

The needs and expectations toward Doctoral of Education Program in Educational Administration and Development Nakhon Phanom University

Sumalee Sriputtarin

Assistant Professor

Faculty of Education Nakhon Phanom University 48000 Thailand

Chanwit Hanrintr

Assistant Professor

Faculty of Education Nakhon Phanom University 48000 Thailand

Nawee Udorn

Assistant Professor

Faculty of Education Nakhon Phanom University 48000 Thailand

Abstract

This research aims to study the needs for further studies and expectations toward learning management in the Doctoral study program in Educational Administration and Development, Nakhon Phanom University. The result reveals that the respondents desire to study in the Doctoral program in Educational Administration and Development (96.00 percent), More so, 277 respondents (92.30 percent) wished to use their personal funding for the study and they want to pursue their studies between the academic year of 2023 to 2024 (50.70 percent). The available time that respondents aspired to study is on the weekends (89.70 percent). Moreover, expectations toward the Doctoral study program in Educational Administration and Development, Nakhon Phanom University, consists of 6 components namely (1) Curriculum and Instruction, (2) Instructors, (3) Media, Technology and Learning Equipment, (4) Facilities and learning center, (5) Academic services and (6) General services.

Keywords: The needs, expectations, doctoral of education program, Educational Administration and Development

1. Introduction

Human capital is an important driving factor of elevating a country's development for all dimensions to achieve the developed country's goal; developed from wisdom and innovation in 20 years ahead. This is necessary to lay a solid foundation of effective methods for human development and focus on the progression of humans in all dimensions of ages becoming effective people who are ready to develop a country with all evident potential in the future. Thai people in the future should be ready for all physical, mental and intelligence. People need to be developed for all-round things such as good health and a public mind at all ages, responsibility toward society, economize, generosity, self-discipline, morality and good citizens (The Government Gazette, 2018). Preparing manpower costs aims at developing the potential of humans. However, human's quality is the main problem for all ages which has a constant lifelong impact (Office of the National Economic and Social Development Council, 2018). Therefore, learning management is considered as a necessary result to constantly manage in a lifelong process; formal education, informal education and non-formal education.

Nowadays, the curriculum of learning in the doctoral degree has rapidly improved. There are various curriculums and different majors. Therefore, the highly qualified curriculum aims to improve their learners' potential by integrating their horizons to create new knowledge approaches. It is related to the country's development policy, focusing on using education as a tool for developing the country. Moreover, the curriculum needs to emphasize on educating the educator as the developer. This is necessary to update the curriculum and learning management which keeps up with the change and getting new information that emphasizes on value and the way to develop the quality and advance curriculum. Otherwise, creating the new curriculum should be related to the latest education policy and national education plan years 2017-2032 (Office of Education Council, 2018). This policy reveals that "All Thai people receive the quality of a life-long learning and live their life with happiness that is relevant to sufficiency economic philosophy and the world's change of 21st century. There are 4 sectors of learning management including 1) to develop the quality and efficiency of organization and learning management, 2) to improve Thai people as a good citizen who has educated skills, traits and standard in accordance with national education plan or national strategies, 3) to advance Thai society as a learning environment, ethic, morality, harmony and cooperation to develop country based on sufficiency economic philosophy, 4) to overwhelm the obstacles inside the country such as low-income and reduce inequality in the country.

Nakhon Phanom University has opened a master degree for 12 years in education administration and development since 2008 and updated the latest curriculum in 2018 (Nakhon Phanom University, 2021). Therefore, It is suitable for surveying the needs to open the doctoral degree in Education Administration and Development, Nakhon Phanom University. Creating the new curriculum relies on the empirical data which is planned according to the relevant context of the country's change. Otherwise, it is included in the learners' needs and involved with the administration board policy of the faculty, Nakhon Phanom University, which aims at curriculum development in Education Administration and Development. The researchers agree to do this research and aim to study the needs and expectations toward the doctoral degree in Education Administration and Development; the data results of this research will be the fundamental information for ahead planning and developing the curriculum.

2. Research's Objectives

There are 2 research objectives including:

1. to investigate the needs toward learning in the Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University.
2. to study the expectations toward learning in the Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University.

