



The Impact of Curriculum Administration on the Student's Expectations and Satisfaction on Management and Learning, Accounting Program, Faculty of Management Science, Rajabhat Maha Sarakham University

Kunteera Arsasri

Faculty of Management Sciences, Rajabhat Maha Sarakham University, Thailand
E-mail: kunteera.ar@rmu.ac.th, ORCID ID: <https://orcid.org/0000-0003-1656-134X>

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Abstract: - *Thai's National education standards intended a using all universities as guidelines for learners' development toward the desired outcomes. This research focuses on curriculum management impacts and satisfaction with learning management in this study with 333 students in management science, accounting program Faculty at Rajabhat Maha Sarakham University, Thailand collections by questionnaires data. Curriculum management impacts and satisfaction on learning management of curriculum management, instructors, learning management, student's admissions, preparation before admission, supervision of consulting and guidance, students' potential development, and enhancing of learning skills in the 21st century at a level of high levels. the curriculum management in learning management into students' development of academic achievement.*

Keywords: Curriculum Management Impacts; Satisfaction; Learning Management

Introduction

In today's world, it is generally accepted as the world of "Intellectual Society" which considers the knowledge power of the population as the most important factor in the development of the country. At the same time, the most intense competitive activity of this era is the education competition, and thus it is an important driving force that all departments must reorient their work processes to survive. An important mechanism that will help an agency or organization to advance, keep pace with changes and be able to survive in a highly competitive system is the availability of quality manpower, and educational quality assurance operations. Carrying out activities related to education and ensuring that educational output meets the desired characteristics is the heart and necessity of all types of educational management.

According to the Ministerial Regulation for Quality Assurance 2018 dated February 20, 2018, it states that "Education Quality Assurance" means the evaluation and monitoring of educational quality standards of educational institutions at each level and type of education, with a mechanism to control and monitor the educational quality management system of educational institutions. To develop and build confidence among stakeholders and the public that educational institutions can provide quality education according to educational standards, and meet the goals of the jurisdiction or regulatory body. Including requiring each educational institution to establish a quality assurance system within the educational institution by stipulating the educational standards of the educational institutions to be following the educational standards at each level and type of education that the Minister of Education. Announcement to determine, as well as prepare a plan to develop educational management of educational institutions that focus on quality according to educational standards and implement the plans set forth, arrange for assessment and examination of educational quality within educational institutions Follow up on the results of the development of educational institutions to be of quality according to educational standards and submit the self-assessment report to the agency or supervisory agency annually and have the parent agency or the governing body of the educational institution submit the report together with the issues requiring evaluation and monitoring, which are collected from relevant agencies or from stakeholders of that educational institution to the Office for use as information and guidelines for further improvement and development of the quality of education.



National educational standards are intended to be used by all universities as a guideline for the development of learners towards the desired outcomes of education and to be used by the agency as a goal in educational management by defining the desired outcomes of learners that are appropriate for each age range and the educational type and using it as a goal to support universities to facilitate actions to achieve such outcomes. It also aims to be used by all agencies involved in education management as a guideline to promote the supervision, audit, evaluation, and quality assurance of education (Office of the Commission on Higher Education, 2018).

An important goal of national educational standards in the form of desirable outcomes of education is to provide universities with autonomy in managing education following the context of the university and the aptitudes of learners following the Ministerial Regulations on Quality Assurance, education 2018, which stipulates that educational institutions provide internal educational quality assurance systems (self-assessment) by defining the university's educational standards according to the educational standards of each level and type of education as well as to prepare a university development plan to lead to a framework of desirable outcomes according to the context of the level and type of university education; University and other issues through its jurisdiction to develop assessment (Office of Standards and Quality Assurance, Rajabhat Maha Sarakham University, 2019).

