

A Study of Students' Attitudes toward the Teaching and Learning Management in the Political Science Program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus*

Phra Abhisit Buripanyo (Proverb)

Mahachulalongkornrajavidyalaya University, Thailand

E-mail: abhisitburipanyo @gmail.com

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Abstract

This research aimed to 1) study the attitude level of students towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus; 2) study the comparison of students' attitude towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus; and 3) study the development approach for the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus. The research was conducted using quantitative research. Data were collected using questionnaires with a sample group of undergraduate students in every year of the academic year 2017, totaling 180 students/persons. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and hypothesis testing using t-test and f-test. When differences were found, the Scheffe method was used to test the differences of paired means.

The research results found that:

1. The students' attitudes towards the teaching of the Political Science program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, were at a high level overall.

2. The results of the t-test statistical test were not different overall, so the hypothesis was rejected. The results of the F-test statistical test were not different overall, so the hypothesis was rejected.

3. The recommendations for development guidelines for teaching the Political Science program require teachers to provide opportunities for students to express their opinions and participate in teaching at all times.

Keywords: Attitude of Students, Teaching and Learning in Political Science

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Introduction

Mahachulalongkornrajavidyalaya University is a university of the Thai Sangha, established under the name Mahathat College by Phra Maha Paraminthara Maha Chulalongkorn, King Rama V of the Chakri Dynasty, as an institute of higher learning for the Sangha in 1887. It is located at Wat Mahathat Yuwaratransarit and was first opened on 8 September 1889. Later, King Chulalongkorn gave it a new name, Mahachulalongkornrajavidyalaya University, on 13 September 1896. He intended for it to be a place of study for Tripitaka and higher subjects for monks, novices, and laypeople. Later, Phra Phimontham (former name Choi Thanthat Mahathera) The abbot of Wat Mahathat Yuwaratransarit who continued the royal intention of King Rama V, organized a meeting of 57 senior monks of the Mahanikaya sect on January 9, 1947 and opened the first undergraduate Buddhist studies program on July 18, 1951 (Mahachulalongkornrajavidyalaya University, 1997: 1).

National Education Act B.E. 2542 (Amended No. 2) B.E. 2545 Chapter 1 General Objectives and Principles Section 6 The educational management must be for the development of Thai people to be complete human beings in body, mind, intellect, knowledge, morality, ethics and culture in living life, and able to live with others happily. Chapter 7 Teachers, lecturers and educational personnel Section 52 The Ministry shall promote the system of production and development of teachers, lecturers and educational personnel to have quality and standards appropriate for being a high-level profession by supervising and coordinating the institutions responsible for producing and developing teachers, lecturers and educational personnel to be ready and strong in preparing new personnel and continuously developing personnel. The state shall allocate a budget and establish a fund for the development of teachers, lecturers and educational personnel sufficiently.

Mahachulalongkornrajavidyalaya University Act, Chapter 1: Establishment, Objectives and Duties, Section 6: To be an educational and research institution with the objectives of providing education, research, promotion and academic services in Buddhism to monks, novices and laypeople, including the preservation of arts and culture. Chapter 5: Development of university personnel, Clause 34: To develop university personnel to be efficient in their work, the committee may determine the following personnel development activities: (1) Study and observation trips, (2) Research trips, (3) Academic service trips, (4) Academic knowledge enhancement trips, (5) Exchange of lecturers or academics, (6) Any other activities necessary or appropriate for the benefit of personnel development. (Mahachulalongkornrajavidyalaya University, 1997: 2)

By trying to manage teaching and learning with limited resources to be as efficient as possible, in order to be on par with both public and private universities, and to be accepted in the general circle, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, must give importance to education management, especially in political science education, which is the core of governance and can be applied to govern the Sangha and various aspects for monks, novices, and target groups of people who come to use the services, creating a good impression, which is very important in the current information society, where monks, novices, and people have more choices in receiving education at various educational institutions, both public and private.

Therefore, knowing the attitudes of students, who are like important customers of the university and are the target group in the political science field of the university,

is essential to help the university know the strengths and weaknesses of teaching and learning in the political science field. Knowing the opinions of students, both monks and laymen, whether they have different opinions on teaching and learning, the university can organize teaching and learning in line with the needs of the students, which will make teaching and learning of the university more efficient.

Objective

1. To study the level of students' attitudes towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus
2. To study and compare students' attitudes towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus
3. To study the development guidelines for the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus

Literature review

Understanding students' attitudes toward teaching and learning management is essential in enhancing the quality of education, especially in higher education institutions offering social science programs. Attitudes influence students' motivation, engagement, and academic success, and thus serve as indicators of the effectiveness of instructional strategies (Ajzen, 2001).

