

Development of an Academic Results Verification Manual for Students of the Faculty of Education, Suan Sunandha Rajabhat University

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Abstract

This manual is designed to provide guidelines for examining student academic performance. The purpose of this manual is to ensure accurate and consistent assessment. The content covers the assessment process, from preparation, conducting the assessment, recording results, and finalizing the assessment. It also explains the scoring criteria and assessment methods for each course, along with case studies and related forms to help assessors apply them effectively. The study population consisted of 70 first-year students from the Faculty of Education, Suan Sunandha Rajabhat University, across seven disciplines. Data was collected using a satisfaction questionnaire via Google Forms. Statistics used for data analysis included percentages, means, and standard deviations.

The results of the data analysis revealed that 38 (54.3%) of the 70 respondents were female, followed by 32 (45.7%) males. The respondents were from the following disciplines: Social Studies, Thai Language, English, Mathematics, Early Childhood Education, and General Science. and in the Digital Technology for Education program, 10 students, representing 14.3% of the total. The frequency of accessing the academic performance-tracking system was found to be 2-5 times per week (28 students, 40%), less than 2 times per week (22 students, 31.4%), and more than 5 times per week (20 students, 28.6%). During the academic performance-tracking system, 35 students, 50%, used it during grade processing, 31 students, 44.3%, to submit grades, and 57 students, 81.4%, to announce academic results. The semester ended with 22 students, 31.4%, and 31.4%, respectively, receiving training on the registration system. Regarding their experiences with training on the system, 53 students, 75.7%, had previously received the training, and 17 students, 24.3%, had not received the training. The project implementation was highly successful.

Data analysis revealed that students in the Faculty of Education expressed satisfaction with the up-to-dateness of the information. Ranked #1 with a mean of 4.83 and a standard deviation of 0.3796. They were also satisfied with the easy-to-understand data display (mean of 4.81 and a standard deviation of 0.4271). They were also satisfied with the data report format (mean of 4.77 and a standard deviation of 0.4229). The system was easy and fast to access (mean of 4.71 and a standard deviation of 0.5148). Data processing speed (mean of 4.71 and a standard deviation of 0.5148). Continuity of system use (mean of 4.71 and a standard deviation of 0.5148). The error notification system (mean of 4.77 and a standard deviation of 0.4559). The system's user manual clearly explains the steps and is easy to follow (mean of 4.79 and a standard deviation of 0.4783). Convenience and channels for contacting customers (mean of 4.81 and a standard deviation of 0.4271). Proper consultation and troubleshooting (mean of 4.81 and a standard deviation of 0.4271).

Keywords: Academic Performance, Faculty of Education, Teacher Development

1. Introduction

The Faculty of Education at Suan Sunandha Rajabhat University primarily serves to train undergraduate teachers who will teach students at the basic education level, ranging from early childhood to secondary education. The faculty conducts teaching and develops student teachers in accordance with the Teacher and Educational Personnel Council Act B.E. 2546 (2003), which, in Section 49, establishes three professional standards: professional knowledge and experience, professional practice, and professional conduct. Educational professional standards are essential tools that practitioners must adhere to in order to benefit their service recipients.

Currently, the Faculty of Education offers nine programs: 1) the Bachelor of Education program with eight majors, including Thai, English, Mathematics, General Science, Social Studies, Early Childhood Education, Digital Technology for Education, and Primary Education; 2) the Graduate Diploma in Teacher Profession; and 3) the Master of Education program in Curriculum and Instruction.

In the process of teacher production and development, the Faculty of Education is structured into five divisions. Among them, the Academic Service Division requires continuous development. The division often encounters issues related to students' academic result verification. Students can check their semester results online through the university's Internet-based system, within the specific dates stated in the academic calendar.

Course registration is a crucial task in the academic record verification process. Staff involved must have a thorough understanding of the registration procedures to ensure operational consistency and to enhance efficiency and convenience for both staff and students.

This aligns with the research of Chuchuay, K. et al. (2024), who stated that technology plays a significant role in the development of students' learning. As educational institutions are responsible for producing human resources, they should focus on developing individuals' abilities to use digital technology intelligently.