The national education management must produce desirable outcomes which are the characteristics of learners as a result of education at the level of early childhood education, basic education, vocational education to higher education. The university is free to define the concept, philosophy, and vision of educational management to be identified and following the context of the university and according to the student's aptitude, the agency and related agencies must support, supervise, monitor, evaluate and develop the quality of educational management which focuses on accountability and accountability. There is a management system for administrators, teachers, faculty, and personnel. Teaching and learning curricula, media, digital technology resources, educational support, and assessment, as well as continuous quality improvement systems and mechanisms that produce desirable outcomes that are appropriate for each level and type of education and cumulative outcomes. that covers the levels and types of continuing education. In addition, the Institute for Teacher Production and Development is an important mechanism for developing permanent teachers to have professional competencies in line with modern learning management for desirable outcomes of education (Office of the Commission on Higher Education, 2018).

Therefore, in the management of the curriculum to obtain graduates according to the curriculum, the needs or expectations of the learners are important information that will be used to improve and develop guidelines for teaching and learning according to the needs of the learners. From the reasons mentioned above, the researcher saw the need and the importance of developing operations following quality assurance standards, therefore interested in studying the expectations and satisfaction of teaching and learning management. Program administration of students in Accounting, Faculty of Management Science, Rajabhat Maha Sarakham University. It is expected that the results of the study will provide useful knowledge that can guide the implementation and improvement of the Bachelor of Accounting Program, the Faculty of Management Science, Rajabhat Maha Sarakham University.

Objectives

To study the expectations and satisfaction of teaching and learning management arising from the course administration of students in Accounting, Faculty of Management Science, Rajabhat Maha Sarakham University.



Literature Review

1. The expectation concept

Expectation refers to the feeling of need for something that is anticipated or anticipated whose level of expectation depends on the person's experience with it (Sopa, S., 2013). The expectation is defined as the recipient's expectation of the service received that it should meet the foreseeable criteria, hope based on past service experience as well as other experiences (Johnson and Lyth, D. ., (1991). Expectation refers to the feeling of need for something present to the future, an anticipation of what will affect one's perceptions using the learning experience. indicator (Aramornphan, W., (2005). Therefore, it can be concluded that expectation refers to what students want to receive from teachers, faculty, and universities that should be met with appropriately foreseeable criteria.

2. The satisfaction Concept

There are three implications of satisfaction: (1) Satisfaction refers to a situation in which the actual action is met by the person expected. (2) Satisfaction refers to the degree of success that meets the needs. (3) Satisfaction means that a job is done as desired or satisfying the value of a person (Oskamps (1984; Mekthat, O., 2000).

Satisfaction is defined as something that should meet a need. Satisfaction is a consequence of the expression of another person's attitude, which is the inclination of the experienced mind that we humans experience. It may be more or less and it is a feeling towards something, This can be both positive and negative, but when something fulfills a need or achieves a goal, a positive feeling is a feeling of satisfaction, but on the contrary, If it creates a feeling of disappointment and does not achieve its purpose, it will produce a negative feeling of dissatisfaction (Khumyoo, T., Matman, P. and Arugsomboon, P., 2007).

However, Abraham S. Maslow (quoted in Robbins, (2001) divides the Hierarchy of needs theory from the lowest to the highest into five. Maslow classifies the five stages of human needs into two major levels: Lower-order) are physical needs, and security needs. Higher-order Needs are social needs, recognition needs, and life success needs. The difference between the two levels of needs is that the high level of needs is the satisfaction that occurs within the individual while low demands are external gratifications such as compensation, for example. The five stages of needs are (1) Physiological Needs, (2) Safety or Security Needs, (3) Social Needs, (4) Esteem Needs, and (5) Self-actualization Needs.

3. The course administration concept

The Office of the Commission on Higher Education (2019) describes curriculum management as a broad-based administration. It covers many dimensions that involve multiple parties and relies on different elements. It is like managing all kinds of activities in a school related to improving, improving teaching and learning to be effective and effective.

To promote and support, to organize activities to develop learners according to the objectives set out in the curriculum. Starting from course planning, implementation, monitoring, monitoring, and evaluating course use by using administrative resources for maximum benefit and efficiency.

