Academic Counseling to MPA Students at Stamford International University

Nittaya Sintao[1]
Kajohnsak chaokromtong[2]
Suchart Adulbutra[3]
Pachra Sartngern[4]

Abstract

This research is an Academic Counseling for Master of Public Administration (MPA) students at Stamford International University, aimed to study the level of opinions about 1) characteristics of academic counseling to students, 2) issues found in academic counseling, and 3) solutions to academic counseling problems for students. The research methods were conducted by disseminating student questionnaires. The researcher collected 80 questionnaires from 129 students who were studying during 2016-2017. The research results are: 1) The characteristics of academic counseling; the study showed the university's academic advisory work in almost every aspect is at a high level, except for the university policy. Namely in the following aspects, the relationship with the advisees, giving counseling, problem solving and ending of counseling, determining the types of problem for counseling, communication skills, qualifications of counselors, and students seeking counseling, 2) Problems in academic counseling; the study found the overall problem for student counseling was at medium level in the following aspects; giving counseling, determining the types of problems for counseling, qualifications of counselors, communication skills, and creating relationships with students, respectively, 3) Guidance for problem solving in academic counseling. All of the guidance was found very important at high level in the following aspects; giving counseling, qualifications of counselors, university policy, students seeking counseling, problem solving and ending of counseling, creating relationships with students who seeks for advice, communication skills, and determining the types of problems for counseling, respectively, and 4) The correlation during the counseling and the status of students receiving counseling. The study found that either marital status or occupation of the sample group had affected the counseling process with statistical significance.

Keywords: Academic counseling, counselor, counselee, counseling Process, counseling end

[1] Director, Master of Public Administration Program, Hua Hin Campus

1458 Petchkasem Road. Cha-Am. Petchburi 76120 Thailand.

E-mail: Nitppm2@gmail.com

[2] lecturer, Kasam Bundit University

1761 Patanakarn Road, Suan Luang, Bangkok 10250

E-mail: Kajohnsak7@gmail.com

[3] lecturer, Stamford International University

1458 Petchkasem Road. Cha-Am. Petchburi 76120 Thailand.

E-mail: Suchart_army@hotmail.com

[4] lecturer, Stamford International University

1458 Petchkasem Road. Cha-Am. Petchburi 76120 Thailand.

E-mail: Pachara_army@hotmail.com

Introduction

The most important factor of education quality is teaching and learning process which consists of teacher management and readiness for school. Higher Education Institution has many problems including personal problems, social problems and learning problems which are totally different from Secondary Education. These make lower school records and many students have delisted from their institutions because of very low GPA and loss of education as a result. Therefore Higher Education Institutions have provided academic counseling system in order to relief and solve students' problems on readiness for school and educational management will be better (Suratthani Rajabhat University, 2011). Consistent with the concept of the Office of the Higher Education Commission (Office of the Higher Education Commission, 2011). Which academic counseling is an important factor for developing students to be qualified graduates for the society. It is the most important mechanism to support students' learning especially in relief and solve students' problems according to social change. Academic counseling also helps counselees have self-responsibility and self-reliance by using their own full potential to solve problems.

ResearchObjectives

1. To study the level of characteristics of academic counseling for Master of Public Administration students at Stamford International University.

2. To study the level of state and problems of academic counseling for Master of Public Administration students at Stamford International University.

3. To study the guideline levels of problem solving of academic counseling for Master of Public Administration students at Stamford International University.

4. To study the relationships between personalities and academic counseling for Master of Public Administration students at Stamford International University in term of characteristics of counseling, state and problems of counseling and guidelines for counseling.

