FACTORS AFFECTING EXTENDED-GRADUATION WITHIN THE TIME SPECIFIED IN CURRICULUM: A CASE STUDY OF THE DOCTOR OF PHILOSOPHY PROGRAM IN PERFORMING ARTS, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

This research aims to study the factors contributing to the extended-graduation within the time specified in the curriculum of PhD students in the Performing Arts program, Suan Sunandha Rajabhat University. The research adopts a quantitative approach with a sample group consisting of 24 PhD students class 1 and 2 in the Performing Arts program at the Faculty of Fine Arts, Suan Sunandha Rajabhat University. The methodology involves questionnaires and the collected responses are analyzed to calculate the average values. The findings of the research indicate that: All of the sample group of 24 PhD students failed to graduate within the specified time in the curriculum. The factors that affect the results are divided into 3 categories: 1) problems that come from the environment have the greatest impact with the average of 4.02 2) followed by problems from students themselves with the average of 3.43 and 3) problems that least affected the graduation is a problem from the course with the average of 2.60. According to the study, it can be noted that the main factor affecting the students' extended-graduation are from Covid 19 pandamic.

Keywords: Factors, Extended-Graduation, Curriculum

INTRODUCTION

Education management is a crucial factor for humans that can drive the quality of life and contribute to knowledge development, enabling advancements in various important aspects of life and addressing challenges in every dimension of a country's transformation and global situations (Uthaitip Boon-na and Ratana Suwannarueangsi, 2016,p.1).Educational management should adhere to the principle that all learners could learn and self-develop, considering learners as the most significant factor (Tatsanai Pensit and Shansanee Chasuwan, 2021, p. 47). Currently, education exists at various levels, and one of them is graduate education, aiming to allow learners to apply knowledge and abilities to advance into new research areas that generate new knowledge and contribute to the development of professions or the country's progress in the future.

In 2009, Suan Sunandha Rajabhat University, then a Rajabhat Institute, initiated a graduate education project under the direct supervision of the Vice President for Special Affairs, named the "Graduate School." This project, with the status equivalent to a faculty, was established to manage graduate education in various fields at the graduate level, including postgraduate certificates, master's degrees, and doctoral degrees in various disciplines. The first program introduced was the Master of Education program in Quality Management (Graduate School, Suan Sunandha Rajabhat University, 2023).

Doctor of Philosophy in Performing Arts is one of the graduate programs offered by the Faculty of Fine Arts at Suan Sunandha Rajabhat University. The program has been running for a period of 5 years, and it attracts both Thai and international (Chinese) students. Currently, there are a total of 96 students enrolled in the program. The teaching methods are categorized into two approaches: 1.1, which emphasizes research through thesis writing, and 2.1, which focuses on high-quality research leading to academic and professional advancements. Additional coursework is also provided to enhance students' knowledge. The program has a duration of 3 years, starting from the first semester.

As part of my duties as the program officer for the Doctor of Philosophy in Performing Arts, I observed that many students tend to exceed the prescribed study duration according to the curriculum. Ideally, students are expected to complete the program within a 3-year timeframe. However, a significant number of students have not successfully completed the program within the designated plan. Therefore, I am interested in investigating the problems and factors that contribute to the academic non-success of students in the Doctor of Philosophy in Performing Arts program. The goal is to find solutions and enhance the effectiveness of the program's teaching and learning strategies, ensuring students' educational journey is more efficient and productive.

OBJECTIVE

To study the factors contributing to the academic non-success of students in the Doctor of Philosophy in Performing Arts program, the research aims to explore the reasons why these students do not successfully complete their studies according to the prescribed curriculum.

RESEARCH METHODOLOGY

The tools utilized in this study include a questionnaire, which will inquire about the factors influencing the academic non-success of students in the Doctor of Philosophy in Performing Arts program. The questionnaire will consist of both closed-ended and open-ended questions.