In the context of political science education, the learning environment must not only transmit theoretical knowledge but also encourage critical thinking, participatory discussion, and contextual analysis. According to Smith and Walker (2020), active learning approaches such as debates, simulations, and policy analysis significantly improve students' understanding and interest in political science. Furthermore, teaching strategies that integrate real-world applications tend to foster deeper engagement and positive attitudes among learners (Kuh et al., 2006).

The quality of teaching also significantly affects student perceptions. Effective teaching in political science requires not just expertise in the subject matter, but also the ability to facilitate open discussion, respect diverse opinions, and apply political theories to contemporary issues (Brookfield & Preskill, 2005). In a Thai context, Pongwat (2017) emphasizes that Buddhist universities such as Mahachulalongkornrajavidyalaya must balance traditional monastic values with modern pedagogical demands to maintain student interest and relevance in social science programs.

Moreover, students' attitudes are shaped by curriculum design, teacher-student interaction, assessment systems, and learning resources (Biggs & Tang, 2011). Programs that align course objectives with learner needs tend to receive more favorable attitudes. Chutima (2019) found that students in Thai public universities responded more positively to student-centered and flexible curriculum designs than to rigid lecture-based formats.

Cultural and institutional context also plays a role. At Mahachulalongkornrajavidyalaya University, where education is grounded in Buddhist philosophy, students may expect moral and ethical dimensions to be integrated with

political knowledge. According to Srisomphol and Sangkhamanee (2021), this hybrid expectation affects how students evaluate teaching effectiveness and relevance in political science education.

Therefore, investigating students' attitudes at the Nong Khai Campus provides a localized and culturally embedded perspective, potentially revealing unique needs and recommendations for instructional improvement. It aligns with calls for evidence-based enhancement of teaching strategies in Thai higher education (Office of the Higher Education Commission, 2018).

Methodology

The research on “A Study of Students’ Attitudes toward the Teaching and Learning Management in the Political Science Program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus” is a quantitative research, which is a survey research. The steps are as follows:

1. Study the theoretical concepts related to students’ attitudes towards the management of political science teaching, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus from documents, textbooks, and related research.
2. Define the conceptual framework for the research and summarize it into a definition of research terms.
3. Create a questionnaire from the content framework in the definition of terms used in the research, dividing the questionnaire into 3 parts.
4. Present the completed questionnaire to experts for content validity check.
5. After the experts have checked it, it is tested with a measurement unit other than the research population and the reliability is calculated.
6. If the questionnaire is found to be reliable, it is tested with the target sample group.

Scope of the research The researcher has defined the scope of the research as follows:

1. Scope of content This research is a study Attitudes of students towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus in various aspects, divided into 4 aspects: 1) Instructors 2) Teaching methods 3) Buildings and facilities 4) Teaching media
2. Scope of variables Independent variables include general characteristics of the population, including gender, status, age, education level, and occupation. Dependent variables include attitudes of students towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus.
3. Scope of the population used in this research are undergraduate students of all years in the Political Science program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, in the academic year 2017, totaling 326 students/persons (Registrar and Evaluation Division, 2017). The sample group of this research is students of the Political Science program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University. Nong Khai Campus in the academic year 2017, all undergraduate levels, 180 students/persons in all levels, by the sample size calculated from Taro Yamane's formula (Vanichbuncha, K., 2005: 19)

Scope of research area The researcher conducted the study in the area of Mahachulalongkornrajavidyalaya University, Nong Khai Campus, Khai Bok Wan Subdistrict, Mueang District, Nong Khai Province.

Scope of research period from June 2017 to February 2018

Analysis of questionnaire data The statistics used to analyze the data are as follows: using statistics of number (Frequency) and percentage (Percentage) to explain the personal factors of the respondents. Analyze by presenting in a table to describe the results. Use statistics to analyze by finding the mean and standard deviation (S.D.) to explain the attitudes of students towards teaching the Department of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus. Presented in the form of tables with captions and statistical tests to test hypotheses. The analysis of values was done by t-test, one-way analysis of variance (One way ANOVA) using F-test. When differences were found, the differences in paired means were tested using Scheffe's method.

