

**A TREND FOR ACADEMIC SUPPORTING PERSONNEL DEVELOPMENT,  
SUAN SUNANDHA RAJABHAT UNIVERSITY,  
UDONTHANI EDUCATION CENTER**

Kanda Sarapol  
Udon Thani Education Center, Suan Sunandha Rajabhat University  
Udon Thani, Thailand  
E-mail: kanda.na@ssru.ac.th  
Phirayu Saenbudda  
Udon Thani Education Center, Suan Sunandha Rajabhat University  
Udon Thani, Thailand  
E-mail: Phirayu.sa@ssru.ac.th

**Abstract**

The purposes of this research were to investigate the state problems, needs and guidelines in potential development of supporting staff of Udon Thani Education Center, Suan Sunandha Rajabhat University. by using Nadler’s theory, developing human resource, in three ways: training, education and development. This study used mixed method research in which the data was collected both quantitatively and qualitatively. For quantitative data collecting, the researcher used questionnaire in collecting data process. The sample group of this study was 12 supporting staff of Udon Thani Education Center, Suan Sunandha Rajabhat University. The collected data was analyzed by percentage, mean, standard deviation. For qualitative data collecting, the executives and managers 3 people who were purposively selected and involved in human resources policy development were being interviewed. The results indicated that the state problems in training ranked the first in aspect that had problem and wanted to be improved. The second most-needed was educational management. While the least problematic and improvement-needed was development. Guidelines in potential development of supporting staff of Udon Thani Education Center, Suan Sunandha Rajabhat University were 1) Education: scholarship support and English preparation for supporting staff. 2) Training: need surver and modern curriculum in training staff. 3) Development: providing work manual and using coaching and mentoring method in teaching and making decision. The results can be used as guidelines in analysis and guidelines in the plan development personnel. To promote the development of supporting staff to the better performance in the future.

**Keywords:** A Trend, Development, Supporting Personnel

**Introduction**

Amidst the global changes in the current era, which is marked by rapid technological advancements, social, economic, and political transformations, we are living in an age of a borderless world where technology has progressed exponentially. This is also the era of new innovations that facilitate the fast and wide dissemination of knowledge and information. Furthermore, it has led to the creation of new careers and work methodologies aimed at improving organizational efficiency. Therefore, organizations must adjust their vision, mission, structure, and working methods to align with the current environment in order to continue being successful in the future. Isariyanan, (2021) states that human resource management is crucial for organizations. Today, organizations are focusing on developing human resources to perform efficiently and effectively to drive the organization toward success. Human resource development is an essential task for every organization to remain

competitive on both national and global levels. Thus, employees, as the key drivers of the organization, need to continually improve their knowledge, skills, and expertise to enhance work performance.

Personnel development helps improve operational systems and work methods, facilitating problem-solving and enhancing work efficiency. It also accelerates the learning curve for new employees, reducing the time spent on tasks due to a lack of skills and expertise. This also encourages employees to work towards career advancement. Todkaew, (2023) highlights that, in the present day, organizations of all sizes must have individuals responsible for achieving the organization's objectives and policies in a constantly changing economic, social, technological, and environmental landscape. Therefore, for leaders to guide their organizations to success, developing the potential of human resources is a critical foundational factor. Assessing the potential of personnel and providing training to enhance work skills are key to improving organizational capacity and achieving long-term success. A workforce with knowledge and competence will make the organization more efficient, competitive, and capable of development. As Sukhaprapaporn, (2007) notes, the most important factor in the success of any organization, whether public or private, is not money, machinery, tools, or technology, but people—the employees—who must possess sufficient knowledge and skills to perform their duties in alignment with the organization's goals. Even during normal operations, human development activities are crucial to achieving organizational goals. Thus, when undergoing change, developing employees to adapt to these changes becomes essential Rangsiyokrit, (2009).

Currently, Udon Thani Education Center, Suan Sunandha Rajabhat University, as a higher education institution, has a mission to operate in accordance with relevant standards and criteria, such as the standards of higher education institutions, the National Qualifications Framework for Higher Education, and other accreditation requirements. These include the assurance of educational quality and evaluation standards. In response to the university's strategic goals, the institution has focused on improving personnel development, both academic and support staff, to be experts in their professional fields and to strengthen their managerial capabilities.

