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**Research competency enhancement process based on knowledge management procedures for developing routine to research of support staff at Thaksin University**

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Bundit Thongsong<sup>a</sup>, Varaporn Yamtim<sup>a,\*</sup>, Apichart Jai-Aree<sup>a</sup>, Pitcha-orn Sirichewakesron<sup>b</sup> } Cordia New 14, Bold, Underline for presenter

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<sup>a</sup>Department of Human and Community Resource Development, Faculty of Education and Development Science, Kasetsart University, Kamphaengsaen Campus, Nakhon Pathom 73140, Thailand

<sup>b</sup>Kasetsart University Research and Development Institute, Kasetsart University, Bangkok 10900, Thailand

\*Corresponding author. E-mail address: yamtimv@gmail.com (one e-mail only)

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**Abstract (Level I heading: Cordia New 14, Bold)**

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**Keywords:** needs assessment, research competency, routine to research (3–5 keywords, alphabetical order)

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## Introduction (Level I heading: Cordia New 14, Bold)

The National Economic and Social Development Plan has caused significant changes to Thailand's economy, society, natural resources, and environment, as well as its federal administration. Despite the risks, the plan encourages Thailand to confront its weaknesses in such areas as government administration and economic infrastructure for sustainable growth. An important method for national development is based on modern knowledge and technology. The reliability of knowledge depends on the research process that builds it up or develops it since a research process is related to a systematic knowledge search that can be repeated and provide answers and alternatives for research questions. Research knowledge is also useful, and it is essential for economic and social development. As a result, the creation of new knowledge from research is a crucial task for any organization, notably higher education institutions.

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## Literature Review (Level I heading: Cordia 14, Bold)

The researcher reviewed related literature and research towards research competency enhancement based on knowledge management procedures for developing routine to research and saw four principal terms that are main variables presented in the conceptual framework as follows:

1. Research competency is an ability acquired by a knowledge searching process that is based on a research process that aims to solve problems, develop work and adjust it. It has three components, research knowledge, psychological skills, and research skills (Rungtuengwanichkul, 2013; Schweizer, Steinwascher, Moosbrugger, & Reiss, 2011; Yamtim, 2016).

→ Groups of references should be listed first alphabetically, then chronologically. Join by semicolon ;

2. Routine to research (R2R) is a development process of repeated dull routine to research by searching for new knowledge to solve problems with the use of innovative tools until obtaining complete facts through observation, experiment, interview, knowledge management, analysis, and conclusion, in both quantitative and qualitative ways, leading to research for professional development (Jirawatkul & Jirawatkul, 2010).

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## Methodology (Level I heading: Cordia New 14, First letter of each word is uppercased, Bold, Align left)

The research methodology of this research study was divided into two steps as follows:

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### Needs Assessment (Level II heading: First letter of each word is uppercased, Italic, Align-left)

Needs assessment for research competency enhancement based on knowledge management for developing routine to research for support staff at Thaksin University (TSU) is the complete study of needs, which is divided into sub-steps: (1) specifying needs and prioritizing them (2) analyzing cause of needs, and (3) specifying alternatives to adjust its purposes. The researcher applied survey research methods for this

study. The population of the target group was 385 TSU support staff, and they were selected by stratified random sampling to get 196 research samples. Most of the samples were female (72.70%) who belong to the divisions of administration, academic affairs and other departments (36.10%, 32.50%, and 31.40%, respectively). The majority of the research samples were administrative staff (49.00%). The research instrument for a needs assessment was a Likert 5-point scale questionnaire about research competency enhancement for TSU support staff. The questionnaire consisted of 50 items with an Index of Item Objective Congruence (IOC) range of 0.60–1.00, and a Cronbach's alpha coefficient of .925. Specification of needs and prioritization proceeded through the Modified Priority Needs Index (PNI<sub>modified</sub>) method (Wongwanich, 2015). The researcher.....

Percent: use 'percent' in running text. In parenthetical material, use '%'.  
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..... according to Equation 1: → citation equation in text

$$\hat{Y} = (r_t - p_t) / p_t$$

(1) → provide the equation number

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*Synthesis of Causes of Needs* (Level II heading: First letter of each word is uppercased, Italic, Align-left)

The development of research competency enhancement based on knowledge management procedures for developing routine to research for TSU support staff.....

