

***Needs of the Provinces on the Academic Services of Higher Education Institutions
to Promote and Support the Enhancement of Learning***

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Abstract

The purpose of this research was to study and compare on the needs of province committees on the academic services of higher education institutions to promote and support the enhancement of learning, in four aspects : 1) the academic knowledge, 2) the providing training, 3) the providing advice or as a consultant, and 4) development and system learning. The samples of this study were 130 personnel of 10 provinces of Thailand included Kampaengpetch, Chantaburi, Chaiyaphum, Nan, Petchaburi, Phuket, Yala, Lamphun, Surin and Amnatcharoen. They were classified by their gender, status, and provinces. The research instruments used in this study were Likert's 5 rating-scale questionnaires with the reliability of 0.946. Mean, standard deviation, t-test, one way analysis of variance, and Scheffe's test were statistically used for data analysis. The findings of the study indicate that:

1. The needs of the province committee on the academic services of higher education institutions to promote and support the enhancement of learning in each aspect and an overall aspect were at a high level.
2. The province committee male and female, showed significant differences in their opinions on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.
3. The province committee, who had different status, showed significant differences in their opinions on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.
4. The province committee, who had different province, showed significant differences in their opinions on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.

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Introduction

The mission of higher education institutions is to produce graduates, research, academic services, and the preservation of arts and cultural. Higher education institutions should be involved in troubleshooting and foster a strong sense of community and local authorities. Cooperation individuals, organizations and institutions in the community and society to participate in the development of teaching and learning as well as heritage and cultural preservation and way of life in accordance with their requirements and needs of the community. [1] Management operations of higher education in various fields. It must be carried out to perfection.

A factor of academic excellence is an important mission all institutions need to be developed in both academic and professional development in conjunction with the local community and society. The role of universities in society, it must be a pillar of society and rely on academic and community empowerment. [2]

In the year 2011, Office of the Higher Education Commission with the idea of implementing "One University One Province" the idea that the reforms in higher education institutions must make to live in a materialistic approach obviously. Due to recent social expectations about higher education as a center of knowledge and high level of lead and guide the society to change and better development. By performing the role of universities as institutions of higher education to Engaged Higher Education, with major activities include: 1) the establishment of Knowledge Management for Provincial Development 2) development of Academic lines to serve society, 3) a citizen of the students and 4) creating the atmosphere for the adaptation of higher education institutions. [3]

Quality Learning Foundation (QLF) of Thailand has a mission to support education reform in the second decade ahead effectively. In 2012, QLF was assigned to the project "good teacher" is the teacher's space operations cover 77 provinces in Thailand with the aim to improve their quality of education and promote participation of provinces. Of the operation is that the selection process has 10 provinces with the teachers are good quality included Kampaengpetch, Chantaburi, Chaiyabhum, Nan, Petchaburi, Phuket, Yala, Lamphun, Surin and Amnatjaroen. So QLF has a policy to promote the province as hosts of educational development with the goal of custom province by means of integrated cooperation of all sectors in the province, including the integration of resources such as personnel, equipment, locations and budget in the area are already etc. QLF would be the host agency support, both academic learning, provincial and operating budget of 3 million to 10 provinces. This is the key

mechanism for improving the quality of learning to work. The various sectors together determine the overall success or vision of education in the province in the future 5 – 10 years that the province will be changed from the present, however with any person or agency to help create change. [4]

So, this research interested in the development of academic services of higher education institutions to promote and supports to enhance learning for the provinces. According to the data obtained as a guideline in carrying out the mission of higher education institutions that reflect the needs of the local community in the areas of academic services of higher education institutions to promoting and enhancing the learning development of children and youth in area residents. As well as the importance of higher education institutions located in different regions to support this matter further.

Research Objective

The purpose of this research was to study and compare the province committee's on needs of the academic services of higher education institutions to promote and support the enhancement of learning, in four aspects : 1) the academic knowledge, 2) the providing training, 3) the providing advice or as a consultant, and 4) development and system learning.

Research Methodology

1. The populations of this study were 130 personnel of 10 provinces of Thailand.
2. The research instruments used Likert's 5 rating-scales questionnaire [5] with the reliability [6] of 0.946. The instruments of this research have 3 parts 1) the general information such as sex, status, and province, part 2) is the opinion on the academic services of higher education institutions to promote and support the enhancement of learning with 5 rating-scales and the last one is opinion free.
3. Statistics used for the data analysis is mean, frequency, percentage, standard deviation (S.D.), t-test, one way analysis of variance, and scheffe's test were statistically. [7]

Research Result

The purpose of this research was to study and compare the province committee's on needs of the academic services of higher education institutions to promote and support the enhancement of learning, in four aspects : 1) the academic knowledge, 2) the

providing training, 3) the providing advice or as a consultant, and 4) development and system learning. The findings of the study indicate found as shown in the table 1-5