3. Scope of the study

1. Population and Sample Group

1.1 Population is school administrators in Nakhon Phanom province, Mukdahan province and Bueng Kan Province, a total number of 1,003.

1.2 Sample group is school administrators in Nakhon Phanom province, Mukdahan province, and Bueng Kan province, a total number of 278 which the sample group is identified by comparing with the Kerjcie and Morgan table (Srisa-ard, 2017).

2. The variables used in this study are the needs and expectations toward learning in Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University, which consists of 6 components as follows (1) Curriculum and instruction (2) Instructors, (3) Media , Technology and Learning Equipments, (4) Facilities and learning center, (5) Academic services and (6) General services

3. Duration of study: January - October, 2021

4. Instrumentation: The instrument used in this particular study is an open-ended questionnaire which comprises of 3 main parts (1) Respondents' status (Demographic information) (2) needs toward learning in Doctoral Education Program, majoring in Education Administration and Development, Nakhon Phanom University and (3) expectations toward learning in Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University. Questionnaires are forwarded to the experts in order to validate for the IC (Index of item congruence) and the IC index is scored in the range of .80 - 1.0

5. Statistics used in the study: In this particular study, the statistical methods are used in data analysis including the statistic used for assessing the research instruments namely, the index of item-objective congruence: IC and validity. The descriptive statistic, percentage, is also used in this study (Srisa-ard, 2017)

4. Results

The study results revealed as follows:

1. The needs of the Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University showed the details in table 1.

Table 1: The frequency distribution and percentage of expectations toward the Doctoral Education Program, majoring in Educational Administration and Development, Nakhon Phanom University

Items	Number	Percentage
1. Status of respondents (Profession)		
1.1 School Administrators	150	50.0
1.2 Deputy School Administrators	60	20.0
1.3 Teachers	45	15.0
1.4 Educators	45	15.0
2. Years of experience in career		
2.1 1-5 years	36	12.00
2.2 6-10 years	47	15.70
2.3 11-15 years	52	17.30
2.4 16-20 years	122	40.70
2.5 21-25 years	16	5.30
2.6 26-30 years	4	1.30
2.7 over 30 years	23	7.70
3. Needs for Doctoral program study		
3.1 Need	288	96.00
3.2 No need	12	4.00
4. Field of interest in Doctoral program study		
4.1 Educational Administration and Development	288	96.00
4.2 Curriculum and Instruction	8	2.70
4.3 Educational Research	4	1.30
5. Planning of study in Doctoral program (years)		
5.1 2021-2022	66	22.00
5.2 2023-2024	152	50.70
5.3 2025-2026	41	13.70
5.4 2527 ahead	41	13.70
6. Needs for further study at Nakhon Phanom University		
6.1 Apply	288	96.00
6.2 Not Apply	12	4.00
7. Scholarships / Funds		
7.1 Personal budget	277	92.30
7.2 Organization fund	23	7.70
7.3 Others (please specify)	0	0.00
8. Available time of study in Doctoral program		
8.1 Weekdays (Monday-Friday)	31	10.30
8.2 Weekend (Saturday-Sunday)	269	89.70

From Table 1, It shows that (1) the respondents consisted of 150 School directors (50 percent) , 60 Deputy School directors (20 percent) , 45 Teachers (15 percent) and 45 of educators (15 percent) (2) The total number of respondents who have 1 to 5 years of experience in career is 36 (12 percent) , respondents who have 6 to 10 years of experience in career is 47 in total, (15.70 percent) , respondents who have 11 to 15 years of experience in career is 52 , (17.30 percent) , respondents who have 16 to 20 years of experience in career is 122 in total, (40.70 percent) , respondents who have 21 to 25 years of experience in career is 16 , (5.30 percent) , respondents who have 26 to 30 years of

experience in career is 4 in total, (1.30 percent) and respondents who have 30 years of experience in career ahead is 23 in total, (7.70 percent).