Methodology

1. Population and Sample

The Population of this research was 95 Master of Public Administration students at Stamford International University, Phetchaburi Campus who were studying and all the population were the sample of this research

2 Research Instrument

The researcher applied questionnaire as an instrument for collecting data which were Closed-ended Questions based on the concept, theory and related research for conclusion of conceptual framework in order to make related questionnaire. The questionnaire consisted of 4 parts with 145 questions including Part 1 was questions of personality such as sex, age, marital status, occupation and monthly income for 5 Check List questions; Part 2 was questions of characteristics of academic counseling for students of 51 questions; Part 3 was questions of state and problems of academic counseling for students of 49 questions and Part 4 was questions of guideline for problem solving of academic counseling for students of 40 questions. Part 2 and Part 4 were Likert Scale Evaluation which set of 5 levels as 5 = The Most Counseling, 4 = High Counseling, 3 = Moderate Counseling, 2 = Low Counseling and 1 = The Least Counseling

3 Data Collection

The researcher had collected data from questionnaire which the sample as 95 Master of Public Administration students at Stamford International University, Phetchaburi Campus who were studying during 2016-2017 and collected 80 questionnaires back as 84.21%

4 Data Analysis

1) Data analysis of personality such as sex, age, marital status, occupation and monthly income by using Descriptive Statistics Software to calculate frequency and percentage
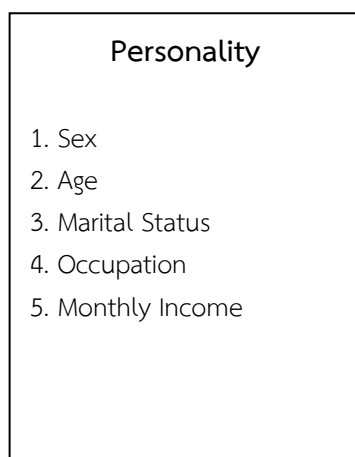
2) Data analysis of characteristics of academic counseling for students, state and problems of academic counseling for students and guidelines for problem solving of academic counseling for students by using Descriptive Statistics Software to calculate average value, standard deviation and mean

3) Hypothesis testing by analyzing the difference between personality such as sex, age, marital status, occupation and monthly income had the relationships with academic counseling for MPA Student at Stamford International University in term of characteristics of academic counseling, state and problems of academic counseling and guidelines for problem solving of academic counseling for MPA Student at Stamford International University. All aspect of academic counseling has measurement such as qualifications of counselors, students as counselees, communication skills, relationships with the counselees, identifying the counseling problem, counseling, problem solving and ending of counseling and university policies. By

applying t-test in case of 2 groups of Independent Variables and use one-way analysis of variance (one-way ANOVA); applying F-test in case of more than 3 groups of Independent Variables. If using one-way analysis of variance found the difference between groups on counseling, there would applied Fisher's Least–Significant Difference: LSD

Independent Variables

Dependent Variables

Personality

1. Sex
2. Age
3. Marital Status
4. Occupation
5. Monthly Income

Academic Counseling for Students

1. Characteristics of Academic Counselling
2. State and Problems of Academic Counselling
3. Problem Solving of Academic Counseling

1) Qualifications of Counselors
2) Students as Counselees
3) Communication Skills
4) Relationships with the Counselees
5) Identifying the Counseling Problem
6) Counseling
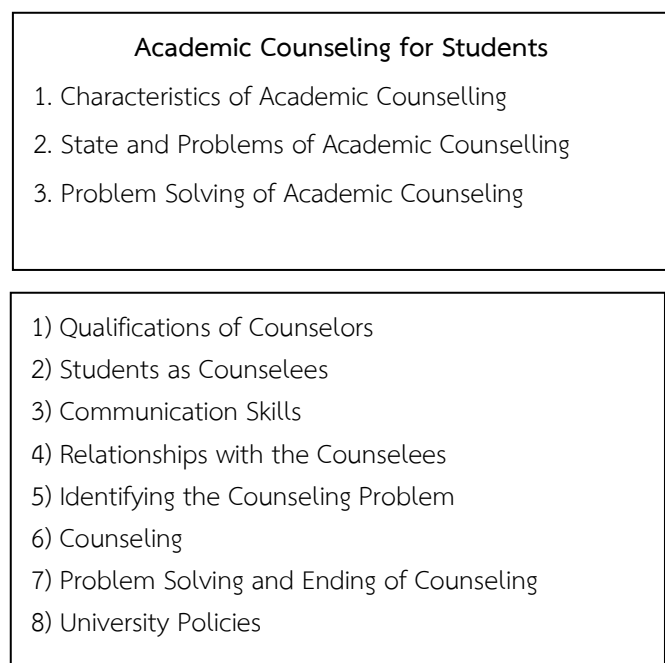7) Problem Solving and Ending of Counseling
8) University Policies

Figure 1. Conceptacle Framework

Research Hypothesis

Personality such as sex, age, marital status, occupation and monthly income had different relationships with academic counselling for MPA Student at Stamford International University in term of characteristics of academic counseling, state and problems of academic counseling and guidelines for problem solving of academic counseling for MPA Student at Stamford International University.