Results

1. Attitudes of students towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus It was found that the attitudes of students towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, were at a high level overall (mean = 4.07). When classified by each aspect, it was found that their attitudes towards the teaching were at a high level in all aspects. The results of the study were consistent with the research of Phramaha Theraphan Athipanyo (2011) who studied the research on "A Study of Desirable Characteristics of Monks Teaching Morality in Educational Institutions, Bangkok". The research results found that 1) The overall desirable characteristics of monks teaching morality in educational institutions, Bangkok, were at a high level. When considering each aspect, it was found that their opinions on the desirable characteristics of monks teaching morality in educational institutions were at a high level, ranked from the aspect with the highest average value to the lowest, namely, morality, dignity, and knowledge. 2) The results of the comparison of opinions of monks teaching morality in educational institutions, school administrators, and mentor teachers on the desirable characteristics of monks teaching morality in educational institutions Categorized by status, gender, age and education level, it was found that there were no different opinions in all 3 areas with statistical significance at the 0.05 level.

2. Comparison of student attitudes towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus The results of the comparison of student attitudes towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus found that students with different genders, ages, education levels, and occupations had different attitudes towards the teaching of Political Science, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, overall, and were not different. Therefore, the hypothesis was rejected. The results of the study were consistent with the research of Attawong, P., (2010) who studied "Electronic Media Usage Behavior of Students of Mahachulalongkornrajavidyalaya University, Phrae Campus". The results of the study found that different types of students had different electronic media usage behaviors

overall and in each aspect, except for each item, which was significantly different at the .05 level. Different years of study had different electronic media usage behaviors overall, except for each item, which was significantly different at the .05 level. Different fields of study had different electronic media usage behaviors overall and in each aspect. There was no statistically significant difference at the .05 level. Age differences in electronic media usage behavior of students overall and in each aspect were not statistically significant different at the .05 level.

3. Suggestions for development guidelines for teaching political science require teachers to provide opportunities for students to express their opinions and participate in teaching at all times.

Discussion

1. Students' Attitudes toward Teaching in Political Science

The study revealed that students' overall attitudes toward the teaching of Political Science at the Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, were at a **high level** (mean = 4.07). When analyzed by individual aspects—such as content delivery, instructor competence, classroom environment, and relevance to Buddhist values—students consistently reported high levels of satisfaction.

These findings are consistent with the study conducted by **Phramaha Theraphan Athipanyo (2011)**, who examined the desirable characteristics of monks teaching morality in Bangkok's educational institutions. He found that learners perceived instructors positively across dimensions of **morality, dignity, and knowledge**, which aligns with the expectations held by students in a Buddhist-oriented political science program. This suggests that **educator qualities**—such as ethical conduct and subject mastery—are critical to student perceptions of teaching effectiveness in Buddhist universities.

Similar high satisfaction levels have been reported in related studies where students evaluated instructors not only on academic capability but also on their ability to connect **ethical principles** to subject matter (Brookfield & Preskill, 2005; Pongwat, 2017). The high attitude scores may reflect the alignment between teaching content, instructional style, and the **institution's cultural-religious mission**.

2. Comparison of Student Attitudes by Demographic Factors

The study also examined whether student attitudes toward the teaching of political science differed significantly across gender, age, education level, and occupation. The results showed **no statistically significant differences** among these demographic variables, leading to a rejection of the research hypothesis. In other words, students generally shared similar positive attitudes toward the teaching of Political Science regardless of their backgrounds.

This finding aligns with the research of **Attawong (2010)**, who investigated the behavior of students using electronic media at Mahachulalongkornrajavidyalaya University, Phrae Campus. He similarly found that **differences by age and gender** did not result in statistically significant variation in media usage, while only some variables

such as field of study or year level occasionally showed moderate differences. This consistency reinforces the notion that the **learning environment and institutional culture** play a more unifying role than demographic differences in shaping student attitudes.

Moreover, educational literature suggests that when curriculum design, teacher-student relationships, and institutional values are clear and consistently implemented, student perceptions tend to converge regardless of demographic distinctions (Biggs & Tang, 2011; Kuh et al., 2006).

3. Recommendations for Teaching Development

Based on the findings, it is recommended that political science instructors **actively involve students** in the teaching and learning process. This includes promoting open discussion, encouraging expression of diverse viewpoints, and incorporating participatory learning techniques. These approaches are not only consistent with modern educational theory (Smith & Walker, 2020), but also align well with the **dialogical traditions** of Buddhist pedagogy that value critical reflection and community engagement (Srisomphol & Sangkhamanee, 2021).

Therefore, for continuous improvement in teaching political science at Mahachulalongkornrajavidyalaya University, instructors should blend **interactive pedagogy** with **moral leadership**, fostering a learning environment that supports both academic and ethical development.