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**Results** (Level I heading: First letter of each word is uppercased, Bold, Align-left)

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*Needs Assessment* (Level II heading: First letter of each word is uppercased, Italic, Align-left)

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*Needs for research competency enhancement for TSU support staff* (Level III heading: First letter of the first word is uppercased, Italic, 0.5 inch (or 1.27 cm) from left side)

Needs and its prioritization for research competency enhancement for TSU staff were assessed by PNI<sub>modified</sub>. The needs having higher or equal number with PNI<sub>modified</sub> were selected. The assessment was done separately based on working positions and other aspects. The steps for prioritization used a descending order of PNI<sub>modified</sub> values. The research findings showed that TSU staff from all working positions need further research knowledge towards conceptual framework and research report writing ( PNI<sub>modified</sub> = 0.40–0.68), and ..... Moreover, TSU staff needed to design a research task. They preferred learning how to design a research and conceptual framework (PNI<sub>modified</sub> = 0.42–0.61). In addition, administrative

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and professional-level staff additionally need to know how to write a research report and all staff need to learn

Title number: about research ethics and faith ( $PNI_{\text{modified}} = 0.15-0.23$ ) as presented in Table 1 and Table 2. → Citing each Tables in text

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tables in the order in which they are mentioned in text Table 1 Mean differences in academic learning achievement between experimental and control groups → Table title: only the first letter of sentence is capitalized unless the usually capitalized

Test	Experimental Group		Control Group		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Pretest	9.47	2.98	7.08	4.13	2.062	.165
Posttest	51.29	3.69	30.00	8.40	14.681***	.000

Note: \*\*\**p* < .001.

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.....as shown in Table 2.

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**Table 2** Correlations among observed variables, alpha reliabilities (in parentheses), and descriptive statistics

Variables	<i>n</i> = 1034											
	1	2	3	4	5	6	7	8	9	10	11	12
1. NWFC	(.85)	.43**	.52**	.07*	.04	.09**	-.07*	-.07*	-.06*	.13**	.42**	.10**
2. NIWFC		(.75)	.42**	-.05	.01	.08**	-.02	-.02	-.04	.07*	.07*	.23**
3. IEWC			(.84)	.12**	.11**	.24**	-.16**	-.16**	-.17**	.22**	.23**	.20**
4. ENT				(.83)	.26**	.31**	-.14**	-.13**	-.08**	.20**	.18**	.05
5. DIS					(.89)	.69**	-.02	-.01	.03	.22**	.20**	.06*
6. EXC						(.90)	-.14**	-.15**	-.10**	.32**	.23**	.17**
7. SS							(.85)	.88**	.81**	-.24**	-.07*	-.27**
8. FHCS								(.87)	.87**	-.23**	-.06	-.30**
9. FCCS									(.87)	-.19**	-.02	-.28**
10. MD										(.87)	.32**	.26**
11. NWFI											(.80)	.19**
12. NIWFI												(.70)
<i>M</i>	3.77	3.06	2.28	3.28	2.77	2.11	5.44	5.63	5.41	2.38	2.95	2.35
<i>SD</i>	1.25	0.98	1.14	1.00	1.33	1.33	1.25	1.22	1.23	0.84	1.10	0.91

Table note: Explanation to supplement or clarify information in the table body

Note: NWFC = Not work Kasetsart journal king full time of colleagues, NIWFC = No intention to work faithfully of colleagues, IEWC = Illegal exploitation from working of colleagues, ENT = Psychological entitlement, DIS = Disregarding, EXC = Excision, SS = Shame to sin, FHCS = Fear of having committed a sin, FCCS = Fear of the consequences of committing a sin, MD = Moral disengagement, NWFI = Not working full time of individuals, NIWFI = No intention to work faithfully of individuals, IEWI =Illegal exploitation from working of individuals.

\**p* < .05, two-tailed. \*\**p* < .01, two-tailed.

Border: use a border at the top and bottom of the table, beneath column headings, separate a row containing totals or other summary information from other rows in the table. Do not use vertical borders

*Causes of needs for research competency enhancement of TSU support staff* (Level III heading: First letter of first word is uppercased, Italic, 0.5 inch (or 1.27 cm) from left side)

The experts analysed the causes of needs for research competency enhancement of overall TSU staff and found that TSU staff still have insufficient and unclear knowledge and understanding of research knowledge towards conceptual framework, research report writing, statement of problem, literature review, including learning facilities such as insufficient learning places to serve the needs, specific resources and information, mentoring system, and projects serving the learning. Besides, they were unskilful in research skills, especially research design, conceptual framework and research report writing. Regarding research mind, TSU staff in research ethics, morality and faith are as shown in Figure 1. → Citing each Figures/Equation in text