Research Results

Characteristics of Academic Counseling for Students

Table 1. Mean and Standard Deviation of State or Characteristics of Academic Counseling for MPA Student at Stamford International University

Characteristics of Academic Counseling	Level of Characteristics of Academic Counseling		
	$\overline{X}$	S.D.	Level
1. Qualifications of Counselors	3.48	.828	High (6)
2. Students as Counselees	3.42	.911	High (7)
3. Communication Skills	3.63	.684	High (5)
4. Relationships with the Counselees	4.02	.566	High (1)
5. Identifying the Counseling Problem	3.69	.681	High (4)
6. Counseling	3.77	.696	High (3)
7. Problem Solving and Ending of Counseling	3.80	.662	High (2)
8. University Policies	3.28	.770	Moderate (8)
Total	3.59	.586	High

1 Characteristics of academic counseling for MPA Student at Stamford International University found that characteristics of academic counseling as a whole was at high level $\overline{X}$ = 3.48 which mean of characteristics of counseling at high level descending as relationships with the counselees $\overline{X}$ = 4.02, problem solving and ending of counseling $\overline{X}$ = 3.80, counseling $\overline{X}$ = 3.77, identifying the counseling problem $\overline{X}$ = 3.69, communication skills $\overline{X}$ = 3.63, qualifications of counselors $\overline{X}$ = 3.48, students as counselees $\overline{X}$ = 3.42 and mean of characteristics of counseling at moderate level as university policies $\overline{X}$ = 3.28 because there is not clear policy formulation, job assignment of counselors and proportion of counseling for student; there is also insufficient of counselors for student's demand.

Table 2 Mean and Standard Deviation of State and Problems of Academic Counseling for MPA Student at Stamford International University

State and Problems of Academic Counseling	Level of State and Problems of Counseling		
	$\overline{X}$	S.D.	Level
1. Qualifications of Counselors	2.89	1.014	Moderate (6)
2. Students as Counselees	3.49	.911	High (1)
3. Communication Skills	2.86	1.056	Moderate (7)
4. Relationships with the Counselees	2.64	1.227	Moderate (8)
5. Identifying the Counseling Problem	2.92	1.141	Moderate (5)
6. Counseling	3.07	1.066	Moderate (4)
7. Problem Solving and Ending of Counseling	3.23	.972	Moderate (2)
8. University Policies	3.20	1.127	Moderate (3)
Total	3.10	.909	Moderate

2. State and problems of academic counseling for student found that most had state and problems at moderate level which state and problems of counseling at high level such as students as counselees $\overline{X}$ = 3.49 and state and problems of counseling at moderate level descending as problem solving and ending of counseling $\overline{X}$ = 3.23, university policies $\overline{X}$ = 3.20, counseling $\overline{X}$ = 3.07, identifying the counseling problem $\overline{X}$ = 2.92, qualifications of counselors $\overline{X}$ = 2.89, communication skills $\overline{X}$ = 2.86 and relationships with the counselees $\overline{X}$ = 2.64 respectively. Each state and problems summarized as follows

2.1. Qualifications of Counselors such as 1) Limitation of counseling time that counselors don't always have counseling 2) The information has frequently changed and no update with current information 3) Counselors aren't skilled at conducting research 4) Nonstandard of counseling process or Procedure 5) Counselors are uneducated about counseling especially in student regulations

2.2. Students as Counselees such as 1) Students always consult with their friends more than others 2) Students always have consulting after problems without any precautions 3) Students don't know about research methodology

4) Students really don't understand their problems 5) Students are afraid of telling their problems

