

THE SATISFACTION AND THE OPINION OF STAKEHOLDERS ON THE PERFORMANCE OF GRADUATES WHO GRADUATED IN THE ACADEMIC YEAR 2023: THE CASE STUDY OF THE FACULTY OF SCIENCE AND TECHNOLOGY, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

This study has 3 objectives: 1) To examine the relationship between the opinions on the requirements of each type of employer regarding the work performance of graduates from the 2023 academic year. 2) To examine the relationship between the opinions on the expectations in the same context. 3) To examine the relationship between the opinions on the commitments in the same context, too. The researcher used 81 samples from employers of graduates from the Faculty of Science and Technology who graduated in the 2023 academic year. The results found that: 1) Selection criteria for graduates with each other's organization may align with the top three criteria used by employers for selection: the Graduate's personality, the Graduate's educational level, and the Special skills and knowledge. These findings suggest that the Faculty of Science and Technology at Suan Sunandha Rajabhat University should use this information to revise its curricula. It should create unique characteristics for each program and increase specialized skills beyond their courses. 2) The expectations that each other's organizations have for graduates may align with the top three criteria: good attitude for work, Ability to work well in a team, and Ability to solve problems effectively on the spot. These top three expectations are all social-emotional skills. This suggests that employers place more value on a graduate's emotional intelligence (EQ) than on their academic abilities. 3) Hiring graduates, MOU/MOA/LOI organizing, and participation in joint activities are key processes for building strong ties between the entrepreneurs and the organization. This will support and enhance employers' future needs and expectations of graduates.

Keywords: Opinion, Stakeholders, Graduates, Requirement, Expectation, Commitment

Introduction

Suan Sunandha Rajabhat University has adopted the Education Criteria for Performance Excellence (EdPEX) as a framework for organizational management and development to elevate the quality of education. This adoption provides an opportunity for the Faculty of Science and Technology to develop and improve the quality of its educational management toward future excellence. Furthermore, it instills confidence in service recipients, stakeholders, and the public in the quality of education provided by the Faculty of Science and Technology.

One of the key categories of the EdPEX criteria is Category 3: Customer. 'Customer' refers to students or other customer groups that use, or are likely to use, the university's educational management, research, and customer services. This includes service users of academic programs and direct service users, such as students, faculty members, parents, or

scholarship providers. EdPEX Category 3: Customer outlines the guidelines for building engagement with students and other customer groups, with a focus on success, continuous, and sustainable. It also details the methods by which the institution listens to the Voice of the Customer (VoC), determines the structure of educational management, research, and customer services to meet expectations, and builds long-term relationships with students and other customer groups to enhance their overall experience.

Therefore, listening to the Voice of the Customer (students and other customer groups) is an essential tool for advancing the Education Criteria for Performance Excellence. This includes assessing customer needs, customer expectations, and customer engagement. As previously noted, the customer group is not limited to students but also includes future stakeholders, namely the employers of graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University. These employers are considered the ultimate endpoint of the university's graduate production success as they enter the labor market. Consequently, the researchers are interested in studying 'The Satisfaction and The Opinion of Stakeholders on The Performance of Graduates Who Graduated in the Academic Year 2023: The Case Study of The Faculty of Science and Technology, Suan Sunandha Rajabhat University'.

Research Objectives

1. To examine the relationship between the opinions on the requirements of each type of employer regarding the work performance of graduates from the 2023 academic year
2. To examine the relationship between the opinions on the expectations of each type of employer regarding the work performance of graduates from the 2023 academic year
3. To examine the relationship between the opinions on the commitments of each type of employer regarding the work performance of graduates from the 2023 academic year

Scope of the Research

The sample for this research consisted of 81 graduates from the Faculty of Science and Technology who completed their studies in 2023. The sample size was determined using Taro Yamane's formula, assuming a margin of error of 0.05.

This research aims to investigate the level of satisfaction and opinions of employers (graduate users) regarding the job performance of graduates who completed their studies in 2023. This is a quantitative study focusing on the satisfaction and opinions of employers with the job performance of graduates. The study collected relevant data from various websites and questionnaires.