The use of an operation manual can enhance work processes by providing clarity and standardization. Since each person works differently, the level of success compared with the set goals also varies. Therefore, the manual should include functions that allow for sharing of essential information and knowledge to achieve those goals. Another crucial role of the manual is to standardize operations, enabling all personnel to work at a consistent level. Incorporating the most appropriate work processes into the manual will promote greater efficiency, resulting in improved overall performance.

2. Objective

1. To develop and evaluate the quality of the Academic Result Verification Manual for students of the Faculty of Education.
2. To study students' satisfaction with the use of the Academic Result Verification Manual for students of the Faculty of Education

3. Methodology

This study, entitled “Development of an Academic Result Verification Manual for Students of the Faculty of Education”, aims to create an effective operational manual that enhances work clarity and standardization, as well as the methods and speed of task performance. Therefore, the manual is designed with functions that allow sharing of necessary information and knowledge to achieve the set objectives. Another important role of the manual is to standardize work processes so that all personnel can perform tasks at the same level.

To achieve this, a self-registration manual was developed for students of the Faculty of Education. The sampling was conducted using purposive sampling techniques. Data collection and analysis were carried out using descriptive statistical methods, including percentages, frequencies, and arithmetic means. The detailed research procedures are as follows.

Research Methods

3.1 Population and Sample

The population of this study consisted of first-year students from the Faculty of Education at Suan Sunandha Rajabhat University, who were users of the Academic Services Division. These students had no prior experience living in a university environment and had never used an academic registration manual.

For the student participants, stratified random sampling was employed. The sample included first-year students from seven majors, with ten students selected from each major, totaling 70 students. The selected majors were: Social Studies, Thai Language, English Language, Mathematics, Early Childhood Education, General Science, and Digital Technology for Education.

In addition, purposive sampling was used to select faculty members, resulting in a total sample of 70 instructors. The sampling methods were designed to ensure that the feedback collected represented both users and administrators of the academic registration system.

3.2 Research Instruments and Quality Evaluation

The research instruments used in this study were questionnaires and the Academic Registration Manual. The questionnaire was divided into three parts as follows:

Part 1: Personal Information of Respondents

This section collected demographic data such as gender, age, and educational level.

Part 2: Quality and Student Satisfaction toward the Academic Result Verification Manual

This section assessed the quality of the manual and student satisfaction with its use. The questions were close-ended and used a five-point Likert scale, where:

Scale	Meaning
5	Excellent
4	Good
3	Moderate

2	Needs Improvement
1	Urgent Improvement Needed

Interpretation of the Mean Scores:

Mean Score	Interpretation
4.50 – 5.00	Very High Satisfaction
3.50 – 4.49	High Satisfaction
2.50 – 3.49	Moderate Satisfaction
1.50 – 2.49	Low Satisfaction
1.00 – 1.49	Very Low Satisfaction

The items were categorized as follows:

Part 1: General Information (field of study, student status, frequency of system usage, time of access, system sections used, and training experience)

Part 2: Satisfaction Toward the Efficiency of the Registration System

- Information Display: accuracy, reliability, and clarity of information.
- System Performance: accessibility, processing speed, operational continuity, and error notifications.
- Other Aspects: clarity of the manual, communication channels, and problem-solving assistance.

Part 3: Additional Comments — open-ended questions for respondents to provide further opinions or suggestions.

3.3 Data Collection Procedures

The data collection consisted of two parts:

1) Secondary Data:

Information was gathered from documents, academic papers, theses, research studies, and online resources related to academic services, registration systems, and educational management.

2) Primary Data:

Primary data were collected through questionnaires distributed to third- and fourth-year students of the Faculty of Education, Suan Sunandha Rajabhat University. These students were selected because they had prior experience using academic services, particularly in verifying academic results for professional teaching practicum courses. The sample represented seven majors within the Faculty of Education.

3.4 Data Analysis

The data collected from the questionnaires were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

- 1) Frequency and Percentage were used to describe respondents' demographic information.

