

Assessment of Academic Service Project in Thasap Sub-district

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Abstract

The objective of this research was to assess academic service project in Thasap sub-district, Muang, Yala. Questionnaire was employed for data collection with 2,955 people including committees, project responsible, and attendees since July for September 2015. The assessment was conducted based on CIPP model within 4 types: 1) context 2) input 3) process and 4) product. Data was analyzed using by average (\bar{x}) and standard deviation (S.D). The result showed that context: committees assessment was at the high level (\bar{x} = 3.86), input: committees assessment were at the high level (\bar{x} = 3.62) and project responsables assessed were at the high level (\bar{x} = 3.37), process: project responsible assessed were at the high level (\bar{x} = 3.41), and product: school teachers and administrators assessed were at the high level (\bar{x} = 3.79), students assessed were at the high level (\bar{x} = 4.07), youth groups assessed were at the high level (\bar{x} = 4.02), general people assessed were at the highest level (\bar{x} = 4.35), moreover, career, farmer, and elderly groups assessed was at the high level (\bar{x} = 4.17). The results of this research will be used as guideline to develop academic service project in Thasap sub-district.

Keywords: Assessment, Academic service, Thasap sub-district, Yala

Introduction

The Chancellor of the Yala Rajabhat University had a policy of academic service that “Thasap Model Project”, which emphasizes service for people in Thasap sub-district, Muang, Yala. The project was developed by integration all of sciences to contribute for improving life quality and build strong and sustainable communities in the area. Formerly, the university did a project name as “One Faculty One Area”, which one of area-based project and it spread in Yala and Pattani areas. The chancellor has a concept a project to develop clearly and more concrete, so he found and chose an area, Thasap. The project did for development Thasap sub-district will be a community model for other people. The project had four-stage PDCA model, as shown in figure 1, for continuous improvement include: 1) P: plan was preparation conference, exploring problem and need of community, coordination plan with local government organization and presentation project proposal, 2) D: do projects as required the university plan, 3) C: check actual results and 4) A: act by implementing the improved solution fully. The roadmap of Thasap Model project has 4 years as shown in figure 2.