From the above information, it is clear that university personnel require diverse and accurate development to fully harness their potential. As a researcher and a staff member involved in human resource development at Udon Thani Education Center, Suan Sunandha Rajabhat University, I am interested in studying the ways to enhance the capabilities of support staff. The researcher is particularly interested in applying Nadler's (Nadler, 1970) concept of Human Resource Development, which views individuals as valuable resources that contribute significantly to improving the efficiency and effectiveness of the organization. This concept includes three main activities: 1) Training, 2) Education, and 3) Development. These concepts will serve as a framework for the research, providing a comprehensive and suitable approach to personnel development. This framework will guide the planning of human resource development programs and inform the creation of manuals, activities, and projects that align with the needs of support staff.

### **Research Objectives**

1. To study the current status of human resource development practices and the challenges in developing the academic support staff at Udon Thani Education Center, Suan Sunandha Rajabhat University.

2. To explore strategies for the development of academic support staff at Udon Thani Education Center, Suan Sunandha Rajabhat University.

## Scope of the Research

### 1. Population and Sample Group

The population used in this research consists of 12 academic support staff members and 3 administrators from the Udon Thani Education Center, Suan Sunandha Rajabhat University

### 2. Content

#### Research Tools

The tools used in this research include a questionnaire on strategies for developing the potential of academic support staff at Udon Thani Education Center, Suan Sunandha Rajabhat University.

## Research Methodology

### 1. Population

The academic support staff of the Udon Thani Provincial Educational Center consists of 12 people, while the management team of the Udon Thani Provincial Educational Center includes 3 people.

### 2. Research Instruments and Assessing the Quality of Instruments

The instrument used for data collection is a questionnaire on the development guidelines for the academic support staff at Suan Sunandha Rajabhat University, Udon Thani Study Center.

The instrument used for data collection in this research is a questionnaire, which is to be completed by the sample group themselves. The questionnaire is divided into three sections as follows:

Section 1: The questionnaire collects general information about the respondents, including personal factors such as gender, age, and length of service.

Section 2: The questionnaire gathers information regarding the level of self-development needs of the academic support staff at Suan Sunandha Rajabhat University, Udon Thani Educational Center. It consists of five areas:

- 1) Knowledge in work performance
- 2) Information technology in work performance
- 3) Creativity in work performance
- 4) Expertise in work performance
- 5) Skills in work performance

Section 3: Suggestions and Additional Comments consists of open-ended questions, allowing respondents to provide further opinions on the self-development needs of the academic support staff at Suan Sunandha Rajabhat University, Udon Thani Educational Center. This section enables respondents to express their views on the development needs and areas for improvement in the academic support staff's roles.

### 3. Data Collection

In this data collection process, the researcher followed these steps and methods:

1) Request a letter to seek cooperation and permission to collect data, request permission to test the tools, and distribute the questionnaires.

2) Distribute the questionnaires to the sample group in the specified target area.

3) Collected the data from the returned questionnaires and checked for completeness in the responses. All returned questionnaires were complete, so they were used for data analysis and further interpretation.

#### 4. Data Analysis

The data collected from the questionnaire will be processed using software programs according to the following steps:

- 1) Check the completeness and accuracy of every questionnaire.
- 2) Record the data from the questionnaires into the software for measuring the level of opinions regarding the guidelines for the development of academic support staff at Suan Sunandha Rajabhat University, Udon Thani Study Center. In the second section of the questionnaire, the analysis results will be presented in tables with descriptive explanations. The scoring criterion used is the Likert scale, which divides the response values into 5 levels.

#### Research Results

The sample group consisted of 15 people, with 67.0% being female and 33.0% male. The ages ranged from 21 to 30 years, comprising 40% of the sample. The next largest age group was between 31 and 40 years, making up 33.4%, followed by those aged 41 to 50 years at 13.3%, and those over 50 years also at 13.3%. Regarding education levels, 67% of the participants held a bachelor's degree, 27% held a master's degree, and 6% held a doctoral degree. All participants were employed as university staff members, representing 100% of the sample. As for work experience in their current position, the majority had between 10 and 15 years of experience, accounting for 47%. The next largest group had 5 to 10 years of experience (27%), followed by those with 1 to 5 years of experience (20%), and 6% had more than 15 years of experience. The participants provided their opinions on the development of the potential of the support staff at Udon Thani Education Center, Suan Sunandha Rajabhat University, as follows:

