

## **STEPS TO GET TO A HIGHER POSITION EXECUTIVE TYPE SUAN SUNANDHA RAJABHAT UNIVERSITY**

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### **Abstract**

This study investigates the process for support staff to advance into higher executive positions at Suan Sunandha Rajabhat University. Data were collected from 50 personnel using a structured questionnaire and analyzed with descriptive statistics (percentage, mean, and standard deviation). Findings reveal that while the university has clearly defined policies and guidelines for promotion, support staff report only moderate confidence in the overall process. In particular, respondents indicated that they fully understand general regulatory guidelines but lack detailed knowledge of the nomination and application procedures. The study suggests that improving communication through targeted training, updated manuals, and streamlined procedures could enhance the promotion process and support career development.

**Keywords:** Steps to get to a higher, position, executive type

### **Introduction**

Advancement within an organization is critical for maintaining a dynamic, efficient, and innovative work environment. In higher education institutions, promoting qualified personnel into executive roles not only ensures that the leadership reflects the institution's vision but also serves as an impetus for continuous improvement. Suan Sunandha Rajabhat University, a longstanding public university steeped in tradition and academic excellence, has established systematic guidelines for the promotion of its support staff. These guidelines are designed to align personnel development with the university's strategic goals and to foster a culture of meritocracy. However, despite clearly documented policies and procedures, there remain gaps between policy intentions and the actual understanding and execution of the promotion process among support staff.

The need for effective promotion procedures is underscored by the increasingly competitive landscape of higher education. As institutions strive to achieve global recognition and maintain operational efficiency, the capability to identify and elevate talent from within becomes indispensable. Support staff, often the backbone of administrative operations, play a crucial role in the day-to-day functions that sustain the university's academic and operational excellence. Their career advancement is therefore not only a reflection of individual growth but also a measure of the institution's commitment to professional development and internal capacity building.

Previous studies in the field of educational management have highlighted the importance of transparency in promotion practices and the significant impact of internal communication on career advancement. Research by Wongrattana (1998) and Janthanan and Sanya (2015) indicates that when employees clearly understand the criteria and procedures for

advancement, their overall job satisfaction and organizational commitment improve. In contrast, ambiguity in the promotion process can lead to frustration, lower morale, and decreased efficiency. Despite these insights, there is limited research that specifically examines the promotion process for support staff within the context of Rajabhat Universities.

Suan Sunandha Rajabhat University has developed detailed regulations for the appointment and promotion of its personnel, encompassing everything from the general guidelines established by the university to the specific standards set forth by the Civil Service Commission. These regulations cover a broad spectrum of factors including eligibility criteria, performance evaluations, and the documentation required for a successful application. However, preliminary observations and internal reports suggest that while the theoretical framework is robust, many support staff exhibit only a moderate understanding of the practical steps involved in the process. This discrepancy calls into question the effectiveness of current communication strategies and training programs related to promotions.

Furthermore, the institutional structure at Suan Sunandha Rajabhat University reflects a blend of tradition and modernity. The university has a rich historical background, with practices deeply rooted in its long-established culture. Yet, as global trends in educational management evolve, there is a pressing need to reconcile these traditional practices with modern, transparent, and efficient human resource policies. This study, therefore, seeks to explore the process of promotion from the perspective of support staff, examining not only the procedural aspects but also the perceptions and experiences of those involved.

In a broader context, effective internal promotion strategies contribute to overall institutional sustainability. They ensure that experienced and knowledgeable personnel are given opportunities to contribute at higher levels, thereby supporting the strategic goal of achieving excellence in administration. By systematically evaluating the promotion process, this research aims to identify areas where the university's practices align well with best practices in the field and where improvements are necessary. The study's findings will have implications not only for the university's internal policy but also for other similar institutions seeking to refine their human resource practices.

The introduction of this study thus serves a dual purpose: first, to highlight the critical importance of career progression in maintaining a motivated and efficient workforce, and second, to delineate the specific issues associated with the current promotion process at Suan Sunandha Rajabhat University. In doing so, it sets the stage for a detailed examination of the steps involved in the promotion process, the challenges encountered by support staff, and the potential strategies for improvement. Ultimately, this research is expected to provide a clearer understanding of how institutional policies are perceived by employees and to offer recommendations for bridging the gap between policy formulation and practical implementation.

By examining these issues in depth, this study contributes to the broader discourse on human resource management in higher education, particularly within the unique context of Rajabhat Universities. It reinforces the idea that effective leadership development is not solely dependent on external recruitment but is equally reliant on nurturing internal talent. The insights derived from this study could serve as a catalyst for policy reform, ensuring that the promotion process becomes a transparent, efficient, and supportive pathway for career advancement.

In summary, the research presented herein investigates the promotion process at Suan Sunandha Rajabhat University with a focus on support staff. It aims to assess the clarity of

existing guidelines, identify the gaps in practical application, and provide actionable recommendations that will ultimately enhance the career development opportunities within the institution.

### **Research Objectives**

1. To examine the procedures for attaining higher executive positions at Suan Sunandha Rajabhat University.
2. To analyze the factors influencing career progression among university executives.