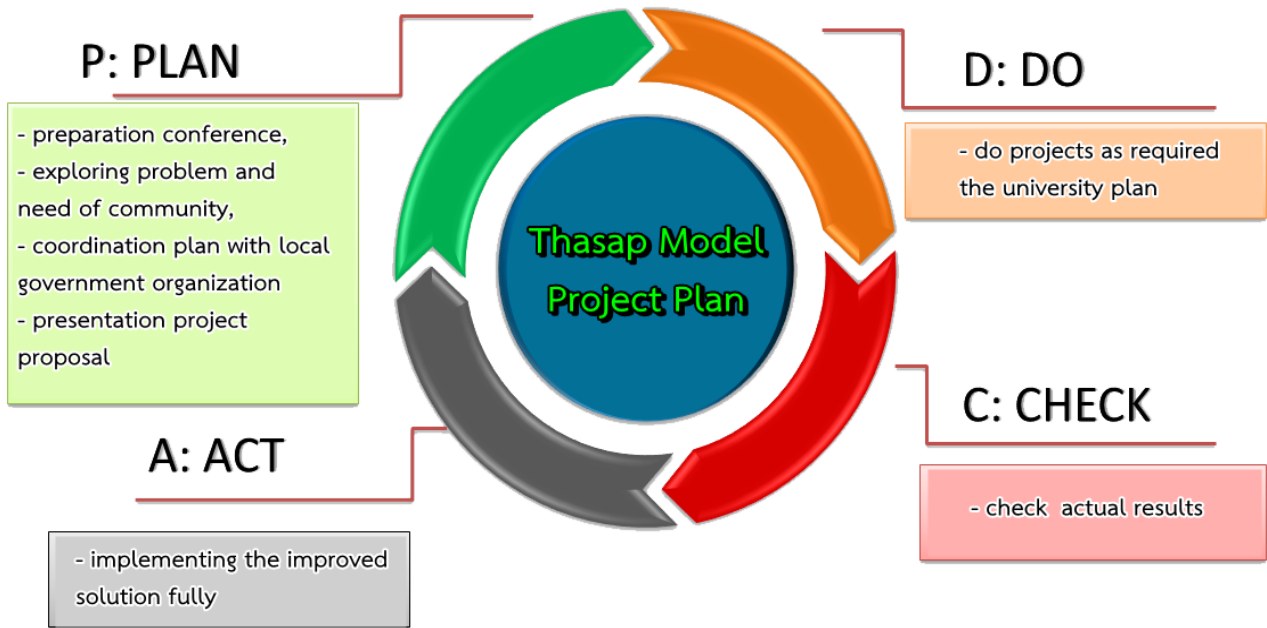


Figure 1 Thasap Model Project Plan

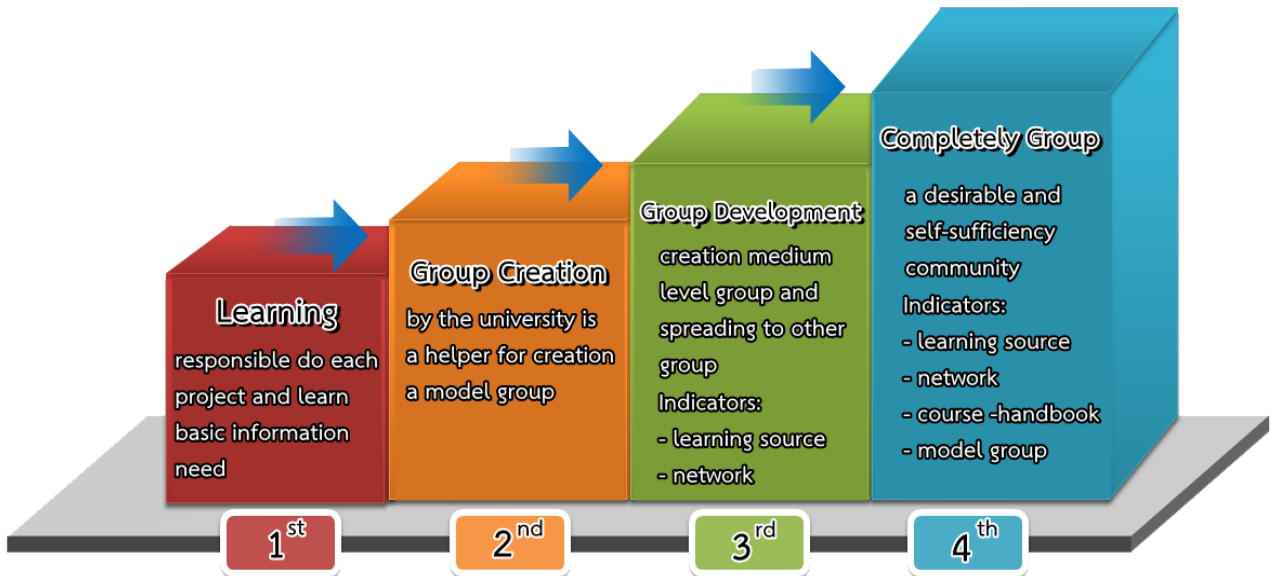


Figure 2 Thasap Model Project Roadmap

First, learning: responsible do each project and learn basic information need. Next, group creation by the university is a helper for making a model group. In addition, group development, creation medium level group and spreading to other group, so indicators of this year are learning source and network. Last, completely group, a desirable and self-sufficiency community. There are 5 indicators are learning source, network, course, handbook and model group.