The Ministry of Education, (2015) has issued a ministerial regulation on Guidelines for the Administration of Higher Education Program Criteria 2015 to enhance knowledge and understanding of the details and intentions of the Diploma, Undergraduate, and Graduate Program Criteria. For being guideline for the management and development of higher education courses to be effective, which is a guideline for the management and development of higher education courses in all disciplines for new courses and improvement courses of higher education institutions. In addition to meeting the 2015 curriculum standards, it must also comply with the announcement of the Ministry of Education titled National Qualifications Framework for Higher Education 2009 as well, the main principle is to focus on the



implementation process, the process of development, improvement, and curriculum quality assurance, by setting learning standards that are specific requirements that are intended for students to improve from learning in all 5 areas, namely (1) Morality and Ethics, (2) Knowledge, (3) Intellectual Skills, (4) Interpersonal Skills and Responsibility, and (5) Numerical Analysis Skills. Communication and use of information technology. Requires internal quality assurance of courses and continuity of teaching and learning for all courses. The details of the curriculum (TQF2) in Section 7, Quality Assurance of the Curriculum, Item 7, are indicators. The results set indicator item 6 states that student achievement is verified according to the learning outcome standards specified in TQF3 and TQF4 (if any) for at least 25% of the courses offered in each year. This is one of the criteria that gives importance to the verification of student achievement according to the specified learning outcome standards. Therefore, it is necessary to have a tool for verification that is effective, accurate, and convenient following the measurement and evaluation principles. towards the implementation of internal quality assurance of the curriculum (Educational Quality Assurance and Curriculum Development Division, Mae Fah Luang University, 2016).

Methodology

The research area is the Accounting Department, Faculty of Management Science, Rajabhat Maha Sarakham University. Research period January 1, 2020, to March 31, 2020.

The samples used in this research were a Total of 579 students in Accounting, Faculty of Management Science, Rajabhat Maha Sarakham University (Rajabhat Maha Sarakham University, 2020).

The scope of variables or content in the research study on expectations and satisfaction in teaching and learning management are as follows: (1) The curriculum Management, (2) The instructor, (3) the teaching and learning management, (4) the Student admissions, (5) the preparation before admission, (6) the Supervision of consulting and guidance. And (7) the Developing student potential and enhancing learning skills in the 21st century

The research tools used in this research were Questionnaire research, which the researcher has created based on the 2015 Curriculum Quality Assessment Criteria based on the theory and related research which is divided into 2 parts as follows.

Part 1 General information of the respondents The questionnaire was a 2-item checklist consisting of gender and year.

Part 2 Student's Expectations and Satisfaction with Curriculum Management, the questionnaire is a Rating Scale consisting of the curriculum management of 6 items, the instructor 9 items, the teaching and learning management of 5 items, the Student admissions 4 items, the preparation before admission 4 items, the Supervision of consulting and guidance of 11 items, the Developing student potential and enhancing learning skills in the 21st century, 6 items.

Data Collection and Analysis: Data collection: Data collection from an online questionnaire of the Bureau of Standards and Quality Assurance by asking 579 students in the Accounting Department, Faculty of Management Science. Conducting online questionnaire distribution by coordinating with the advisor as a coordinator. When the number of respondents was appropriate and sufficient to represent the entire population, the data from the questionnaires received were further analyzed. The statistics used in the research were Percentage, Mean, and Standard Deviation.



Results

The results of an analysis of the study of expectations and satisfaction in teaching and learning management towards the course administration of students in Accounting, Faculty of Management Science, Rajabhat Maha Sarakham University, summarize the results as follows:

Part 1 General information of the respondents

Table 1 Number and percentage of respondents classified by gender and year

| Respondent's General information | Number | Percentage |
|----------------------------------|------------|---------------|
| 1. Sex | | |
| man | 24 | 6.80 |
| female | 329 | 93.20 |
| Total | 353 | 100.00 |
| 2. Year class | | |
| Year 1 | 28 | 7.93 |
| Year 2 | 45 | 12.75 |
| Year 3 | 140 | 39.67 |
| Year 4 | 140 | 39.67 |
| Total | 353 | 100.00 |

From Table 1, it was found that the majority of the students in the Accounting Department, Faculty of Management Science, Rajabhat Maha Sarakham University who answered the questionnaire were 329 females, representing 93.20%, followed by 24 males, representing a hundred. Each 6.80. In the third year, there are 140 people, representing 39.67 percent, and in the fourth year of 140 students, representing 39.67%.

