

**EXPECTATION AND SATISFACTION TOWARD
EDUCATIONAL ADMINISTRATION OF
MAHACHULALONGKORNRAJAVIDAYALAYA UNIVERSITY**

PHRA SOPHOAN KHY

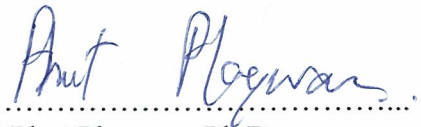
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Thesis
entitled
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EDUCATIONAL ADMINISTRATION OF
MAHACHULALONGKORNRAJAVIDAYALAYA UNIVERSITY**



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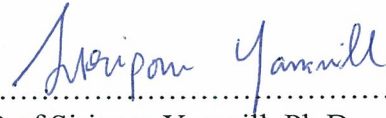
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EXPECTATION AND SATISFACTION TOWARD EDUCATIONAL ADMINISTRATION
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ABSTRACT

This research used quantitative methods. The objectives of the research were to: 1) to study the level of expectation and satisfaction towards the educational administration in MCU of Cambodian students. 2) to compare expectation and satisfaction in the educational administration in MCU among the students. 3) recommend ways of improving the educational administration to meet the expectation and satisfaction of the Cambodian students. The sample group of this study were Cambodian monk students comprising of 84 people. The research instrument was a Questionnaire. Statistics of the study were frequency, percentage mean S.D. and pair sample t-test.

The research outcome showed the sample group of Cambodian monk students are between the ages of 26-31 years in majority, most of them got a G.P.A. of 1.91-2.90, most of them studied in the faculty of Buddhism, in the first and third years of a Bachelor degree. The sample group has a total expectation towards educational administration in MCU at a high level. When considered by field it can be seen that monk students have expectations on curriculum subjects, learning and lectures, lecturers, learning and lecture activities, supporting factors for learning and lectures, and evaluation from totally agree to do not agree. Regarding satisfaction, it can be seen that monk students express satisfaction of curriculum subjects, supporting factors for learning and lectures, and valuation were at a high level, evaluation of lecturers are at on average level, and the fields of learning and lecture activity was at a low level. When it was compared with the mean of expectation and satisfaction, it can be seen that expectations were a lot higher than the satisfaction. When considered by field, it can be seen that Cambodian monk students have satisfaction in the fields of curriculum subjects, which were higher than their expectation. For the other 3 remaining fields, students have expectation which were higher than their satisfaction.

KEY WORDS: EXPECTATION / SATISFACTION / EDUCATIONAL ADMINISTRATION

82 pages

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CHAPTER I

INTRODUCTION

1.1 Background and significance of the study

Monk, in the name of Buddhism offspring has rolls to study Buddhist principle and teach people to be able to bring teaching of the Buddha to apply in daily life, therefore, a monk should literate real Buddhism and has real ability to transfer this knowledge to people in good quality to make people believe in the real Buddhist doctrine as the Buddha said when he sent disciples to propagate Buddhism that “Caratha Bhikhave Carikan Bahujanahitaya Bahujanasukhaya Lokanukampaya Atthaya Hitaya Sukhaya Devamanussanang means You should go to bring usefulness and happiness to many group of people for helping the world, to fringe benefits and happiness to gods as well as human beings”. Hence, propagation of Buddhism is the main duty, which should be practiced by the monk who is the teacher of lay people. In the present day, monk who is the agent of propagation of the Buddhist principle is getting low spread because of the fast globalization and change that requites improvement of the method of propagation in order for it to go along with the changing world to be proactive and adapted to the rapid changing as well. But in documentary shows that the present improvement of Cambodian monk and novice is still at a low level if compare to the Buddhist neighboring countries, and its programs of education are incompatible with the model society.

Mahachulalongrajavidyalay University (MCU) is the educational institute which organizes higher education for monks and novices. The institution founded by His Majesty King Rama V, (King Chulalongkorn) in Watt Mahadhatuyuvaraj rangsarith (Watt Mahadhatu) He named it “Mahadhatuvidyalay” later on, it was changed from Mahadhatuvidyalay to “Mahachulalongkornrajavidyalay” on September 13th, B.E 2439 for Pali literature, Dharma, and higher academic subjects till the year of B.E. 2540 there was an enacting a law of MCU. With the government gazette volume number 114 at 51 (k) on October 1st, B.E. 2540 (MCU. 2547: 1-7) with the learning and teaching in full

system in 5 faculties, 10 branches, 4 sangha colleges, 12 classrooms, and 3 affiliated institutions. (Passakorn Ungard, 2551)

The main mission of MCU is in producing scholars in Buddhism, research, academic administration to society, and to preserve the culture. For more than a decade it opened a Bachelor degree level in the faculty of Buddhism as the first faculty on July 18, B.E 2490 named Buddhist Graduated Study, and till the present time it is the centre of various sciences those benefit to human has role to offer education, research, pursuit of knowledge related to Buddhist academy and apply to other modern sciences. Furthermore, it has duty to be source of Buddhist academy both theories and practices.

On the year of B.E 2548 MCU entered the quality assurance system has in and out evaluation shown as the University of Thai Sangha more clearer in strengths and weaknesses in the report of education evaluation by Office of standards and evaluates the quality of education gave advise to many universities thus, MCU is the two-objective university: teach Buddhism and offer chance of study. In the present, it is changed to semiprofessional, the main objective is slowly going down and the vice objective is coming up instead, the main point of the university is to be the essence of Buddhism, but the arrangement of faculty still doesn't permit to financial management because it is the big university which has many campuses, Sangha colleges, classrooms, and affiliated institutions cannot well take care must has many related rules and must produce more researches in order to benefit in lecture and propagating Buddhism. (Passakorn Ungard, 2551 referred to Phra Sivachiraphorn, 2546, page 83-93)

After the act of MCU year admitted it as a state university which is under government control and is the non-government entity, the old job system have been changed very much from the time before getting the act. For the old system was suitable for the old era but when the organization has been changed by its mission the old structures should be unavailable like MCU has been changed new administration structure by divided into 43 sectors required by job division of MCU (Philai Chirakraisiri. 2543: 5) relationship between agents or organizations are much better by the act of parliament of MCU had admitted the objectives and by the greater number of personnel and higher fund than before seen by fund annual B.E 2546 got fund till 288,305,600 baht and B.E 2547 grew to 308,203,000 baht. MCU must depend on

sufficient management better than before like course management, which must accordance with international standard for social agreement.

The quality and standards of the Cambodian Sangha, however, have remained low given the loss of an entire generation of learned monks. In the 1990s, only some 20 percent of monks, the bulk of whom are under 25 years of age, received some formal training, mainly from lay teachers whose qualifications tended to be rudimentary. The first secondary school for monks re-opened in 1993, followed in 1997 by a preparatory class of the re-opened Preah Sihanouk Raj Buddhist University. But very few monk graduates of the high schools (there are now several) and the university choose for a variety of reasons to remain in the Sangha. Most disrobe to move into fields such as computers, accounting, and English as preparation for jobs in laypeople's life. Few have chosen the monastic path of teaching the Dhamma and Vinaya to monk students and lay people as preparation for leadership roles in the Sangha. The low numbers and quality of education for monks and, as a consequence, the generally poor discipline of the monks in Cambodia today remain one of the great socio-cultural problems of the country and its recovery as a moral community. The weakness of the Sangha and lack of resources at the Ministry of Religious Affairs have prevented these institutions from introducing meaningful education reform in a country where local masters at the watta and national levels level are simply no longer there.

From year to year, there are many Cambodian monk students come to join MCU for their education not only Buddhism but also in any faculties they want because coming to Thailand to study is the good choice for them to earn their degrees and knowledge as well as the way of living in Thailand and Cambodia are very similar especially both monk life and ritual ceremony comparing to other Buddhist countries in the world for example monk is depended on collecting alms every morning to earn his living.

Indeed, in Cambodia, Buddhist education centre is not sufficient to the amount of learners and it is founded only in the city that causes monks to face many troubles such as no Watta to stay, fare of transportation is expensive, furthermore they have to pay for water and electricity etc. earning life in the city is not easy, and need to spend much money meanwhile, living in Thailand is far better than in Cambodia such as shelter and food.

MCU is the first choice for Cambodian monk students who come to Thailand for their education, meanwhile, in this university; they have grouped to be an association to assist the next generation every year to ease them some troubles like applying for the Non-Immigrant visa, visa extension, finding shelter, and other communication with Thai society because many of them cannot speak Thai fluently otherwise, the university has allowed this

group of student to make the associate to help each other who are from the same country moreover, the university comfort to communicate and manage them.

Year	2553	2554	2555	Total
Cambodian student of MCU	215	190	120	426

Source: statistic of MCU student, registration office

At this late few years, MCU has changed some university rules and moved from the city to province (from Sisudaram temple, Bangkhunnun, Bangkoknoi, Bangkok to Wangnoi district, Phra Nakhornsi Ayutthaya province) which has made some uncomfortable things for students who are staying in the city such transportation some of them have to move to stay in the university dorm. Although, MCU has changed to some inconvenience things for Cambodian monk students but the amount of them still in the top comparing to other universities in Thailand. It shows that Cambodian monk students are really interested in this education centre. After learned the information above, researcher has interested in studying the expectation and satisfaction of student toward educational administration of Mahachulalongkornrajavidyalaya University.

1.2 Objectives of the study

1.2.1 To study the level of expectation and satisfaction toward educational administration of MCU of Cambodian students.

1.2.2 To compare expectation and satisfaction in educational administration of MCU among the student.

1.2.3 To recommend the way improving educational administration to establish the expectation and satisfaction of Cambodian students.

1.3 Problem of the study

1.3.1 What is the level of expectation and satisfaction of Cambodian students on educational administration of MCU?

1.3.2 Are there the difference among the individual factors in expectation and satisfaction in educational administration?

1.3.3 Do Cambodian students have different expectation and satisfaction in educational administration of MCU?

1.4 Scope of the study

1.4.1 Study of analyzes to educational administration of MCU.

1.4.2 The scope of this study is the main campus of MCU, Lumsai sub-district Wangnoi district Phranakornsi Ayutthaya province (Cambodian Student).

1.4.3 The scope time of this study process from April 2012-May 2012.

1.5 Terms of implementation

In this research, researcher has used these terms for the scope and definition such as:

Expectation means the needs, opinions of students who desire the university to process relation to supporting factor to educational administration in the field of curriculum, characteristic of lecturers and method of learning and lecture as expected.

Satisfaction means the feeling, opinion, satisfaction, and needs of students toward method of lecture and learning of Mahachulalongkornrajavidyalaya, Lumsai sub-district Wangnoi district Phranakornsi Ayutthaya province, that occurred from students those prepare their expectation with learning and lecture experiences which related to curriculum subject, lecture, activity of learning and lecture, supporting factors to learning and lecture, and evaluation of learning and lecture.

Reality condition of University service means condition or thing that the university creates to student achieve and meet during learning in this university.

Educational administration means the preparing of administration resources such as: Man, Money, Material, and Building as the object of education.

Field of curriculum subject means MCU can provide subject is important and interesting, subject is applicable, the student can gain new knowledge from the subject, subject makes the starter of creative, and subject stimulates to find new knowledge.

Field of lecture means the MCU teacher has competency of knowledge transfer, student can learn in the subject which the teacher lecture, the MCU teacher has competency to apply theory to be visible, learned up to date and spectrum, and stability of feeling.

Field of learning and lecture activity means MCU can provide the learning and lecture for the MCU student to be suitable. It consists of lecture technique is suitable for each subject, the teacher is clear in offering assignment to students, the teacher must give the time of offering assignment to student suitably, to give chance for students to show idea, and the last he must stimulate student to be more activate to learn.

Field of supporting factor for learning and lecture means MCU provide the proper atmosphere for learning and research, books and documents for learning are sufficient, books and documents are up to date in library, classroom is fine for students, and lecture materials are sufficient to teach effectively.

Field of learning and lecture evaluation means the MCU provide the core of evaluation is suitable, it's clarity of core in evaluation, to be justice in learning and lecture evaluation, the MCU must inform evaluation result on time, and it's be able to check the evaluation.

1.6 Expected outcome

1.6.1 The result of this study will be an approach to solve educational problem of MCU.

1.6.2 The related unit to educational administration and educational administration able to set the factor and develop it to implement in educational institute.

1.7 Theoretical framework

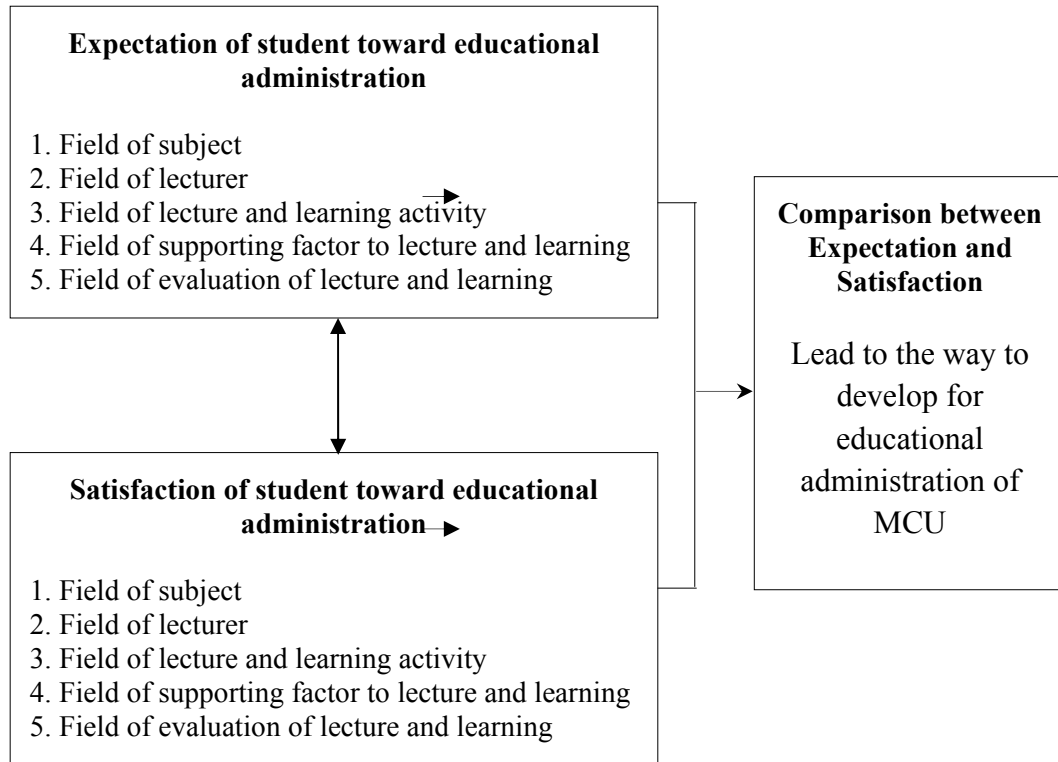


Figure 1-1 Theoretical framework

CHAPTER II

LITERATURE REVIEW

In this study of Expectation and satisfaction toward Educational administration of Mahachulalongkornrajavidyalaya University, the researcher brings concepts and theories those related to advocate and assemble the concepts of this research work as follow:

- 2.1 Concepts and theories of education administration
- 2.2 Concepts and principles of expectation
- 2.3 Concepts and principles of satisfaction
- 2.4 Cambodian students studying in MCU
- 2.5 The research works related
- 2.6 Creating theoretical framework
- 2.7 The research framework

2.1 concepts and theories of educational administration

Concept and principle of educational administration

1. Definition of educational administration

Generally, administration is used in large definition including of all kind of management both state and private sectors while the word Administration and Management are used to replace each other but mostly, Administration is used for state organization and non-profit organization meanwhile, Management is used for private business in the most.

