

**PERCEPTION AND PARTICIPATION OF SUPPORTING STAFF IN THE
DEVELOPMENT TOWARD THE EDUCATION CRITERIA FOR PERFORMANCE
EXCELLENCE (EdPEX) AT THE OFFICE OF THE PRESIDENT, SUAN
SUNANDHA RAJABHAT UNIVERSITY**

Wachiraporn Na Phol*

Personnel Division, Suan Sunandha Rajabhat University

Email: wachiraporn.na@ssru.ac.th

Chutikarn Sriviboon

College of Innovation and Management

Email: chutikarn.sr@ssru.ac.th

Abstract

This study aimed to investigate the levels of personal factors, perception, and participation of supporting staff in the development toward the Education Criteria for Performance Excellence (EdPEX), as well as to examine the relationship between perception and participation. Data were collected from 127 supporting staff members under the Office of the President, Suan Sunandha Rajabhat University. The study employed quantitative research design using a questionnaire, with data analyzed through descriptive statistics, including frequency, percentage, mean, and standard deviation, as well as inferential statistics using Pearson's correlation coefficient. The results indicated that the majority of respondents were female, aged 35–44 years, held a bachelor's degree, had over 16 years of work experience, and were primarily government-funded employees affiliated with the Central Division. Analysis revealed a strong positive correlation between perception and participation in organizational development according to the EdPEX framework, statistically significant at the .01 level ($r = 0.643-0.988$). Participation in guideline formulation, monitoring, and evaluation showed the strongest correlations with overall organizational development. Additionally, university policy and operational outcomes were also highly correlated with staff involvement.

Keywords: Perception, Participation, Education Criteria for Performance Excellence (EdPEX)

Introduction

Suan Sunandha Rajabhat University recognizes the importance of enhancing the quality of education continuously to respond to the rapidly changing global, economic, and technological landscape. Universities must therefore adapt their quality assurance systems to be efficient and to raise academic standards while ensuring sustainable development.

In the fiscal year 2024, Suan Sunandha Rajabhat University placed great emphasis on the implementation of Agenda 8/2024. On 28 August 2024, the University appointed a Steering Committee for driving the Education Criteria for Performance Excellence (EdPEX), which serves as an organizational management and development framework. EdPEX aims to strengthen organizational management through the development of organizational learning systems and the establishment of key operational processes that support continuous development. It also encourages personnel at all levels, including supporting staff, to engage in quality organizational development. This is aligned with the policy to steer the University toward becoming a "Leader in Innovation and Quality Excellence for Sustainable Development" in accordance with the University's vision.

The application of the EdPEX framework in organizational quality development is essential for fostering continuous improvement, enhancing organizational learning, and establishing systematic processes that can generate sustainable results aligned with strategic directions (Baldrige Performance Excellence Program, 2023). The University adopted the EdPEX framework within the project titled “Enhancing Educational Quality through EdPEX Implementation” (EdFE: Education for Excellence), which began in fiscal year 2023. The project aimed to systematically elevate educational quality with practical implementation guidelines. This included workshops and capacity-building for all units regarding the use of EdPEX in management and internal quality assurance to ensure readiness for sustainable development.

The University, through its EdPEX Steering Committee, organized training sessions and workshops from July 2023 to September 2024. These activities focused on developing planning and management competencies based on the EdPEX framework for the years 2024–2030. They also emphasized the assessment of key organizational results and data-driven decision-making. The expected outcomes included enhanced organizational learning, improved management competency among personnel, and strengthened internal academic quality assurance processes.

The concept of “organizational excellence” is not merely the attainment of high performance but also the ability to continuously improve operations at all levels. According to Quinn (2011) and Collins (2001), organizational excellence arises from commitment to key factors that lead to continuous development, including transformational change, innovation, quality assurance, and the use of assessments to truly enhance educational quality and practical performance. These factors are therefore of significant importance.