Part 2 Results of the Opinion Analysis on Expectations and Satisfaction in Teaching and Learning towards Curriculum Management

1. Opinion on the expectation and satisfaction of teaching and learning management towards overall curriculum management.

Table 2 Opinion on the expectation and satisfaction of teaching and learning management towards overall curriculum management

| Expectations and satisfaction in teaching and learning management toward curriculum administration | \bar{X} | S.D. | Level |
|--|-------------|-------------|-------------|
| 1. The curriculum Management | 4.20 | 0.75 | High |
| 2. The instructor | 4.24 | 0.75 | High |
| 3. The teaching and learning management | 4.24 | 0.72 | High |
| 4. The Student admissions | 4.23 | 0.74 | High |
| 5. The preparation before admission | 4.21 | 0.74 | High |
| 6. The Supervision consulting and guidance | 4.23 | 0.75 | High |
| 7. The Developing student potential and enhancing learning skills in the 21st century | 4.21 | 0.74 | High |
| Total | 4.22 | 0.75 | High |

From Table 2, it was found that students in the Accounting Department, Faculty of Management Science, Rajabhat Maha Sarakham University had Opinions on the expectations and satisfaction of teaching and learning management towards the overall curriculum administration ($\bar{X} = 4.22$), (S.D. = 0.75) When considering each aspect, it was at a high level



in all aspects, arranged in descending order of mean by 3 as follows: The instructor (\bar{X} = 4.24), (S.D. = 0.75), the teaching and learning management (\bar{X} = 4.24), (S.D. = 0.62), the Supervision of consulting and guidance (\bar{X} = 4.23), (S.D. = 0.75), the Student admissions (\bar{X} = 4.23), (S.D. = 0.74), the preparation before admission (\bar{X} = 4.21), (S.D. = 0.74), the Developing student potential and enhancing learning skills in the 21st century (\bar{X} = 4.21), (S.D. = 0.74) respectively.

2. Opinion on expectations and satisfaction in teaching and learning management on a case-by-case basis and item-by-case basis.

2.1 the curriculum Management

Table 3 Opinion on expectations and satisfaction in teaching and learning the curriculum management

| Expectations and satisfaction in teaching and learning management of the curriculum management | \bar{X} | S.D. | Level |
|---|-------------|-------------|-------------|
| 1. Educational management following the objectives of the curriculum | 4.27 | 0.71 | High |
| 2. There is a clear educational plan throughout the course. | 4.25 | 0.68 | High |
| 3. The curriculum is up-to-date following the needs of society. | 4.24 | 0.73 | High |
| 4. The courses offered are diverse and follow the objectives of the curriculum. | 4.21 | 0.74 | High |
| 5. General education subjects can be registered as needed. | 4.05 | 0.87 | High |
| 6. The number of study hours in each subject is appropriate. | 4.18 | 0.76 | High |
| Total | 4.20 | 0.75 | High |

From Table 3, it was found that accounting students at The Faculty of Management Sciences, Rajabhat Maha Sarakham University, have a high level of views on expectations and teaching satisfaction with curriculum management as a whole. When considering each item at a high level, all items were arranged in descending order of average for 3 items as follows: educational management is consistent with the curriculum objectives, educational plans throughout the curriculum is arranged, and the curriculum is up-to-date following social needs.