Literature Review

Subcommittee on Development and Enhancement of Education Quality to Excellence, Quality Enhancement on Higher Education Management Division, Office of the Permanent Secretary of the Ministry of Higher Education Science, Research, and Innovation (2024) mentioned EdPEX Category 3: Customers "To inquire about the institution's methodology for cultivating high-level engagement with students and other key customer segments to achieve sustained success, specifically addressing how the institution captures their voices, informs the design of its education, research, and services to meet expectations, and builds long-term relationships to elevate the overall customer experience", which categorized by the following:

1. Fulfilling Customer Requirement

Trisoranasart, S. (2000) studied "A Study of Needs and Responsive Needs in Human Resource Development of Private Primary Schools in Chonburi Province" mentioned that. This study was designed to investigate the human resource development needs and the corresponding fulfillment of those needs across three specific developmental activities:

training, further education, and self-development. A further objective was to compare expressed needs and perceived fulfillment among private school teachers in Chonburi Province, categorized by educational attainment and professional work experience. The sample for this investigation comprised 327 private primary school teachers operating within Chonburi Province. Data collection was executed using a rating scale questionnaire specifically constructed by the researcher. The statistical methods employed for data analysis included the arithmetic mean ($\bar{X}$), standard deviation (S.D.), and the t-test for hypothesis testing. The results indicated that the overall human resource development needs of private primary school teachers in Chonburi, as well as the needs within each individual development area, were rated at a high level. Conversely, the overall perceived fulfillment (response) of these needs across all areas was found to be moderate. A comparative analysis of development needs, when classified by educational attainment and work experience, showed no overall statistically significant difference. However, a domain-specific analysis revealed that teachers with an educational background below a bachelor's degree and those with a bachelor's degree or higher exhibited a statistically significant difference ($p < .05$) in their needs for training and self-development. Their needs regarding further education were found to be non-significantly different. Finally, the perceived fulfillment of needs, when classified by educational attainment and work experience, showed no statistically significant difference overall or across the individual developmental domains.

2. Consumer Expectation Fulfillment

Cao, B. & Siththada, T. (2024) studied "The Effective Teacher Motivation Model in Higher Vocational College of Guangdong Province." The purpose of this research was to propose the guidelines for an effective teacher motivation model in higher vocational colleges of Guangdong Province. The samples of this study were 66 public higher vocational colleges in Guangdong Province. The respondents were school administrators (132 respondents) and teachers (330 respondents) total of 462 people. The research instruments are semi-structured interviews, a research questionnaire, and a checklist form. The statistics used for analyzing the data were context analysis, frequency, percentage, mean, standard deviation, and Exploratory Factor Analysis, and the finding was confirmed by the ethnographic future research. The findings of this research were: 1. The level of teacher motivation in higher vocational colleges of Guangdong Province between moderate level and highest level. 2. The components of an effective teacher motivation model in the Higher Vocational College of Guangdong Province comprised 7 components which were 1) School Climate (SC), 2) Self-efficacy (SE), 3) Working Conditions (WC), 4) Promotion Development (PD), 5) Leadership Style (LS), 6) Assessment and Evaluation (AE), 7) Management Effectiveness (ME).

3. Customer Engagement

Teerakan, K. (2018) studied "RELATIONSHIPS OF PERSON-ORGANIZATION FIT AND ORGANIZATIONAL COMMITMENT ON INTENTION TO STAY OF EMPLOYEES IN COMMERCE AND TECHNOLOGY BUSINESS COMPANY: THE MODERATING ROLE OF WORK-LIFE INTEGRATION". The survey research was done to study how person-organization fit and organizational commitment affect intention to stay of employees in a commerce and technology business company in Thailand through: the moderating role of work-life integration.

Samples were 165 employees in a Thai commerce and technology business company. Data was gathered by questionnaires. Demographical information, person-organization fit, organizational commitment, intention to stay work-life integration were taken

into account. Data was analyzed by frequency, percentage, mean, standard deviation, correlation, and multiple regression analysis.

Results were that person-organization fit positively correlated with intention to stay ($r = .463, p < .01$)

Overall organizational commitment positively correlated with intention to stay ($r = .521, p < .01$), and organizational commitment factors, affective commitment ($r = .627, p < .01$), continuance commitment ($r = .574, p < .01$), and normative commitment ($r = .521, p < .01$) also positively correlated with intention to stay.

Work-life integration moderated the relationship between person-organization fit and intention to stay ($\beta = .154, \Delta R^2 = .023$) and moderated the relationship between organizational commitment and Intention to stay ($\beta = -.125, \Delta R^2 = .023$).

These findings may be useful in human resource development, to encourage and educate dedicated quality employees and boost job retention.

Research Methodology

Online Questionnaire on Employer Satisfaction with and Requirements of Graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University, for the Fiscal Year 2025. The questionnaire is structured into 2 main sections:

Part 1: Demographic characteristics of the employers of graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University, which gathers basic information about the respondents.

