

A TRAINING MODEL FOR COMPETENCY ENHANCEMENT OF UNIVERSITY PERSONNEL: A CASE STUDY OF SUAN SUNANDHA RAJABHAT UNIVERSITY

Tidarat Charoenpak*

Personnel Division, Suan Sunandha Rajabhat University

Email: tidarat.ch@ssru.ac.th

Chanun Chanhom

College of Politics and Government, Suan Sunandha Rajabhat University

Email: chanun.ch@ssru.ac.th

Abstract

This study aimed to examine the current conditions, problems, and training needs of personnel at Suan Sunandha Rajabhat University, and to develop and evaluate a training model to enhance work performance competencies. A mixed methods approach was employed, combining quantitative data from questionnaires with qualitative interviews of administrators and staff. The results showed that personnel had high training needs in digital technology, communication, and management skills. Major problems included the lack of systematic needs analysis, insufficient post-training evaluation, and training programs that did not align with job responsibilities. The developed training model comprised five components: training needs analysis, curriculum design, implementation, evaluation, and feedback application. Experts assessed the model as highly appropriate and feasible, indicating its alignment with the university's context and potential for effective implementation to enhance personnel capacity and organizational quality in the long term.

Keywords: Training Program, Work Competency, Personnel Development

Introduction

In an era where the working environments of both the public and educational sectors are rapidly changing, particularly through the transition into the digital age, the growing use of information technology, and government policies emphasizing continuous personnel development, educational institutions at all levels, especially public universities, must adapt and systematically enhance the capabilities of their personnel. This is essential for ensuring efficient job performance, the ability to respond to change, and the achievement of institutional goals.

Suan Sunandha Rajabhat University, as a state higher education institution, plays a vital role in producing graduates, conducting research, providing academic services, and preserving arts and culture. The sustainable success of these missions relies heavily on personnel with high competency in knowledge, skills, and job-specific attributes. Academic support personnel serve as key mechanisms driving internal organizational processes effectively. Training programs, therefore, are essential tools for systematically developing and strengthening personnel competencies.

However, preliminary observations revealed that current training programs at the university lack systematic planning, do not align with the specific needs of each target group, and have insufficient follow-up processes to evaluate the application of acquired knowledge in actual work. Consequently, the effectiveness of training programs has not met the intended objectives. Moreover, enhancing personnel capacity to work efficiently and achieve optimal performance is a key strategy aligned with the Office of the Higher Education Commission

(OHEC) policies and the strategic plan of Suan Sunandha Rajabhat University, which aim to elevate the quality of human resources toward becoming a leading institution in academic and professional services. Systematic training management thus serves as a crucial mechanism to enrich essential knowledge and skills, as well as to foster continuous self-development at all organizational levels.

Nevertheless, despite the university's ongoing efforts to organize capacity-building activities, feedback from personnel indicates that there remains a gap between training content and actual job responsibilities. Furthermore, the absence of concrete evaluation and post-training follow-up systems has limited the effectiveness and long-term benefits of such programs. Therefore, the researcher recognizes the importance of developing a well-structured training model based on actual needs assessment and measurable outcomes. This model will serve as a guideline for organizing high-quality training programs that can effectively enhance personnel performance in a practical and sustainable manner.

Accordingly, this study aims to develop a training management model to enhance the work competence of personnel at Suan Sunandha Rajabhat University. The model emphasizes contextual relevance, practical applicability, and suitability for the university environment. It is expected to support the systematic development of human resources capable of adapting to future changes and contribute to the university's sustainable advancement toward organizational excellence.

Research Objectives

1. To study the current conditions, problems, and needs regarding the development of work competency among personnel at Suan Sunandha Rajabhat University.
2. To develop an appropriate training model to enhance the work competency of personnel at Suan Sunandha Rajabhat University.

Scope of the Research

1. Content Scope

This research focuses on studying the current conditions, problems, and needs related to the competency development of supporting staff at Suan Sunandha Rajabhat University. The data obtained will be used to develop an appropriate *training model* and to evaluate its effectiveness in enhancing work competency. The study emphasizes three key components: knowledge, skills, and attitudes essential for effective job performance.