Furthermore, there are another study that concern with the research. Stufflebeam (1971) describes evaluation according to the CIPP model as a “process of delineating, obtaining and providing useful information for judging decision alternatives”. In other words, CIPP is based on providing information for decisions, as follows: 1) context evaluation serves planning decisions by identifying unmet needs, unused opportunities and underlying problems that prevent the meeting of needs or the use of opportunities, 2) input evaluation serves structuring decisions by projecting and analyzing alternative procedural designs, 3) process evaluation serves implementing decisions by monitoring project operations, and 4) product evaluation serves recycling decisions by determining the degree to which objectives have been achieved and by determining the cause of the obtained results. Moreover, Sarawanna (2011) assess of academic service project on earth warm, Maejo University. The Research was found that the respondents had high level of opinions the appropriates of the project in the term of environmental comport factor factor; process; and yields. It was found that there was a significance difference at 0.05 in personnel factors based on sex, age, marital status, educational attainment, income, and occupation. The respondents also had a high level of opinions on the environmental condition; import factors; process. And yeilds with the statistical significance level at 0.05. Rangon (2011) assess of the academic caravan service project through mobile knowledge transfer service unit, Rajamangala University of Technology Lanna, revealed that most of respondents were female, 46-55 years old, elementary school graduate, married, and farmers. Based on environmental condition, input factor, process, and outcome, it was found that the respondents had a high level of their opinions of environmental condition training process, outcome, and input factor, respectively. With regards to frequency distribution on occupation, the factor on project helped improve their knowledge and capability. They were able to use their knowledge in daily life activities at a highest level. Those who were housewives and unemployed had opinions about the training project materials and readiness in material preparation in equipment installation at a high level. Those who were government officials had a highest level of their opinions about project public relations, resource, training content and application to daily life activities. However, those who were farmers had a high level of their opinions about outcome of the project in all aspects. Suwantavakoupt (2010) study the evaluation of the Family Development Center in community project, Bangprong Tambon, Mueang District, Samutprakarn Province. The results of the research revealed that the community development project run buy the Family Development Center, Bangprong Tambon, Mueang District, Samutprakarn Province were evaluated at average in all aspects. Which were product, context, process and input orderly. Evaluation of individual group of the sample concerning the personnel suitability and success was high in one aspect, i.e. product, and average in the aspects: process, input and context. Problems and suggestions were as follows: - according to the personnel opinions, the problems were the lease of government budget and the insufficiency of spreading information. The suggestion was that the project should be continuous. Concerning the people’ s view about problem, it was found that the subjects in the study had opinion that the people did not know the objectives of the project because the public relation were not thoroughly conducted; in addition, some people had no chance to take part in activities because of the insufficiency of budget; and lack of participants’ cooperation. And Awirothananon (2010) study the evaluation of integrated-agricultural projects for Foundation of Sufficient Economy at Public School 4 Sanpakork, Chiang Rai, revealed that context, input, process and product from this project were in the satisfaction manner. In the executive committee group, it revealed that the context was the most favorable but the product was the least. In the group of executive board members, each area was examined in details. The result from surveys revealed the

objectives of the school, but the least favorable was the objective of the project corresponds to the living lifestyle of people in community. Analysis from input perspective, the most prevalent was the responsibilities of the board members; however, the achievement of the project was not clearly stated in a timely manner. As examining in depth of the process, the most prevalent was the strength of this projective was monitor/investigate all the way through the project. The last scenario, product, reveals that teachers were mentoring and following up with the activities was the most prevalent. However, the least favorable was that executive board members feel less satisfied with the outcome of the project.

Objectives

The objective of this research was to assess academic service project in Thasap sub-district, Muang, Yala.

Materials and Methods

Population and Sample

The population and sample group was made up of a total of 2,955 people who concerned Thasap model project were include committees, project responsible and attendees. The study was assessed by CIPP model which can be classified as follows: context (C) was assessed by committees, input (I) was assessed by committees and project responsible, process (P) was assessed by project responsible and product (P) was assessed by attendees

Research Instrument

The instrument was questionnaire, which was divided 3 types: 1) assessment suitability/consistency by committees, 2) assessment suitability/consistency by project responsible, and 3) assessment satisfaction by attendees include: teachers, school administrators, students, youth groups, career groups, farmer, elderly groups and general people. The assessment has 3 parts as follows:

- 1) General information
- 2) Assessment suitability/consistency/satisfaction
- 3) Suggestion

Data Collection

Data were collected by prepare research instrument, make a conference for preparation students who will collect data. Collecting data can divide 2 places were committees and project responsible in Yala Rajabhat University and committees and attendees in Thasap sub-district, Muang, Yala. At last, staff followed the progress and ask problem during collecting data.

Data Analysis

The study was analyzed based on the quantitative and qualitative data which was collected. Quantitative data was analyzed using by average (\bar{x}) and standard deviation (S.D.), which as measuring 5 levels of Likert scale (Likert, 1932). Qualitative data was analyzed using by collecting, analyze and synthesize data to group.