Based on the points, the researcher recognizes the importance of enhancing the level of awareness and engagement among supporting staff at the Office of the President, Suan Sunandha Rajabhat University, concerning the development and implementation of the EdPEX framework within their units. This is consistent with Kotter’s (1996) theory, which states that organizational change requires cultivating a shared understanding and awareness among personnel to ensure successful and sustainable transformation.

In addition, the study by Prapis Nuanchan Na Ayudhya (2020) emphasized that personnel awareness regarding institutional policies or quality standards significantly influences operational effectiveness. When personnel clearly understand the importance and benefits of participating in internal quality assurance systems, it leads to greater willingness to act and supports the achievement of the organization’s quality development goals.

Therefore, assessing the awareness and engagement levels of supporting staff becomes essential. This allows the organization to identify current conditions and strengthen the development of quality assurance in alignment with EdPEX. Moreover, it contributes to enhancing the preparedness of units to drive organizational quality development processes, ensuring effective implementation of quality assurance activities in accordance with the University’s policies. This, in turn, supports the organization in progressing toward its goal of achieving educational excellence and sustainable development.

Research Objectives

1. To examine the level of individual factors, awareness, and engagement of supporting staff in the development of educational quality toward the implementation of the Education Criteria for Performance Excellence (EdPEX) at the Office of the President, Suan Sunandha Rajabhat University.

2. To investigate the relationship between awareness and engagement of supporting staff in the development of educational quality toward the implementation of the Education Criteria for Performance Excellence (EdPEX) at the Office of the President, Suan Sunandha Rajabhat University.

Scope of the Research

In terms of Population and Sample

Population refers to the support staff under the Office of the President of Suan Sunandha Rajabhat University from 7 divisions, totaling 186 people, namely: General Affairs Division, Student Development Division, Finance Division, Educational Services Division, Policy and Planning Division, Personnel Management Division, and International Education Center.

(Simple Random Sampling) Sample refers to the group used in this research study, which is the support staff under the Office of the President of Suan Sunandha Rajabhat University. The sample size was determined using the Taro Yamane (1973) formula for sampling, with a 95% confidence level. The calculation resulted in a sample size of 127 people, and the sampling was conducted using Simple Random Sampling.

The study on the Perception and Participation of Support Staff in Development towards the Educational Quality Criteria for Excellence (EdPEX) under the Office of the President of Suan Sunandha Rajabhat University divides the variables studied into 2 types:

Independent Variables

1. Independent Variables include

1.1 Personal factors, consisting of sex, age, educational level, job position, years of service, and division.

1.2 Perception of the Educational Quality Criteria for Excellence (EdPEX), consisting of meaning and principles, university policy and direction, personal duties and roles, communication channels and support, and benefits and results from implementation.

2. Dependent Variables

Dependent Variables are the Participation of Support Staff in Development towards the Educational Quality Criteria for Excellence (EdPEX) under the Office of the President of Suan Sunandha Rajabhat University, consisting of participation in setting guidelines, participation in implementation, participation in monitoring and evaluation, and participation in learning.

In terms of Time

The duration of the study and data collection is from January 6, B.E. 2568 (2025) to July 31, B.E. 2568 (2025).

In terms of Location

Office of the President, Suan Sunandha Rajabhat University

Research Methodology

Population: Support staff under the Office of the President of Suan Sunandha Rajabhat University from 7 divisions, totaling 186 people, namely: General Affairs Division, Student Development Division, Finance Division, Educational Services Division, Policy and Planning

Division, Personnel Management Division, and International Education Center (Referenced on November 13, B.E. 2567 (2024)).

Sample: Refers to the group used in this research study, which is the support staff under the Office of the President of Suan Sunandha Rajabhat University. The sample size was determined using the Taro Yamane (1973) formula for sampling, with a 95% confidence level. The calculation resulted in a sample size of 127 people, and the sampling was conducted using Simple Random Sampling.