New knowledge

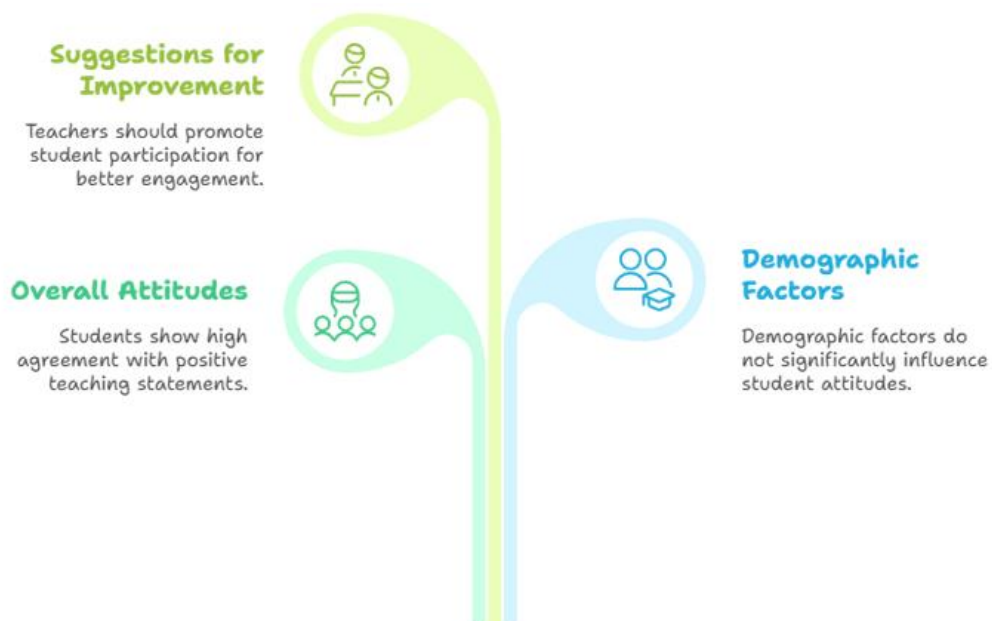


Figure 1 New knowledge, 2024

The image presents a **summary infographic** using a **plant-like graphic** with three curved branches, each containing a key finding from a study on students' attitudes toward teaching in Political Science.

1. Suggestions for Improvement (top left, green):

- Icon: A checklist or form.
- Text: *"Teachers should promote student participation for better engagement."*
- Interpretation: Recommends more interactive and student-centered teaching methods.

2. Overall Attitudes (middle left, light green):

- Icon: Three people representing a group or class.
- Text: *"Students show high agreement with positive teaching statements."*
- Interpretation: Indicates that students generally have favorable attitudes toward current teaching practices.

3. Demographic Factors (right side, blue):

- Icon: Two overlapping user icons.
- Text: *"Demographic factors do not significantly influence student attitudes."*
- Interpretation: Confirms that variables like gender, age, or occupation did not result in statistically significant differences in student perceptions.

The design effectively visualizes key points in a clean, simple, and engaging format using color coding and minimalist icons to distinguish each theme.

Recommendation

1. Policy recommendations

1.1 We want teachers to provide opportunities for students to express their opinions and participate in teaching and learning at all times.

1.2 In terms of teaching methods, we want teachers to provide advice and guidance to students in a friendly manner more than others.

1.3 We want the department to provide enough classrooms for students, with materials and equipment ready for use, and an atmosphere conducive to teaching and learning.

1.4 We want the department to provide learning resources, such as a computer room and books, to provide sufficient services to students.

2. Practical recommendations

2.1 Teachers should provide opportunities for students to express their opinions and participate in teaching and learning at all times.

2.2 Teachers should provide advice and guidance to students in a friendly manner, and clearly publicize news about teaching and learning management.

2.3 The department should provide enough classrooms for students, with materials and equipment ready for use, and an atmosphere conducive to teaching and learning at all times.

2.4 The department should provide learning resources, such as a computer room and books. To provide adequate services to students

3. Suggestions for future research

3.1 The study should be conducted using the principles of good governance in the administration of the organization or branch because it will make the teaching of the Political Science Program, Faculty of Social Sciences, Mahachulalongkornrajavidyalaya University, Nong Khai Campus, Nong Khai Province more efficient.

3.2 In order to be consistent with the development of the organization, there should be a study of the needs, problems and conditions of teaching and learning management with the lecturers of each branch within Mahachulalongkornrajavidyalaya University, Nong Khai Campus.

3.3 A study should be conducted on the application of other Buddhist principles such as the 4 Sangkhawatthu, 6 Saraniyadhamma, 4 biases, etc., together with the duties of personnel within Mahachulalongkornrajavidyalaya University, Nong Khai Campus.

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