honest, leadership, academic, harmonious, humane, dutiful, polite, saving, clean and discipline. The Basic Education Core Curriculum focuses on learners development for attainment of the following desirable characteristic, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizen, love of nation, religion and king, honesty and integrity, self-discipline, avidity for learning, observance of principles of sufficiency economy Philosophy in one's way of life, dedication and commitment to work, cherishing Thai-ness and public-mindedness (Core Curriculum B.E. 2551, A.D. 2008). Constitution of the Kingdom of Thailand BE 2550, Chapter 3 the rights and liberties of Thai people. Section 43 Thai people were equal right to basic education. (Constitution of the Kingdom of Thailand BE 2550) The learning areas comprise bodies of knowledge, skills or learning processes and desirable characteristics, attainment of which is required of all basic education learners. Understanding of local environment, relationship between the environment and living things, relationship between living things in the eco-system, having investigative process for seeking knowledge and scientific reasoning and communicating acquired knowledge that could be applied for useful purposes. Appreciating the importance of natural resources, utilisation of natural resources at local, national and global levels, application of knowledge for management of natural resources and local environment on a sustainable basis. Capacity for applying life skills: capacity for applying various processes in daily life, self-learning, continuous learning, working and social harmony through strengthening of happy interpersonal relationships, elimination of problems and conflicts through proper means, ability for self-adjustment to keep pace with social and environmental changes and capacity for avoiding undesirable behaviour with adverse effects on oneself and others. Principles of learning management enabling the learners to attain knowledge and competencies for the standards required, major capacities and desirable characteristics as prescribed in the Basic Core Curriculum are: learners are most important, all are capable of learning and self-development, priority is given to learners' benefits, the process of learning management must enable learners to develop themselves naturally to their highest potentiality, consideration must be given to differences among individuals and their brain development and emphasis must be given to both knowledge and morality. Public Administration Program LRU can development students: students activities on social culture, public administration and political socialization process. Knowledge approach for volunteer, leadership, moral, teamwork, self-discipline and learning. The students have knowledge and understanding of the history, importance, the masters, moral principles of Buddhism or those of one's faith and other religions, having the

right faith, adherence and observance of moral principles for peaceful coexistence. The students desirable characteristics: love of stste, religion and great king, honesty and integrity, self-discipline, avidity for learning, observance of principles of sufficiency economy philosophy in one's way of life, dedication and commitment to work, cherishing Thai and public-mindedness. Understanding of political and administrative systems of the present society, adherence to and upholding of the democratic form of government under constitutional monarchy. Understanding and personal conduct duties and responsibilities of good citizens, observance and preservation of Thai tradition and culture and enjoying peaceful coexistence in Thai society and the world community and self-appreciation, family, sex education and having life skills.

6. Conculsion

Public Administration program (PAP) was development curriculum 2016 for new Students PA admition academic year 2017 and plan for upload support learner factors on administrative. Teacher have setting student activities for morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principles of Sufficiency Economy. Loei Rajabhat University were support area learning for students. In the future teacher training of leadership, academic, reseach, promote project seminar in the world and participation on social contract activites.

7. Recommendation

Teacher Public Administration program: plan for students reinforcement activities for changing behaviors, group student representatives for control breach student discipline, set implementation of the plan on overtime clinic and home room activities on Child-Centered. The administrator Faculty of Humanities and Social Sciences were performance on: leadership supervision, participation of students activities, stakeholders for survey and analysis problem student. Loei Rajabhat University will support material for PAP administrative, training teacher on STEM concept (Science, Technology, Engineering and Mathematics Education). Create network of partnership for 21st century skills.

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