2.2) instructor

Table 4 Opinion on Expectations and satisfaction in teaching management in the term of instructors

| Expectations and satisfaction in teaching management in the term of instructors | \bar{X} | S.D. | Level |
|--|-----------|------|-------|
| 1. Qualifications consistent with the curriculum | 4.25 | 0.73 | High |
| 2. Have knowledge, ability, and expertise in the field | 4.26 | 0.72 | High |
| 3. There are clear guidelines for measuring and evaluating teaching results. | 4.28 | 0.74 | High |
| 4. There is teaching and use of teaching materials appropriately. | 4.23 | 0.76 | High |
| 5. Teaching is conducted to meet the objectives and cover the subject content. | 4.24 | 0.78 | High |



| Expectations and satisfaction in teaching management in the term of instructors | \bar{X} | S.D. | Level |
|--|-------------|-------------|-------------|
| 6. Have the ability to explain and convey knowledge. | 4.22 | 0.79 | High |
| 7. There are various teaching methods. and focus on students | 4.21 | 0.76 | High |
| 8. Listening to learners' opinions and criticisms is accepted. | 4.23 | 0.75 | High |
| 9. There are measurements and assessments according to objectives covering subject content and fairness. | 4.23 | 0.76 | High |
| Total | 4.24 | 0.75 | High |

From Table 4, it was found that the students in the Accounting Department, Faculty of Management Science, Rajabhat Maha Sarakham University, had a high level of Opinion on expectations and satisfaction in teaching and learning management for instructor courses. When considering each item at a high level, all items were arranged in descending order of average for 3 items as follows: clear teaching guidelines for measuring and evaluating teaching, knowledge, competence, and expertise in the field of study.

2.3) the teaching and learning management

Table 5 Opinions on Expectations and satisfaction in teaching and learning management in terms of the teaching and learning management

| Expectations and satisfaction in teaching learning management in the term of teaching and learning management | \bar{X} | S.D. | Level |
|---|-------------|-------------|-------------|
| 1. Students are encouraged to have characteristics and ethics. | 4.27 | 0.72 | High |
| 2. New knowledge is applied according to the course content. | 4.23 | 0.72 | High |
| 3. Teaching is designed to enhance analytical thinking. | 4.21 | 0.72 | High |
| 4. There are modern teaching materials. promote learning | 4.23 | 0.72 | High |
| 5. It is encouraged to learn from the current situation. | 4.25 | 0.73 | High |
| Total | 4.24 | 0.72 | High |

From Table 5, it was found that accounting students at The Faculty of Management Science Rajabhat Maha Sarakham University had a high opinion about the expectations and satisfaction of teaching and learning management towards the teaching and learning management curriculum as a whole. When considering each item at a high level, all items were arranged in descending order of mean for 3 items as follows; Students are encouraged to have characteristics and ethics, are encouraged to learn from the current situation, apply new knowledge to the course content, have modern teaching materials to promote learning.

2.4) the Student admissions

Table 6 Opinion on Expectations and satisfaction in teaching and learning management in the Student admissions

| Expectations and satisfaction in teaching and learning management in the Student admissions | \bar{X} | S.D. | Level |
|--|-----------|------|-------|
| 1. Publicity of information on student admissions widely and through many channels | 4.24 | 0.76 | High |
| 2. The application and submission of documentary evidence is a process and systematic. | 4.22 | 0.73 | High |
| 3. The process of student selection examination and notification of selection results is systematic and process. | 4.26 | 0.73 | High |



| Expectations and satisfaction in teaching and learning management in the Student admissions | \bar{X} | S.D. | Level |
|--|-------------|-------------|-------------|
| 4. Reporting and payment of related expenses can be carried out in several ways. | 4.22 | 0.74 | High |
| Total | 4.23 | 0.74 | High |

From Table 6, it was found that accounting students at The Faculty of Management Sciences, Rajabhat Maha Sarakham University, have a high level of overall Opinion on the expectations and satisfaction of teaching and learning management with the student admissions program. When considering each item at a high level, all items were arranged in descending order of mean for 3 items as follows; There is a systematic and step-by-step process for student selection examinations and notification of student admissions information, publicizing the admissions information through multiple channels, The application and submission of documentary evidence are procedural and systematic, and the reporting and payment of related expenses can be carried out in several ways.