1. Construction of the Research Instrument

The instrument used in the research is a questionnaire developed by the researcher to study the perception and participation of support staff in development towards the Educational Quality Criteria for Excellence (EdPEX) under the Office of the President of Suan Sunandha Rajabhat University, divided into 3 parts as follows

Part 1 is a questionnaire concerning the personal information of the respondents, consisting of 6 items: sex, age, educational level, job position, years of service, and division. The nature of this questionnaire is a Checklist.

Part 2 is a questionnaire concerning the perception of the Educational Quality Criteria for Excellence (EdPEX), consisting of meaning and principles, university policy and direction, personal duties and roles, communication channels and support, and benefits and results from implementation.

Part 3 is a questionnaire concerning the participation of support staff in development towards the Educational Quality Criteria for Excellence (**EdPEX**), consisting of participation in setting guidelines, participation in implementation, participation in monitoring and evaluation, and participation in learning.

2. Quality Assessment of the Instrument

2.1 The researcher studied information from books, documents, academic texts, and relevant research to guide the construction of the questionnaire according to the nature of the required data, under the advice of experts.

2.2 The draft questionnaire was submitted to 3 experts to examine the content validity of the questionnaire (draft version). They considered the suitability of the content and question items. A criterion of **IOC** (Index of Item Objective Congruence) of **0.5** or higher was set for a question item to be considered acceptable. If any item did not meet the criteria, the experts' suggestions for revision were incorporated.

2.3 The revised questionnaire was field-tested with a sample group similar to the target population. The reliability was considered based on the **Cronbach's alpha** coefficient, setting a criterion of **0.7** or higher. If the alpha coefficient was below the criterion, the question items were further revised. The final revised questionnaire was then used for actual data collection, following the method of **Cronbach (1970)**, calculated using a statistical analysis software package. The questionnaire was adjusted before being used in the actual study.

2.4 The results of the reliability analysis indicated that the questionnaire was reliable. Therefore, the questionnaire was used for actual data collection with the sample group.

3. Data Collection

3.1 For data collection, the researcher proceeded by requesting cooperation from the sample group, which is the support staff of the Office of the President of Suan Sunandha Rajabhat University. Data was collected via a questionnaire link in Google Form, and completeness was checked before analysis.

3.2 Secondary data for the study was collected from concepts and theories, academic texts, books related to perception, participation, and development towards the Educational

Quality Criteria for Excellence (EdPEX), research papers, theses, and other documents from the library, as well as data from the internet and various websites.

4. Data Analysis

4.1 Basic data analysis, including the personal characteristics of the respondents, categorized by sex, age, educational level, job position, years of service, and division, by calculating frequency and percentage.

4.2 Data concerning the perception and participation of support staff in development towards the Educational Quality Criteria for Excellence (EdPEX) were analyzed by calculating the mean ($\bar{x}$) and standard deviation (S.D.).

4.3 Data regarding the relationship between personal factors and the perception and participation of support staff in development towards the Educational Quality Criteria for Excellence (EdPEX) under the Office of the President of Suan Sunandha Rajabhat University were analyzed using the t-test for variables with 2 groups and One-Way ANOVA for variables with more than 2 groups. When a statistically significant difference was found, post-hoc analysis was performed using the LSD (Least Significant Difference) method.

Research Results

This research aimed to study the topic "Perception and Participation of Support Staff in Development towards the Educational Quality Criteria for Excellence (EdPEX)" under the Office of the President of Suan Sunandha Rajabhat University. The researcher used Descriptive Statistics and defined the following symbols and abbreviations used in the data analysis:

Symbol	English Meaning
N	Represents the number of questionnaires in the sample group
$\bar{X}$	Represents the mean
S.D.	Represents the standard deviation

Presentation of Data Analysis Results

In presenting and interpreting the results of the data analysis for this research, the researcher analyzed and presented the data in tabular form with descriptions, divided into 4 parts as follows:

Part 1: Analysis of the personal data of the support staff under the Office of the President of Suan Sunandha Rajabhat University.

Part 2: Analysis of the data on the perception of the Educational Quality Criteria for Excellence (EdPEX), consisting of meaning and principles, university policy and direction, personal duties and roles, communication channels and support, and benefits and results from implementation.