2.3. Communication Skills such as 1) No communication from students to counselors 2) No communication improvement with high technology 3) Counselors don't have any motivations when students face with the problems 4) Counselors can't communicate about advantages and disadvantages of execution and non-execution 5) Not ready for location and time of counseling 5.2.4 Relationships with the Counselees such as counselor's lack of relationships and students as counselees don't want to build their relationships with the counselors

2.5. Identifying the Counseling Problem such as 1) Students can't exactly transmit their problems or unclear of counseling topic 2) Lack of planning on counseling 3) Counselors don't get the point because of unknown the real problem 4) Counselors don't understand the problem and lack of summary skill

2.6. Counseling such as 1) Information from students are useless for problem solving 2) Students don't know about counseling process that cause problems and follow-up solution 3) Unclear problem of counselees that cause undefined problem 4) Counselors disorder the problem and have unclear explanation 5) Counselors lack of counseling information

2.7. Problem Solving and Ending of Counseling such as 1) In case of new policy announcements, counseling process will be ended 2) Change of counselors are difficult to stop the problems because students are not open-minded to such change 3) No middleman for counseling research 4) Lack of objective determination for problem solving as counseling practice framework 5) Counselors lack of continuous follow-up solution

2.8. University Policies such as 1) There is no clear policy formulation for assignment of counselors and concerned officers 2) There is an emphasis on psychological operations for formal education unless non-formal education that cause inequality 3) There is not policy formulation of student facility 4) Lack of teamwork development 5) There is not any policies that clearly support Academic

Table 3 Guideline of Academic Counseling for MPA Student at Stamford International
University

Guideline of Academic Counseling	Level of Guideline of Academic Counseling		
	$\overline{X}$	S.D.	Level
1. Qualifications of Counselors	4.14	.651	High (4)
2. Students as Counselees	4.08	.757	High (6)
3. Communication Skills	4.04	.734	High (7)
4. Relationships with the Counselees	4.13	.732	High (5)
5. Identifying the Counseling Problem	4.07	.709	High (8)
6. Counseling	4.18	.715	High (2)
7. Problem Solving and Ending of Counseling	4.18	.689	High (3)
8. University Policies	4.26	.683	High (1)
Total	4.14	.599	High

3. Guideline for problem solving of academic counseling found that in overall and each aspect were at high level descending as university policies $\overline{X}$ = 4.26, counseling $\overline{X}$ = 4.18, problem solving and ending of counseling $\overline{X}$ = 4.18, qualifications of counselors $\overline{X}$ = 4.14, relationships with the counselees $\overline{X}$ = 4.13, students as counselees $\overline{X}$ = 4.08, and identifying the counseling problem $\overline{X}$ = 4.07 which had guideline of problem solving of counseling as follows

3.1. Qualifications of Counselors such as 1) There should be efficient operational planning and time management 2) Recruiting qualified personnel for counseling and they had already got training course 3) Developing to be counselor specialist especially consistent knowledge with recommended and counseling courses 4) Specifying counseling format for the same standard 5) Providing continuous training course for counselors according to Theory of Human Resource Development

3.2. Students as Counselees such as 1) Providing student manual about necessary information and strictly abiding by the rule during the study period including advantages of practice manual 2) Developing positive relationships with students in order to make familiarity and

dare to tell their problems 3) Training students for identifying the problem to develop their problem solving skills by giving case study 4) There should be training for self-reliance process 5) Developing students to know about research methodology for having experience of identifying the problems and problem solving

3.3. Communication Skills such as 1) There should be motivations for students to face with the problems 2) Counselors should have active communication skills with friendly speaking and giving an example 3) Developing communication system with high technology and many channels 4) Developing teachers/counselors for good communication skills by training and best practice

3.4. Relationships with the Counselees such as 1) Developing counselors for skill and positive relationships with their students 2) Building motivations for students to face with the problems 3) Creating consciousness for counselors to be aware of their responsibilities especially public mind of counseling 4) Providing counseling practice by begin with building relationships such as students and teachers relationships 5) Providing positive relationships activities between teachers/counselors and students