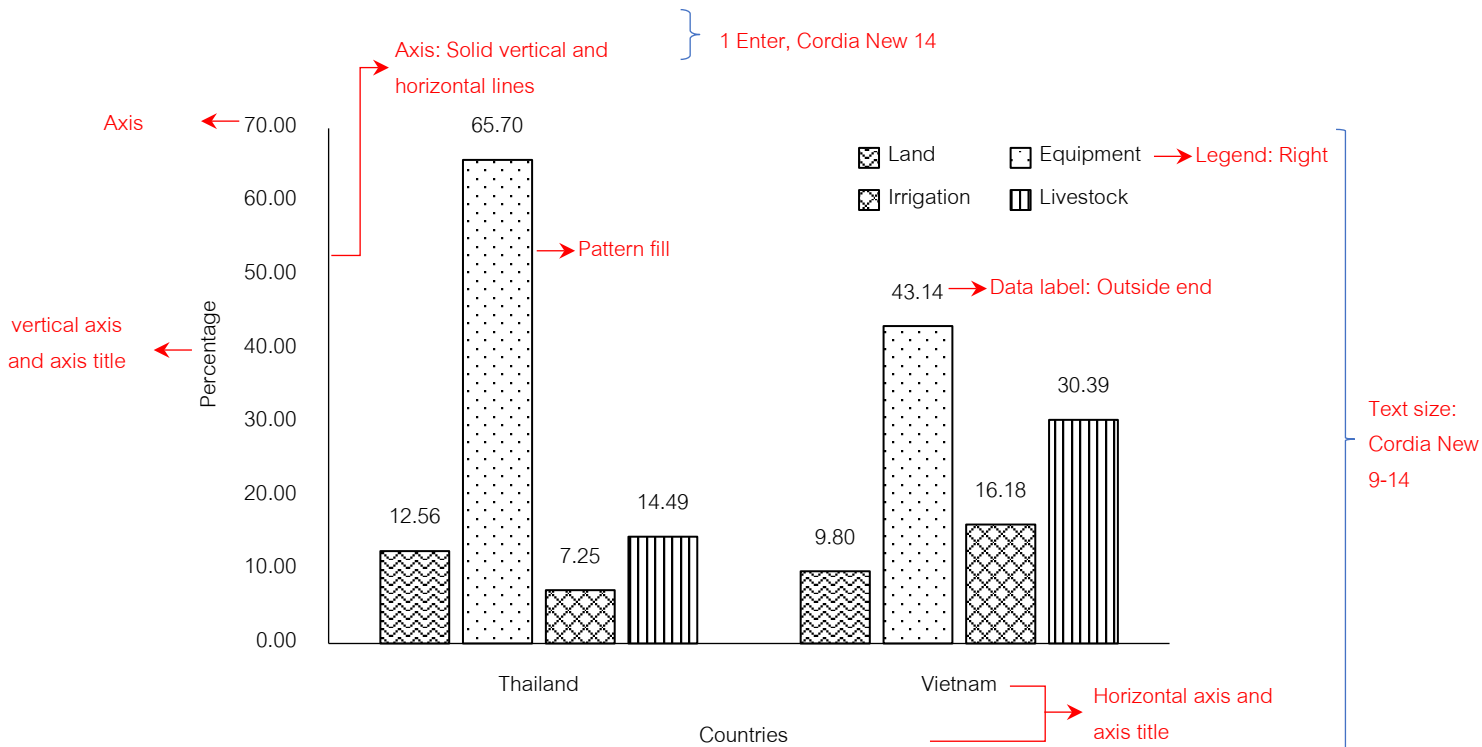


Figure 1 Types of agricultural investment in rice farming households in Thailand and Vietnam in 2016

*Development of Research Competency Enhancement Process Based on Knowledge Management for Developing Routine to Research for TSU Support Staff*

1. The researcher synthesized the alternatives for adjusting causes of needs for research competency enhancement for developing routine to research for TSU support staff.....

2. Results of appropriateness and possibility of 2P2R process evaluation showed that principles, rationale and objectives were appropriate and possible (practical) at the highest level ( $\bar{X} = 4.50, 4.67, SD = 0.55, \text{ and } 0.52$ , respectively), ..... These three steps were appropriate and possible at a high level ( $\bar{X} = 4.36, 4.04, SD = 0.68, \text{ and } 0.87$  respectively) as shown in Figure 2.