Bettl (referring to Phanumphorn Chantrapanya) gives definition of Management as the process of using necessary resources in reaching the objectives of organization, one of the necessary resources is personnel in organization.

Wirot Sarratana (2542, page 3) said that Management is process of working to reach the organization goal depending on management necessary role called Planning,

Organization management, Leading, and Controlling. Thawil Aranyaves (2545) said that Administration is a science, which doesn't have fixed rule, be able to flexibly use depended on situation. Muntry Lohvithi (2543) said Administration is the art of work to reach the goal together with others. Working to reach objective is the section of action implementation from 2 people up working together for the same goal.

Nunthanee Sathearnsakpong (2549) gives the definition of Management that Management is the usage of men and techniques in order to finish the work as objective or work planning, preparing of manpower money power material power and time to gain the most benefit by using less payment. To achieve the objectives set by preparing environment like money man material and time to be element of work implementation, work planning, and work operation to reach the plan by preparing manpower, money, material, liaison, directing, communicating, and optimal controlling, the art of getting things done through and with people.

Jaruphung Pholdej (2546) gives the definition of Management that Management is Allocation, mobilization of all sectors, government, private, and people, and local government and method of administration implementation such as man money material including of communication and method of managements to achieve following objectives and for people to gain most benefit.

According to definition of administration, concluded administration is directing process in usage of resources in administration as man money material to reach the goal as planning communicated with duty of administration such as planning organizing leading and controlling (Subin Hinpang, 2550).

Definition of Education, S. Sivarak (2545, page 6) gave the definition of education in 3 sections like:

Education is the ways to relay knowledge skills and attitudes. Education is the theories, those trying to explain or using reasons in the relaying.

Education is the value or ideal, what man tries to understand by knowledge skill and attitude so the ways to teach or relaying must stays with value or ideal that wanted.

Vilai Tungjitsumkhit (2544, page 15) said that education is human resource development like knowledge, competency attitude behavior value morality to make man as a good and capable member of society will make progress for himself society and country.

Dewy (referring to Akharaphung Saccavathit, 2546, page 26) said that education is construction or new system arranging for experiences which add more knowledge and experiences to accumulate competency which able to point of experience in the future.

Sakda Prangprathanporn (referring to Phramaha Sanga Thirasangvaro, 2543, page 8) education is a process of learning, which continues full life of man and occurred in institutions in society.

According to definition of education above, it's concluded that education means process of learning by many ways depending on process of knowledge relaying skill and attitude to make man capable to make progress for himself society and country which is the learning continues full life.

According to meaning of educational administration, it's concluded that educational administration is process of managing learning with many ways depending of knowledge relaying process skill and attitude depending on resources in administration such as man money and material for making educational administration to get success by objective which is effectiveness to make progress for himself society and country depended on planning organizing leading and controlling.

Process of education

To make effective education, the administrator should depend on process in administration and management there are many academies gave definition such as:

Massie (referring to Charoenphol Suvanchoti, 2544, page 232) had divided into 13 kinds like:

1. Work dividing.
2. Setting power and scope of work responsibility and executor including of manager.
3. Setting rule of implementation.
4. Administration should be the center of commanding.
5. Setting the target of group working.
6. Understanding each personnel and his interesting about social welfare and own welfare.

7. Providing award or salary should be suitable for using energy and competency of each personnel.

8. Administration must be depended on condition of each organization; the best way should be used altogether.

9. Work dividing in organization and controlling must be worried too much from manager to personnel or from personnel to manager.

10. All kind of work diving must be fair in function and should be ready to acknowledge correct command of organization rule.

11. Giving equity to cooperators especially, giving equity in implementation social welfare and award.

12. Setting right for each personnel to have real stability.

13. Giving chance to show new ideas and cultivating new idea must acceptable for organization.

Administrative theory of Fayol (referring to Phrakrou Vijidham Choti, 2549)

Fayol believed that it is possible for us to study the sciences related to administration which is able to use in all kind of administration either industry administration or public administration. Fayol explained the process of administration including of 5 administrative functions such as:

1. Planning means function of manager must plan for future situation, which will be effective to business and set to implementation planning or keep it as way to practice for future work concept.

2. Organizing means function of manager that must have work structure and this function will make machine material and man is under the right component that able to help organization to get success.

3. Commanding means function of manager's commanding which able to get success by manager should be a good model and understands works.

4. Coordinating means function of manager must link work together and control to get the same goal.

5. Controlling means function of controlling to be trusted all activity that has been doing is compatible.

All 5 functions Fayol analyzed that it is possible way for all manager can manage his work to reach the target.

For Administrative theory of Koontze (referring to Phrakrou Vijidham Choti, 2549) set process of administration into 5 sectors are: (POCCC)

1. Planning
2. Organizing
3. Commanding
4. Coordinating
5. Controlling

For Administrative theory of Dale (referring to Phrakrou Vijidham Choti, 2549) set process of administration into 7 sectors while first 5 sectors he coincided with Koontz and he added 2 sectors as (POSDCIR)

1. Planning
2. Organizing
3. Staffing
4. Directing
5. Controlling
6. Innovating
7. Representation

With theories of Gulick and Urwick (referring to Praphan Suvanmani, 2549) show how to manage work to get success, manager should use 7 processes of management (POSDCRB)

1. Planning is the setting of activity level which done to reach the target that organization wants or agency or expectation to obstacle or difficulty that just occurred or policy setting and concept of implementation to reach the goal.

2. Organizing is a commanding position setting in organization what position is there in it and what function does it have? Who is the commander and who is under command? That follows the line of commanding.

3. Staffing means recruitment man to work in organization by position set with principle of put the right man to the right job to make them work full of his competency to be useful for organization.

4. Directing means controlling commanding and delegate work by function or group to implement following the target of organization.

5. Coordinating means investigation files or works how it operated does it have obstacle or problem to protect work leave job or corruption.

6. Reporting is a work result reporting operated how much is its success or failure what is the problem or obstacle that is the work controlling with proof (report) to improve work better.

7. Budgeting is the reporting of using fund for work operation and report of fund remaining to fiscal planning and used money controlling.

By many theories of academies explained above, the conclusion is the sciences related to administration which is able to use with all kind of administration either work industry administration or public administration with principles or it is called function in administration divided into 5 sectors as: Planning Organizing Staffing Coordinating and Controlling.

Element of educational administration

Sufficient and effective educational administration goes along with main elements as element of learning and lecturing, element of administration and institution management is the foundation element. In sufficient and effective educational administration, group of academies (2538, page 5-6) explained in education of institute to be standard sufficient and effective acceptable for society should have main element like Preparedness Process of work operation and Product.

Element of preparedness is the ready of manager teacher student course and document media building custodian community and regulatory order related.

Element of work operation is the academic administration general affair fund material staff building student activity community relation arrangement of learning and lecturing supervision and controlling and evaluation.

Element of product is attribution depended by student with course and society hope on knowledge competency process moral and behavior health technology work loving and work with other smoothly.

It is possible to say that educational administration of institute will be able to have sufficiency or effectiveness, institutional education must be ready in

educational administration like preparedness in factors of educational administration such as factor of man factor of budget factor of building and factor of material that is the preparedness of resources in educational administration.

Man factor

In 4 resources of administration called 4M's means man money materials and management. Hence, man is considered as the main factor in administration because man, who finds and uses those resources either money material or management. Any group has started with doughty and competent man, factors must follow. Meggison (referring to Sukhothaithammadhiraja University, 2543, page 5) said that man is the most important factor in administration though value of man is untouchable and unable to measure like other things but it is economic resources, which has both value and prestige.

For **Thanya Pholanan** (2546, page 6) said of significance of man that man resource is one of the main factors make organization get success and reach target planned. Man is the one who embarks, show idea to produce or provide quality service as customer wants but man is different everyone is different that's why the need of using skill in administration to make them to be creative staffs and provide sufficient service.

According to significance of man, concluded that staff is one of the 4 administrative factors that is called 4M's which referred to Man Money Material and Management which is very important factor of administration because man is the one who applied factors of administration either money material and management which is important to make organization to get success and reach the target planned, man is the one who embarks, show idea to produce or provide quality service as customer wants but man is different everyone is different that's why the need of using skill in administration to make them to be creative staffs and provide sufficient service.

The quality personnel are required good management, which is called Human resource management. Sumchay Hirankitti (2542, page 10-11) said that human resource management means practice and setting policy in human resource applying of business to reach organization target or activity of design for set up coalition of human resource in organization, Human resource management activities are:

1. Human resource planning is process of explore human resource needed to get staff who has right skill. Human resource planning should have job design and job analyses first. Job design is process of job structure and job activity design for individual to get organization objective. Job analyses is a process of accumulation documents to analyze and divide documents relating to work which is a process of system in skill setting function and knowledge needed for any organization job.

2. Recruitment is group of organization activity using to incentive man who has real skill and competency to register in proper function to help organization reaching the objective.

3. Selection is process of selecting suitable man for organization and suitable function for applicants.

4. Training and development, Training is systematic process for staff behavior changing to bring organization target or activity for learner recognizes or has significant skill for present job. Development is knowledge recruitment confer staff knowledge to improve their implementation to use it in present or future.

5. Compensation and benefit, Compensation is an award which staff should get from their job with salary bonus incentive things and other benefits. Benefits, is an award or added thing that staff should get from his work and function.

6. Safety and health, Safety is staff insurance from accident in work. Health is sector of physical mentality and society.

7. Performance appraisal is process of staff behavior evaluation by measuring and prepare to standard set.

In the same meaning, Banyung Tojinda (2544, page 155-158) said that teamwork means an arrangement of man to work in organization or group to get success in organization. Teamwork consists of:

1. Setting needs of staff
2. Functioning to do job description including of functioning and responsibility condition wage salary time of work and setting kind of work with technical function.
3. Dividing work by job description then pairing them and make compatible with character of man in that function, man and work must be matched or put the right man to the right job.

4. Job specification, which function is suitable for any group and how many people should be used with those functions? Does it have man? If it doesn't have should recruit from in and out of organization to find man whom suitable with that function.

5. Recruit then select.

6. Training orientation probation or functioning.

7. Job investigation, job evaluation then promotes function.

8. Development and raise quality of human resource.

Thongchai Santivong (2540, page 97) said that putting man on job is one of personnel management, which is divided into 3 sectors as:

1. Recruitment aiming to get man who is suitable for job.

2. Staff improvement aiming to strengthen staffs to be value of job.

3. Taking care of staffs aiming to attempt staffs satisfies with job they are doing.

Conclusion, personnel management is process of performance and setting policy in resources applying of business to get organization objective or an activity of design to create cooperation with organization human resources activity of human resource management recruitment staff improvement and taking care of staffs.

In personnel management apart from recruitment and staff improvement retaining quality staffs to stay in organization for long is also very necessary of human resource keeping. Phayorm Sarasi (2542) said that after recruitment and selection which passed plenty of processes is retaining human resource to be quality regularly knowledge skill and good vision to organization that create confident in job performance beside this, retaining human resources should think of satisfaction on job implementation so they will love organization and organization get success.

Process of motivation at work means process of create energy or power in and out of man body to stimulate behavior of worker to be active including of stimulating to keep their activation. Vijarn Phaniij (2549) said that the best motivation is showing responsibility to appreciate it is not necessary to offer high price of award but should emphasize mentality and it depended on group of staffs. One who has low salary if he gets money as his motivation is better, motivation from peer recognition is more powerful than from manager. On the other hand, motivation from 4 directions or 360 degree is high energy for job improvement.

Form on contents is theory which attempt to find answer of making staff works sufficiently and effectively, what is the motivation? This concept and theory in classic time believed that money made man work full of competency however in behavioral management see human is not economic man but social man, money is not the best motivation but still having other factors those make them work full of competency especially, factor of human relation between people in organization.

One of motivation theories in on content is theory of needs of Maslow (referring to Tula Mahasuthanun, 2545, page 215) said that man needs in the starting point of motivation process theses needs are divided into:

1. Physiology needs For the most part, physiological needs are obvious — they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function.

2. Safety needs means giving certainty and insurance to job functional stability and encouragement for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, and reasonable disability accommodations.

3. A social need it relates to coexistence and gets respecting from others and thought that he is always one in the group.

4. Esteem needs means self-confident in knowledge and competency needs others to respect and praise.

5. Self- actualization needs is the needs of getting success in all things.

Conclusion: theory of human ranking needs specified that human needs systematically occurred from the low; physiology needs safety needs and social needs to higher needs like need of respect and need of success. Understanding of manager to the needs of motivation for staff he will be able to design work giving award and compensation of job relating to needs of staff to create proper action in work.

In process of job motivation, Sunantha Lonan (2544, page 7-9) said that elements of motivating staff to work are:

1. Offer challenging job related to his competency but should consider that the challenging job for one person but sometimes it is not for another.

2. Open opportunity to involve with planning if someone is invited to help in planning and set job performance environment it is another thing to motivate him.

3. Commendation and position no matter what position people are, appreciation from teamwork and manager are needed but it must be done from the truth and result of job performance.

4. Giving more responsibility and more empowering high ranking is material of motivating man to work harder to get success.

5. Giving stability and safety being afraid of things like absence from job losing position is staying in man mind the important is insurance of job stability but should consider that which level of safety and stability makes them sufficient work.

6. Giving freedom in work everybody want freedom in work especially for group of high self-confident should tell them the matter that make motivation low down.

7. Opening chance for individual grow up desire to grow up in career is the target of people in organization, having involvement of training making a study trip job rotation and gaining experiences from using materials are the motivation of work.

8. Offering money and something related to money the present research doesn't clear about the significant of money just show that money is thing, which makes dissatisfying but some people still value money in high price.

9. Opening competition chance is important motivation especially for managers need excellence in working that stimulate to find innovation for sufficient job performance.

Conclusion: job performance motivation must have elements like **Offer challenging job Open opportunity to involve with planning Commendation and position Giving more responsibility and more empowering Giving stability and safety Giving freedom in work Opening chance for individual grows up Offering money and something related to money Opening competition chance.**

These elements are foundation needs that behavioral scientific see involve in motivation in work.

For satisfaction of man to the job, Sunantha Lonan (2544, page 9-10) said that man satisfaction is kind viewpoint of man mind satisfaction is not only one thing with motivation job performance which satisfaction means when man performed he just recognize that whether he has satisfaction or not with job evaluation. It is said that job performance to reach the target will bring satisfaction for job necessary of job performance to job satisfaction summarized as:

1. Job performance brings proper award and fair, satisfaction followed.

2. Satisfaction with valuable awarding and chance to get award bring to work hard.

3. Attempting in job attending competency and individual character and understanding of individual role will bring to get success in work.

Conclusion: to retain human resources of institute, institute manger should create motivation for job satisfaction by thinking of needs and personnel concepts take them to make motivation activities compounded like: Offer challenging job, Open opportunity to involve with planning, Commendation and position, Giving more responsibility and more empowering, Giving stability and safety, Giving freedom in work, Opening chance for individual grows up, Offering money and something related to money, Opening competition chance.

Budgeting factor

Budget is supporting factor to educational organization. For definition of budgeting, Thanakorn Ekphoathan (2543, page 48) said that Budgeting means job planning of manager done with writing period of time in the future by dividing sector which used money with job and other groups for those group get success in process of work and the target of work and for business organization which was set. Budgeting is material of work planning, which related to income and outcome budget as well as debt, which will happen in the future and for policy implementation of agencies to reach the plan. For Fayol, (referring to Suraphun Suriyaphrom, 2544, page 10) budgeting means expenses related implementations planned.