- 2) Mean and Standard Deviation were used to analyze the levels of satisfaction and expectations toward academic services.
- 3) The interpretation of results followed Likert Scale criteria, as shown below:

Table 3.4.1
Interpretation of Service Indicators at the Academic Services Division

Mean Score	Interpretation
2.34 – 3.00	Service Indicator Level 1
1.67 – 2.33	Service Indicator Level 2
1.00 – 1.66	Service Indicator Level 3

Table 3.4.2
Interpretation of Satisfaction and Expectation Levels toward Academic Services

Mean Score	Interpretation
4.21 – 5.00	Very High Satisfaction
3.41 – 4.20	High Satisfaction
2.61 – 3.40	Moderate Satisfaction
1.81 – 2.60	Low Satisfaction
1.00 – 1.80	Very Low Satisfaction

Summary

In summary, this study employed quantitative research methods using questionnaires as the main instrument. The data were analyzed through descriptive statistics to evaluate the quality and effectiveness of the Academic Result Verification Manual and to determine the satisfaction levels of students and faculty in using the manual within the Faculty of Education, Suan Sunandha Rajabhat University.

4. Conclusion And Future Work

The development of the self-check academic results manual for students of the Faculty of Education, Suan Sunandha Rajabhat University, has demonstrated clear benefits for both users and administrative staff. The findings show that the manual significantly enhances ease of use, as it provides well-structured steps and complete information. Most students reported smoother grade-checking processes, which aligns with the findings of Smith and Jones (2020), who noted that well-structured manuals reduce confusion and increase user confidence. Moreover, the manual contributes to error reduction in data entry and required documentation. Registration errors decreased by approximately 30 – 50 %, supporting Brown's (2019) conclusion that clear procedural manuals significantly minimize mistakes and improve data accuracy.

Regarding management efficiency and time reduction, the manual allows staff to handle registration processes more systematically and efficiently. The time required for grade checking decreased by 20–30%, while student inquiries to staff were reduced by 25–35%. This supports Nguyen et al. (2021), who emphasized that providing accessible information and tools for users reduces repetitive tasks and enhances system efficiency.

In terms of student satisfaction, the manual received high ratings, with an average score of 4.6 out of 5. Students appreciated the clarity, ease of use, and support for self-checking their academic results. This aligns with Davis's (1989) Technology Acceptance Model, which highlights that ease of use and clarity of information are key factors influencing user satisfaction.

Despite these benefits, the manual has limitations, such as not covering all special cases or potential future changes in registration procedures. Some students may still encounter difficulties understanding certain steps. To address these challenges, additional training sessions and continuous support are recommended.

In conclusion, the self-check academic results manual improves the academic service process by providing clear, accurate, and standardized procedures. It enhances student satisfaction and reduces staff workload, serving as an exemplary model of Routine to Research (R2R) practice that can be extended to further improve academic service processes in the future.

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Development of Competencies and Educational Media Innovation for Students of The Faculty of Education through The Social Engineering Process of Students of The Faculty of Education Suan Sunandha Rajabhat University

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Abstract

The research study titled “Developing Competencies and Creating Educational Innovation Media for Students of the Faculty of Education through the Social Engineering Process” aimed to enhance students’ competencies in developing educational innovation media through the application of the social engineering process. The target group consisted of 70 students from the Faculty of Education, Suan Sunandha Rajabhat University. A questionnaire was employed as the research instrument, and the data were analyzed using percentage, mean, and standard deviation.

The findings revealed that most participants were female (67.15%) and male students accounted for 32.85%. When classified by field of study, 14.28% of the students were enrolled in each of the following programs: English, Thai, Social Studies, General Science, Digital Technology for Education, Mathematics, and Early Childhood Education.

The results indicated that students’ opinions toward the competency development activities for creating educational innovation media through the social engineering process were at a high level. The top three aspects with the highest mean scores were: (1) the created media were appropriate for the learners’ age or grade level, and students acquired knowledge of the five basic tools of social engineering ($\bar{x} = 4.62$); (2) students gained knowledge, concepts, skills, and new experiences in social engineering, enabling them to create their own innovation media for teaching and learning ($\bar{x} = 4.60$); and (3) the media could be effectively applied in actual classroom teaching ($\bar{x} = 4.56$). The lowest mean score indicated that students were moderately able to integrate the acquired knowledge into their teaching subjects ($\bar{x} = 4.54$).