(3) The total number of respondents who responded to the questionnaire was 288 which accounted for 96 percent. 12 out of the total had no intention of pursuing a Doctoral Program Study which represents 4.00 percent. (4) 288 respondents aspired to study for a doctoral program study in the field of Educational Administration and Development, accounting for 96.00 percent of the total. 8 people aimed at study for a Doctoral Program Study in the field of Curriculum and Instruction, accounting for 2.70 percent; and 4 people strived to study for a Doctoral Program Study, majoring in the educational research, accounting for 1.30 percent.(5) The results revealed that 66 respondents, (22.00 percent), wish to pursue their studies in the years 2021 to 2022. 152 respondents (50.70 percent) anticipated to pursue their further study between 2023 and 2024, 41 respondents (13.70 percent) intended to pursue their further study between 2025 and 2026, and another 41 respondents (13.70 percent) expected to continue their further study in the year of 2027 ahead.

(6) Regardless of the needs to study at the doctoral programs at the Faculty of Education Nakhon Phanom University, 288 respondents were interested in applying to study, which represents as 96.00 percent, and 12 respondents, (4.00 percent), were not interested in applying to study at the Faculty of Education. Nakhon Phanom University.

(7) For scholarships and funding, it was found that 277 of the respondents (92.30 percent) intended to use their own funding for their doctoral study purpose, while 23 respondents (7.70 percent) expected to request funding from the organization.(8) For the available time of study in the Doctoral program, 31 respondents wished to spend the time on their Doctoral study on weekdays (Monday to Friday), which accounted for 10.30 percent, and 269 respondents, (89.70 percent.) required to study on weekends (Saturday and Sunday).

2. Needs about learning management in doctoral education program, majoring in Educational Administration and Development, Nakhon Phanom University shows as follows:

2.1 Subjects and Curriculum:

The contents in curriculum and subjects should be concerned about a new generation of educational administration which is appropriate to the current state, being a professional administrator, using technology for administration and learning management, learning for sustainable development, psychology for school directors, wisdom for school administrators, personality training for school administrators, and academic work management. Otherwise, curriculum development is varied and modern for the world's changing. There is a harmony and variety of learning management in a new lifestyle in accordance with sectors of budget management, human resources, research in administration and learning development, learning facilities and related to using English academic language for administration and learning development.

2.2 Instructors:

Instructors must obtain a doctoral degree that is direct or relevant to content taught. Instructors should have experience in conducting research that matches the subject content taught and should have an academic position. The prospective instructors should act as an academic leader who has specific and general knowledge in the management and development of education in research as well as psychology. More so, they must have expertise and experience in educational management and development. Instructors need to understand the principles and theories of management in order to be able to apply. They should also follow the teaching trend and have modernity in their subject taught. In terms of assessment, instructors should apply and implement various measurements and evaluations in which they can reflect students' performance in a real and authentic manner. They should have morality as well as responsibility, and be ready to adapt and acquire new and current knowledge. Apart from this, instructors should always be eager to learn and explore for new information and knowledge. They should also need to understand and welcome all of the learner's differences also, they should be a good consultant to students by giving advice as well as assisting them whenever they needed. In addition, Instructors must be conveniently coordinated and contacted. Plus, he or she should have excellent communication skills. Also, they should also work on teacher ethics and executive ethics. Moreover, instructors need to build various educational networks both nationally and internationally. This would create an opportunity for instructors to conduct on various research problems or topics that would help to contribute to the educational development at the national and international stages.

2.3 Facilities and Learning Center:

Building and learning centers are needed. There should be new materials such as Smart classrooms and competency facilities for learning. The buildings and classrooms are appropriate for learning management, therefore, learning centers need to prepare enough books, research, high speed internet, lounge, and private room for meeting or self-study.

Finally, connections for learning outside the classroom in different sources appropriately are very important for studying education in administration and development.

2.4 Academic Services:

Academic services, learning centers should be several and up-to-date. Library should especially be a good searching system, modern, suitable for learning and the library for each major is needed as well. Otherwise, the online system should be ready for textbooks, articles, journals and staffs are needed for providing advanced information to students. Public relations are necessary for announcement information, news and others to students easily and promptly. There is an efficiency system consultants for facilitation and support the students on doing research such as participating in the conference on international and nation, training seminar and study visits, doing MOU on academics with other universities.

2.5 Media, Technology and Materials:

There should be enough standard laboratory and capability of technology and materials for doing research and an effective learning management system. There are several channels of studying in classrooms both onsite and online, website and knowledge base through online. Students can easily access the system from everywhere they want and the school has computers and printers ready to service them.