Concluding said Budgeting means expenses related to job implementation planned which is in numbers or in money which is material in planning related to income and outcome budgeting as well as debt which will happened in the future and for policy implementation of agencies to reach the plan.

For the significant, Penkae Sanitvong Na Ayuthaya (2538, page 5-7) said that budget is significant material of administration there should be attention encourage and adjust for budgeting to get result such as budgeting must got from administrative sectors budgeting should suitable with job linings budgeting and accounting system should accorded. One who related to budgeting must comprehend concepts and benefits of budgeting. Budget adjustment must be suitable with situation change.

For office of the National Primary Education Commission (2540, page 36-37) said that there are 3 significant factors of budgeting management such as:

1. Significance of planning budgeting is important material of managers' planning because in budgeting management should choose a proper way sparely benefit and possibly that should set objective job goal that should be done and time of reaching all goals as well as roles and activities should be responsible job to reach goal in form of development plan or money plan.

2. Significance of coordinating to policy setting objectives goal and concept of work to be related in and between other agencies which is called "coordination plan" or "performance plan" or "money plan" or "budgeting plan" will help losing complication and conflict as well as the top benefit of limited budgeting well.

3. Significance of controlling and implementation checking beside budgeting signifies to planning and coordination between other agencies, executive section still can use budget as material to control investigate and checking implementation of other agencies in step of planning and planning evaluation to know forwarder result problem and obstacle to improve up situation and as data of implementation planning improvement to be better sufficient.

Conclusion: budgeting is significant material of organization management affection to organization sufficiency as well as to be foundation factors bring resources of managements such as man material and method technique or modern technology it is always said "man who has money is the one has power" in the past era which it is divided as money of budget money out of budget and money of country income.

Scope and obligation of budgeting administration, Somdech Sisaeng (2546, page 627-632) summarized Scope and obligation of budgeting administration in foundation educational institute into 7 sectors like:

1. Establish a budget educational institute should operate information system and product and result indicator of education budgeting analyzing strategy by consider to plan and project of agencies to be education budgeting and to do plan of budgeting of job planning. Job and project should be related to product and result indicator of educational institute analyzing and significant plan systematic operating. Job or project and budgeting of educational institute to submit to the higher.

2. Dividing a budget educational institute should operate a network, dividing budget gotten from inner educational agencies follow annual educational development plan by agreement of educational committees. Send annual implementation plan to ask for circle budget dividing before the year of budgeting to office where educational institute withdraw budgets following annual implementation plan. Approve to use budget of educational institute from the shot and list under the budget. Transfer circle budget and amount of each plan outcome. Job or project and list of result of operation. Result of annual outcome detailing products and job planning result of job or project.

3. Checking tract and sufficiency evaluation of educational institute payment is that planning checking analyzing satisfaction evaluation and sufficiency of controlling system in educational institute quality of implementation evaluation by appointed committees planning sufficiency and effectiveness evaluation educational institute job operation to collate implementation system and reliable information checking system of taking care and security of audited agency assets and analyzing sufficiency operation frugality and worthy in using resources of agencies in educational institute by thinking of environment impact.

4. Resources raising and investment for education significant scope and duty of educational institute such as resources dividing by educational institute surveying and resources documentary for local education which is the service of educational institute for communication to use shared resources encouraging and supporting men in educational institute be together in resources to be benefits for educational process and institute using sufficiency resources with men and agencies both public and private operating honor for men and agencies both public and private which sponsored using shared resources for education in educational institute and encouraging income raising and benefits and management by the law and rule concerned.

5. Money management educational institute has withdrawn money from exchequer applying to withdraw with proof without allocation and the issue of withdrawing money.

6. Accounting management educational institute open money account opening specific account in educational institute power preparation of the financial

account operating specific in function preparing money report for relating agencies including of public showing finding typing form register and recruitment report.

7. Materials and asset management educational institute has scope and duty is plan of material raising current year and next 3 years.

Conclusion: budgeting management of educational institute in present has freedom in administration by itself have scopes such as Establish a budget, Dividing a budget, Checking tract and sufficiency, Resources raising and investment for education, Money management, Accounting management Materials and asset management. For preparedness of budget, summarized that educational institute must be ready in process of budgeting management of educational institute to be sufficiency and effectiveness in educational institute administration.

Media and material factor

Media material for education is composition for educational management which is a factor supporting educational management to be sufficient, Pratyva Vesarath (2545, page 13) said that educational media and material like chair blackboard lesson book as well as modern expensive materials such as material in lab computers etc. these media and materials teachers and managers have duties to take care and finding to be enough and be ready to use because these medias and materials play big role in knowledge sharing to be sufficiency.

Varavith Nithetsin (2547) said that lecture media means equipment and material or a process which is center of sharing messages to knowledge senders and receivers understand the same thing. Educational media means lecture brings thing and material to produce convert contain of information from subjects taught and to use them with lecturing.

Chaiyung Promvung (2545) divided kind of educational media into 3 sectors such as material equipment and process.

1. **Material** means thing that helps teaching such as chalk film picture slide.
2. **Equipment** means thing that helps like a material like blackboard camera movies projector television.
3. **Process and method** means systematization demonstration game other activities.

Concluded that media material equipment mean material educational equipment are important composition for education that is a factor supporting educational management to be sufficient and effective including of material equipment process and method.

Building factor

Building is a factor supporting educational management to be sufficient which quality of students is, Praty Vesarath (2545, page 15) said that educational administration in system which is still depending on grad level so building classroom and environment used in educational administration is necessary. Thing that manager and executor should interested in is Adequacy appropriation security and good atmosphere for education thus, building is very necessary in supplementation physical mental student society and staffs growing. And it is the center of general educational management on the other hand educational building is also a source instructed student to be a good man in society. For office of national primary school committee (2528) said there are 4 sectors of educational building and educational atmosphere such as:

1. The construction building and environment as well as the layout of building construction controlling decorating arranging as the rule of educational management until razing of educational building.

2. The using of building and environment means plan of using building to be most benefit to education curing education in and out classroom of students and community.

3. Maintenance of buildings and environment decorating and restoring building to remain intact or do more benefit to be very worthy and clean arranged beautiful livable.

4. Supervision building and environment is general supervision investigating result of using taking care decorating as well as building implementation supervision to be in the rule and official forms concerned.

Thaveesith Sithikorn (M.P.P., page 60) said to good educational building that is not far different from community buildings, the design must follow:

1. Educational building must be facilities to school be able to use educational tools to be most useful.

2. Educational building must accept activities concerning with education and activities of educational institute as objectives.

3. Educational building must be applied and developed students in 3 sectors like:

3.1 **Physical facilities** such educational compound must be enough for amount of student not too crowded strong construction material does not cause harm to students.

3.2 **Strengthening student psychology** the building design must think of beauty appropriation with environment and community culture know how to convert nature be with education that help students and teachers are proud of their educational building.

3.3 **Benefiting to educational projects** the building must be divided in sectors like sector related to educational institute administration sector related to educations or other sectors.

4. Classroom should be well practice level arranged has enough durable articles and good. Hygienic condition in the class is significant classroom must out of sound dust smell smoke and others pollutions appropriate bright classroom must be enough to amount of students.

Virat Buakhav (2540, page 34) showed an opinion that modern school manager must prepare school be ready for students especially educational buildings toilets in clean as well as decoration school compound in clean has sport field children field because playing is the study of children.

From the saying above, it is concluded that building is not only educational management place but also environments in the building. Building is very important for physical mental wisdom student society and staff growing and is the center of activities for general education. On the other hand, educational building is also a source instructed student to be a good man in society thus, to be a sufficient and effective benefit educational management must have place and environment in good.

Sangha (Monks) educational administration

Sangha educational administration has history and background in the past has been an administration by sangha, Phra Rajavaramuni (2542, page 1) said about sangha education and sangha roles in educational administration that R.S.117 said

about sangha education and sangha roles in educational administration of the country divided education into 4 steps as:

1. The first preliminary study (foundation study) equals to kindergarten school in the present open for children not upper than 7 years old if it is school for that era monk open in the temple called Kor Khor Na No (ABC)

2. The preliminary study (primary school) student must finished in the age of 10 it was called sentence 1.

3. The initial study (secondary school) had two steps. First step spent 3 years called sentence 2 and the last one spent 4 years which has Thai and English program could do entrance examination to the university of Oxford or Cambridge.

4. The advance study (college or university, higher education) spent for 4 years to get Bachelor degree. It had plan to open for university level that project called Mahavidyalaya as “Sakalavidyalaya” but it couldn’t operate because the initial level was not ready. The project of education R.S.117 which wrote as mark that hoped in the year of reigning if it was possible it was going to mix Mahamkudrajavidyalaya as part of Vinaya (rule) and sciences, Mahadhatuvidyalaya for law, Paetayakorn school for college of physicians and school changed to college for science simultaneously, sakalavidyalaya united all college together to Ratanakosin Sakalavidyalay.

It is remarkable that project of education R.S.117 called higher education in college that “advance school” till B.E. 2439 there was a remarked announcement from the King in an appointment of lifting Rajavidyalaya of His Majesty King Rama V, He changed the name of Mahadhatuvidyalaya to Mahachulalongkornrajavidyalaya for Tipitaka learning and advance subjects. The word “advanced” here means subject, which is studied at higher educational level and is the top study.

Mahachulalongkornrajavidyalaya University is an ecclesiastical institution founded by His Majesty King Rama V, (King Chulalongkorn) in order to educate Buddhist monks and the public. The institution began functioning on November 8, B.E. 2432 (A.D. 1890).

On January 23, B.E. 2531 (1988 A.D). The committee of University senate unanimously resolved to establish a Graduate School. The School, nowadays, offers the Master's Degree to its graduates in the following four branches of major subjects:

1. Pali
2. Buddhist Study
3. Philosophy
4. Dharma Community

From the time of initiative, an educational Programme has been conducted in Thai and mostly only for Thai students, or foreign students who can follow Thai.

Now the Graduate School has a strong purpose to intensify the post graduate education, especially in Buddhist Studies, so that the students from all over the world, who are interested in Buddhist academic affairs, will be given a good opportunity to carry out a research work in Buddhist Studies. Therefore, the International Master's Degree Programme majoring in Buddhist Studies (and in Philosophy in the coming future) has been conducted from the academic year B.E. 2543 (2000 A.D.) onward. (http://www.mcu.ac.th/En/major/major_base.php?Data_type=1#)

2.2 Concepts and principles of expectation

Expectation is human reaction which is including of prediction believes and anticipation. The expectation divided into two kinds (Reeve referring to Nitaya Ngenprasitsee, Oraphin Sathiramun, Lalita Sunthornviphat and Ganukporn Seevidya, 2547, page 8-9)

1. Efficacy expectation is consideration and confidence related to human competency to do anything, this is focusing on individual to perform his reaction like going to gymnastic to run on treadmill machine from the beginning till long way running with evaluation and expect that that running is not failure to get injured.

2. Outcome expectation is consideration of outcome when do the activities with evaluating and expecting that if perform those reactions what will be return? Like believing and evaluating that running is very useful both physic mental and social relation.

This two kinds of expectation is separated should have own efficacy expectation first then goes to outcome expectation, in picture one showing two kinds of expectation

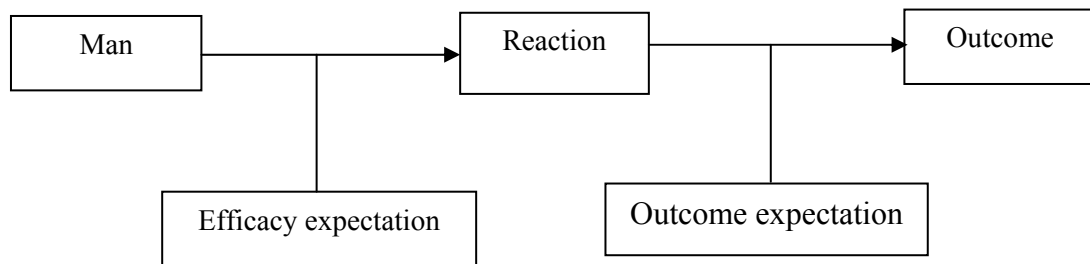


Figure 2-1, two kinds of expectation: Efficacy expectation and Outcome expectation.

Theories related to expectation

Expectancy theory of Vroom (Victor H. Vroom' expectancy theory) said that human expectation is an impulse which makes man to do whatever for him getting success by his expectation comparing to the need not yet get compensation, Vroom' expectancy theory are:

1. Expectancy is the knowledge the possibility that if more trying harder the result should be more relating between trying and outcome.

2. Instrumentality or chance for outcome is the possibility of more trying harder to get more result.

3. Valuating to outcome is the character of passion or not passion in award or result, how much does he need? And how much should be offered? Evaluating that is result or award satisfied?

All reaction has outcomes, which it is whether satisfied or not, considering to value of result if we know and get compensation with the expectation it will be more trying harder.

Expectancy theory is the theory got development from Vroom and is one of theories which focus on motivation with the explaining that Motivation is the need of anything and human forecast to probability of that action so motivation form of this theory including of satisfaction expectation which is the cause of motivating and resulting, satisfaction or violence means violence of human wishes which has a result related to another, this satisfaction show much or less of human wishes to the target. For satisfaction, will appear in individual or personality, which set by experience thus, each human satisfaction is different as well as expectation.

Vroom' expectancy theory is acceptable as the theory of good motivation form with many leaders can use with good result and Vroom added that motivation is a

valuation believe which believe that if do like this it will get any expectable experience and that result is the satisfaction will compensate to the need of organic.

Theory of expectation is motivation occurred from a person who has many kinds of wishes and believe that if do this thing will get that result when it is believed, it is started to do, for the result should anther thing which is able to make satisfaction or not but still having motivation to work with the believe that it will be what is expected (Chalemphao Ajalanan and others, 2547, page 101-102)

Theory of expectation which psychologist in cognitivism group believed that human is animal that uses wisdom and thought to decide to do anything for any target, which compensates to own need that's why it makes these hypotheses (Uraivan Ketphol, 2539, page 13)

1. Human reaction is created by the total of his inner and out thrust.
2. Each person has different need desire and target.
3. Man decides to do reaction by choosing any reactions the selecting information like the expectation of result's value, which will appear after doing that reaction.

Definition of expectation

There are many people who gave viewpoints such as:

Socha Janem (2524, page 128) said that expectation is the step of man's target which is possible the expectation. Our lives always have expectation, all reaction which man performs in the presence it is expected for the future result so expectation comes from human past experiences.

Phutchary Sisuk (2542, page 11) expectation means human forecast or hope with thing will happen in the future referring the past experiences, presence is the predictor which is different according each person needs functions and targets of those actions.

Savitry Pungnga (2545, page 10) said that expectation included of 3 significant elements such as: old experiences present and future activities. It is concluded that expectation means opinion of person who hope or forecast to other people to do anything that he desires to be possible in the future.

Tryon (referring to Chalemphao Ajalanan and others, 2547, page 99) expectation means hope or expecting of future result by old experiences or experiences before this present situation or other information.

Sophyani Soksomran (referring to Chalemphao Ajalanan and others, 2547, page 99-100) said expectation means own competency evaluation with job confidences to the target if a man who has high competency high confident will be high success. In the opposite, if a man who has low competency no confidence will be failure from the expected target thus, it is the step of each person reaction, which depended on own old experiences in any decision-making, which will be reached the expected target or needed to be possible for own needs.

Vilayvan Vidyadhamdhu (2543, page 12) expectation means a person needs for another to do what he desires using expectation to be concept of reaction setting for a person who is thought to be a right one.