2. Population and Sample Scope

The population in this study consists of supporting staff members at Suan Sunandha Rajabhat University. The sample includes staff members who participate in the training program developed under the proposed model, selected through *purposive sampling*, with the sample size determined according to the characteristics of experimental research.

3. Area Scope

The study is conducted within the premises of Suan Sunandha Rajabhat University, Bangkok, using the university's training facilities or officially authorized venues.

4. Time Scope

This research is conducted from October 2025 to March 2026, covering a total duration of approximately six months.

Research Methodology

1. Research Methodology

This study employed mixed *methods research design*, consisting of three main phases as follows:

Phase 1: Study and analyze preliminary data from documents, related research, and in-depth interviews.

Phase 2: Develop a training model and verify its appropriateness through expert evaluation.

Phase 3: Implement the training model and evaluate the improvement in staff competency.

2. Research Procedures

2.1 Review relevant literature, including concepts, theories, definitions, and prior research related to the development of training models. The researcher studied academic textbooks, research reports, theses, and other relevant sources, as well as reviewed existing questionnaires used in similar studies.

2.2 The research instruments were developed and examined for *content validity*.

2.3 The constructed questionnaire was reviewed by three experts to evaluate its quality and accuracy of content. The *Index of Item-Objective Congruence (IOC)* was calculated based on expert assessments, and necessary revisions were made accordingly.

2.4 The finalized questionnaire was further reviewed by experts to confirm content validity.

2.5 The questionnaire was revised following expert recommendations to ensure comprehensive coverage of all aspects and alignment with the research objectives. The *Index of Item-Objective Congruence (IOC)* was then recalculated using Hambleton's (1977, p. 88) formula.

3. Data Collection

Data was collected from 283 respondents using a questionnaire. The sample size was determined from a total population of 963 individuals, based on Yamane's (1967) sampling formula. After data collection, the researcher verified the completeness and accuracy of the responses, defined the characteristics and values of each variable, coded the data, and processed it using a statistical software package for further analysis.

4. Data Analysis

After completing data collection, the researcher manually checked the completeness of the returned questionnaires. The data were analyzed using a statistical software package, employing both descriptive and inferential statistics as follows:

4.1 Descriptive Statistics

Used to analyze the general information of respondents, including frequency, percentage, mean, and standard deviation (S.D.).

4.1.1 General information of respondents was analyzed using frequency and percentage distribution.

4.2 Inferential Statistics

Used to test the relationships between independent and dependent variables under the hypotheses, with a 95% confidence level.

4.2.1 *One-way ANOVA (F-test)* was employed to compare differences among groups with two or more variables.

4.2.2 *Multiple regression analysis* was applied to explain variations in the dependent variables based on two or more independent variables, thereby improving the accuracy of predictions.

Inferential Statistics Used to Analyze Differences and Relationships Between Variables

Data on Relationships and Differences Between Variables	Statistical Methods Used
Personal factors and training needs → Increased personnel competency	Frequency, Percentage, and Standard Deviation (S.D.)
Training model development → Increased personnel competency	Multiple Regression Analysis

Research Results

The data analysis aimed to present the research findings in accordance with the objectives of the study. The data were collected from 283 academic support personnel of Suan Sunandha Rajabhat University, determined from a total population of 963 persons, using Taro Yamane’s formula at a 95% confidence level and a 5% margin of error. The data obtained were analyzed using both descriptive and inferential statistics. The research results can be summarized as follows:

The mean and standard deviation of work competency categorized by aspects (n = 283)

No.	Work Competency Aspect	Mean ($\bar{x}$)	S.D.	Level
1	Knowledge of assigned responsibilities	4.21	0.64	High
2	Work performance skills	4.10	0.67	High
3	Responsibility	4.32	0.60	High
4	Teamwork	4.05	0.70	High
5	Effective service provision	3.95	0.73	High
Overall		4.13	0.65	High

General Information of Respondents

The preliminary analysis of respondents’ demographic characteristics covered gender, age, educational level, position, length of service, and affiliated department. Descriptive statistics, including frequency and percentage, were used for the analysis.