2.5) the preparation before admission

Table 7 Opinion on Expectations and satisfaction in teaching management in terms of the preparation before admission

| Expectations and satisfaction in teaching management in terms of the preparation before admission | \bar{X} | S.D. | Level |
|--|-------------|-------------|-------------|
| 1. The preparation before entering the program meets the needs of the students. | 4.20 | 0.78 | High |
| 2. The duration of the preparation process is appropriate. | 4.22 | 0.73 | High |
| 3. Students can apply the knowledge gained in their studies. | 4.21 | 0.71 | High |
| 4. Students can apply the knowledge gained to develop and study on their own. | 4.21 | 0.74 | High |
| 5 The preparation before entering the course meets the needs of the students. | 4.20 | 0.78 | High |
| Total | 4.21 | 0.74 | High |

From Table 7, it was found that accounting students at The Faculty of Management Sciences, Rajabhat Maha Sarakham University, had a very high opinion about the expectation and satisfaction of teaching and learning in the preparation of the preparation before admission program when considering each item All items were at a high level, arranged in descending order of the mean for 3 items as follows; The preparation period is suitable, students can apply the knowledge gained to study, students can apply the knowledge gained to study, students can apply the knowledge gained to develop and study by themselves.



2.6) the Supervision of consulting and guidance

Table 8 Expectations and satisfaction in teaching management in terms of the Supervision of consulting and guidance

| Expectations and satisfaction in teaching management in terms of the Supervision of consulting and guidance | \bar{X} | S.D. | Level |
|---|-------------|-------------|-------------|
| 1. Advising students of advisors | 4.23 | 0.77 | High |
| 2. There is life guidance for students in the program. | 4.27 | 0.79 | High |
| 3. The advice given can be used to solve problems. that can happen | 4.22 | 0.73 | High |
| 4. The period for giving advice and guidance is appropriate and sufficient for the needs of students. | 4.19 | 0.76 | High |
| 5. The place of consultation is appropriate. | 4.23 | 0.72 | High |
| 6. Provide advice on enrollment, study planning, and control the enrollment following the study plan | 4.24 | 0.73 | High |
| 7. There is supervision, monitoring, and examination of students' academic results. to help students complete the course duration | 4.24 | 0.74 | High |
| 8. Provide advice and advice to help students both in terms of learning. adjustment in higher education and other areas | 4.21 | 0.75 | High |
| Total | 4.23 | 0.75 | High |

From Table 8, students in Accounting, Faculty of Management Science, Rajabhat Maha Sarakham University have Opinions on the expectations and satisfaction of teaching and learning management towards curriculum administration in the term of the Supervision of consulting and overall guidance is at a high level. When considering each item at a high level, all items were arranged in descending order of mean for 3 items as follows; There is life guidance to students in the course, enrollment advice, study planning and control of enrollment following the study plan, supervision/monitoring/checking of students' academic performance. to help students complete the course duration

2.7) Developing student potential and enhancing learning skills in the 21st century.

Table 9 Opinions on Expectations and satisfaction in teaching and learning in terms of developing student capacity and enhancing learning skills in the 21st century

| Opinions on Expectations and satisfaction in teaching and learning in terms of developing student capacity and enhancing learning skills in the 21st century | \bar{X} | S.D. | Level |
|--|-----------|------|-------|
| 1. Students are developed in moral and ethical potential. | 4.27 | 0.72 | High |
| 2. Students are enriched with characteristics in the 21st century, consisting of 4 main groups: 1) Core Courses 2) Life and Career Skills Groups 3) Learning and Innovation Skills, and 4) Information, Media and Technology Skills. | 4.23 | 0.75 | High |
| 3. Students are strengthened in leadership. | 4.20 | 0.73 | High |
| 4. Students are encouraged to work as a team. | 4.20 | 0.73 | High |



| Opinions on Expectations and satisfaction in teaching and learning in terms of developing student capacity and enhancing learning skills in the 21st century | \bar{X} | S.D. | Level |
|---|-------------|-------------|-------------|
| 5. Students are strengthened in synthetic analytical thinking skills. | 4.22 | 0.74 | High |
| 6. Students develop foreign language skills. | 4.13 | 0.80 | High |
| Total | 4.21 | 0.74 | High |

From Table 9, it was found that students in accounting at The Faculty of Management Sciences at Rajabhat Maha Sarakham University have an opinion on the expectations and satisfaction of teaching and learning management towards curriculum management, student capacity building, and learning skills in the 21st century. The overall picture is at a high level. When considering each item at a high level, all items were arranged in descending order of mean for 3 items as follows; Students are empowered to develop moral and ethical qualities in the 21st century consisting of four main groups: (1) Core Subjects, (2) Life and Career Skills Groups, (3) Learning and Innovation Skills Groups, and (4) Information/Media/ Technology skill groups were developed for synthetic analytical thinking skills.