Chisukorn Pornphanuvid (2540, page 6) explained expectation means feeling opinion acknowledgement interpretation or expectation for the events which is not yet happened to other people which expects the people whom he related forecasting or needing those people do what he needs or expects.

Wiktionary (2007, page 1) gave the definition that expectation means reaction or action which expected or intended to the events which thought that it will happen in the future, is the expectation with good things regardless of assets or position.

According to above theories, concluded that expectation is opinion need which man has to the desire to be real happenings in the future expecting result of own competency and ability.

Hulock (referring to Gunika Nagvachara, 2534, page 24) said of factor that makes man to satisfy like:

1. **Cultural ideal** different culture differentiates standard of man expectation which this standard controlled level of success and viewpoint of success when a child become an adult will acknowledge social expectation to him and his responsibility to society thus, setting expectation of each person is different.

2. **Ordinal position** for family which is medium economic class and good economic class, parents do expectation of their first child and offers chance to him the most especially if their child who is a boy. In opposite of family which is low economic class, the youngest child will get the most opportunity from parents and elder siblings, it may because parents have better economy the eldest child getting elder and has a job to support other family members getting high economic and high society.

3. Discipline the child who took care by autocracy always hope different from reality, in opposite of a child who took care by democracy always has hope with reality.

4. Past failure and successes man who always get success has intended to get more success in the future meanwhile, man who has always disappointed has thought that he will get more disappointment. These experiences will be resulted to expectation in the future whether that man expects suitable with reality or not.

5. Sex home and school environment makes a boy has higher expectation than a girl, parents has higher expectation of a boy than a girl. Boy is always stimulated to have sport expectation job and career, but for girls, is always expected to be acceptable for group getting married which she has never known when she get married and whom is she going to get married what will be economic class and social class after getting married? It is the difficulty which a girl plans to these stories thus, a girl is intended to have shorter expectation than a boy unless in study, a girl has short term plan like month to month.

6. Intelligence when child is in high value group, he expects to get success like other friends in group that will be higher than real standard whatever a smart child will set his expectation depended on his competency and interesting better than group target, in opposite, a less smart boy set his expectation follow the group.

7. Personality it has result for many kinds of expectation, person who does not accept himself, has set expectation without thought of his ability to hide his incompetency. Person who has self-confidence always set the expectation accordance with his real competency. For person who has low concern intends to have high expectation because he thinks of success much more than failure which is able to have expectation not equivalence with the real one, for person who has high concern always intends to his past failures makes him to look future in less optimistic than the reality.

8. Use of escape mechanisms it has result to expectation setting is a day dream in different characters which is also significance, a child will set expectation to get success and escape the failure which is always an expectation on a real standard.

We can say that expectation is the factor of setting future possibility of man, a person who sets expectation must be effected by own environment and experiences.

2.3 Concepts and principles of satisfaction

Definition of satisfaction

There are many academics whose definition of “satisfaction” is as follows:

Morse (1958:27, referring to Prapha Tulanun, 2540:23) gave definition of satisfaction that Satisfaction means everything, which is able to reduce human stresses if stress is much it will make dissatisfaction in activities.

Good (1968: 320 referring to Suraphung Yencharoen, 2543: 6) gave definition of satisfaction that quality or satisfaction level which is the result of interesting and human viewpoint to activities.

Wallerstein (1971: 256 referring to Suraphung Yencharoen, 2543: 6) gave definition of satisfaction that feeling which appears while getting success by planning, satisfaction is the process of physiology unable to clearly see but can forecast that have or don't have by human action observation. To create satisfaction must study factors and elements of the cause of satisfaction.

Samorabhum Khavankhum (2530:9) said that satisfaction result of human good sense occurred from human viewpoint, which is concerned with quality and teamwork like organizing work system operating job environment teamwork sufficiency as well as human resource management, quality and teamwork above effected human need and human satisfaction.

Livorn Khoubhumjaisakul (2532: 19) said satisfaction means real need for any result under job situation if any stuff got compensation or function evaluation to make satisfaction but if got any criticize or punishments it will make dissatisfaction.

From many theories above concluded that satisfaction is thing concerning to human sense and human viewpoint caused by stimulation and motivation that appears from activities and is significant element of man.

In educational management, making students to have educational satisfaction is the important element to make them to get knowledge sufficiently because if student is going to study or have improvement and growth they must have satisfaction happiness as the foundation need thus, man must get motivation in abstract and in concrete that related to the thesis of Prayat Jampathai (2524: 4) said the students who have balance wisdom if the motivation in study is different will effect in study differently and learning will be sufficiently when students get motivation.

Conclusion, motivation is main heart of learning because effect to learning and teaching in high condition thus, in educational management, manager and lecturers must try to create motivation to make students have satisfaction interested in teaching and learning because the words of learning and teaching will get success due to manager and lecturer give the importance with the student effort.

Method of creating educational satisfaction

There is a study of relation based on cause and effect between mental condition and study result, the interesting point is the creation of foundation satisfaction for all man that in this story there are people who gave concepts like this:

Skinner (1971: 1 referring to Vanthaya Vongsilapaphirum, 2533: 9) show idea that organizing human action is not done with physical and biological technology but have to concern with activity technology that means liberty and dignity. The main goal of study is to make man to be the way he is has responsibility to what he does, liberty and dignity is the line going to thing that explained above.

Liberty has opposite meaning of controlling but Liberty in meaning of Skinner is not meant to free from controlling or free from environment but it means freedom from some kind of controlling that hard-boiled that doesn't mean destroy or flee from environment but it is an analyzing and change or improvement new form for environment making power of controlling less down and make the controlled man feel he is not in control or have to show any action of any outside pressure. Man should get appreciation of result is done to be the one who is appreciated is the dignity and it is human value but the action which should get how much appreciation must free from how much controlling and commanding that is the piece of appreciation given to action and it is the opposite of dominance or the significant of cause that motivate him to work.

Concept of **Skinner** (1971: 52 referring to Vanthaya Vongsilapaphirum, 2533: 10) concluded that liberty takes to dignity and dignity take man to be what he is and has responsibility to thinking decision activity and result of own action and that's the real target of study what Skinner wanted to mention is human action improvement must done with only activity technology to get success, for whom is this activity technology used with or which way it must depended on the decision of user wisdom only.

Whitehead (1967: 1-41 referring to Suraphung Yencharoen, 2543: 11) had concept related to this story in the same meaning he said about rhythm of learning and step of development that there are 3 steps like Standpoint controversial point adjusting point. Whitehead called in new name to use in learning that creating satisfaction making clarity and take it to use in learning should be in this 3 steps such as:

Creating satisfaction - learners get innovations with excitement satisfy with innovation and keep it.

Adjusting point - setting rule and system give definition setting scope to be clear.

Taking to use - bring new thing to create another new one that will be met to be exciting to use new thing just comes.

Beside this, Whitehead said about creating wisdom in learning system that has wrong applied by using easy methods simple thinking that it will create wisdom but there is only one way to create wisdom is the liberty of knowledge performance science is systematic provided thus, liberty and science are approach of creating satisfaction in learning including of liberty science and liberty, the first liberty is step of creating satisfaction, second one is step of clarity and the last one is application these circles is not only one but must mix together, a circle compare with a seller and it's perfection development step is eagle project of those sellers like the time circle that has daily weekly monthly annual seasonality etc. human age circle like this:

From birth to 13 or 14 years old	is the step of interesting
During 14-18 years old	is finding clarity
And from 18 years up	is step of application

Beside this, sciences of branches also have circle of development and step of development.

The thing that Whitehead wanted to repeat is knowledge from other branches providing learning with different ways to students by proper time and if student has developed brain in proper step everybody knows this rule but never implemented thinking of mentality in education operation. This entire story is not new; just the rules have never been explained for real and right implementation. The failure of education comes from unsuitable step application especially in the step of creating satisfaction or step of first freedom period, ignoring or lacking of experience in this

sector the top result is knowledge bares energy and bares back idea, the top result of disadvantage is disgust disagree with that idea and bring to knowledge less at the end.

Any morality development by natural way should construct activity to create self-satisfaction because satisfy with making man to have proper self-satisfaction, for suffering even make reflection but does not make man to satisfaction. Whitehead finally concluded that in thinking development nothing better that mentality which makes satisfaction in activities, for the study of uptake wisdom only liberty can create energy thinking and new ideas.

Reviewing concepts of Skinner and Whitehead, concluded that freedom is the first cause with bring man to target of learning need that is man who has the way he is has responsibility with his action.

Freedom is the matrix of satisfaction thus, freedom in learning is also the construction of satisfaction in learning, and satisfaction makes man to have self-development, the ways to offer freedom in learning is the difficult scope notification but the large definition is to offer chance to student to self-select or self-decide for own self is the controlling that the one who is under controlled does not know that he is controlled thus, some clear concepts of educational management is the management to have many selected subjects or organize to have many topics in the same subject or there are many ways to study the same subject etc.

Bloom (1976: 72-74 referring to Vanthaya Vongsilapaphirom, 2533: 8) has the same definition that if can manage student to activities by their needs it is clearly expectable that they must prepare for what they selected with energetic and confident. We can clearly see the difference between the ready of mentality from student implementation to work of selected subject and required subject or things outside classroom which student wants to study like driving some kind of music game or what volunteer student and can freely decide in learning, having energy and interesting while learning will make study fast learn and get success, whatever Bloom saw that this method is very difficult arranged ideal.

Main period of experience management to gain feeling of learning both Whitehead and Bloom saw that must apply to primary school because man who is under 14 years old has development of interesting step satisfaction and is the period of

creating ex-experience feeling, in high grad or elder child, constructing and changing feel is more difficult.

This story of freedom and learning, Rogers (1974: 485-497) psychologist who started to cure patient of mentality by take patient as the center and use the way to cure background of atmosphere feeling to make man feeling good and feeling free to foundation understanding of his own planning life and be able to search for thought feeling and doing something useful or own happiness.

Rogers referred this principle to education implementation educational form which wished by his opinion must be able to bring student to be a good man, to make man to have curiosity with free mind to choose the way to walk by his own and think that all thing staying with change, educational form help that target, Rogers called that experience form.

Learning, in experience form of Rogers has 5 foundation sectors as:

1. Man has natural potential to study just there is something to inhibit his needs.
2. Commanding and pressuring him finally he remains only what related to him.
3. Any change of human character will happen by something support his feeling than by commanding or pressuring from outside.
4. Learning “process of learning” is a better thing than because he gets new experience all the time.
5. Learning can occur if student have role in that process of learning and student must play main role to decision making as well as process of learning.

Main principle of experience learning is creation of feeling atmosphere and wisdom beside this; he mixed psychology concept and other concepts to be implementation concept helping learning of experiences like below:

1. Allowing student to choose bigger study scale than before, student is the one who choose study form “free classroom” or old style.
2. Using study symbol between student and teacher to reduce teacher anxiety and students who don’t get used to with responsibility in classroom.
3. Training course with investigation or discovery to stress “learning method” better than “content”
4. Using copy situation to be related to real thing.
5. Training to be a fast feeling to awake himself in status of man.

6. Arranging group size to be suitable for learning, the branch group which has 7-10 members they have time to talk freely.

7. Using lessons or program in some cases that lacking of material or important information must use to solve certain problem, the flexibility of programming teaching is high value but have to be careful of application without analyzing like use to instead of think etc.

Concept of Rogers clearly concerned with learning and implementation, the concept that he gave is systematic “open classroom” or personal study whatever that Rogers wanted to precast for teacher is to give freedom in learning which pave way of feeling for student to make them to be energetic to try more harder than usual.

It is able to say that satisfaction of student in learning will be occurred from many elements like teacher advantage teaching method study activities measuring and evaluation it will get success in learning thus, that is duties of managers and teachers who create happiness in learning for students to make them have satisfaction love and energy to study by improving some elements of lecturers, appreciate student who has good deed, good relationship with students promote students to have growth, creating good environment in institute, give chance for students to show opinion including of listening and helping students who have problems. This satisfaction factor is the main factor of students will get success in learning.

2.4 Cambodian student studying in MCU.

From year to year, there are many Cambodian monk students come to join MCU for their education not only Buddhism but also in any faculties they want because coming to Thailand to study is the good choice for them to earn their degrees and knowledge as well as the way of living in Thailand and Cambodia are very similar especially both monk life and ritual ceremony comparing to other Buddhist countries in the world for example monk is depended on collecting alms every morning to earn his living.

Indeed, in Cambodia, Buddhist education centre is not sufficient to the amount of learners and it is founded only in the city that causes monks to face many troubles such as no Watt to stay, fare of transportation is expensive, furthermore they have to pay for water and electricity etc. earning life in the city is not easy, and need to

spend much money meanwhile, living in Thailand is far better than in Cambodia such as shelter and food.

MCU is the first choice for Cambodian monk students who come to Thailand for their education, meanwhile, in this university; they have grouped to be an association to assist the next generation every year to ease them some troubles like applying for the Non-Immigrant visa, visa extension, finding shelter, and other communication with Thai society because many of them cannot speak Thai fluently otherwise, the university has allowed this group of student to make the associate to help each other who are from the same country moreover, the university comfort to communicate and manage them.

But the late few years, MCU has changed some university rules and moved from the city to province (from Watt Sisudaram, Bangkhunnun, Bangkoknoi, Bangkok to Wangnoi district, Phra Nakhornsi Ayutthaya province) which has made some uncomfortable things for students who are staying in the city such transportation some of them have to move to stay in the university dorm. Although, MCU has changed to some inconvenience things for Cambodian monk students but the amount of them still in the top comparing to other universities in Thailand. It shows that Cambodian monk students are really interested in this education centre.

2.5 The research works related

Samran Hungklang (2004) A study of state and problems of personnel administration in industrial and community colleges under the department of vocational education in the northeast region, The research showed that

1. Regarding to the states of personnel administration in Industrial and Community Colleges, they were at the average levels, when generally considered. However, when specifically considered, they were at the average level in three aspects and at the low level in one aspect. The aspects relating to the personnel preserving and the personnel developing showed the highest that mean. The aspect relating to the personnel screening showed the second highest mean whereas the personnel withdrawal showed the lowest mean.

2. Regarding to the problems of personnel administration in Industrial and Community Colleges, they were at the average levels, when generally considered. When specifically considered, they were at the average level in four aspects. The aspect relating to the personnel development showed the highest mean. The aspects relating to the personnel withdrawal and the personnel screening showed the second highest whereas the aspect relating to the personnel preservation showed the lowest mean.

3. Considering the states of personnel administration in Industrial and Community Colleges, perceived by the administrators and teachers under The Department of Vocational Education in the northeast region, there was statistically significant difference at the .05 levels when generally considered. When specifically considered, there was statistically significant difference at the .05 levels in the two aspects relating to the personnel preserving and the personnel developing where the administrators took more actions than the teachers did.

4. Considering the problems of personnel administration in Industrial and Community Colleges perceived by the administrators and teachers under The Department of Vocational Education in the northeastern region, there was no statistically significant difference at the .05 levels when generally considered. When specifically considered, there was statistically significant difference at the .05 levels in the two aspects relating to the personnel screening, where administrators perceived more serious problems than teachers, and in the aspect relating to the personnel withdrawal, where teachers perceived more serious problems than administrators.

5. Other comments and suggestions relating to personnel administration where most of the administrators and teachers accordingly showed were: - a better system in personnel administration needed, inappropriate and slow in personnel screening, badly paid, insufficient personnel who were in charge of many responsibilities and teaching subjects, additional personnel needed.