Part 2: A questionnaire assessing the level of satisfaction and opinions of employers regarding the job performance of graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University, who completed their studies in the academic year 2023.

The researchers collected data using an online questionnaire titled 'Employer Satisfaction with and Requirement of Graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University'. The data were gathered from the designated sample group, which has 81 employers (graduate users) of the Faculty of Science and Technology graduates who completed their studies in the academic year 2023.

Upon completion of the data collection phase, the researchers inspected the returned online questionnaires, titled 'Employer Satisfaction with and Requirement of Graduates from the Faculty of Science and Technology, Suan Sunandha Rajabhat University', for completeness and consistency. All statistical calculations were computed using a computer-based statistical software package, specifically the Statistical Package for the Social Sciences (SPSS).

Research Results

1. A Study of the Relationship Between Graduate Attributes and Employer Sector Typology

Table 1: The Correlation Between Required Graduate Attributes and Employer Sector Typology

Issues	Sectors Typology	Percentage		Total
		Non-required	Required	
Level of Education	Public	3.7	8.6	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	17.3	63.0	80.2
	Private Businesses	1.2	3.7	4.9
	Total	22.2	77.8	100

Issues	Sectors Typology	Percentage		Total
		Non-required	Required	
Curricula	Public	4.9	7.4	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	44.4	35.8	80.2
	Private Businesses	2.5	2.5	4.9
	Total	51.9	48.1	100
Education Institute	Public	12.3	0	12.3
	State-Owned Enterprises	2.5	0	2.5
	Private	71.6	8.6	80.2
	Private Businesses	4.9	0	4.9
	Total	91.4	8.6	100
Personality	Public	2.5	9.9	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	12.3	67.9	80.2
	Private Businesses	1.2	3.7	4.9
	Total	16	84	100
Knowledge and Skills	Public	2.5	9.9	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	23.5	56.8	80.2
	Private Businesses	1.2	3.7	4.9
	Total	27.2	72.8	100

Table 1 shows the Employer Criteria for Graduate Recruitment with Personality, Level of Education, and Knowledge and Skills, respectively. Especially, the Private Sector Prioritization in Graduate Recruitment.

2. The Correlation Between Employer Expectations and Sector Typology

Table 2: The Correlation Between Employer Expectations and Sector Typology

Issues	Sectors Typology	Percentage		Total
		Unexpected	Expected	
Deep Theoretical Knowledge	Public	7.4	4.9	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	45.7	34.6	80.3
	Private Businesses	1.2	3.7	4.9
	Total	54.3	45.7	100
Deep Practical Knowledge	Public	6.2	6.2	12.4
	State-Owned Enterprises	0	2.5	2.5
	Private	27.2	53	80.2
	Private Businesses	2.4	2.5	4.9
	Total	35.8	64.2	100
Multilingual Skills	Public	12.3	0	12.3
	State-Owned Enterprises	2.5	0	2.5
	Private	55.6	24.7	80.2
	Private Businesses	2.4	2.5	4.9
	Total	72.8	27.2	100

Issues	Sectors Typology	Percentage		Total
		Unexpected	Expected	
Public Communication Skills	Public	6.2	6.2	12.4
	State-Owned Enterprises	0	2.5	2.5
	Private	28.4	51.8	80.2
	Private Businesses	1.2	3.7	4.9
	Total	35.8	64.2	100
Teamwork Skills	Public	0	12.4	12.4
	State-Owned Enterprises	0	2.5	2.5
	Private	21	59.2	80.2
	Private Businesses	1.2	3.7	4.9
	Total	22.2	77.8	100
Good Attitude	Public	3.7	8.6	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	11.1	69.1	80.2
	Private Businesses	1.2	3.7	4.9
	Total	16	84	100
Good Problem-Solving Skills	Public	6.1	6.2	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	17.3	63	80.3
	Private Businesses	1.2	3.7	4.9
	Total	24.6	75.4	100
Creativity	Public	7.4	4.9	12.3
	State-Owned Enterprises	0	2.5	2.5
	Private	44.4	35.8	80.2
	Private Businesses	2.5	2.5	5
	Total	54.3	45.7	100

Table 2 shows the Employer Criteria for Graduate Expectation with Good Attitude, Teamwork Skills, and Good Problem-Solving Skills, respectively. Especially, the Private Sector Prioritization in Graduate Expectation.