3.5. Identifying the Counseling Problem such as 1) Talking about counseling topic and solving problems step-by-step 2) Relying on experienced person who can get the main issues 3) Counselors must have knowledge of identifying and classifying each problem 4) Providing training course for counselors of systematic thinking in order to develop their skills and experiences of identifying the problems 5) Identifying the problems based on regulations

3.6. Counseling such as 1) Start with understanding students' problems by talking about their problems, training them how to cope with the problems, giving recommendations and follow-up 2) Counselors must have precise regulations and can apply with problem solving 3) Providing knowledgeable and specialized experience person in counseling which relevant with students' problems 4) Step-by-step explaining of ordering problems and clear explanation 5) Providing training of counseling techniques to have learning of problem-solving

3.7. Problem Solving and Ending of Counseling such as 1) There should be timeframe of problem solving follow-up and follow-up until counseling end 2) Counselors must make trustworthiness for counselors to rely on, open-minded

and understand the problem 3) There should be cooperation of all parties especially in operation that related to problem solving process 4) There should be setting of common purpose in problem solving as framework for ending the problems under their objectives 5) The problems will be ended until students have understood and solved their problems by questioning and problem solving

3.8. University Policies such as 1) Supporting with enough teachers/counselors for efficient and effective counseling process 2) There should be clear policy formulation for assignment of counselors and concerned officers 3) Providing clear Job Description and communicate for having the same understanding 4) There is an emphasis on psychological operations for non-formal education same as formal education to avoid inequality 5) There should be model formulation for readiness of counseling services and counselors to have step-by-step counseling process, on time and avoid any mistakes

4. The Relationships between Personality and Academic Counseling found that Personality of the sample had effect on Academic Counseling in each aspect as follow

4.1. Characteristics of Academic Counseling such as occupation had an effect on characteristics of academic counseling in term of communication skills at significance level of 0.05

4.2. State and Problems of Academic Counseling found that occupation had an effect on state and problems of academic counseling as a whole at significance level of 0.05; for each aspect found that occupation had an effect on qualifications of counselors and communication skills, and marital status had an effect on relationships with the counselees at significance level of 0.05 and

4.3. Guideline for Problem Solving of Academic Counseling found that occupation had an effect on guideline for problem solving of academic counseling as a whole at significance level of 0.05; for each aspect found that occupation had an effect on qualifications of counselors, students as counselees and counseling at significance level of 0.05

Result discussion

1. Characteristics of academic counseling in the table had shown each advice at high level except university policies which operated at moderate level because there was not clear policy formulation from university, job

assignment of counselors and proportion of counseling for students; there was also insufficient of counselors for student's demand that were consistent with the research of (Adulbutra, Sartngern, and Virat, 2016) and were consistent with Sognkold Pimpisan (Pimpisan, 2011). talked about academic counseling system that academic counseling process must consist of factors relating to counseling system as clear policy, personnel in counseling system, operating budget, instrument and information of counseling and information and communication technology System

2. State and problems of academic counseling had problems as 1) Problem of qualifications of counselors was at high level such as information had frequently changed and lack of clear information were consistent with Nattaya Chanachon (Chanachon, n.d.) and Boonrieng Khajohnsin (Boonrieng Khajohnsin, 2011) said that related information was one factor the affected on counseling system 2) Problem of students as counselees most was at high level were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat. 2016). that counselees didn't know the real problems or afraid of telling their

problems and always had consulted after problems, students who had troubles or unhappy were afraid of counseling (Samor, 2003). were consistent with Ratchanan Puengchandum (Puengchandum, 2014) that when students face with their problems, they always consult with their friends or senior more than teachers and consult with advisors when problem is in the final stage 3) Problem of communication skills such as counselors lack of problem control and not open-minded for communication, can't communicate about advantages and disadvantages of execution and non-execution according to university regulations which were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that the important problem as counselors can't communicate with students about advantages and disadvantages of execution and non-execution and lack of continuous interactive communication 4) Problem of relationships with the counselees such as students didn't want to build their relationships with the counselors cause ending of counseling process which were consistent with the research of Kaewta Pupatpong (Pupatpong, 2000). and Jamnean Samor (Samor, 2003). that