Creating a Research Instrument: Steps for Developing a Data Collection Tool.
1. Study of Documents, Concepts, Theories, and Related Research to Guide the Creation of a Questionnaire
2. Study of Questionnaire Construction
3. Create a Questionnaire Using Information from Steps 1-2
4. Validate Research Tools Using the Cornbrash's Alpha Technique. A reliable measuring tool should have a reliability coefficient of not less than 0.7. The researcher's questionnaire demonstrates a reliability coefficient of 0.87.
5. Apply the Tool to a Sample Group

DATA COLLECTION

The researcher gathered data from a sample group comprising students enrolled in the Doctor of Philosophy in Performing Arts program, both from Generation 1 and Generation 2, totaling 24 individuals. The data collection method involved utilizing a questionnaire developed by the researcher.

INTERPRETING THE DATA

The researcher used the mean as the criterion for interpreting the results, referring to the formula for calculating the range of class intervals (Watthana Suntarachai, 2008, online), as follows:

Criteria for Evaluating Results:
1. Mean scores ranging from 1.00 to 1.80 indicate the lowest level of perception.
2. Mean scores ranging from 1.81 to 2.60 indicate a low level of perception.
3. Mean scores ranging from 2.61 to 3.40 indicate a moderate level of perception.
4. Mean scores ranging from 3.41 to 4.21 indicate a high level of perception.
5. Mean scores ranging from 4.21 to 5.0 indicate the highest level of perception.

RESULT

The analysis of the issues contributing to the academic non-success of students in the Doctor of Philosophy in Performing Arts program at Suan Sunandha Rajabhat University reveals three main categories: problems arising from the students themselves, problems originating from the curriculum and course structure, and problems stemming from the living environment. The details are as follows:

Table 1: Issues of Academic Non-Success in the Doctor of Philosophy in Performing Arts Program. Department of Performing Arts, Suan Sunandha Rajabhat University

Academic Non-Success Issues According to the Study Plan of Students	Mean	S.D.	Value interpretation
Issue from students			
1. Family Responsibilities and Duties	3.92	1.19	High
2. Occupational Duties and Responsibilities	4.58	0.49	Very High
3. Lack of Understanding of the Thai Thesis Format	4.50	0.76	Very High
4. Health Problems	2.83	1.14	Moderate
5. Financial Problems	1.33	1.91	Low
Mean	**3.43**	**1.09**	**High**
Issues from the Curriculum Program			
1. Program Structure Focused Solely on Thesis (Type 1.1)	3.55	0.87	High
2. Excessive Extracurricular Activities	1.42	1.11	Low
3. Insufficient Meetings Between Advisors and Students	2.83	1.14	Moderate
Mean	**2.60**	**1.04**	**Moderate**

Table 1: (continue)

Issues from the Living Environment			
1. COVID-19 Pandemic Situation	4.39	0.49	Very High
2. Unfavorable Weather Conditions for Fieldwork	3.81	0.75	High
3. Distant Locations of Studied Information or Presentations	3.33	0.92	Moderate
4. China's Policy Mandating a 3-Year Study Period	4.55	0.50	Very High
Mean	**4.02**	**0.66**	**High**

Source: Nonticha Kantida (2023)

From Table 1: Issues of Academic Non-completion According to the Study Plan of Students in the Doctor of Philosophy Program in Performing Arts at Suan Sunandha Rajabhat University. Considering the questionnaire results, it is evident that issues arising from the living environment have the most significant impact, with an average score of 4.02. Following that, problems originating from the students themselves have an average score of 3.43. The least impactful issues are those stemming from the curriculum, with an average score of 2.60. It can be seen that the main problem comes from the environment which has the greatest impact. It is because during the teaching period of students' class 1 and 2, the COVID-19 pandemic occurred, that makes it inconvenient to get to the fieldwork. In addition, it was found that there was a matter of weather in the country and the distance to travel to collect data for the preparation of the thesis, along with other environmental factors such as China's policy to complete 3 calendar years, not 3 academic years. Therefore, the study period of the students' class 1 and 2 had to be extended.

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