FACULTY MEMBERS' SATISFACTION OF SSRU-TEP TESTING 2018

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Abstract - Faculty members of Suan Sunandha Rajabhat univerdity are all required to take the English test called "SSRU-TEP". The main objective of this survey research paper was to study the level of satisfaction of the faculty members who participated in the English test of SSRU-TEP. This was a quantitative research. The population of this study included all the faculty members of Suan Sunandha Rajabhat University who participated in the test during January to March, 2017. A total of 150 faculty members from various faculties who were willingly participated in an in-depth interview. The findings revealed that they all agreed that the test was a proper way to measure the level of ability of English. The four parts of the test was properly designed to suit with Thai people who used English as a second language.

Index Terms - SSRU-TEP, English as a Second Language, Satisfaction.

I. INTRODUCTION

Nowadays, it is important for both faculty members and students to enhance their ability in English. It is very important for ASEAN member nation to prepare every day toward the ASEAN Economic Community (AEC). It becomes the priority of many higher educational institutions. In general, the most important institutions to produce human capital for Thailand are very concerned that people of Thailand will fail to take advantages of this coming economic opportunity [1] [2]. It is imperative to train a variety of people in many educational fields and who are working for higher educational institutions such as professors, lecturers, students, and staff. The first group that needs to be train is the faculty members. This is because there are an important human capital that must be trained to take full advantage of the coming AEC and then spread their knowledge to other groups such as students, staff, and other university's stakeholders. Thailand has to compete with Top countries of ASEAN such as Singapore and Malaysia. However, some of Thai students' ability in English and academic still lack behind many ASEAN nations [3]. For instance, the findings also revealed that in terms of ability to use proper English for communication, Thailand was ranked number 53 among the Asia countries which indicated that Thailand has a very low proficiency in English, on the other hand, the top ASEAN countries such as Singapore and Malaysia were ranked number 12 and 13 of the Asia countries [4]. This is a fact that many remind that the Thai government needs to improve their national education plan in order to catch up with Singapore and Malaysia. What is so important of ASEAN countries? It is an important single economic entity. ASEAN covers a land area of 4.46 million km², which is almost 3% of the total land area of Earth. Moreover, it has a population of approximately 600 million people, which is about 8.8% of the world's population. In other words, it has about 600 million consumers who want to purchase new goods and services every day. The sea area of ASEAN is about three times larger than the size of its land counterpart. In 2012, ASEAN combined of nominal GDP had grown to be about US$2.3 trillion [5]. If ASEAN community were a nation, it would be ranked as the eighth largest economy in the world. This is why it is important for ASEAN members need to be trained in order to understand its new entity and new opportunity.

II. METHODOLOGY

The aim of this study was to study the level of satisfaction of faculty members from participating in the ASEAN camp which designed to improve their knowledge and help them to gain more experience about being ASEAN members. The population and sample size of this study was all faculty members which consisted of 150 respondents who participated in the ASEAN camp II in Thailand during April of 2017. Because the camp provided many ASEAN training activities and more demographic variety in both activities and demographic of samples would be obtained, the ASEAN camp II at Chantaburi Province was chosen as a main area of study. In fact, the sample size of 400 respondents was determined by Taro Yamane table with a 0.05 level of significance [6]. However, only 150 respondents were available. The data collation was conducted by using an English questionnaire to elicit respondents' answer about their level of satisfaction in participating in all activities at the camp. There are three parts to the questionnaire. Part one was aimed to ask them about their demographic information. Part two was aimed to ask them about their level of satisfaction in each activity and part three was aimed to provide a space to allowed respondents to provide comments and suggestions freely. The reliability and validity of each question

was important and, therefore, was tested by using Item-Objective Congruency or IOC index [6]. Also, 20 respondents from the previous camp were used as a pilot study in order to find ways to improve each question and to get a Cronbach Alpha Coefficient of more than 0.70 to be accepted.

III. FINDINGS

The findings from the sample group were 150 respondents who were faculty members signed up to join the camp and really participating in the camp until the end. A demographic profile indicated that more female than male respondents were sampled with a ratio of 65:45. The faculty member with Ph.D. group made up 25 percent of the sample population and the faculty member group with master degree made up 75 percent.

TABLE 1
Level of Satisfaction from Participating in the Camp

Activities	Mean	S.D.	Rank
1.The proper material of teaching and learning was provided at the ASEAN camp	4.45	0.7440	3
2.The suitable knowledge was provided at the ASEAN camp	4.44	0.5816	4
3.Helpful knowledge of ASEAN was provided at the ASEAN camp	4.75	0.9501	1
4. The proper schedule and time of activities was implemented at the ASEAN camp	4.22	0.6869	5
5. The job performance and service of the staff was provided at the ASEAN camp	4.04	0.7387	6
6.The understandable of the knowledge was provided at ASEAN camp	4.56	0.6114	2
All categories	4.41	0.7188	

From TABLE 1, the mean score can be used to rank the highest to the lowest concerns as follows: 1) Helpful knowledge of ASEAN was provided at the ASEAN camp, 2) The understandable of the knowledge was provided at the ASEAN camp, 3) The proper material of teaching and learning was provided at the ASEAN camp, 4) The suitable knowledge was provided at the ASEAN camp, 5) The proper schedule and time of activities was provided at the ASEAN camp, and 6) The job performance and service of the staff was provided at the ASEAN camp Also, the mean score of all categories is 4.41 with standard deviation of 0.7188 which indicated that the average level of satisfaction is high and the ASEAN camp can be considered a success. However, tow lowest scores indicated that more can be done in regards to the job performance of the staff at the ASEAN camp. The results of this finding generally concurred with the first result from the study of both faculty and staff members at the first ASEAN camp in Kanchanaburi, Thailand [8].

IV. LIMITATION AND FUTURE STUDIES

One of the main limitations of this paper came from sampling only faculty members who participated only in one ASEAN camp which may not represent all the other participants in the other ASEAN camps. As a consequence, the findings may not be generalized. Therefore, future research should use random sampling with more variety of people from many camps. Also, future studies should cover not only the level of satisfaction but also the reasons that participants were concerned or were not satisfied with any other topics in each category. Moreover, an in-depth interview should be used to get the qualitative information to compare with the quantitative information.

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