counselors must have relationship building method then counseling happens 5) Problem of identifying the counseling problem was at high level such as lack of good planning on counseling that cause inefficient or unclear setting of common purpose between counselors and counselees were consistent with Therapat Leo Buakamsri (Buakamsri, 2016) said that problem solving process as the important process of counseling process which counselors must help counselees explore the problems and some factors causing problems by themselves 6) Problem of counseling was at high level such as counselors disorder the problem and have unclear explanation because they don't have confidence in their abilities for being good counselors were consistent with Kaewta Pupatpong (Pupatpong, 2000). said that yhought problems made people didn't know and understand themselves in any aspect and they also had anxiety, confusion and disorder 7) Problem of problem solving and ending of counseling was at high level were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that the important problem of academic counseling such as counselors lack of follow-up solution and ending problem

need cooperation from many parties and were consistent with the research of Thamrong Chansopa (Chansopa, 2009) that one reason causing the problem of counseling as advisors or teachers had many duties and responsibilities including teaching, special school activities and counselors which responsible for and take care of students at the same time that It is difficult to do several tasks at the same time for accomplishment 8) Problem of university policies was at high level were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that the important problem of academic counseling as there are no clear university policies formulation, job assignment and number of counselors that were consistent with the research of Ratchanan Puengchandum (Puengchandum, 2014) said problems and obstacles in academic counseling that lack of clear operational policies and lack of supervision of effective counselors system

3. Guideline for problem solving of academic counseling had guidelines for problem solving as follow 1) Guideline for problem solving of qualifications of counselors were consistent with the research of Thamrong Chansopa (Chansopa, 2009). that there should

recruit qualified personnel and proper personality for being counselors also support them with knowledge, psychological skills and counseling techniques. There were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that there must develop to be counselor specialist consistent with recommended courses and recruit personnel from their academic as counselor 2) Guideline for problem solving of students as counselees were consistent with Boonrieng Khajohnsin (Khajohnsin, 2011) and Nattaya Chanachon (Chanachon, n.d.). said counseling that there must use student manual to know about student regulations were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that the important guideline for problem solving of students as counselees such as there should provide educational guidance and develop problem solving skills for students and also provide standard practice manual 3) Guideline for problem solving of communication skills were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that guideline for problem solving of academic

counseling of communication skills must develop counselors having active communication skills with many channels where students see the benefits of academic counseling were consistent with Sognkold Pimpisan (Pimpisan, 2011) that academic counselor performance must have communication skills, understand the concept and knowledge about information technology and modern communication 4) Guideline for problem solving of relationships with the counselees were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that guideline for problem solving of relationships with the counselees must build positive relationships between counselors and counselees in term of students and teachers and also create activities for having a good relationships which Kaewta Pupatpong (Pupatpong, 2000) said to this relationships that counselors could build by themselves by their abilities, personality, suitable techniques, familiarity, sincerity and understanding counselees 5) Guideline for problem solving of identifying the counseling problem were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016)

that characteristics of counselors must have knowledge, skills and experiences on counseling topic, regulation accuracy and understand context of semester especially have knowledge of research for effective identifying the counseling problem. There must be survey of primary problems of counselees to understand their problems and know counselees' objectives and demands were consistent with Editor's talk [12] that survey of primary problems shall receive important information about issues, related factors including an impact on counselees' emotions 6) Guideline for problem solving of counseling were consistent with Sognkold Pimpisan (Pimpisan, 2011). that academic counseling system which counselors must have knowledge in counseling process, understand concept and counseling technique skills including regulations, rules, courses and registration of students were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that the important guideline of academic counseling such as counseling training for having step-by-step problem solving both counselors and counselees 7) Guideline for problem solving of problem solving and ending of counseling were consistent with the

research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that there must be setting of common purpose between counselors and counselees as practical framework and collaboration in problem ending. There must be continuous tracking the progress of problem solving and coordination and cooperation of all related parties and the problems will be ended until students have understood and solved their problems. In the last step, counselors should summarized the past counseling problems by themselves for guidelines, self-confident and continuous practice (Editor 's talk, 2016) and 8) Guideline for problem solving of university policies were consistent with the research of Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat (Adulbutra, Sartngern, and Virat, 2016) that guideline for problem solving of counseling of university policies must formulate clear academic counseling policies both policies and action resources especially personnel and budget in operation of academic counseling system and were consistent with the research of Tanapat Phalakawong Na Ayutaya (Phalakawong Na Ayutaya, 2009) that effective development of academic counseling system must clearly formulate policies

relating to academic counseling system such as otification on Appointment of Academic Counseling Commission and Appointment of Counselors