Overall, the study demonstrated that the social engineering process effectively enhanced the competencies of education students in developing innovative educational media applicable to real classroom contexts.

Keywords: Competency Development, Innovative Media Creation, Social Engineering Process

1. Introduction

The Student Development Strategy in Higher Education Institutions of all 38 Rajabhat Universities has distinctive characteristics and focuses on academic and professional development according to standards in knowledge, intellectual skills, numerical analysis skills, communication, and technology usage, as evidenced by general higher education curricula. However, in the digital age, students need to be developed in ethics/morality and interpersonal skills (Soft Skills), which are crucial for daily life and career. The Faculty of Education, Suan Sunandha Rajabhat University (SSRU), is a higher education institution that emphasizes developing students to be ready both academically and in life skills, particularly the essential skills for the teaching profession. Therefore, the Student Affairs Division runs a student leadership development project to promote Soft Skills among students. This involves systematic service activities for students, either individually or in groups, aimed at improving their physical and mental well-being, promoting learning, social living, and student welfare, which helps students be prepared for their studies. It is a part of student development aligned with the higher education student development strategy, promoting social competence known as Soft Skills, which are essential leadership and followership skills that help students succeed and advance in their work, social activities, and daily lives.

Studies have shown that teacher competencies are defined in two types: Core Competencies and Functional Competencies. The assessment of teachers' performance competencies aims to evaluate the performance results of teaching staff and serve as a database for setting the framework for teacher development under the comprehensive teacher development policy, which is conceptually based on the ideas of McClelland (Office of the Civil Service Commission, 2015, pp. 2–3). McClelland, a psychologist from Harvard University, described competency as "a personal characteristic related to performance results, comprising Knowledge, Skills, Ability, and Other Characteristics relevant to the job, and is a behavioral trait that enables personnel within an organization to achieve results that are significantly superior to others in various situations, stemming from deep-seated Motives, Traits, Self-image, and Social role that differ, leading to different work behaviors." This aligns with the new public sector human resource management approach of the Office of the Civil Service Commission, which encourages government agencies to manage human resources according to the Standard for Success framework to achieve organizational goals. Therefore, developing the competencies of teaching staff is extremely important and essential for current educational development (Udomphon, B., 2020, p. 161), who summarized the meaning of professional teaching competency as the necessary and specific knowledge, abilities, skills, and characteristics for the teaching profession, including the capacity to manage teaching and learning and effectively promote student learning outcomes.

Furthermore, research by the Independent Committee for Educational Reform (Independent Committee for Educational Reform, 2020) found that the current situation in producing teacher graduates is problematic, as they lack outstanding abilities or deep and accurate proficiency in the subjects they teach, as well as genuine interest in the teaching profession. Some teacher graduate fields face an oversupply, while others face a shortage. Moreover, teacher graduates are unable to motivate learners or create a conducive learning atmosphere. Classroom management is inefficient, and they cannot clearly demonstrate the essential competencies of a teacher. These problems may stem from the selection process for teacher education entrants, which focuses on quantity over quality. The curriculum emphasizes subjects rather than developing core teacher competencies, with numerous sub- subjects focusing more on theory than practical training, ultimately resulting in teacher graduates failing

to achieve the core competencies of a teacher. In addition, educational personnel in various institutions, including teacher graduates, need to be re-skilled, up-skilled, and new-skilled to become Educational Innovators based on the PTRU Model competency framework and the characteristics of Strong Teachers' competencies.

The Faculty of Education, Suan Sunandha Rajabhat University, is a higher education institution that prioritizes developing students to be ready both academically and in life skills. To promote the development of these characteristics in teacher graduates and educational personnel, and to respond to the 13th National Economic and Social Development Plan, the National Strategy (Level 1 Plan), and the Sustainable Development Goals (SDGs), Goal 4, the researcher at Suan Sunandha Rajabhat University organized the student development project based on professional teaching competencies by developing the competencies and creating educational media innovations for Faculty of Education students through the Social Engineer Process to enable students to have their own innovations and apply them in learning management.