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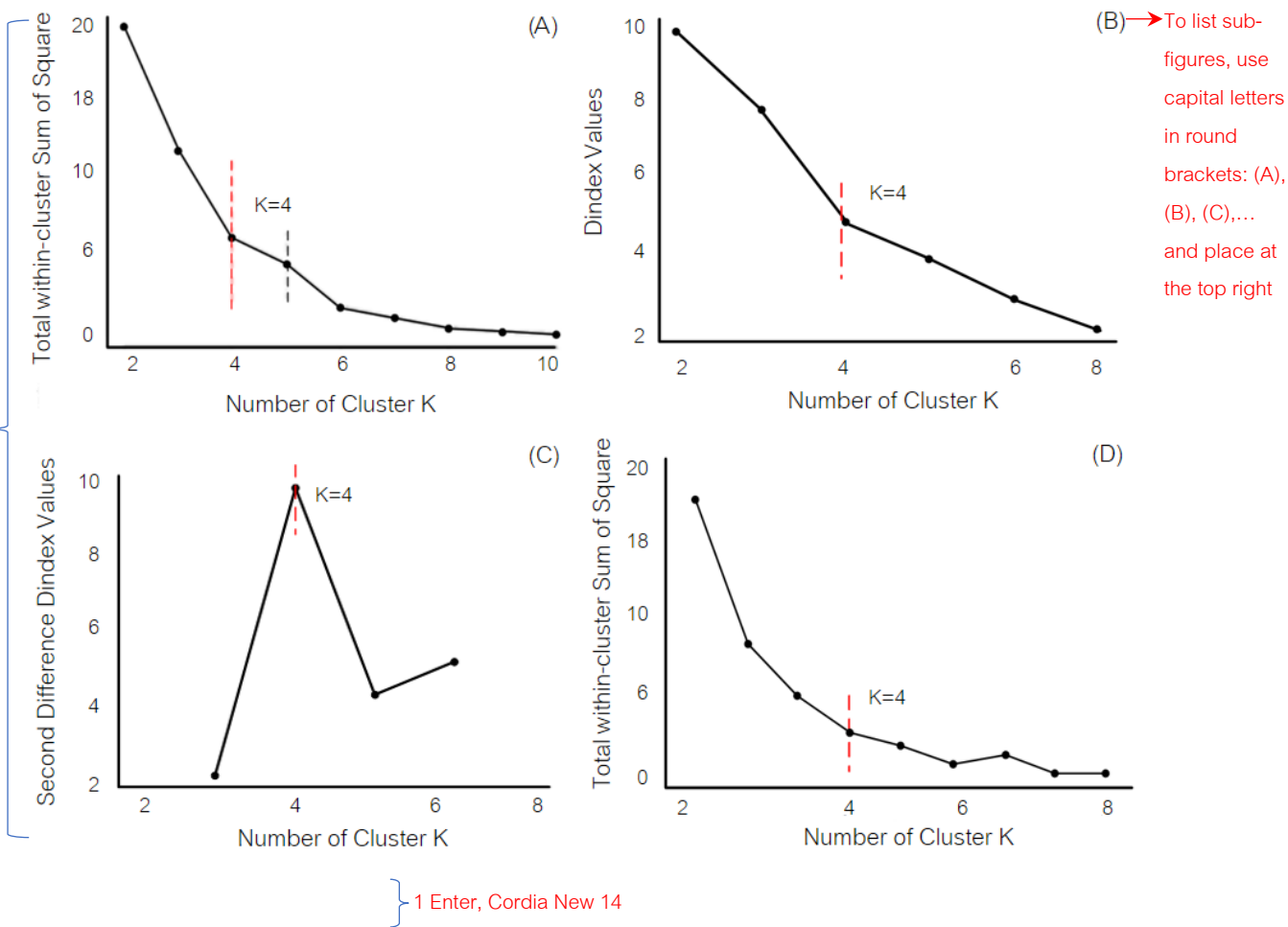


Figure 2 Determination the best number of clusters; (A) WSS value, (B) Index in NbClust, (C) Second Different Dindex NdClust (D) Elbow Method

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**Discussion** (Level I heading: First letter of each word is uppercased, Bold, Align-left)

1. The results of needs assessment towards research competency enhancement of TSU support staff presented that the staff needs to develop all aspects of research competency.....