Phattharapol Phanpay (2004) *The Administrative Development of a Basic Education Institution : A Case Study of Chutatip School, Chachoengsao Province*, This research is a case study of Chutatip School in Chachoengsao Province focusing on the administrative development of the Basic Education institution. The objectives were to study the four missions of the school and to improve the administrative system of the school.

This participatory action research used organization adjustment steps which included : 1) primary data surveying, 2) awareness building, 3) data collecting, 4) planning, 5) tips inserting, 6) team setting – up, 7) Evaluating, and 8) concluding and reporting. Two sets of questionnaires were used to collect the data. One was given to 10 experts; the other was given to 15 teachers working in the school.

The research found the four missions of administrative structures used in Chutatip School, Chachoengsao Province were : academic, financial, personnel, and general. Based on the above findings, the PDCA quality cycle was used to improve the administrative system of the school.

Phrakrusangkharuksomchit Datkhunram (2005) A Study of Problems and Guidelines to Solve the Instructional Problems of Mahachulalongkornrajavidyalaya University in Northeastern Campus. The research found that

1. Regarding the instructional problems of Mahachulalongkornrajavidyalaya University in Northeastern Campus, as perceived by teachers and students, it was at the average level, when generally and specifically considered. The highest mean was the aspect relating to instructional supporting materials, the students, the evaluation and assessment, the instructional activities and the teachers respectively. When specifically considered, as perceived by the teachers, the problems showed the high level in seven items. They were highly different backgrounds, inadequacy in instructional support, inconvenience in searching the Internets or texts in the library, not enough room in the library, no private room for self-study, information deficiency of outside resources, and not enough budgets for instructional maintenance and purchasing. As perceived by the students, the problems were at the high level in six items. They were not enough computers, inconvenience in searching the internets or texts in the library, not enough instructional materials, not enough room in the library, not enough language laboratories, and no private room for self-study.

2. Regarding the instructional problems of Mahachulalongkornrajavidyalaya University in Northeastern Campus as perceived by the teachers who were Buddhist monks and lay people, there was no statistically significant difference at .05 level, when generally considered. Students, with their differences in status, faculties, levels of studies, and curriculums, showed statistically significant difference at the .05 level, when generally and specifically considered. The third year students, in the faculty of

humanities and social sciences, whose monkhood ages were 4-6 years, and the weekday students, showed their perception towards the instructional problems higher than those studying in the others faculties, at other levels of studies, with other length of monkhood experience, and the weekend students.

3. Regarding the guidelines, suggested by the teachers, to solve the instructional problems of Mahachulalongkornrajavidyalaya University in Northeastern Campus, they were as follows: teachers should follow the criteria of teaching tasks and they should further their studies and experiences in the innovation on teaching and instructional materials. Moreover, there should be student training in basic knowledge and organize extra curriculum activities that are accurate to the contents studied. Additionally, library and the internet searches should be systemized and more convenient. Criteria of university grading should be standardized. Considering the students, they suggested that the teachers should have strategies in transferring knowledge. There should be educational fund for students. There should not be too many assignments. Moreover, there should be enough computers for students to search academic information. Finally, criteria of university grading should be internationally standardized.

Skuna Kongjum (2005) Analysis of Bachelor of Arts in social studies curriculum, faculty of education, Mahachulalongkornrajavidyalaya University, Chiang Mai campus, the finding of this research were as follows:

1. The object were clear and appropriate, covered the cognitive affective and psychomotor domains.

2. The structure contents of all the courses in the program were adequate and consistent with objectives. The over-lap of content was moderate.

3. The instructional processes. That performed more were to prepare the content before teaching and to select the appropriate teaching method. For activities that performed less were to set after class consulting time for student, to assign work after each teaching and pre-test.

4. The analyzed of the measurement and evaluation, by the teachers analyzed the measurement and evaluation scales of Bachelor of Arts curriculum B.E. 2538 were clear and appropriate.

Kanet Tepsuwan (2005) State and needs concerning guidance service of students at Lamphun Sangha college Mahachulalongkornrajavidyalaya, Chiang Mai campus, Lamphun province. The result of the research found as follows:

1. The state concerning guidance service of students indicated, in these factors; e.g. educational, vocational, personal and society, were at the middle.
2. The overall needed concerning guidance services of the students indicated, in these factors, e.g. educational, vocational, personal and society, were at the high level.

Suriyung Chuankayan (2005) An analysis of factor influencing educational quality of Rajabhat institutes: case study Rajabhat institute Suan Dusit, by study four factors such as: (1) Personal factor of lecturer (2) Study and lecture factor (3) Administrative factor (4) Factor of participation in student activity. The sample group is lectures of Rajabhat institute Suan Dusit some 296, the result found there is only one factor influencing which is the direct and indirect cause to quality of Rajabhat institute Suan Dusit, it is the factor of participation in student activity: case study Rajabhat institute Suan Dusit such as personal factor of lectures, factor of study and lecture, and factor of administration.

Suvaree Sothornpitakul (2006) Actual experience and expectations of graduate students regarding the quality management at the faculty of education, Ramkhamhaeng University. The findings are as follows:

1. Actual experience and expectations of graduate students regarding the quality management of the education as evaluated in term of the four features of curriculum, characteristics of the faculty members, characteristics of students, and the teaching and learning process were found to be at a high level.
2. Actual experience and expectations of graduate students regarding the quality management of education as classified by reference to gender, age, course of study, and work experience differed in regard to the course of study variable at the statistically significant level of 0.05. The variables of gender, age, and work experience evinced no difference at a statistically significant level.
3. Opinion in regard to actual experiences of graduate students in relation to management of the quality of education as classified by gender, age, course of study, and work experience differed at a statistically significant level of .05 vis-à-vis

the variables of age, course of study, and work experience. No differences at a statistically significant level were evinced when considering the variable of gender.

4. The opinion of graduate students toward the quality of management of the quality of education in relation to actual experience and expectations differed at a statistically significant level of 0.05. It was also found that the experiences in this regard were at a high level than what was actually experienced.

2.6 Creating theoretical framework

After I, the researcher studied related research of Suvaree Sothornpitakul (2006), Thasanee (2001), Suravee Pearnpechluet (2001), Vilai Tangchitsomkit (2002), Phaithoon Phimdee (2004). Researcher has applied concept and theory of educational administration of Sumun Amornviwat (2000, page 7-38), Phemwut Buphomatanang refers to Duangjai Khemavirat (2005, page 6-7), Prachya Palakavung Na Ayuthaya (2000, page 1-5), and follow the elements of educational administration of office of the higher education commission (HEC) to make questionnaire and indicator of satisfaction expectation of student in this research study.

Table 2-1 indicator of the expectation

Expectation	Indicator
1. Field of curriculum subject	1.1 subject is important and interesting 1.2 subject is applicable 1.3 gain new knowledge from the subject 1.4 subject makes the starter of creative 1.5 subject stimulates to find new knowledge
2. Field of lecturer	2.1 learned in the subject which he lectures 2.2 has competency of knowledge transfer 2.3 has competency to apply theory to be visible 2.4 has learned up to date and spectrum 2.5 has stability of feeling

Table 2-1 indicator of the expectation (cont.)

Expectation	Indicator
3. Field of learning and lecture activity	3.1 lecture technique suitable for each subject 3.2 be clear in offering assignment to students 3.3 the period of offering assignment to student 3.4 give chance for students to present idea 3.5 stimulates students to be more activate to learn
4. Field of supporting factor for learning and lecture	4.1 has proper atmosphere for learning and research 4.2 books and documents for learning are sufficient 4.3 books and documents are up to date in library 4.4 classroom is fine for students 4.5 lecture materials are sufficient to teach effectively
5. Field of learning and lecture evaluation	5.1 core of evaluation is suitable 5.2 clarity of core in evaluation 5.3 justice in learning and lecture evaluation 5.4 inform evaluation result on time 5.5 be able to explore the evaluation

After I, the researcher studied related research of Pra Somphop Ukprakone (2001), Suraphol Yencharoen (2000, page 85), Phattharathira Pholngarm (2001, page 58). Researcher has applied concept and theory of Rungthiva Chakkorn (1984, page 6-7), Vichit Avakul (1985, 20), Sukanya Khovilaikul (1987, page 4-12), Chintana Youniphan (1984, page 58-62), Phaisarn Wangphanich (1987, page 61), Kraiyuth Thiratayakinan (1985, 107-117), and others to make questionnaire and indicator of satisfaction of student in this research study.

Table 2-2 indicator of satisfaction

Satisfaction	Indicator
1. Field of curriculum subject	1.1 subject is important and interesting 1.2 subject is applicable 1.3 gain new knowledge from the subject 1.4 subject makes the starter of creative 1.5 subject stimulates to find new knowledge
2. Field of lecturer	2.1 learned in the subject which he lectures 2.2 has competency of knowledge transfer 2.3 has competency to apply theory to be visible 2.4 has learned up to date and spectrum 2.5 has stability of feeling
3. Field of learning and lecture activity	3.1 lecture technique suitable for each subject 3.2 be clear in offering assignment to students 3.3 the period of offering assignment to student 3.4 give chance for students to show idea 3.5 stimulates students to be more activate to learn
4. Field of supporting factor for learning and lecture	4.1 has proper atmosphere for learning and research 4.2 books and documents for learning are sufficient 4.3 books and documents are up to date in library 4.4 classroom is fine for students 4.5 lecture materials are sufficient to teach effectively
5. Field of learning and lecture evaluation	5.1 core of evaluation is suitable 5.2 clarity of core in evaluation 5.3 justice in learning and lecture evaluation 5.4 inform evaluation result on time 5.5 be able to explore the evaluation

2.7 The research framework

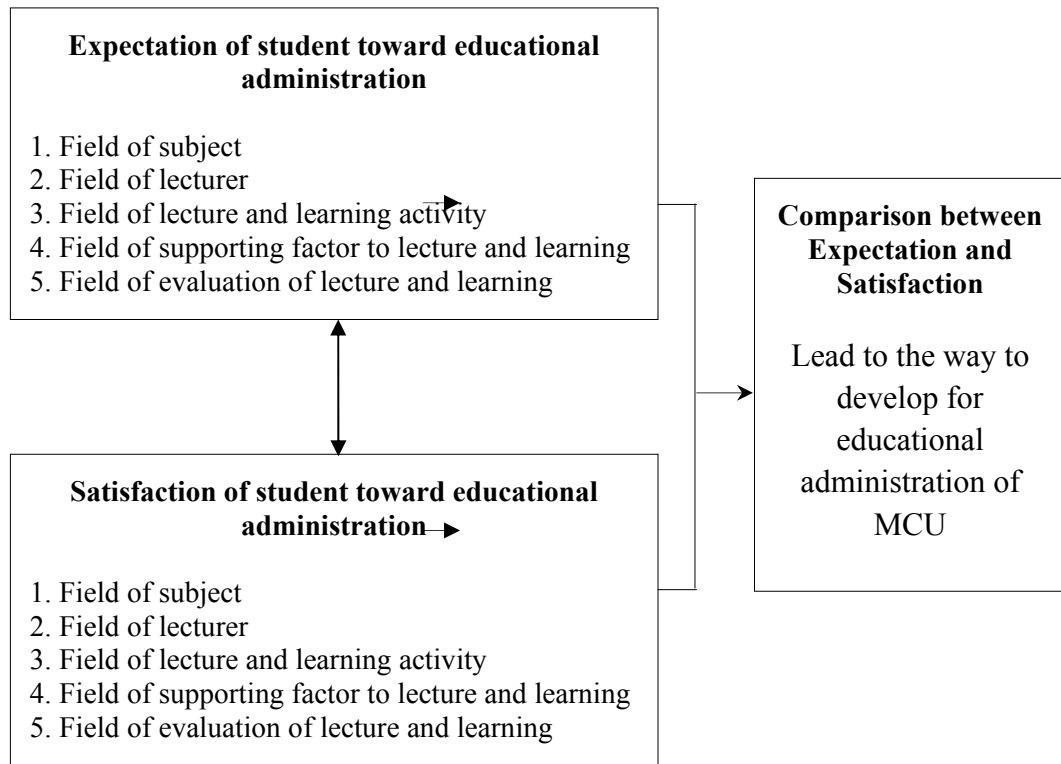


Figure 2-2 the research framework

CHAPTER III

RESEARCH METHODOLOGY

This research is about Satisfaction and Expectation toward Educational administration of Mahachulalongkornrajavidyalaya University, Researcher has operated following these processes:

- 3.1 Population
- 3.2 Research instrument
- 3.3 Research instrument developing
- 3.4 Examining quality of research instrument which is used in the research
- 3.5 Data collection
- 3.6 Data analysis
- 3.7 Statistics for data analysis

3.1 Population

Population

Population who is used in this research is Cambodian student who studying in MCU, main campus, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province in academic year 2011-2012 population amount 200 Cambodian monk students which is divided in four faculties, faculty of Buddhism 44, faculty of Education 35, faculty of Humanities 75, and faculty of Social Sciences 56 (student statistic of MCU, main campus, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province in academic year 2012-2013). In the field work, I collected only 84 monks.

3.2 Research instrument

Research instrument is used in collecting data in order to use in this research such as questionnaire which researcher created by study from documents,

theories and reviewing related literatures then bring those information to be questionnaire. and in the questionnaire which is used in this research including of 4 sections as follows:

3.2.1 section one, the questionnaire about Age, Status, GPA, Faculty, Academic year, and Level of education.

3.2.2 section two, the questionnaire about satisfaction of student toward educational administration in five fields such as: Field of subject, Field of lecturer, Field of lecture and learning activity, Field of supporting factor to lecture and learning, Field of evaluation of lecture and learning as the rating scale in 5 levels.

Questionnaire about satisfaction is the evaluation of Rating scale, the concept of Likert’s Scale, referring to Sirirath Chunnaklai, 2003: 115. The researcher has determined the evaluation standard into 5 levels as follows:

Mark		Level
5	means	most agree
4	means	very agree
3	means	agree
2	means	less agree
1	means	least agree

In the consideration of standard dividing to inform student opinion about satisfaction, research has determined standard into 5 levels as follows:

$\frac{\text{highest mark} - \text{lowest mark}}{\text{amount of level}} = \frac{5 - 1}{5} = 0.8$

Then take the range which taken to determine the standard in consideration to inform level of student opinion about satisfaction as detail:

level of average	translation
1.00- 1.80	means student opinion toward satisfaction in lowest level
1.81- 2.60	means student opinion toward satisfaction in low level
2.61- 3.40	means student opinion toward satisfaction in average level
3.41- 4.20	means student opinion toward satisfaction in high level
4.21- 5.00	means student opinion toward satisfaction in highest level

3.3.3 section three, the questionnaire about expectation of student toward educational administration in five fields such as: Field of subject, Field of lecturer, Field of lecture and learning activity, Field of supporting factor to lecture and learning, Field of evaluation of lecture and learning as the rating scale in 5 levels.

questionnaire about expectation is the evaluation of Rating scale, the concept of Likert's Scale, referring to Sirirath Chunchaklai, 2003: 115. The researcher has determined the evaluation standard into 5 levels as follows:

Mark		Level
5	means	most agree
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1	means	least agree

In the consideration of standard dividing to inform student opinion about expectation, research has determined standard into 5 levels as follows:

$$\frac{\text{highest mark} - \text{lowest mark}}{\text{amount of level}} = \frac{5 - 1}{5} = 0.8$$

Then take the range which taken to determine the standard in consideration to inform level of student opinion about expectation as detail:

level of average	translation
1.00 - 1.80	means student opinion toward expectation in lowest level
1.81 - 2.60	means student opinion toward expectation in low level
2.61 - 3.40	means student opinion toward expectation in average level
3.41 - 4.20	means student opinion toward expectation in high level
4.21 - 5.00	means student opinion toward expectation in highest level

3.2.4 Suggestion is the open question and addition opinion.

3.3 Research instrument developing

Instrument making in this research, the researcher has operated instrument making to use in this research as follows:

1. Learn from documents, researches related to theories, concepts and work-study related to educational administration.
2. Make questionnaires related to educational administration of MCU, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province.
3. Bring research adviser the questionnaires to check and correct to get his recommendation.
4. Bring research adviser the correct questionnaires to get his consideration and agreement.
5. Type the questionnaires and bring them to collect the information.