1. The current situation of support staff development at Udon Thani Education Center, Suan Sunandha Rajabhat University, revealed that the appropriateness level for developing the potential of support staff is lowest in the area of education, with a score of 2.47%. The next lowest area is development, with a score of 2.88%. The area with the highest appropriateness level is training, with a score of 2.96%. The results can be explained in detail as follows:

1.1 The current appropriateness level for developing the potential of support staff in the area of training, when examined by specific items, revealed that the top three most significant issues were: the consideration of staff needs when organizing training programs ( $\bar{x} = 2.60$ ), followed by the allocation of an appropriate budget for training both within and outside the organization ( $\bar{x} = 2.69$ ), and ensuring that all staff have equal access to training according to their needs ( $\bar{x} = 2.78$ ).

On the other hand, the top three least significant issues were: the provision of qualified and knowledgeable trainers to impart understanding to training participants ( $\bar{x} = 3.07$ ), followed by comprehensive dissemination of information regarding various training programs ( $\bar{x} = 3.05$ ), and the relevance of the training curriculum that enables staff to apply what they have learned to benefit the organization ( $\bar{x} = 3.03$ ).

1.2 The current appropriateness level for developing the potential of support staff in the area of education, when examined by specific items, revealed that the top three most significant issues were: support staff's involvement in determining the policy for further education leave ( $\bar{x} = 2.23$ ), followed by the availability of information regarding institutions for further study within the country ( $\bar{x} = 2.32$ ), and motivating support staff to recognize the importance of continuing education ( $\bar{x} = 2.37$ ). On the other hand, the top three least significant issues were: the annual survey of support staff's needs and requirements for further education ( $\bar{x} = 2.74$ ), followed by promoting further education to enhance qualifications ( $\bar{x} = 2.65$ ), and

ensuring the dissemination of clear guidelines for further study and scholarship opportunities ( $\bar{x} = 2.56$ ).

1.3 The current appropriateness level for developing the potential of support staff in the area of development, when examined by specific items, revealed that the top three most significant issues were: insufficient support for budget allocation for staff development in all areas ( $\bar{x} = 2.50$ ), followed by the promotion of self-directed learning through other media such as books, journals, etc. ( $\bar{x} = 2.51$ ), and providing opportunities for outstanding staff members to showcase their work and organize exhibitions to disseminate knowledge and achievements ( $\bar{x} = 2.60$ ). On the other hand, the top three least significant issues were: the promotion of self-directed learning via computer systems, such as online research and e-learning ( $\bar{x} = 2.90$ ), followed by the evaluation of staff performance progress ( $\bar{x} = 2.88$ ), and the clear establishment of policies or plans for self-development ( $\bar{x} = 2.77$ ).

2. The demand for the development of the potential of support staff at Suan Sunandha Rajabhat University, Udon Thani Education Center, revealed that the area with the highest development demand was training, with a score of 3.94 The next area with the second highest demand was education, with a score of 3.91, followed by development, which had the lowest demand at 3.87 The specific details are as follows:

2.1 The demand for the development of the potential of support staff in the area of training revealed that the top three areas with the highest development needs were: Training courses that enable staff to apply their knowledge for the benefit of the organization ( $\bar{x} = 3.98$ ) Organizing knowledgeable and skilled trainers to provide understanding to the trainees ( $\bar{x} = 3.97$ ) Conducting training in courses related to the responsibilities of the staff's duties ( $\bar{x} = 3.94$ ) On the other hand, the areas with the least development needs were: Establishing clear criteria for selecting staff to participate in training and considering staff needs in the training arrangement at an equal level ( $\bar{x} = 3.85$ ) Surveying the needs and necessities of the staff on an annual basis ( $\bar{x} = 3.86$ ) Providing comprehensive publicity on various training programs ( $\bar{x} = 3.88$ )

2.2 The demand for the development of the potential of support staff in the area of education, when considered in detail, revealed that the top three areas with the highest development needs were:

Preparing staff before pursuing higher education, such as providing training in English and computer skills ( $\bar{x} = 4.00$ ) Providing appropriate funding for staff's educational scholarships based on their level of study ( $\bar{x} = 3.99$ ) Motivating staff to recognize the importance of continuing education ( $\bar{x} = 3.97$ ) On the other hand, the areas with the least development needs were: Publicizing academic information to staff so they are informed about the details of continuing education opportunities ( $\bar{x} = 3.84$ ) Providing information about institutions for studying domestically ( $\bar{x} = 3.88$ ) Establishing appropriate criteria for selecting staff for educational scholarships or study quotas ( $\bar{x} = 3.89$ )