Results

The results of academic service project assessment in Thasap sub-district (figure 3), which was researched by CIPP model, were as follow:

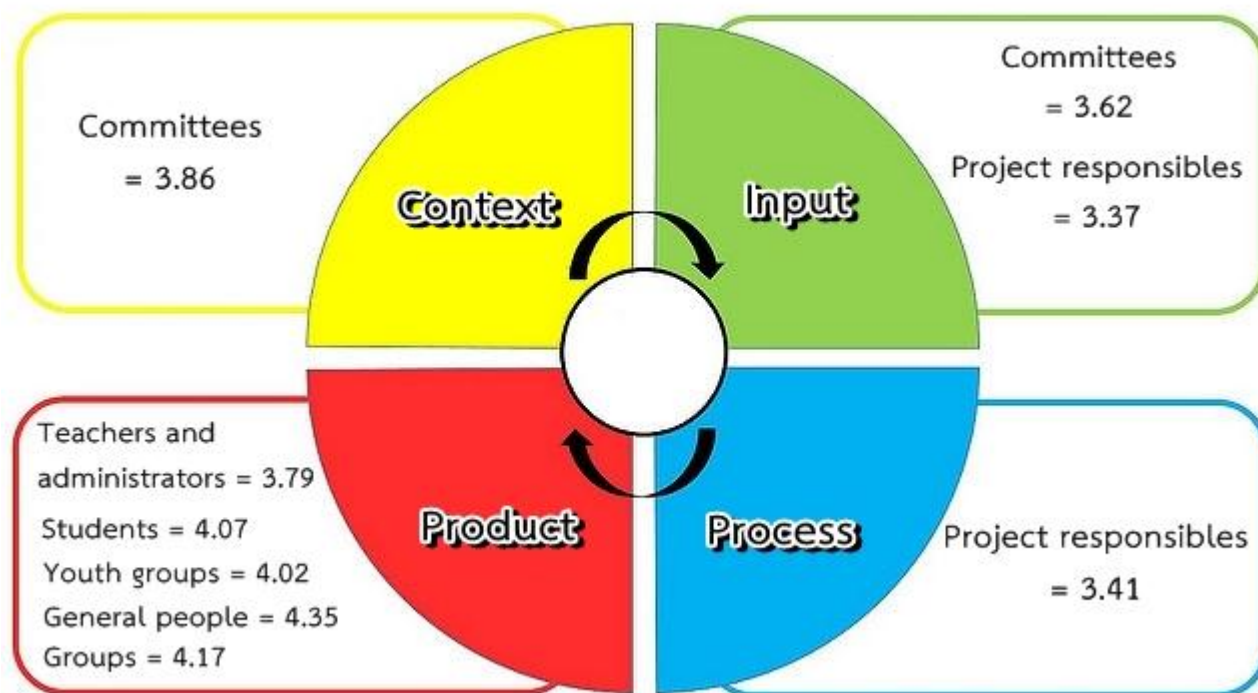


Figure 3 Results of Assessment

1) C: Context

Context was assessed by committees, it was found that overview assessment were at the high level (\bar{x} = 3.86, S.D. = 0.96). The most subject which respondents assessed was suitability and consistency was project's rationale, objectives and goal at the highest level (\bar{x} = 4.22, S.D. = 0.97). Secondary, project atmosphere, such as environment, places etc., at the high level (\bar{x} = 3.89, S.D. = 0.78).

2) I: Input

Input was assessed by committees and project responsible. Committees' assessment, it was found that overview assessment were at the high level (\bar{x} = 3.37, S.D. = 0.89). The most subject which respondents assessed suitability and consistency was quantity of personnel at the high level (\bar{x} = 3.79, S.D. = 0.60). Secondary, project budget, at the high level (\bar{x} = 3.89, S.D. = 0.33). And project responsible, it was found that overview assessment were at the high level (\bar{x} = 3.62, S.D. = 0.63). The most subject which respondents assessed suitability and consistency was quantity of personnel at the high level (\bar{x} = 4.11, S.D. = 0.60). Secondary, project budget, at the medium level (\bar{x} = 3.30, S.D. = 1.05).

3) P: Process

Process was assessed by project responsible, it was found that overview assessment were at the high level (\bar{x} = 3.41, S.D. = 1.01). The most subject which respondents assessed suitability and consistency was completeness of activities procedures at the high level (\bar{x} = 3.61, S.D. = 0.93). Secondary, activities planning at the high level (\bar{x} = 3.58, S.D. = 1.03).