Part 3 Suggestions for Curriculum Development

Table 10 Opinion on recommendations for curriculum development

Suggestions for Curriculum Development

1. Very good
2. The teaching is comfortable and interesting as usual.
3. All teachers are very good at conveying. But I want the teacher to order less work.
4. Add more teaching content
5. Should use teaching principles that are different, not monotonous, not boring, and help students become more interested
6. Teaching and learning management to meet the specified period Study time - Examination - semester break should not be extended may delay
7. Books should be updated and updated all the time for efficient information retrieval.
8. Want more compulsory and free subjects because people want to go down a lot but open less So I can't take the compulsory course at all.
9. I want GE courses to be open to more students.
10. There should be a space for students. Sit and work in groups or join in activities. with enough power sockets
11. I want you to set up an area on the 1st floor to have desks and chairs for students to participate in various activities and have electrical outlets. It would be very good. Because in the library that has been prepared, sometimes teachers come to work. We may be able to make noise in case we exchange ideas.
12. GE subjects should open up more classes. Students will be able to complete the study plan.
13. Want to take students to study abroad because we learn There was a real exchange of ideas. Thank you to all teachers who have watched and you guys for the past 4 years. This year, I

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Suggestions for Curriculum Development

went to see an event in Vietnam. Learn the history and culture and gain guidelines for doing international business. from seniors who are Vietnamese students too

14. There should be a check on the electrical system in the classroom. because the light is not enough because the bulb is broken The air conditioner is broken, etc.

15. I want the teacher to take a detailed exam and point out the point that the students still don't understand.

16. I want teachers to have free time to tutor the exam thoroughly.

From Table 10, it was found that students had suggestions for curriculum development regarding; (1) The liberalization of compulsory subjects has increased due to the number of students wishing to register more than the required number of seats. (2) Provide an area on the first floor with tables and chairs for students to participate in various activities and have electrical outlets. It would be great because in the prepared library sometimes there are teachers to sit and work, it might make noise in case we exchange ideas. (3) The electrical system in the classroom because the light is insufficient because the lamp is broken. The air conditioner is broken. (4) Study tour to get real learning and exchange ideas. (5) teaching techniques to create more knowledge and understanding of the content, For example, more teaching content, teaching principles that are not monotonous, teaching management to meet the specified period, study time - exams - semester breaks, should not be extended may causing delays. There should be new and up-to-date books being added and updated all the time.

Recommendation

Research results using recommendation: The results of this research can be used as a guideline for curriculum development. and curriculum management to manage teaching and learning to be able to develop learners to achieve academic achievement following the curriculum, which will affect the development of teaching and learning management to be ready to adapt to accommodate changes and to prepare for development Providing teaching and learning to enter the 21st century and following the needs of learners. And it is following the education policy of the country and can compete internationally.

Further research recommendation: Research related to expectations and satisfaction with curriculum administration can be studied further as follows:

1. Study the needs of entrepreneurs and students on the content required for practical work.
2. In this study, factors related to expectations and satisfaction regarding (1) The Course Management, (2) the instructor, (3) the teaching and learning management, (4) the Student admissions, (5) the preparation before admission, (6) the Supervision of consulting and guidance, and (7) the Developing student potential and enhancing learning skills in the 21st century.

These are part of many factors that affect expectations and satisfaction with course administration. Therefore, it should be studied from other variables that may affect student expectations and preferences, such as the building aspect. laboratory, equipment, learning materials various support, etc.



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