2.3 The demand for the development of the potential of support staff in the area of development, when considered in detail, revealed that the top three areas with the highest development needs were: Evaluating the progress of staff performance ( $\bar{x} = 3.97$ ) Promoting self-learning through computer systems, such as research via the internet or e-learning ( $\bar{x} = 3.93$ ) Establishing clear policies or plans for self-development ( $\bar{x} = 3.92$ ) On the other hand, the areas with the least development needs were: Promoting opportunities for outstanding staff to showcase their work and organize exhibitions to disseminate knowledge and accomplishments ( $\bar{x} = 3.75$ ) Promoting self-learning through other media, such as books and journals ( $\bar{x} = 3.85$ ) Promoting the development of skills and techniques in academic services ( $\bar{x} = 3.85$ )

3. The approach to developing the potential of support staff at Udon Thani Education Center, Suan Sunandha Rajabhat University, based on the study, reveals that the methods for developing the potential of support staff differ in each aspect as follows:

#### 3.1 Education

Providing educational scholarships. Preparing support staff for English language proficiency to enhance their language skills. Promoting and supporting staff to pursue further education at higher levels.

#### 3.2 Training

Surveying the needs of support staff and providing modern courses that can be practically applied in their work. Offering training courses to enhance knowledge, capabilities, and competence in their work.

#### 3.3 Development

Creating operation manuals for staff. Implementing a mentoring system to guide and assist staff in job-related decision-making or problem-solving. Promoting professional development at least once a year. Supporting staff in preparing work portfolios for career advancement. Motivating development by providing rewards or recognition to staff who demonstrate excellent performance.

### **Discussion**

Issues in the Development of Support Staff at Suan Sunandha Rajabhat University, Udon Thani Education Center. Survey respondents expressed that the current efforts to develop the potential of support staff in terms of education were rated as the least appropriate, reflecting the most significant problem in terms of implementation. This was followed by training and development, respectively. These findings are consistent with the research of Hakkayanon, (2003), who studied the level of development activities for academic support staff under the Office of the President at Burapha University. The research findings revealed that the level of development for academic support staff at Burapha University, ordered from most to least, showed that training was at a moderately high level, self-development was at a moderately high level, and further education was at a moderately low level. This reflects that many support staff at various universities have a strong desire for further education as a priority. It is noteworthy, however, that universities have not placed much importance on further education benefits for support staff, as evidenced by the academic indicators that promote academic staff development, such as indicators for advanced degrees like a doctorate. In contrast, support staff tend to focus more on developing their skills in the tasks they are responsible for, rather than pursuing academic development.

In terms of the development of the potential of support staff at Suan Sunandha Rajabhat University, Udon Thani Education Center, the overall respondents expressed a high desire for development. When examining specific areas, the findings revealed that:

1. In terms of training, there is a desire to develop training courses that allow trainees to apply what they learn to benefit their departments. The next priority is to have qualified instructors with the knowledge and expertise to provide understanding to the trainees, followed by organizing training courses related to the responsibilities of their job roles. These findings align with the research by Awakul, (2007: 88-93), who discussed training techniques. He defined training techniques as teaching methods in various formats that aim to make trainees learn and undergo a relatively permanent behavioral change, in line with the objectives of the training. The purpose of training is to change the behavior of the trainees by imparting knowledge and understanding, enabling them to learn and eventually achieve lasting behavioral changes. Therefore, each teaching technique is suitable for certain subjects, groups, educational

levels, age ranges, and time frames, etc. Trainers must select the most appropriate methods to achieve the best results. It is not acceptable to continue using the same methods just because they were used previously, regardless of their effectiveness. Training techniques are thus crucial for effectively transferring knowledge from instructors to trainees and have a significant impact on motivating trainees to learn efficiently, achieving the objectives of the training program.

2. In terms of education, the highest priority is to prepare staff before pursuing higher education, such as providing English and computer training. The next priority is to support educational funding for staff based on the appropriateness of each educational level, followed by motivating staff to recognize the importance of further education. This aligns with V. Good, who defined education in three ways:

2.1 Education means the various processes that individuals use to develop knowledge, abilities, attitudes, good behavior, values, and virtues that are respected and accepted by society.