### **Literature Review**

Several studies have explored the factors influencing career progression in higher education institutions. According to Wongrattana (1998), descriptive statistical methods provide useful insights into organizational career patterns. Additionally, Janthanan and Sanya (2015) highlight key determinants, including salary, years of service, educational background, and institutional policies. They emphasize that organizations with well-structured career advancement programs tend to retain skilled personnel more effectively.

Previous research also underscores the role of mentorship and continuous professional development. Studies indicate that institutions implementing mentorship programs and leadership training facilitate smoother transitions into executive roles. Furthermore, transparent promotion policies and regular assessments improve employees' confidence and engagement in career advancement opportunities.

This literature review establishes the foundation for investigating how Suan Sunandha Rajabhat University supports career progression and identifies gaps in current practices.

### **Research Methodology**

The study utilizes a survey-based quantitative approach. Data collection involved structured questionnaires distributed to 50 university personnel. The research employed descriptive statistical tools, including percentage values, mean scores, and standard deviation, to interpret the data. The study focused on key variables, including university policies, career advancement, regulatory guidelines, and nomination procedures.

### **Research Results**

#### **General Information of Respondents**

1. Gender: The study found that the respondents were equally distributed by gender, with 25 males (50.0%) and 25 females (50.0%).
2. Age: The majority of respondents were aged 26–30 years (19 respondents, 38.0%), followed by those aged 31–35 years (17 respondents, 34.0%). Other age groups included 20–25 years (7 respondents, 14.0%), 41–45 years (3 respondents, 6.0%), 36–40 years (2 respondents, 4.0%), and 45 years and older (2 respondents, 4.0%).
3. Job Position: Regarding job positions, 19 respondents (38.0%) were in managerial roles while 31 respondents (62.0%) were staff members.

#### **Analysis of Factors Affecting Promotion**

4. University Policy: Respondents rated the overall university policy regarding promotion at a moderate level (mean = 3.25, SD = 0.03). When broken down: The university's established regulations and procedural guidelines received a high rating (mean = 3.66, SD = 0.939). The policy for developing promotion opportunities was rated at a moderate level (mean

= 2.78, SD = 0.887). Policies on increasing the budget for promotion support (mean = 3.14, SD = 0.880) and those setting compensation for promotion (mean = 3.42, SD = 0.882) were both also perceived as moderate.

5. Advancement/Progress: The overall perception of factors related to career advancement was moderate (mean = 3.43, SD = 0.03). In detail: Continuous improvement and development received a moderate rating (mean = 3.50, SD = 0.931). Responsibility and commitment in work were also rated as moderate (mean = 3.42, SD = 0.882). Managerial competencies, including knowledge, skills, and administrative ability, were rated at a moderate level as well (mean = 3.36, SD = 0.875).

6. Rules and Regulations: Regarding understanding of the rules and regulations: Overall, this factor was rated at a moderate level (mean = 3.49, SD = 0.05). Respondents showed high understanding of the guidelines and appointment procedures (mean = 3.90, SD = 1.09) and of the specific qualifications as defined by the Civil Service Commission (mean = 3.58, SD = 1.01). However, their understanding of general legal and administrative rules was moderate (mean = 3.00, SD = 0.989).

7. Promotion Process: The promotion process itself was perceived as moderate (mean = 2.77, SD = 0.27). Specifically: Respondents felt they possessed a moderate level of necessary knowledge and skills for the position (mean = 3.20, SD = 0.782). However, their understanding of the detailed procedures and steps required for submitting a promotion application was relatively low (mean = 2.34, SD = 1.17).

## **Discussion**

The results indicate that while Suan Sunandha Rajabhat University has established promotion guidelines, many employees lack a thorough understanding of the procedural steps required to attain higher executive positions. The moderate perception of career progression opportunities suggests that existing policies and initiatives are not entirely effective in guiding personnel through the promotion process.

One of the key issues is the limited awareness of the nomination and application procedures. Employees may find the complexity of requirements a barrier to advancement, leading to lower engagement with career development opportunities. Additionally, despite the presence of mentorship and training programs, their accessibility and effectiveness in equipping employees with the necessary skills and knowledge remain areas of concern.

Another important factor is the clarity and communication of university policies regarding executive promotions. The study suggests that personnel do not perceive policy frameworks as strongly supportive, which may indicate a need for more structured dissemination of information and better guidance mechanisms.

Finally, institutional support plays a crucial role in facilitating executive career mobility. Without sufficient mentorship, professional development opportunities, and transparent evaluation systems, employees may struggle to meet the qualifications required for advancement. Addressing these issues through targeted initiatives could improve overall career progression outcomes.

## **Recommendations**

1. Conduct training sessions to familiarize employees with promotion criteria and application processes.

2. Improve communication regarding career development opportunities within the university.

### **Acknowledgement**

The researcher gratefully acknowledges the support of Suan Sunandha Rajabhat University, as well as all personnel who participated in the study. Special thanks go to the university's research and development unit for their guidance and encouragement.

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