2.6 General Services:

General services should be enough and appropriate lounge, office, meeting rooms for students, cafeteria and staff to service students. Moreover, there are public relations staff who are ready to serve for any possible inquiries. More so, there is a research clinic for consulting on research-related issues provided for graduate students.

5. Discussion

Regardless of the research findings above, there are salient issues and discussion of the results as follows.

1. The sample group mostly (96 percent) need to study at the doctorate level in the Educational Administration and Development of the Faculty of Education, Nakhon Phanom University. This depicts that teachers and educational personnel prefer to have a continuous self-development to the highest level of education, the doctoral degree which is in accordance with the theory of Maslow (Maslow, 1970). that is defined as people need progress and self-development (growth needs), which consists of social needs. honor, reputation and the need to fill the integrity of life. Nevertheless, the findings from the previous study conducted by Chardthai (2012), also shows that the motivation and personal needs of students are to pursue more or higher educational qualifications as the motive and personal drive. This is also consistent with the research by Chaisuwan. S and her colleagues (2016) found that higher education, especially at the doctoral level affects dignity and reputation in society.

The result shows that the most preferred time of study is between the years 2023 and 2024 and the respondents want to study on the weekends, this is accounting for 89.70% of them.

This is in line with the findings of Suwan S. and Janongnard C. (2011), who found that the majority of samples preferred to have a learning session conducted on weekends (Saturday and Sunday). Also, this is consistent with Dechasinchareon's findings. (2010), he found that the majority of samples wanted to pursue graduate studies during part-time periods and the findings of Khaikate B. and Somyuen L. (2009) found that those who want to continue their studies desire to be open on weekends. This is because those who are interested in studying for a doctoral degree are education executives and those with full-time jobs, which is not convenient to study on weekdays. Therefore, studying on weekends is the most available and appropriate time for them.

2. The sample group has expectations related to the learning management of doctoral education programs in Educational Administration and Development, Nakhon Phanom University. Curriculum and subjects consist of contents for the new age of administration which is suitable for the current situation. Because nowadays, there are changes on several dimensions; social, economics, politics and the pandemic of Covid-19, so the administration system on education needs to be changed appropriately. There should be learning management in different ways: online, on-site, on hand and on demand (Ministry of Education, 2021). Puntubanyoung (2022) stated that VUCA which consists of volatility, uncertainty, complexity and ambiguity is a new normal of Thai lifestyle. Besides the modernity of curriculum and learning management, the sample group has expectations on instructors who have graduated with a doctoral degree related major with contents of teaching and experience in doing research. Instructors need to have an academic position, academic leaders, expertise and experience on administration and development and follow the teaching trend. Thus, recruiting new instructors should be selected according to the regulation of the Ministry of Higher Education, Science, Research and Innovation (Office of the Higher Education Commission, 2014). In addition, the

university must provide readiness in various areas in order to facilitate the students, whether it is buildings, locations and learning resources. Classrooms and buildings should be prepared for students. The classroom environment needs to be flexible and supported with modern equipment that help learners to achieve the learning goals. There should be promoted and built more learning networks with others that support the learning in the field of administration and educational development. In terms of Academic services, there is variety and modern learning centers, libraries have a modern searching system, materials and technology is facilitated for learning in the classroom and also other services should be supported appropriately such as the lounge, meeting room, self-study rooms and cafeterias. Finally, the staffs are ready to support students in answering some questions and help students solve problems on research at the research clinic.

This is consistent with the quality assurance criteria for education within the curriculum level that requires graduate programs to be evaluated in 6 components (Office of the Higher Education Commission: 2015) this consists of standardization for graduate students , undergraduate students , instructors, curriculum and student evaluation, and facilities and infrastructure.

6. Recommendations

The research findings should be used and contributed by the Faculty of Education, Nakhon Phanom University as preliminary information in the development of the doctoral program majoring in Educational Administration and Development in order to provide a quality program in accordance with the standards set by the Ministry of Higher Education, Science, Research and Innovation and according to the needs of the individual who are wishing to study in this particular program.

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