2.2 Education is a social process that enables individuals to acquire knowledge and abilities from the environment provided by schools.

2.3 Education refers to the transmission of organized knowledge to the new generation for study and development. Regarding development, there is a need to improve the evaluation of employees' progress in their work performance. The next priority is promoting self-learning through computer systems, such as researching via the internet and e-learning, and establishing clear policies or plans for self-development. According to Sukhothai Thammathirat Open University (2005: 179-180), there are two methods of self-development: 1. Normal self-development method: This method includes imitation, trial and error, a desire to try new things, and the aim to improve existing practices. Normal self-learning occurs naturally and without institutional involvement; it lacks a formal curriculum. Imitation is considered the foundation of preserving life, traditions, culture, and human way of life. Learning through imitation starts from childhood and continues into adulthood. Imitation is the starting point for developing creativity and innovative thinking. Trial and error is another way of self-development that leads to learning. 2. Self-development through studying from learning resources: This method involves acquiring knowledge from religious institutions, resource centers, and mass media. These learning resources may exist in the workplace and community. The findings from research on the development needs of personnel at Suan Sunandha Rajabhat University, Udon Thani Campus, align with the study by Pakkotanung, (2005) on the self-development needs of academic support staff at Mahidol University, Salaya Campus. The study revealed that the academic support staff at Mahidol University have a high desire for self-development in the areas of self-learning, training, and further education. Furthermore, research by Kunawong, (2010) on the self-development needs of academic support staff at the Faculty of Medicine, Chiang Mai University, found that respondents indicated their top three self-development needs: learning to perform tasks properly with guidance, learning to use new equipment through demonstrations, and training on real-life problems. In terms of self-study, the respondents' top three needs included using the internet for self-learning, while fewer respondents were interested in learning through books, manuals, and E-Media programs. The research highlights that the development needs in education, training, and personal development are relatively similar. This indicates that most academic support staff at universities still feel they should receive more benefits than what they currently do, such as career advancement, compensation, and expertise in their current roles. Although many universities are trying to improve work standards and encourage staff to increase their academic knowledge, the old working methods still persist. At the same time, the increasing desire for

the development of academic support staff may be due to new generations entering the workforce, seeing more development opportunities, and benefiting from the advancement of technology compared to previous generations. The strategies or methods used to develop the potential of university staff should be diverse and consider individual needs more closely.

### **Acknowledgement**

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research.

### **References**

- Amornrat, P. (2005). A study of the self-development needs of academic support staff at Mahidol University, Salaya campus (Master's thesis, Human Resource Development, Ramkhamhaeng University).
- Aowakul, W. (2007). Training. Chulalongkorn University Book Center, Bangkok.
- Chusri, W. (2009). Techniques for using statistics in research (11th ed.). Bangkok: Tainaremitkit Inter Progressive.
- Isariyanan, T. (2021). Self-Development Need toward Thailand 4.0 Policy of Supportive Staff of Suan Sunandha Rajabhat University. *Journal of Corporate Management and Local Innovation*, 7(4), April 2021.
- Pimlaks, Y. (2014). Guidelines for developing the potential of supportive staff in the public health service network of Samut Songkhram Province (General administration department, Amphawa Hospital, Samut Songkhram Province).
- Prapaporn, K. (2010). The self-development needs of academic support staff at the Faculty of Medicine, Chiang Mai University (Master's thesis, Educational Administration, Chiang Mai University).
- Samarn, R. (2009). Evolution of management theory. Bangkok: Swa-dikan Printing Office, Office of the Civil Service Commission.
- Suwapen, K. (2013). *Guidelines for developing support staff at Phayao University* (Master's thesis, Phayao University).
- Todkaew, J. (2023). Developing Competencies of Academic Support Staff At Suan Sunandha Rajabhat University. [Master's thesis]. Thammasat University.
- Thidarat, S. (2007). Factors affecting work performance effectiveness of personnel at Chiang Rai Rajabhat University (Master's thesis). Chiang Rai: Chiang Rai Rajabhat University.
- Wareet, H. (2003). The development of academic support staff at the Office of the President, Burapha University (Master's thesis). Burapha University, Chonburi.