2. A research competency enhancement process based on knowledge management procedures for developing routine to research of TSU support staff is 2P2R process consisting Plan (Creating teamwork, Specifying plan, Creating Mentoring team and Facilitating learning activities), Process (Searching for information, Summary, Practicing, Submitting to mentor and Adjustment), Reflect (Proposing strengths and weaknesses), Regard (Evaluation and admiration). Yamtim (2016) proposed classroom research competency indicators.....

Due to rapid changes, the support staff need to have new knowledge, innovation, a new working process, positive effects of research, and andragogy. .... Learning occurs while solving problems of both individuals and the team to encourage effective learning, understanding, and development,

which is consistent with knowledge management success factors that are related to knowledge strategy, evaluation, instruments, leader, organizational culture (Chuenklin, 2010; Puangkam, 2008; Sukumaran, Mustapha, & Chandran, 2016) and RBBL process concepts related to learning support of both individual and team learners to encourage learners' research competency (Wannapiroon, 2014).

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### **Conclusion** (Level I heading: First letter of each word is uppercased, Bold, Align-left)

Needs for research competency enhancement of TSU support staff were in the same direction, so the experts identified the alternative solutions to enhance the research competency of TSU support staff in many aspects as follows: Research knowledge includes using a knowledge management process.....

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### **Recommendation** (Level I heading: First letter of each word is uppercased, Bold, Align-left)

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### **Acknowledgments** (Level I heading: First letter of each word is uppercased, Bold, Align-left)

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Retrieved from [http://www.kmice.cms.net.my/kmice2016/files/KMICe2016\\_eproceeding.pdf](http://www.kmice.cms.net.my/kmice2016/files/KMICe2016_eproceeding.pdf)

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Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225–229. <https://doi.org/10.1037/0278-6133.24.2.225>

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**c. Doctoral dissertations or Master's thesis published online (not in a database)**

Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* [Doctoral dissertation, Massachusetts Institute of Technology] <http://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-3029>

**5. Conference sessions or Presentations**

Include paper presentations, poster sessions, keynote addresses, and symposium contributions.

*Form:*

Presenter, A. A., & Presenter, B. B. (Year, Month Day–Day). *Title of contribution* [Type of contribution]. Conference Name, City, State, Country. <https://doi.org/xxxx> or <https://xxxx>  
Contributor, A. A., & Contributor, B. B. (Year, Month Day–Day). *Title of contribution*. In C. C. Chairperson (Chair), Title of symposium [Symposium]. Conference Name, City, State, Country. <https://doi.org/xxxx> or <https://xxxx>

*Example:*

Türkcan, B., Caliskan, T. E., & Kaya, A. A. (2009, June 17–19). *Industrial clusters as a regional development tool: A spatial analysis on Turkey* [Paper presentation]. EconAnadolu 2009: Anadolu International Conference in Economics, Eskisehir, Turkey. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.521.9793&rep=rep1&type=pdf>

Jahnkassim, P. S., & Ip, K. (2006, September 6–8). *Linking bioclimatic theory and environmental performance in its climatic and cultural context – an analysis into the tropical high rises of Ken Yeang* [Paper Presentation]. The 23rd International Conference on Passive and Low Energy Architecture, Geneva, Switzerland.

*Note:*

- Type of contribution i.g. Paper presentation/Conference session/Poster presentation/Symposium



- Conference Proceedings published in journal or book follow the same format for a journal or edited book chapter.

## 6. Reports:

*Form:*

Author, A. A, Author, B. B., & Author, C. C. (Year, Month Day). *Title of report* (Report No. number). Publisher name. <https://doi.org/xxxx> or <https://xxxx>

*Example:*

U.S. Bureau of the Census. (1991). *Child support and alimony: 1989* (Current Population Reports, Series P-60, No. 173). U.S. Government Printing Office.

Lichtentein, J. (2013). Profile of veteran business owners: More young veterans appear to be starting businesses (Issue Brief No. 1). U.S. Small Business Administration, Office of Advocacy. <https://www.sba.gov/sites/default/files/Issue%20Brief%201,%20Veteran%20Business%20Owners.pdf>

## 7. Online document/Website

*Form:*

Author, A. A, Author, B. B., & Author, C. C. *Title*. Publisher name. Retrieved from <https://xxxx>

*Example:*

Halaburda, H., & Piskorski, M. J. (2010). *Platforms and limits to network effects*. Retrieved from <http://hbswk.hbs.edu/item/6428.html>

You can find more formatting and examples of in-text citation and references i.e. webpage, visual works, online media, legal reference, in the Publication Manual of the American Psychological Association (7th ed.).