4) P: Product

Product was assessed by attendees; include school teachers and administrators, students, youth groups, general people, and career, farmer, and elderly groups. 1) School teachers and administrators assessed overview at the high level (\bar{x} = 3.79, S.D. = 0.76). The most subject which respondents assessed satisfaction was knowledge and ability of keynote speaker at the high level (\bar{x} = 3.83, S.D. = 0.82). Secondary, building network at the high level (\bar{x} = 3.83, S.D. = 0.68). 2) Students assessed overview at the high level (\bar{x} = 4.07, S.D. = 0.89). The most subject which respondents assessed was survey need of before doing project the highest level (\bar{x} = 4.20, S.D. = 0.86). Secondary, knowledge and ability of keynote speaker at the high level (\bar{x} = 4.09, S.D. = 0.91). 3) Youth groups assessed overview at the high level (\bar{x} = 4.35, S.D. = 0.68). The most subject which respondents assessed was overview satisfaction at the high level (\bar{x} = 4.30, S.D. = 0.69). Secondary, building network at the highest level (\bar{x} = 4.27, S.D. = 0.68). 4) General people assessed overview at the highest level (\bar{x} = 4.02, S.D. = 0.65). The most subject which respondents assessed was utilization knowledge from project at the highest level (\bar{x} = 4.30, S.D. = 0.69). Secondary, processes and procedure of activities at the highest level (\bar{x} = 4.33, S.D. = 0.71). And 5) career, farmer, and elderly groups assessed overview at the high level (\bar{x} = 4.17, S.D. = 0.72). The most subject which respondents assessed was overview satisfaction at the highest level (\bar{x} = 4.31, S.D. = 0.70). Secondary, knowledge and ability of keynote speaker at the highest level (\bar{x} = 4.26, S.D. = 0.71).

Discussion

Assessment of academic service project in Thasap sub-district was planned to collect data since July to September 2015. This research was divided assessment of CIPP model within 4 types: context, input, process, and product. The result showed that context: committees assessment were at the high level (\bar{x} = 3.86), input: committees assessment were at the high level (\bar{x} = 3.62) and project responsible assessed were at the high level (\bar{x} = 3.37), process: project responsible assessed were at the high level (\bar{x} = 3.41), and product: school teachers and administrators assessed were at the high level (\bar{x} = 3.79), students assessed were at the high level (\bar{x} = 4.07), youth groups assessed were at the high level (\bar{x} = 4.02), general people assessed were at the highest level (\bar{x} = 4.35), moreover, career, farmer, and elderly groups assessed were at the high level (\bar{x} = 4.17). According to the research, Awirothananon (2010) revealed that context, input, process and product from this project were in the satisfaction manner. In the executive committee group, it revealed that the context was the most favorable but the product was the least. In the group of executive board members, each area was examined in details. The result from surveys revealed the objectives of the school, but the least favorable was the objective of the project corresponds to the living lifestyle of people in community. Analysis from input perspective, the most prevalent was the responsibilities of the board members; however, there was achievement of the project was not clearly stated in a timely manner. As examining in depth of the process, the most prevalent was the strength of this projective was monitor / investigate all the way through the project. The last scenario, product, reveals that teachers were mentoring and following up with the activities was the most prevalent. However, the least favorable was that executive board members feel less satisfied with the outcome of the project.

Conclusion

The research was assessment of CIPP model showed that context: committees assessment were at the high level (\bar{x} = 3.86), input: committees assessment were at the high level (\bar{x} = 3.62) and project responsables assessed were at the high level (\bar{x} = 3.37), process: project responsible assessed were at the high level (\bar{x} = 3.41), and product: school teachers and administrators assessed were at the high level (\bar{x} = 3.79), students assessed were at the high level (\bar{x} = 4.07), youth groups assessed were at the high level (\bar{x} = 4.02), general people assessed were at the highest level (\bar{x} = 4.35), moreover, career, farmer, and elderly groups assessed were at the high level (\bar{x} = 4.17). The results of this research will be guidelines for development academic service project in Thasap sub-district.

Acknowledgements

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