3. The Correlation Between Graduate Commitment and Employer Sector Typology

Table 3: Pairwise Comparison of Means: Graduate Commitment by Employer Sector

Dependent Variable	(I) Sectors	(J) Sectors	(I-J) Mean Difference	Sig.
Intention to Graduate Employment	Public	State-Owned Enterprises	1.10000	.200
		Private	-.19231	.857
		Private Businesses	-.65000	.418
	State-Owned Enterprises	Public	-1.10000	.200
		Private	-1.29231	.064
		Private Businesses	-1.75000*	.029
	Private	Public	.19231	.857
		State-Owned Enterprises	1.29231	.064

Dependent Variable	(I) Sectors	(J) Sectors	(I-J) Mean Difference	Sig.
Intention to Collaborate through MOU/MOA/LOI	Private Businesses	Private Businesses	-.45769	.599
		Public	.65000	.418
		State-Owned Enterprises	1.75000*	.029
		Private	.45769	.599
	Public	State-Owned Enterprises	2.00000*	.027
		Private	.00000	1.000
		Private Businesses	-.25000	.966
		Public	-2.00000*	.027
	State-Owned Enterprises	Private	-2.00000*	.015
		Private Businesses	-2.25000*	.026
		Public	.00000	1.000
		State-Owned Enterprises	2.00000*	.015
Intention to Co-organize Activities	Private Businesses	Private Businesses	-.25000	.950
		Public	.25000	.966
		State-Owned Enterprises	2.25000*	.026
		Private	.25000	.950
	Public	State-Owned Enterprises	1.10000	.370
		Private	.11538	.980
		Private Businesses	-.65000	.592
		Public	-1.10000	.370
	State-Owned Enterprises	Private	-.98462	.401
		Private Businesses	-1.75000	.103
		Public	-.11538	.980
		State-Owned Enterprises	.98462	.401
Private Businesses	Private	Private Businesses	-.76538	.329
		Public	.65000	.592
	State-Owned Enterprises	State-Owned Enterprises	1.75000	.103
		Private	.76538	.329

Table 3 shows the Intention to Graduate Employment, Collaborate through MOU/MOA/LOI, and Co-organize Activities of all sectors have no statistically significant difference at 95%, except the State-Owned Enterprises sector, which has a significant difference from other sectors.

Conclusion and Discussion

The research findings indicate that while the general direction for selecting graduates for employment across various organizations is consistent, the top three criteria used by employers for selection are: (1) personality, (2) the level of education, and (3) knowledge and skills. The faculty should revise its curricula across all disciplines. Key areas for action include: (1) Establishing a unique identity for each major, (2) Integrating supplementary skill-building initiatives beyond the formal course, and (3) Enhancing the capacity for practical application requires both specialized expertise and flexibility. Corroborating the study by Trisoranasart, S. (2000), the curriculum must necessitate prior input from graduate employers. These findings should subsequently inform the development of appropriate co-curricular activities or training programs tailored for prospective graduates. The success of these activities or training programs depends on them being student-driven and voluntary. This ensures that students fully

engage with the content, maximizing their acquisition of knowledge and advanced skills for future professional effectiveness.

The general convergence of employer expectations regarding graduates, the 3 attributes highly by graduate employers are: (1) a positive attitude toward work, (2) effective teamwork skills, and (3) strong ad hoc problem-solving abilities. These 3 highest expectations are predominantly essential social competencies. This suggests that organizations prioritize Emotional Quotient competencies when selecting graduates. This is an opportunity for the faculty to integrate and cultivate these social and emotional skills. Corroborating the study by Cao, B. & Siththada, T. (2024), motivation and expectation are essential for enhancing the EQ of the Faculty's students, thereby ensuring their readiness for future professional life.

When considering the relationship between graduate employer engagement and the type of organization hiring the graduates, the types of organizations comprise four categories: (1) Public Sector, (2) State-Owned Enterprises, (3) Private Sector, and (4) Private Businesses. It can be stated that private businesses exhibit a higher rate of graduate employment from the faculty compared to other types of organizations. Except State-Owned Enterprises would be receptive to establishing collaborative partnerships with the faculty. This willingness extends to various initiatives, including successfully key performance indicators (KPIs), engaging in research projects, conducting training and development programs, or committing to long-term investment. Finally, when the faculty initiates contact for activities to organize an event or project. Crucially, these activities must be aligned with the expressed needs and expectations to ensure the sustainability and long-term impact of the initiatives. Corroborating the study by Kanter, R. M. (1968).

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