3.4 Examining quality of research instrument which is used in the research

In this research, researcher has brought questionnaire which was created to examine the Validity and Reliability step by step as follow:

3.4.1 Questionnaire

3.4.1.1 Content Validity

researcher has brought the questionnaire which was created from concepts of documents, related literatures to the experts examine the content validity of questionnaire every question whether it is right as the objective of this research or not that it will be examined content validity with using right language to make person who answers the questionnaire understand and then take it (questionnaire) to reorganize the question in language and clarity to be more easier understood the questionnaire.

3.4.1.2 Analysis of reliability

researcher has found the confidence by bringing the organized questionnaire to do pretest with student who is similar to population which is used in the research some 30 people. After that, bring the data taken to analyse the reliability of questionnaire with statistical program by finding Cronbrach's Alpha-Coefficient with holding examination standard of Alpha is higher or equal 0.7. And it will get the reliability of questionnaire in satisfaction. The

value of questionnaire reliability (Alpha) = 0.72 And it will get the reliability of questionnaire in expectation. The value of questionnaire reliability (Alpha) = 0.75

From value of reliability of all sections mean it is in the valid reliability. Researcher has brought to reorganize some sections before using as the questionnaire in this research.

3.5 Data collection

In data collection, researcher operates data collection like this process:

1. Apply for a letter from graduated faculty of Mahidol University to ask the director of MCU for cooperation and permission to give letter of cooperation to the students to answer questionnaire and send the questionnaire forms as well as a copy of the permit and letter of cooperation to students by themselves.
2. Take the questionnaires back by own self to get all of them which given.

3.6 Data analysis

After researcher has collected data and brought back all questionnaire to examine the validity, completed data, create manual coding, fill the code in the manual code, filling data and processing by computer in statistical package program (SPSS). Determining the level of statistic significance equal 0.05

3.7 Statistics for data analysis

In data analysis, researcher has operated as follows:

1. Data analyse individual factor, satisfaction and expectation of student toward educational administration by dividing frequency, percentage, mean, and standard deviation.
2. Compare mean between satisfaction and expectation of student toward educational administration. With pair sample t-test

CHAPTER IV

RESULTS

Outcome of data analysis of the topic of “Expectation and satisfaction toward Educational administration of Mahachulalongkornrajavidyalaya University”, researcher has spent two weeks for collecting questionnaires from students who studying in MCU, main campus, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province some 83 people which has started since January 15, 2013 to February 15, 2013 after that researcher has taken the datas to analyse.

Data processing, researcher has used computer program, SPSS statistic that used in data analysis. Statistic that used is called Descriptive Data. Researcher submitted the analysis into 3 sections such as:

Section 1: personal factor of students. that is studied about percentage, mean, standard deviation.

Section 2: expectation of students toward educational administration. that is studied about percentage, mean, standard deviation.

Section 3: satisfaction of student toward educational administration. that is studied about percentage, mean, standard deviation.

Section 4: comparing between expectation and satisfaction toward educational administration of MCU’s students

Section 1: personal factor of students

This section aimed to obtain the general information of the student participating in the survey. The frequency and percentage of the students were analyzed and classified by 1) student’s age, 2) student’s grade point average, 3) student’s faculty, 4) student’s academic year, 5) student’s level of education.

Researcher separated the outcome of analysis into 5 factors. The details of these variables are shown in Table 4-1

Table 4-1 Frequency and Percentage of the students classified by age, grade point average, faculty, academic year, and level of education. (n = 83)

General Information	student	
	Frequency (n)	Percentage (%)
Age		
1) 20-25 years	29	34.9
2) 26-31 years	43	51.8
3) 32-37 years	10	12.0
Total	83	100.0
Mean ± S.D.	27.2 ± 3.92	
GPA		
1) 1.00-1.90	8	9.5
2) 1.91-2.90	42	50.0
3) 2.91-3.90	34	40.5
Total	84	100.0
Faculty		
1) Buddhism	42	50.6
2) Education	8	9.6
3) Humanities	18	21.7
4) Social Sciences	15	18.1
Total	83	100.0
Academic year		
1) Freshman	23	27.7
2) Sophomore	19	22.9
3) Junior	23	27.7
4) Senior	18	21.7
Total	83	100.0

Table 4-1 Frequency and Percentage of the students classified by age, grade point average, faculty, academic year, and level of education. (n = 83) (cont.)

General Information	student	
	Frequency (n)	Percentage (%)
Level of education		
1) B.A	76	91.6
2) M.A	7	8.4
3) Ph.D.	1	1.2
Total	84	100.2

1. Age

Most of respondents were aged between 26-31 years old (51.8%), between 20-25 years old (34.9%), between 32-37 years old (12.0%) respectively.

2. GPA

Most of respondents got GPA between 1.91- 2.90 (50.0%), between 2.91- 3.90 (40.5%), between 1.00- 1.90 (9.5%) respectively.

3. Faculty

Most of respondents were at the faculty of Buddhism (50.6%), Humanities (21.7%), Social Sciences (18.1%), and Education (9.6%) respectively.

4. Academic year

Most of respondents were Freshmen (27.7%), Juniors (27.7%), Sophomores (22.9%), and Seniors (21.7%) respectively.

5. Level of education

Most of respondents were on level of B.A (91.6%), M.A (8.4%), and Ph.D. (1.2%) respectively.

Section 2: expectation of student toward educational administration

The datas of this section got from collecting questionnaire from students who are studying in MCU, main campus, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province some 83 people. This questionnaire is rating scale, which divided in 5 levels to choose and there are 25 questions.

Expectation of students consisted of 5 factors in every field, field of curriculum subject, field of lecturer, field of learning and lecture activity, field of supporting factor for learning and lecture, and field of learning and lecture evaluation. Each field has 5 questions. Researcher analysed those data using descriptive statistic, mean and standard deviation (S.D.). The data outcome shows in table 4-2

Research outcome found that level of opinion toward total expectation of students to educational administration is high (mean= 3.93). When it is considered in each field found that there are 5 fields in high level. The field of learning and lecture activity is the highest one (mean=4.14). Next, is the field of supporting factor for learning and lecture (mean=4.08). Next, is the field of lecturer (mean=3.91). Next, is the field of learning and lecture evaluation (mean=3.89). Finally, is the field of curriculum subject (mean=3.67). It is shown in table 4-2

Table 4-2 mean, standard deviation and level of expectation of students toward educational administration of MCU, divided in every field and total (n=84)

Expectation	mean	Standard Deviation	level	order
1. field of curriculum subject	3.67	1.06	high	5
2. field of lecturer	3.91	1.47	high	3
3. field of learning and lecture activity	4.14	1.66	high	1
4. field of supporting factor for learning and lecture	4.08	1.44	high	2
5. field of learning and lecture evaluation	3.89	0.77	high	4
Total	3.93	0.88	high	

When each data analyzed found that students of MCU shared their opinion about expectation toward educational administration such as:

Field of curriculum subject found that most of them agree with subject applicable (82.3%). Next, gain new knowledge from the subject (84%). And subject stimulates to find new knowledge (82.2%) respectively.

Field of lecturer found that most of them agree stability of feeling (85.6%). Next, has competency of knowledge transfer (84.4%). And has competency to apply theory to be visible (83.1%) respectively.

Field of learning of lecture activity found that most of them agree give chance for students to show idea (83.1%). Next, stimulate student to be more active to learn (89.2%). And be clear in offering assignment to student (89.1%) respectively.

Field of supporting factor to learning and lecture found that most of them agree with has proper atmosphere for learning and research (92.6%). Next, classroom is fine for student (91.6%). And books and documents for learning are sufficient (91.5%) respectively.

Field of learning and lecture evaluation found that most of them agree with core of evaluation is suitable (90.4%). Next, inform evaluation result on time (90.4%). And clarity of core in evaluation (89.2%) respectively.

Data analysis outcome of student expectation toward educational administration of MCU shown in table 4-3

Table 4-3 amount and percentage of opinion level in expectation toward educational administration of MCU’s students, divided into every question. (n=84)

Expectation toward educational administration	Level of opinion					Mean	S.D.	Level	Order
	Most agree	Very agree	Agree	Less agree	Least agree				
	Amount	Amount	Amount	Amount	Amount				
1. Field of curriculum subject									
1.1 subject is important and interesting	19 (22.6)	36 (42.9)	13 (15.5)	5 (6.0)	10 (11.9)	3.59	1.25	high	4
1.2 subject is applicable	27 (32.1)	25 (29.8)	18 (21.4)	8 (9.5)	5 (6.0)	3.73	1.19	high	1
1.3 gain new knowledge from the subject	24 (28.6)	33 (39.3)	14 (16.7)	4 (4.8)	8 (9.5)	3.73	1.21	high	2
1.4 subject makes the starter of creative	27 (32.1)	22 (26.2)	18 (21.4)	5 (6.0)	11 (13.1)	3.59	1.35	high	5
1.5 subject stimulates to find new knowledge	23 (27.4)	33 (39.3)	13 (15.5)	6 (7.1)	8 (9.5)	3.69	1.23	high	3

Table 4-3 amount and percentage of opinion level in expectation toward educational administration of MCU's students, divided into every question. (n=84) (cont.)

Expectation toward educational administration	Level of opinion					Mean	S.D.	level	Order
	Most agree	Very agree	Agree	Less agree	Least agree				
	Amount	Amount	Amount	Amount	Amount				
2. Field of lecturer									
2.1 learned in the subject which he lectures	23 (27.7)	33 (39.8)	17 (20.5)	5 (6.0)	5 (6.0)	3.77	1.11	high	3
2.2 has competency of knowledge transfer	24 (28.9)	33 (39.8)	13 (15.7)	9 (10.8)	4 (4.8)	3.77	1.11	high	2
2.3 has competency to apply theory to be visible	26 (31.3)	31 (37.3)	12 (14.5)	8 (9.6)	6 (7.2)	3.76	1.20	high	5
2.4 has learned up to date and spectrum	20 (24.1)	38 (45.8)	13 (15.7)	6 (7.2)	4 (4.8)	4.48	5.56	high	1
2.5 has stability of feeling	17 (20.5)	43 (51.8)	12 (14.5)	8 (9.6)	3 (3.6)	3.76	1.01	high	4
3. Field of learning and lecture activity									
3.1 lecture technique suitable for each subject	22 (26.5)	38 (45.8)	12 (14.5)	10 (12.0)	1 (1.2)	3.84	0.99	high	5
3.2 be clear in offering assignment to students	19 (22.9)	47 (56.6)	8 (9.6)	8 (9.6)	1 (1.2)	3.90	0.91	high	3
3.3 the period of offering assignment to student	27 (32.5)	30 (36.1)	12 (14.5)	10 (12.0)	2 (2.4)	4.69	5.52	high	1
3.4 give chance for students to show idea	22 (26.5)	41 (49.4)	11 (13.3)	6 (7.2)	3 (3.6)	3.88	1.00	high	4
3.5 stimulates students to be more activate to learn	23 (27.7)	40 (48.2)	11 (13.3)	5 (6.0)	3 (3.6)	4.39	4.51	high	2
4. Field of supporting factor for learning and lecture									
4.1 has proper atmosphere for learning and research	22 (26.8)	42 (51.2)	12 (14.6)	4 (4.9)	1 (1.2)	4.46	4.39	highest	1
4.2 books and documents for learning are sufficient	19 (22.9)	47 (56.6)	10 (12.0)	6 (7.2)	1 (1.2)	3.93	0.87	high	3
4.3 books and documents are up to date in library	18 (21.7)	42 (50.6)	17 (20.5)	5 (6.0)	1 (1.2)	3.86	0.87	high	4
4.4 classroom is fine for students	21 (25.3)	38 (45.8)	17 (20.5)	4 (4.8)	2 (2.4)	4.36	4.50	high	2

Table 4-3 Amount and percentage of opinion level in expectation toward educational administration of MCU’s students, divided into every question. (n=84) (cont.)

Expectation toward educational administration	Level of opinion					Mean	S.D.	level	Order
	Most agree	Very agree	Agree	Less agree	Least agree				
	Amount	Amount	Amount	Amount	Amount				
4.5 lecture materials are sufficient to teach effectively	20 (24.1)	38 (45.8)	18 (21.7)	5 (6.0)	2 (2.4)	3.83	0.95	high	5
5. Field of learning and lecture evaluation									
5.1 core of evaluation is suitable	18 (21.7)	43 (51.8)	14 (16.9)	6 (7.2)	2 (2.4)	4.46	4.39	high	1
5.2 clarity of core in evaluation	19 (22.9)	44 (53.0)	12 (14.5)	4 (4.8)	4 (4.8)	3.93	0.87	high	3
5.3 justice in learning and lecture evaluation	27 (32.5)	30 (36.1)	12 (14.5)	10 (12.0)	2 (2.4)	3.86	0.87	high	4
5.4 inform evaluation result on time	22 (26.5)	41 (49.4)	11 (13.3)	6 (7.2)	3 (3.6)	4.36	4.50	high	2
5.5 be able to check the evaluation	23 (27.7)	40 (48.2)	11 (13.3)	5 (6.0)	3 (3.6)	3.83	0.95	high	5

Section 3: Satisfaction of student toward educational administration

The data of this section got from collecting questionnaire from students who are studying in MCU, main campus, Lumsai sub-district Wangnoi district Phranokornsi Ayutthaya province some 83 people. This questionair is rating scale, which divided in 5 levels to choose and there are 25 questions.

Satisfaction of students consisted of 5 factors in every field, field of curriculum subject, field of lecturer, field of learning and lecture activity, field of supporting factor for learning and lecture, and field of learning and lecture evaluation. Each field has 5 questions. Researcher analysed those datas using descriptive statistic, mean and standard deviation (S.D.). The data outcome shows in table 4-4

Research outcome found that level of opinion toward total satisfaction of students to educational administration is high (mean= 3.54). When it is considered in each field found that there are 5 fields in high level. The field of curriculum subject is the highest one (mean=3.89). Next, is the field of learning and lecture evaluation (mean=3.52). Next, is the field of supporting factor for learning and lecture

(mean=3.47). Next, is the field of lecturer (mean=3.40). Finally, is the field of learning and lecture activity (mean=3.39). It is shown in table 4-4

Table 4-4 mean, standard deviation and level of Satisfaction of students toward educational administration of MCU, divided in every field and total (n=84)

Satisfaction	mean	Standard Deviation	level	order
1. field of curriculum subject	3.89	1.83	high	1
2. field of lecturer	3.40	0.77	average	4
3. field of learning and lecture activity	3.39	0.66	low	5
4. field of supporting factor for learning and lecture	3.47	0.96	high	3
5. field of learning and lecture evaluation	3.52	1.30	high	2
Total	3.54	0.74	high	

When each data analyzed found that students of MCU shared their opinion about satisfaction toward educational administration such as:

Field of curriculum subject found that most of them agree with subject is important and interesting (87.9%). Next, gain new knowledge from the subject (86.7%). And subject stimulates to find new knowledge (86.7%) respectively.