Table 1: The General Information

Classified	Quantity (n)	Percentage
Gender		
- Male	76	58.46
- Female	54	41.54
Total	130	100.00
Status		
- Chief Executive of the Provincial Administrative Organization	10	7.69
- Chair of provinces committee to promote and support the enhancement of learning	10	7.69
- The provinces committee to promote and support the enhancement of learning	10	7.69
- A worker in the area	100	76.93
Total	130	100.00
Provinces		
- Kampaengpetch	13	10.00
- Chantaburi	13	10.00
- Chaiyaphum	13	10.00
- Nan	13	10.00
- Petchaburi	13	10.00
- Phuket	13	10.00
- Yala	13	10.00
- Lamphun	13	10.00
- Surin	13	10.00
- Amnatcharoen	13	10.00
Total	130	100.00

Table 1 has shown that the general information, the most populations are male, status is a worker in the area and the provinces are equal all.

Table 2: The opinion of provinces committee on needs of the academic services of higher education institutions to promote and support the enhancement of learning each aspect and overall aspect

Enhancement of Learning	n = 130	
	\bar{X}	S.D.
1. the academic knowledge	4.15	0.61
2. the providing training	4.12	0.62
3. the providing advice or as a consultant	3.99	0.55
4. development and system learning	3.96	0.55
Total	4.05	0.54

Table 2 has shown that the needs of province committee on the academic services of higher education institutions to promote and support the enhancement of learning in each aspect and an overall aspect were at a high level.

Table 3: Compare the opinion of provinces committee on needs of the academic services of higher education institutions to promote and support the enhancement of learning classifications by gender

\bar{X} = Mean S.D. = Standard Deviation
t = t-test p = p-Value

The academic services of higher education institutions	Male n = 76		Female n = 54		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
1. the academic knowledge	3.46	0.67	4.46	0.63	2.54	0.003
2. the providing training	3.89	0.54	4.76	0.67	3.46	0.001
3. the providing advice or as a consultant	3.87	0.55	3.78	0.53	3.44	0.001
4. the development and system learning	3.55	0.45	4.02	0.56	2.89	0.021
Total	3.69	0.55	4.25	0.60	3.08	0.001

Table 3 has shown that the province committee, who had different gender showed significant differences in their opinion on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.

Table 4: Compare the opinion of provinces committee on needs of the academic services of higher education institutions to promote and support the enhancement of learning classifications by status

F = Statistics test in F-distribution SS = Sum of Squares
 MS = Mean Squares df = Degree of Freedom
 p = p-Value

The academic services of higher education institutions	Source of Variance	df	SS	MS	F	p
1. the academic knowledge	Between group	2	8.38	2.79	9.64	0.001
	group	127	149.51	0.29		
	Total	129	157.89			
2. the providing training	Between group	2	4.20	1.40	4.86	0.001
	group	127	148.65	0.28		
	Total	129	152.85			
3. the providing advice or as a consultant	Between group	2	8.92	2.97	8.52	0.001
	group	127	180.17	0.34		
	Total	129	189.09			
4. the development and system learning	Between group	2	1.36	0.42	6.53	0.001
	group	127	142.31	0.27		
	Total	129	143.58			
Total	Between group	2	2.39	0.79	3.70	0.001
	group	127	111.22	0.21		
	Total	129	113.62			

Table 4 has shown that the province committee, who had different status showed significant differences in their opinion on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.

Table 5: Compare the opinion of provinces committee on needs of the academic services of higher education institutions to promote and support the enhancement of learning classifications by provinces

F = Statistics test in F-distribution SS = Sum of Squares
 MS = Mean Squares df = Degree of Freedom
 p = p-Value

The academic services of higher education institutions	Source of Variance	df	SS	MS	F	p
1. the academic knowledge	Between group	3	1.86	0.93	3.08	0.001
	group	126	156.03	0.30		
	Total	129	157.89			
2. the providing training	Between group	3	18.46	9.23	7.96	0.001
	group	126	170.63	0.33		
	Total	129	189.09			
3. the providing advice or as a consultant	Between group	3	10.62	10.31	7.64	0.001
	group	126	168.47	0.32		
	Total	129	189.09			
4. the development and system learning	Between group	3	7.73	3.68	13.99	0.001
	group	126	136.21	0.26		
	Total	129	143.58			
Total	Between group	3	4.10	2.05	9.96	0.001
	group	126	109.51	0.21		
	Total	129	113.62			

Table 5 has shown that the province committee, who had different provinces showed significant differences in their opinion on the academic services of higher education institutions to promote and support the enhancement of learning in each and an overall aspect.

Conclusion

The success of the academic services of higher education institutions to promote and support the enhancement of learning for provinces to success and true, Therefore depends on 4 factors: 1) all parts of the higher education institutions to have the spirit and commitment to together, 2) people in the province and higher education institutions to have a sense of shared ownership division made 3) requires federal agencies to support local agencies seriously and integrated with other units, and 4) although some provinces and higher education institutions have social power and with the people of the province already, but to accomplish learning of the province to create a mechanism that drives real.

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