Part 3: Analysis of the data on the participation of support staff in development towards the Educational Quality Criteria for Excellence (EdPEX), consisting of participation in setting guidelines, participation in implementation, participation in monitoring and evaluation, and participation in learning.

Part 4: Results of the data analysis on the relationship between the perception and participation of support staff in development towards the Educational Quality Criteria for Excellence (EdPEX).

Analysis Results of Perception Data on Education Criteria for Performance Excellence (EdPEX)

1. Overall Perception and Participation

Overall Factor	Minimum (Min.)	Maximum (Max.)	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Interpretation
Perception	2.80	5.00	4.24	0.641	Highest
Staff Participation	1.70	5.00	4.18	0.781	High

2. Sub-Factors of Perception

Sub-Factor	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Interpretation
Meaning and Principles	3.93	0.816	High
University Policy and Direction	4.31	0.666	Highest
Own Duties and Roles	4.26	0.692	Highest
Communication Channels and Support	4.28	0.737	Highest
Benefits and Outcomes from Implementation	4.44	0.611	Highest

3. Sub-Factors of Staff Participation

Sub-Factor	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Interpretation
Participation in Defining Guidelines	4.17	0.758	High
Participation in Implementation	4.18	0.813	High

Sub-Factor	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Interpretation
Participation in Monitoring and Evaluation	4.15	0.854	High
Participation in Learning	4.20	0.760	High

Discussion

Research Report: Perception and Participation of Supporting Staff in the Development toward the Education Criteria for Performance Excellence (EdPEX) at the Office of the President, Suan Sunandha Rajabhat University.

Researcher: Ms. Wachiraporn Na Phol

Year: 2025

1. Research Summary

This quantitative study aimed to investigate the personal factors, levels of perception and participation of 127 supporting staff members toward EdPEX-based organizational development, and to examine the relationship between these two factors.

- Personal Factors: The majority of respondents were female, aged 35–44 years, held a bachelor's degree, had over 16 years of work experience, and were government-funded employees affiliated with the Central Division.

- Perception and Participation Levels: Overall, staff demonstrated a high to highest level of both perception and participation. The highest-rated aspect of perception was Benefits and Results from Implementation (4.44), reflecting the staff's recognition of the positive outcomes of using EdPEX. However, the Meaning and Principles of EdPEX Criteria had the lowest perception level (High, 3.93) [Implied from previous context].

- Relationship: The analysis revealed a strong positive correlation between staff Perception and Participation in EdPEX development, statistically significant at the .01 level ($r=0.643-0.988$). Participation in guideline formulation, monitoring, and evaluation showed the strongest correlation with overall development.

2. Discussion of Research Results

The findings clearly indicate that an increased level of supporting staff awareness and understanding of EdPEX directly leads to higher participation in organizational development. This confirms that building awareness is critical for driving organizational change. The strong correlation found in strategic participation (guideline formulation, monitoring, and evaluation) suggests that staff desire a proactive role in controlling the direction and quality of their work.

Area for Development: Although staff expressed the highest perception of benefits, the perception regarding the fundamental principles and concepts of EdPEX was significantly lower [Implied from previous context]. This suggests that management should focus on fostering a deeper understanding of the criteria's core components to ensure that staff participation genuinely leads to process improvements that align with the true principles of EdPEX in a sustainable manner.

3. Recommendations

3.1 Recommendations from Research Findings

It is recommended to promote a clear understanding of the EdPEx principles and meaning by focusing on development through three main approaches:

- 1) Workshops to foster a deeper conceptual understanding of the principles.
- 2) Accessible Communication is clear and utilizes diverse channels.
- 3) Participatory Learning Management throughout all stages of the PDCA cycle to enhance staff motivation and commitment.

3.2 Recommendations for Future Research

Future research should expand its scope to other universities and adopt a mixed-methods approach to acquire in-depth data necessary for sustainably developing policies and strategies for organizational improvement in higher education.

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