Field of lecturer found that most of them agree with learned subject which he lectured (90.4%). Next, has competency of knowledge transfer (89.2%). And has stability to feeling (88%) respectively.

Field of learning of lecture activity found that most of them agree with lecture technique suitable for each subject (92.8%). Next, the period of offering assignment to student (92.8%). And give chance for student to show idea (140.3%) respectively.

Field of supporting factor to learning and lecture found that most of them agree with books and documents are up to day in library (89.1%). Next, books and documents are sufficient (90.3%). And has proper atmosphere for learning and research (92.7%) respectively.

Field of learning and lecture evaluation found that most of them agree with clarity of core in evaluation (80.7%). Next, core of evaluation is suitable (89.2%). And inform evaluation on time (86.7%) respectively.

Data analysis outcome of student Satisfaction toward educational administration of MCU shown in table 4-5

Table 4-5 amount and percentage of opinion level in Satisfaction toward educational administration of MCU’s students, divided into every question. (n=84)

Satisfaction toward educational administration	Level of opinion					Mean	S.D.	level	Order
	Most agree	Very agree	Agree	Less agree	Least agree				
	Amount	Amount	Amount	Amount	Amount				
1. Field of curriculum subject									
1.1 subject is important and interesting	10 (12.0)	49 (59.0)	14 (16.9)	7 (8.4)	1 (1.2)	4.70	6.19	high	1
1.2 subject is applicable	6 (7.2)	35 (42.2)	34 (41.0)	3 (3.6)	5 (6.0)	3.41	0.91	high	5
1.3 gain new knowledge from the subject	8 (9.6)	36 (43.4)	28 (33.7)	8 (9.6)	2 (2.4)	3.84	3.36	high	2
1.4 subject makes the starter of creative	8 (9.6)	30 (36.1)	34 (41.0)	6 (7.2)	4 (4.8)	3.75	3.38	high	4
1.5 subject stimulates to find new knowledge	10 (12.0)	28 (33.7)	34 (41.0)	7 (8.4)	3 (3.6)	3.79	3.38	high	3
2. Field of lecturer									
2.1 learned in the subject which he lectures	7 (8.4)	34 (41.0)	34 (41.0)	4 (4.8)	4 (4.8)	3.43	0.90	high	1
2.2 has competency of knowledge transfer	7 (8.4)	32 (38.6)	35 (42.2)	7 (8.4)	2 (2.4)	3.42	0.86	high	2
2.3 has competency to apply theory to be visible	5 (6.0)	35 (42.2)	34 (41.0)	5 (6.0)	4 (4.8)	3.38	0.88	low	5
2.4 has learned up to date and spectrum	8 (9.6)	32 (38.6)	33 (39.8)	7 (8.4)	3 (3.6)	3.42	0.91	high	3
2.5 has stability of feeling	5 (6.0)	33 (39.8)	35 (42.2)	9 (10.8)	1 (1.2)	3.38	0.81	low	4

Table 4-5 amount and percentage of opinion level in satisfaction toward educational administration of MCU's students, divided into every question. (n=84) (cont.)

Satisfaction toward educational administration	Level of opinion					Mean	S.D.	level	Order
	Most agree	Very agree	Agree	Less agree	Least agree				
	Amount	Amount	Amount	Amount	Amount				
3. Field of learning and lecture activity									
3.1 lecture technique suitable for each subject	7 (8.4)	34 (41.0)	36 (43.4)	5 (6.0)	1 (1.2)	3.49	0.79	high	1
3.2 be clear in offering assignment to students	5 (6.0)	28 (33.7)	43 (51.8)	6 (7.2)	1 (1.2)	3.36	0.76	low	4
3.3 the period of offering assignment to student	4 (4.8)	32 (38.6)	41 (49.4)	5 (6.0)	1 (1.2)	3.40	0.73	average	2
3.4 give chance for students to show idea	5 (6.0)	31 (37.3)	39 (47.0)	6 (7.2)	2 (2.4)	3.37	0.81	low	3
3.5 stimulates students to be more activate to learn	6 (7.2)	24 (28.9)	48 (57.8)	3 (3.6)	2 (2.4)	3.35	0.77	low	5
4. Field of supporting factor for learning and lecture									
4.1 has proper atmosphere for learning and research	7 (8.4)	31 (37.3)	37 (44.6)	6 (7.2)	2 (2.4)	3.42	0.84	high	3
4.2 books and documents for learning are sufficient	10 (12.0)	26 (31.3)	39 (47.0)	6 (7.2)	2 (2.4)	3.43	0.89	high	2
4.3 books and documents are up to date in library	8 (9.6)	26 (31.3)	40 (48.2)	7 (8.4)	1 (1.2)	3.76	3.35	low	1
4.4 classroom is fine for students	9 (10.8)	26 (31.3)	39 (47.0)	8 (9.6)	1 (1.2)	3.41	0.86	high	4
4.5 lecture materials are sufficient to teach effectively	5 (6.0)	32 (38.6)	35 (42.2)	9 (10.8)	2 (2.4)	3.35	0.85	low	5
5. Field of learning and lecture evaluation									
5.1 core of evaluation is suitable	5 (6.0)	34 (41.0)	35 (42.2)	7 (8.4)	2 (2.4)	3.40	0.83	average	2
5.2 clarity of core in evaluation	6 (7.2)	29 (34.9)	32 (38.6)	13 (15.7)	1 (1.2)	4.17	5.56	high	1
5.3 justice in learning and lecture evaluation	5 (6.0)	31 (37.3)	37 (44.6)	9 (10.8)	1 (1.2)	3.36	0.81	low	4
5.4 inform evaluation result on time	7 (8.4)	29 (34.9)	36 (43.4)	11 (13.3)	-	3.39	0.82	low	3
5.5 be able to check the evaluation	4 (4.8)	28 (33.7)	42 (50.6)	8 (9.6)	1 (1.2)	3.31	0.76	low	5

Section 4: comparing between expectation and satisfaction toward educational administration of MCU's students

The result of analysis in the table shows that student has expectation and satisfaction toward educational administration is in high level totally, different significantly. When considered in each field shows that:

Field of curriculum subject, student has expectation in high level, and satisfaction in high level, not different significantly. It's because of sampling group don't want to MCU's central examination which it's hard, and some don't enough good at Thai. Those can't do that exam.

Field of lecturer, student has expectation is in high level, and satisfaction is in average level non different significantly.

Field of learning and lecture activity, student has expectation in high level, and satisfaction is in low level, different significantly.

Field of supporting factor for learning and lecture, student has expectation in high level, and satisfaction is in high level, different significantly.

Field of learning and lecture evaluation, student has expectation in high level, and satisfaction is in high level, non-different significantly.

Comparing between expectation and satisfaction of student toward educational administration of MCU shown in table 4-6

Table 4-6 amount and percentage of opinion level in comparing between expectation and satisfaction of student toward educational administration of MCU, divided into every question. (n=84)

Comparison between expectation and satisfaction toward educational administration of MCU's students	Expectation		Satisfaction		Difference	t-test	p-value
	mean	S.D.	mean	S.D.			
1. Field of curriculum subject	3.67	1.06	3.89	1.83	-0.22	-1.09	0.28
2. Field of lecturer	3.91	1.47	3.40	0.77	0.51	0.05	0.96
3. Field of learning and lecture activity	4.14	1.66	3.39	0.66	0.75	3.85	0.00*
4. Field of supporting factor for learning and lecture	4.08	1.44	3.47	0.96	0.61	4.50	0.00*
5. Field of learning and lecture evaluation	3.89	0.77	3.52	1.30	0.37	2.33	0.22
Total	3.93	0.88	3.54	0.74	0.39	3.75	0.00*

CHAPTER V

DISCUSSION

After doing data analysis and summarized the outcome of the data analysis on the topic of Expectation and satisfaction toward Educational administration of Mahachulalongkorn rajavidyalaya University to study the expectation and satisfaction of student toward educational administration. It can be discussed such as:

5.1 individual factor of student of MCU

After studying individual factor of Mahachulalongkornrajavidyalaya university students some 84 appeared that most of sample group are between the ages of 26-31, most of them got G.P.A. between 1.91-2.90, most of them study in the faculty of Buddhism, and in majority of them are on Bachelor of art level in first year and fourth year (Table 4-1)

In the summary of individual factor of MCU's student in age, G.P.A., faculty, academic year, and level of education reflected the student characteristic such as:

5.1.1 Age

From the study appeared that sample group is in the age of 26-31 in majority as 51%. We see the MCU's students who are in the young age reflecting the study of PhutThida PholNgam (2001: 59), which shows that: Age is related to satisfaction toward education process in graduate study of the graduate student of Rajabhat Lei institute, which seen students who are under 20 years old are in high level of satisfaction. This is the result of different age, which differentiates in progression in self-developing study.

5.1.2 Grade Point Average (G.P.A.)

After studying, seen sample group who got G.P.A. 1.91-2.90 as 50% in majority which seen sample group of MCU's student who got G.P.A. in average in majority unreflecting the research of PhutThida PholNgam (2001: 45), which seen student who got high G.P.A. intending to satisfaction toward educational process in high level as well because of student who got high G.P.A. feels they got success in study satisfying with themselves toward success, discussed that G.P.A. is related to satisfaction of student toward learning and lecture process of G.P.A. in high level of satisfaction in high level too.

5.1.3 Faculty

After studying, seen sample group in faculty of Buddhism in majority as 50% accordance with concept of Carl R.Roger (1974: 485-497). Learning and lecture administration is to be an opened style allowing student to have freedom in classroom to make them to be active to learn thing they interested in not subject is required to make a high satisfaction occurred accordance with the research of PhutThida PholNgam (2001: 80), the study seen satisfaction toward graduate study administration process of graduate student in Rajabhat Lei institute seen the major subject is related to satisfaction toward learning and lecture administration process on graduate study level of graduate student in good condition of statistic.

5.1.4 Academic year

After studying, seen sample group students are first year and third year in majority as 27.7%. It can be discussed as: Academic year is related to satisfaction of student toward learning and lecture administration process in good condition of statistic in accordance with research of PhutThida PholNgam (2001: 80), which studied satisfaction toward learning and lecture administration process in graduate study level of graduate student of Rajabhat Lei institute, seen academic year is related to satisfaction toward learning and lecture administration process of graduate student in good condition of statistic.

5.1.5 Level of education

After studying, seen sample group students are in bachelor degree in majority as 91.6% accordance with the research of Phramaha Suphin Chinnaput (2003: 84), which studied attribute of monk student toward Mahamungkudrajavidyalaya University, seen monk students who study in different level can adjust themselves with learning and lecture administration process for new knowledge, new academic, lecturers and classmates as well as other routines arranged by university to make monk students learn about compromising with others effected satisfaction toward learning and lecture administration process.

5.2 Level of expectation of MCU's student toward educational administration

After studying, seen Mahachulalongkornrajavidyalaya University's students have comments about expectation of MCU's educational administration generally in high level as 3.93 (Table 4-2) is relevant to the study of Orovann Chumchaiya (2008) seen expectation of student who study in Rajabhat Suandusit Soun Phung Savad generally in high level as 3.00 of 0.33 in standard when considered in each field seen expectation is in high level all field as follow: field of learning and lecture administration, field of environment, field of student routine, and field of building. It is relevant to the research of Miss Pol. Lieutenant colonel Suravee SothornPhithakkul (2006) seen graduate students have comment on expectation and reality in different mood in good condition of statistic. Seen graduate student has expectation on value of study higher than the reality, which is able to discuss such as:

5.2.1 Field of curriculum subject

Seen Most of sample group student, the expectation of student toward educational administration of MCU in the field of curriculum subject is in high level ($\bar{X}=3.67$) when consider in each question seen Subject is applicable in high level with first level of mark is Gain new knowledge ($\bar{X}=3.73$), Subject stimulates to find new knowledge ($\bar{X}=3.69$), and Subject is important and interesting ($\bar{X}=3.59$). It is relevant to the research of Miss Pol. Lieutenant colonel Suravee SothornPhithakkul

(2006), which studied the reality, and expectation of student toward graduate study administration quality, faculty of education of Ramkhamhaeng University, seen Graduate student has comment the quality of curriculum subject is less than their expectation which created curriculum subject to raise humanity and being Thai character to be upper Preecha Munkhung (2004:54) gave the comment: curriculum (1) subject should have 4 elements such as: Aim of lecture and aim of determination of the lecturer to students or reason of lecture. (2) The detail of communication and set the subject detail or other experiences which help student to be on the aim. (3) Setting the subject to be applicable. (4) Evaluation is the answer of learning and lecture. Accordance with the research of Phramaha Pramout Phothivangso (2005), which studied the environment related to learning and lecture administration of the faculty of Buddhism, Mahachulalongkornrajavidyalaya University, main campus. In the student comment shown most of them thought that it is suitable in all field except the quantity of subject that set for each semester which is not related to the required duration in each semester, which is explained that document sheets and researches are on standard of learning and lecture documents and up to date. Lecturer offers out course sheets to student every first hour of teaching to make them understand and recognize what to study in the full semester. Learning and lecture administration in every semester is suitable, which has mid-term exam as well as final exam, but the problem appeared from individual student and lecturer. They are not from the curriculum subject.

5.2.2 Field of lecturer

Seen Mahachulalongkornrajavidyalaya University's students have comments on expectation on field of lecturer with high level ($\bar{X}=4.14$), the question which has highest mark is Has learn up to date and spectrum ($\bar{X}=4.48$), Has competency of knowledge transfer ($\bar{X}=3.77$), and learned in the subject which he lectured ($\bar{X}=3.77$). Accordance with the research of Phramaha Pramout Phothivangso (2005), which studied the environment related to learning and lecture administration of the faculty of Buddhism, Mahachulalongkornrajavidyalaya University, main campus seen monk students have comments on the field of lecturer on the very suitable mood when consider in each question seen it is on average level such as: Lecturer has unsuitable character as a lecturer such lecturer has never informed before having something changed like period and day of teaching out of time table, lecturer doesn't know how to created good

atmosphere during lecturing to be alive and interesting, and the end, lecturer doesn't pursue the result of students every time after teaching and exam.

5.2.3 Learning and lecture activity

Seen Mahachulalongkornrajavidyalaya University's students have comments on expectation on field of learning and lecture activity with high level ($\bar{X}=4.14$), the question, which has highest mark, is the period of offering assignment to students (4.69), stimulate student to be more active to learn ($\bar{X}=3.39$), and be clear in offering assignment to students ($\bar{X}=3.90$) accordance with the research of Phrakrousanharak Sumjit Dechakunrat (2005), which studied the study of problem and solution method on learning and lecture of Mahachulalongkornrajavidyalaya University, northeast campus seen Mahachulalongkornrajavidyalaya University's students have comments on expectation on field of lecturer on average level with the comments offering assignments to students too much as well as verbal explanation too much also learning and lecture activity is not interesting. Lecturer is not a teaching media or his method is not interesting, the important one, that learning and lecture is not continued because of there are a lot of curriculum subject activities and the last one, never opened chance for student to show ideas.

5.2.4 Field of supporting factor for learning and lecture

Seen Mahachulalongkornrajavidyalaya University's students have comments on expectation on field of supporting factor for learning and lecture with high level ($\bar{X}=4.08$), the question, which has highest mark is Having proper atmosphere for learning and research ($\bar{X}=4.46$), classroom is fine to students ($\bar{X}=4.36$), and books and documents for learning are sufficient ($\bar{X}=3.93$). Accordance with the research of Phrakrousanharak Sumjit Dechakunrat (2005), which studied the study of problem and solution method on learning and lecture of Mahachulalongkornrajavidyalaya University, northeast campus seen Mahachulalongkornrajavidyalaya University's students have expectation on field of supporting factor for learning and lecture on high level. Monk students thought there should be resolution of computer are not sufficient, finding books in the library and internet are difficult, media and supporting material of

learning and lecture are not sufficient, and the classrooms is not suitable for learning and lecture activity.