Summary of Findings

- Gender: The majority of respondents were female (68.20%), while males accounted for 31.80%.
- Age: The largest age group was 31–40 years old (45.23%).
- Educational Level: Most respondents held a bachelor’s degree (76.68%).
- Position: The majority worked as general administrative officers (54.41%).
- Length of Service: Most respondents had 6–10 years of work experience (39.57%).

Personnel Competency Levels

The analysis of personnel competency was divided into five dimensions:

1. Knowledge of assigned tasks
2. Job performance skills
3. Responsibility
4. Teamwork
5. Efficient service delivery

Using a 5-point Likert scale, the data were analyzed by calculating mean ($\bar{X}$) and standard deviation (S.D.). Overall, the competency level was high (overall mean = 4.13, S.D. = 0.65). The highest-rated dimension was *Responsibility* ($\bar{X}$ = 4.32), while the lowest was *Efficient Service Delivery* ($\bar{X}$ = 3.95).

Training Needs

The study of training needs focused on topics that would enhance personnel competency, analyzed using descriptive statistics.

Summary of Findings

- There were no significant differences in competency levels based on gender or educational level at the 0.05 significance level.
- Age and work experience showed statistically significant differences ($p < 0.05$).
- Respondents indicated the highest demand for training in *digital technology skills* (84.4%), followed by *customer-focused service development* (81.3%), and *stress management and work-life balance* (78.6%).

Hypothesis Testing

To test the hypothesis that "personal factors are related to personnel competency," inferential statistics such as One-way ANOVA and t-tests were employed.

Discussion

The findings of this study can be discussed in the following main aspects:

1. The overall competency level of personnel was high

The research results indicated that the overall competency level of academic support personnel was at a *high* level, particularly in the areas of *responsibility* and *knowledge of assigned tasks*. This reflects a positive attitude toward work and the ability to perform duties effectively.

- This result is consistent with Boyatzis (1982), who defined *competency* as a characteristic of an individual that leads to superior job performance beyond the standard level.
- The personnel's responsibility and knowledge in their respective duties represent *core competencies*, which are essential for effective operations within higher education institutions.

• These findings are also in line with the study by Supawadee Sritanyalak (2021), which found that university personnel exhibited high levels of honesty, responsibility, and achievement motivation.

2. The lowest competency aspect was "effective service provision."

Although the overall competency level was high, some aspects—particularly *effective service provisions* showed lower average scores compared to others. This suggests that personnel may lack adequate tools, institutional support, or essential *soft skills* such as communication and service orientation necessary for effective service delivery.

• According to Parasuraman, Zeithaml, and Berry (1985), service quality consists of multiple dimensions, including reliability, responsiveness, empathy, and customer understanding.

• If personnel are not continuously developed in these areas, it may affect the organization’s image and the overall quality of services provided to students and staff.

• Therefore, this finding highlights the need to include service competency development as a key component in future personnel training plans.

3. Personnel’s needs for competent development.

The study revealed that personnel expressed strong training needs in various areas, particularly *information technology*, *time management*, *teamwork*, and *communication skills*. This indicates that competency development in the modern era cannot focus solely on technical knowledge but must also emphasize *systemic* and *behavioral skills* simultaneously.

These findings underline the importance of designing training programs that integrate both hard and soft skills, enabling personnel to adapt effectively to the evolving demands of higher education administration.

Recommendations

Academic Recommendations

1. The university should implement the proposed training model in various departments to test its practical effectiveness.

2. A long-term follow-up of training participants should be conducted to evaluate changes in their work competency over time.

3. Future researchers may further develop or adapt this model for other target groups, such as academic staff.

Policy Recommendations

1. University administrators should promote continuous personnel development through annual training plans.

2. The training model should be integrated with the *Digital University* policy and aligned with ongoing technological transformations.

3. It is recommended that the university establish an internal *Personnel Competency Development Center* using curricula certified by experts.

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