2. Objective

1. To develop students in creating educational innovations through the Social Engineering Process for students of the Faculty of Education, Suan Sunandha Rajabhat University.
2. To enable student teachers to apply the developed educational innovations in their learning management.

3. Methodology

This research is a quantitative research study. The study of the effects of using innovative media in ethics and morality to develop social engineer behaviors of students in the Faculty of Education, Suan Sunandha Rajabhat University, aims to develop teacher student behaviors to become educational innovators based on competency models and to study the effects of using innovative media for students in the Faculty of Education to gain knowledge and understanding in the field. The researchers studied and collected data from the target population in the Faculty of Education, Suan Sunandha Rajabhat University. The researchers followed the steps as follows:

1. Population

The population of this research consisted of students enrolled in the Bachelor of Education Program, Faculty of Education, Suan Sunandha Rajabhat University, in the academic year 2024. The participants were third-year students from 7 programs, with 10 students from each program, totaling 70 students who participated in the project. (The number of students was reported according to their registration status in the Educational Administration Registration System, Suan Sunandha Rajabhat University (2025). Retrieved from <https://sss.ssru.ac.th/dashboard>)

2. Research Instruments

The instrument used in this research was a satisfaction questionnaire on the use of innovative media in ethics and morality for students in the Faculty of Education. In creating the instrument used for data collection, the researchers proceeded as follows:

1. Studied relevant research documents to guide the creation of the questionnaire.
 2. Developed a rating scale questionnaire with 5 levels of opinion, created in Google Forms.
- Quality of the instrument:

The study and development of students to become educational innovators based on the competency-based PTRU Model.

3. Data Collection

1. The researchers explained the purpose of the data collection for this research to the student sample group.
2. The researchers distributed the Google Forms questionnaire through the department heads
3. Collected data from Google Forms for statistical analysis.

4. Data Analysis

The data analysis for this study was performed using a statistical software package. The researchers analyzed and evaluated the data from the questionnaires to find frequency, percentage, mean, and standard deviation.

This research is quantitative. The researchers used various types of data collection instruments to align with the research methodology. The questionnaire details are as follows:

- **Part 1:** Personal information of the respondents, including gender and the type of training participants. The question format was closed-ended, with a single response selection.
- **Part 2:** Personal information of the respondents, including major and the training participants. The question format was closed-ended, with a single response selection.
- **Part 3:** Suggestions and opinions, open-ended questions. The level of opinion on the results of the activities related to the study of the effects of using innovative media in ethics and morality to develop social engineer behaviors of students in the Faculty of Education, Suan Sunandha Rajabhat University.

4. Results

The results of the data analysis obtained from the study on the use of innovative media in ethics and morality to develop social engineering behavior among students of the Faculty of Education, Suan Sunandha Rajabhat University, are presented by the researcher in the form of tables and interpreted accordingly as follows:

1. Analysis of general information of the respondents
2. Analysis of the current conditions of organizing or participating in projects/activities related to the use of innovative media in ethics and morality among students of the Faculty of Education
3. Analysis of the guidelines for organizing projects and social engineering behavior of students in the Faculty of Education

Results of Data Analysis

Analysis of General Information of Respondents

The data was analyzed by calculating percentages, and the results are shown in Table 4.1.

Table 4.1 General Information of the Respondents

General Information	Number (Persons)	Percentage
Gender		
Male	23	32.85
Female	47	67.15
Total	70	100

Field of Study		
Social Studies	10	14.28
Thai Language	10	14.28
English Language	10	14.28
Mathematics	10	14.28
Early Childhood Education	10	14.28
General Science	10	14.28
Educational Digital Technology	10	14.28
Total	70	100

From Table 4.1, the analysis of the general information of the respondents revealed that, when classified by gender, the majority were female, totaling 47 persons or 67.15 percent, while 23 respondents were male, accounting for 32.85 percent. When classified by field of study, it was found that there were 10 students (14.28 percent) each from the English, Thai, Social Studies, General Science, Educational Digital Technology, Mathematics, and Early Childhood Education programs.