5.2.5 Field of learning and lecture evaluation

Seen Mahachulalongkornrajavidyalay University's students have comments on expectation on field of learning and lecture evaluation with high level ($\bar{X}=3.89$), the question, which has highest mark is core of evaluation is suitable ($\bar{X}=4.46$), inform evaluation on time ($\bar{X}=4.36$), and clarity of core in evaluation ($\bar{X}=3.93$). Accordance with the research of Phrakrousangharak Sumjit Dechakunrat (2005), which studied the study of problem and solution method on learning and lecture of Mahachulalongkornrajavidyalaya University, northeast campus seen Mahachulalongkornrajavidyalay University's students have comments on expectation on field of learning and lecture evaluation on average level. The students thought the core of university evaluation is too high, method of lecturer evaluation is not various, lecturer doesn't give chance student to show idea on learning and lecture evaluation, and evaluation doesn't go along with the objective which is set in every subject especially, don't inform first before asking every time of evaluation and lecturer report the result higher than the reality.

5.3 Level of satisfaction of MCU's student toward educational administration

After studying seen Mahachulalongkornrajavidyalay University's students have comment of satisfaction toward educational administration of MCU generally on high level 3.53 (Table 4.4) Accordance with the study of Sunida Ketnunvong (2006), which studied satisfaction of learning and lecture of the study for staff performance development's student business program of Rajabhat Ubonrajathani University that students have satisfaction in general and each field such as lecturer, documents, learning and lecture materials, classroom and buildings, and curriculum subject on average level. It can be explained in each field such as:

5.3.1 Field of curriculum subject

Seen Most of sample group have satisfaction toward educational administration of Mahachulalongkornrajavidyalaya University in field of curriculum subject on high level ($\bar{X}=3.89$) when consider in each question see the subject is important and interesting is on high level including of pre other 3 levels such as Gain new knowledge from the subject ($\bar{X}=3.84$), Subject stimulate to find new knowledge ($\bar{X}=3.79$), and subject makes the starter of creative ($\bar{X}=3.75$) accordance with the research of Sunida Ketnunvong (2006), which studied satisfaction of learning and lecture of the study for staff performance development's student business program of Rajabhat Ubonrajathani University seen the study for staff performance development's student business program in the faculty of management, Rajabhat Ubonrajathani University have satisfaction toward learning and lecture in different mood, the 4 years program of Bachelor degree has more satisfaction than the students who study in 2 years program, but the students who study in different major have the same satisfaction and the students who work for state enterprise have more satisfaction then the students who work for independent career.

5.3.2 Field of lecture

Seen Mahachulalongkornrajavidyalaya University's students have satisfaction toward field of lecture generally on high level ($\bar{X}=4.40$), the question which has highest mark is Learned in the subject which he lectured ($\bar{X}=4.43$), Has competency of knowledge transfer ($\bar{X}=3.42$), and has learned up to date and spectrum ($\bar{X}=3.42$) accordance with the research of Sukhun Khroearnarmkham (2001), which studied satisfaction of student toward learning and lecture process of graduate study in the faculty of education, Rajabhat Tepsattree institute seen Students have satisfaction toward learning and lecture in the field of lecture generally on high level when consider on each question they mostly satisfy with being on time second one is lecture who is patience on while teaching, listen and solve student problems which different on average level.

5.3.3 Field of learning and lecture activity

Seen Mahachulalongkornrajavidyalaya University's students have satisfaction toward field of learning and lecture activity generally in low level ($\bar{X}=3.39$), the pre 3

levels are lecture technique suitable for each ($\bar{X}=3.49$), the period of offering assignment to student ($\bar{X}=3.40$), and give chance for student to show idea ($\bar{X}=3.37$) accordance with the research of Thiplai Sijan (2006) which studied achievement and satisfaction toward learning and lecture administration through video conference in the subject of sciences for high quality of life, RajabhatSuanDusit seen students have satisfaction toward leaning and lecture process in the field of leaning and lecture activity through video conference in the subject of sciences for high quality of life should have this method of lecture continually they see new style of learning and lecture activity makes much achievement of students.

5.3.4 Field supporting for learning and lecture

Seen Mahachulalongkornrajavidyalaya University's students have satisfaction toward field of supporting for learning and lecture generally on high level ($\bar{X}=3.47$), the subject which has highest mark in books and documents are up to date in the library ($\bar{X}=3.76$), books and documents for learning and lecture are sufficient ($\bar{X}=3.43$), and has proper atmosphere for learning and lecture ($\bar{X}=3.42$), accordance with the research of Sukhum Kroeunamkhan (2001), which studied satisfaction of student toward learning and lecture of process of graduate study, faculty of education, Rajabat Tepsattree seen students satisfy with learning and lecture process in the field of supporting factor of learning and lecture on average level, they have comment that classroom in enough brightness with good material, library has enough books and document in cleaned, arranged, and on time.

5.3.5 Field of evaluation

Seen Mahachulalongkornrajavidyalaya University's students have satisfaction toward field of evaluation on high level ($\bar{X}=3.52$), the question, which has high score in clarity of core in evaluation ($\bar{X}=4.17$), core of evaluation in suitable ($\bar{X}=3.40$), and inform evaluation on time ($\bar{X}=3.39$) accordance with the research of Sukhum Kroeunam (2001) which studied Satisfaction toward Learning and lecture process of graduates study faculty of education, Rajabhat Tepsattree seen student have satisfaction toward field of evaluation on average level student commented that they satisfy with evaluation and report on high level, evaluation is suitable, for the field, which students don't satisfy is the speed of checking and reporting G.P.A. in minority.

5.4 Compare Expectation and Satisfaction of Mahachulalongkornrajavidyalaya University's students toward educational administration

Data analysis outcome shows that Mahachulalongkornrajavidyalaya University's students have expectation in totally ($\bar{X}=3.93$) upper than Satisfaction in totally ($\bar{X}=3.54$) when consider in each field seen that Mahachulalongkornrajavidyalaya University's students have satisfaction toward the field of curriculum subject only while student have satisfaction less than expectation toward the field of lecture, learning and lecture activity, supporting factor for learning and lecture, and field of evaluation. It can be explained that:

1. Field of curriculum subject

Seen Mahachulalongkornrajavidyalaya University's students have satisfaction toward field of curriculum subject higher than expectation, explained that curriculum subject of Mahachulalongkornrajavidyalaya University is suitable already. Student need to study other subject. Curriculum subject is applicable both in Sangha or Monk community and outside society, if he is still in monkhood he apply the knowledge which learned to explain lay people. Otherwise, if he disrobes to use living in the society he can use this knowledge to earn living by working for private or state enterprise. which accordance with concept of Khosit Inthavong (2006: 96) said that educational institute administration on high education level need to develop curriculum subject to response the learning need of people all level in order to raise up the potential development of knowledge and academic skill along with globalization. Mahachulalongkorn rajavidyalaya University's students has created new curriculum subjects in order to come up with human resource in other fields to allowance high education study to people in society to have chance to study and in order to development of potential of learning continually forever. The high education institute is not focusing on market subject too much, because it will lose vision that we have to response to society.

2. Field of lecture

Seen Mahachulalongkornrajavidyalaya University's students have expectation toward the field of lecturer higher than satisfaction. It can explained that foreign students is difficult to communication with Thai lecturer, they cannot fully comprehended meaning of

explanation in classroom like as Thavil marthLeam (1999: 2-5) said that a good education and competency and effectiveness system is on main factors known as quality of lecturer. We have to start valuating the recruitment, selection, and developing lecturer to have competency on the lecturing skill. Lecturer must have competency both general knowledge and own personal skill which he/she is responsible for through entirely environment and situation education with the skill of showing out the verbal transferring to people. Foreign student who study in Thailand sometimes still can't use Thai language well. So it is required to use the second language like as English to communicate them. Mahachulalongkornrajavidyalaya University's lectures have to be able to use English properly to communicate with this group of students. Don't think that it is not own obligation, but it is the first function of lecturers.

3. Field of learning and lecture activity

Mahachulalongkornrajavidyalaya University's students have expectation toward the field of learning and lecture activity higher than satisfaction it can be explained that students don't satisfy with learning and lecture activity, because of learning and lecture which has lecturer as the centre of thinking it is not the modern system of teaching which emphasis student is the centre of learning, that makes the education process slowly developed education evaluation is emphasis on remembering better comprehending and applicable accordance with Khosit Inthavong (2002: 26) said the method of learning process administration which emphasis the student is important should allow student select the subject that they prefer and interested, when they preferred and interested. They will seek to know by themselves, that makes the analysis and selected knowledge that they need. For the evaluation, must reflect the knowledge, comprehension, and wisdom of students.

4. Field of supporting factor for learning and lecture

Seen Mahachulalongkornrajavidyalaya University's students have expectation toward the field of supporting factor for learning and lecture higher than satisfaction. It can be explained that student don't satisfy with the field of supporting factor for learning and lecture, because they think that the academic sheets and documents are insufficient. University does not have document recourse which comfort the learning and lecture and

does not service office for student to search by themselves, copy service is uncomfortable, computer are not sufficient, learning and lecture media are not up to date inapplicable.

5. Field of evaluation

Seen Mahachulalongkornrajavidyalaya University's students have expectation toward the field of evaluation higher than satisfaction. It can be explained that students don't satisfy with the field of evaluation, because they think that the evaluation does not go along with objectives of each subject, questionnaires are not on standard. Lecturer does not inform evaluation method to students, lecturer uses the method of evaluation are not diversity. Evaluation does not go along with the subject that student have learned in each subject. Lecture is injustice to give mark either knowledge character or mental character or skill character. Core of university is too high. The important thing is that lecture informs the exam result too late and never inform before examination as well as exaltation every time.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This is the study of expectation and satisfaction toward education administration of Mahachulalongkornrajavidyalaya university students

Objectives of the study:

1. To study the level of expectation and satisfaction toward educational administration of MCU of Cambodian students.
2. To compare expectation and satisfaction in educational administration of MCU among the student.
3. To recommend the way improving educational administration to establish the expectation and satisfaction of Cambodian students.

Sample group which used in the research is Cambodian student who is studying in Mahachulalongkornrajavidyalaya University some 84 people.

Research material which used in the research is questionnaire that created by researcher study expectation of student of concept of **Nunthanee Sathearnsakpong** and others. Study satisfaction of students of Rogers and others.

Questionnaire which used in the research is from reviewing literature study concepts theories and related researches to apply with the value of confidence of questionnaire divided in each field. Got the confident value such as: student expectation = 0.72, student satisfaction = 0.8675 which is the usable core that used with sample group. The period of data collection is from January 15, 2013 to February 15, 2013 in 4 weeks.

Data analysis we used statistical program in social science (SPSS) to analysis. Researcher use statistical to analysis it is percentage, mean, S.D., t-test. The data outcome we can explain such as:

6.1 Conclusion of research

6.1.1 Individual factor of Cambodian student

Majority of Cambodian students are at the age between 26-31 years. Most of them have got achievement of G.P.A. 1.91 – 2.90, most of them study at the faculty of Buddhism and most of them study in first year and third year on Bachelor degree.

6.1.2 Expectation of Cambodian student toward educational administration of Mahachulalongkornrajavidyalaya University

Data outcome in expectation of Cambodian student totally on high level when consider in each field seen the field of curriculum subject, field of learning and lecture, field of lecture, and field of learning and lecture activity, field of supporting factor for learning and lecture, and field of evaluation all of field are on high level. When consider in each field we see that:

6.1.2.1 Field of curriculum subject seen Cambodian student most agree on subject in applicable.

6.1.2.2 Field of learning and lecture seen Cambodian student most agree on has learned up to date and spectrum.

6.1.2.3 Field of lecture seen Cambodian student most agree on the period of offering assignment to student.

6.1.2.4 Field of supporting factor for learning and lecture seen Cambodian student most agree on has proper atmosphere for learning and research.

6.1.2.5 Field of evaluation seen Cambodian student most agree on core of evaluation is suitable.

6.1.3 Satisfaction of Cambodian student toward educational administration of Mahachulalongkornrajavidyalaya University

Data outcome of Cambodian student totally, on high level when consider in each field see that field of curriculum subject, field of supporting factor for learning and lecture, and field of evaluation are on high level, field of lecture is on average level and field of learning and lecture activity is on low level. Considered in each field:

6.1.3.1 Field of curriculum subject seen Cambodian student most agree with subject is important and interesting.

6.1.3.2 Field of learning and lecture seen Cambodian student most agree with learned in subject which he lectured

6.1.3.3 Field of lecture seen Cambodian student most agree with lecture technique suitable for subject.

6.1.3.4 Field of supporting factor for learning and lecture seen Cambodian student most agree with books and documents and up to date in library.

6.1.3.5 Field of evaluation seen Cambodian student most agree with clarity of core in evaluation.

6.1.4 Compare mean of expectation and satisfaction of Cambodian student toward educational administration of Mahachulalongkorn- rajavidyalaya University

Data analysis outcome seen Cambodian student of Mahachulalongkorn rajavidyalaya University have expectation totally higher than Satisfaction. When consider in each field seen:

6.1.4.1 Field of curriculum subject seen Cambodian student have satisfaction higher than expectation.

6.1.4.2 Field of learning and lecture seen Cambodian student have satisfaction lower than expectation.

6.1.4.3 Field of lecture seen Cambodian student have satisfaction lower than expectation.

6.1.4.4 Field of supporting factor for learning and lecture seen Cambodian student most have satisfaction lower than expectation.

6.1.4.5 Field of evaluation seen Cambodian student most agree have satisfaction lower than expectation.

6.2 Suggestions

6.2.1 Suggestions for data to be applied

In the future, Mahachulalongkornrajavidyalaya University must emphasis to be global university. Thus, it must adapt and develop curriculum subject to be up to date continually in order to support Asian in short future.

Foreign student who come to study in Mahachulalongkornrajavidyalaya University must be increased. Therefore, curriculum subject in English program should be more popular and required by foreign students.

6.2.2 Suggestion for next research for the benefit of next research, researcher has suggestion such as:

1. Next research showed be compared the educational administration between Mahachulalongkornrajavidyalaya university with Mahamakutrajavidyalai Buddhist University.
2. Next research showed be in quality research which used 3 parts in order to get the detail of documents in high quality.
3. It should have the study of environment factors toward educational administration of Mahachulalongkornrajavidyalaya university such as field of policy and soon.

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APPENDIX

Educational administration	Expectation					Satisfaction				
	5	4	3	2	1	5	4	3	2	1
2.4 has learned up to date and spectrum										
2.5 has stability of feeling										
3. Field of learning and lecture activity										
3.1 lecture technique suitable for each subject										
3.2 be clear in offering assignment to students										
3.3 the period of offering assignment to student										
3.4 give chance for students to show idea										
3.5 stimulates students to be more activate to learn										
4. Field of supporting factor for learning and lecture										
4.1 has proper atmosphere for learning and research										
4.2 books and documents for learning are sufficient										
4.3 books and documents are up to date in library										
4.4 classroom is fine for students										
4.5 lecture materials are sufficient to teach effectively										
5. Field of learning and lecture evaluation										
5.1 core of evaluation is suitable										
5.2 clarity of core in evaluation										
5.3 justice in learning and lecture evaluation										
5.4 inform evaluation result on time										
5.5 be able to check the evaluation										

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