4. Sample Status had effect on academic counseling at least one of them at statistical significant such as marital status and occupation were consistent with the research of Nitipun Boonpume (Boonpume, 2010) that ability of stress management and adaptation were different. When classified by occupation of father and mother (effect on unemployed students) and students who had relationships in their family (as a result of marital status) were different

Suggestions

1. University must clearly formulate policies about academic counseling system of Masters Degree including policy, related personnel, operating budget, instrument and information of academic counseling, information technology and communication system by providing concrete functional operation in academic counseling system

2. There should be the supporting to any offices of university for operational readiness resources including specialist, enough budget, technology, facility and leadership that emphasized on academic counseling for students

3. There should be providing or developing Manual for Academic Counseling System of Masters Degree for related academic counseling personnel to use the system correctly and meet the university's objectives, this will benefit to studying Masters Degree

4. For the next research, there should be the same research but different context such as study of academic counseling for Master of Business Administration (MBA) Students to compare similarity and difference or study in each aspect such as cooperation between teachers and students in Development of Academic Counseling Process of Masters Degree to take advantage of research result for more efficient and effective development of academic counseling

References

Boonrieng Khajohnsin (2011). **Manual for Academic Couseling System for Undergradute of Thai Private Higher Education Institution**. 1st ed. Bangkok. Sahamit Printing and Publishing Co.,Ltd.

Editor 's talk   (2016). **Counseling Process**. Retrieved from http://www.mwit.ac.th /~guidance/knowledge.html

Jamnean Samor. (2003). **Guidelines for Academic Counseling Services for Chiengrai Vidhayakhome School**, Chiang Rai. Thesis of Master of Education. Graduate School, Chiang Rai Rajabhat University.

Kaewta Pupatpong (2000). **Counseling and Advising**. 1st ed.: Bangkok. Ramkhamhaeng University Publisher. Srinakharinwirot University.

Nattaya Chanachon. (n.d.). **Manual for Academic Counsellor**. Surat Thani. Student Development Division Office of the President at Suratthani Rajabhat University.

Nitipun Boonpume. (2010). **Stress and Coping of Thai Traditional Medicine Students of Rajamangala University of Technology Thanyaburi**. Independent Studies Master of Science. Graduate Studies. Silpakorn University.

Ratchanan Puengchandum (2014). **A Learning Achievement Forecasting Model for Supporting Academic Advisory**. Thesis of Master of Information Sciencein Information Technology. Suranaree University of Technology.

Suratthani Rajabhat University. (2011). **Advisors Manual**. Student Development Division Office of the President at Suratthani Rajabhat University.

Office of the Higher Education Commission. (2011). **Manual for Academic Couseling System for Undergradute of Thai Private Higher Education Institution**. Bangkok: Sahamit Printing and Publishing Co.,Ltd.

Sognkold Pimpisan. (2011). **Manual for Academic Counseling System**. Kalasin Province. Kalasin Rajabhat University.

Suchart Adulbutra, Pachra Sartngern, and Keytapark Virat. (2016). **The Development of Academic Counseling to MPA Student, Stamford International University**. Volume 24, No. 3, September - December 2016: 112-116.

Thamrong Chansopa (2009). **Problems in counseling for advisors in primary school in Surin Educational Area District Office 1**. Sakon Nakhon Graduate Studies Journal. Vol.3 no.1 January – June 2009: p.79-85

Therapat Leo Buakamsri. (2016). **Counseling**. Retrieved from https://www.gotoknow.org/posts/204755.

Tanapat Phalakawong Na Ayutaya. (2009). **Development of Academic Advising System in Community Colleges.** Doctor of Philosophy in Educational Administration and Leadership. Faculty of Education. Chulalongkorn University.