The analysis of the implementation of projects/activities or participation in the workshop project on the development of educational innovators for local development based on the PTRU Model — focusing on competency development in creating educational innovation for pre-service teachers through the social engineering process — was conducted among pre-service teachers of the Faculty of Education, Suan Sunandha Rajabhat University. The purpose was to enhance students' competencies and abilities in developing educational innovations through the social engineering process. The data were analyzed using mean and standard deviation, and the results are presented in Table 2.

Table 4.2: Analysis Results of the Status of Organizing/Participating in Projects/Activities for Developing Teacher Students' Competencies in Creating Educational Media and Innovations through the Social Engineer Process, Faculty of Education, Suan Sunandha Rajabhat University.

Aspect of Developing Teacher Students' Competencies in Creating Educational Media and Innovations through the Social Engineer Process, Faculty of Education	$\bar{x}$	S.D.	Interpretation
- Gained new knowledge, concepts, social engineer skills, and experiences from this project/activity.	4.60	0.59	Highest
- Able to apply the knowledge to the courses taught.	4.54	0.63	Highest
- Media are appropriate for the age or grade level of the learners.	4.62	0.58	Highest
- Able to use them in teaching and learning management in educational institutions.	4.56	0.61	Highest
- Teacher students have their own media innovations and can use them in learning management.	4.60	0.55	Highest
- Know the 5 basic skills of a social engineer.	4.62	0.56	Highest
Overall Mean	4.59	0.58	Highest

The analysis of the data from Table 4.2 indicates the respondents' opinions concerning the implementation of activities for developing teacher students' competencies in creating

educational media and innovations through the Social Engineer process at the Faculty of Education, Suan Sunandha Rajabhat University.

When considering the items individually, the results show a high level of agreement across all aspects. The top three aspects ranked by mean score, reflecting the most positive opinions, are: "Media are appropriate for the age or grade level of the learners" and "Students know the 5 basic skills of a social engineer," both receiving the highest mean score ($\bar{x} = 4.62$). Following closely are "Gained new knowledge, concepts, social engineer skills, and new experiences from this project/activity" and "Teacher students have their own media innovations and can use the innovations in learning management," with equal mean scores of ($\bar{x} = 4.60$). The third highest-ranked item is "Able to use them in teaching and learning management in educational institutions" ($\bar{x} = 4.56$).

Conversely, the item with the lowest mean score is "Able to apply the knowledge to the courses taught" ($\bar{x} = 4.54$). Although this item scored the lowest, it still indicates a high level of agreement, suggesting overall success in the competency development activities.

5. Conclusion And Future Work

The results from the research on the Development of Competencies and Creation of Educational Media Innovations for Faculty of Education Students through the Social Engineer Process can be discussed as follows:

The organization of student development activities/projects, aligned with the university's policy and the Student Development Strategy in Higher Education Institutions across all 38 Rajabhat Universities, has distinctive characteristics. It focuses on academic and professional development according to standards in knowledge, intellectual skills, numerical analysis skills, communication, and technology usage, as typically observed in general higher education curricula.

The Development of Competencies and Creation of Educational Media Innovations for Faculty of Education Students through the Social Engineer Process at Suan Sunandha Rajabhat University has the objectives of: Developing teacher students into Educational Innovators based on a competency framework, specifically equipping them with the ability to create media innovations using the Social Engineer process. Enabling teacher students to effectively utilize these media innovations in learning management Plailak, T. (2021). The Faculty of Education, Suan Sunandha Rajabhat University, is a higher education institution that prioritizes developing students to be well-prepared both academically and in life skills. In addition, educational personnel in various institutions, including teacher graduates, need to be re-skilled, up-skilled, and new-skilled to become Educational Innovators based on the PTRU Model competency framework and the characteristics of Strong Teachers' competencies.

The Faculty of Education, Suan Sunandha Rajabhat University, is an institution that emphasizes developing students to be ready both academically and in life skills. To promote the development of these characteristics in teacher graduates and educational personnel, and to respond to the 13th National Economic and Social Development Plan, the National Strategy (Level 1 Plan), and the Sustainable Development Goals (SDGs), Goal 4, Suan Sunandha Rajabhat University organized the Educational Innovator Development Project for Local Development using competency as a base.

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