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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[a], Varaporn Yamtim[a,*], Apichart Jai-Aree[a], Pitcha-orn Sirichewakesron[b]

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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 et al., 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 ($PNI_{modified}$) method (Wongwanich, 2015). The researcher……… …………………………………………………………………… according to Equation 1:

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> citation equation in text

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$$\hat{Y} = (r_t - p_t) / p_t$$ (1)

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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 $PNI_{modified}$. The needs having higher or equal number with $PNI_{modified}$ were selected. The assessment was done separately based on working positions and other aspects. The steps for prioritization used a descending order of $PNI_{modified}$ values. The research findings showed that TSU staff from all working positions need further research knowledge towards conceptual framework and research report writing ($PNI_{modified}$ = 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 ($PNI_{modified}$ = 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 about research ethics and faith ($PNI_{modified}$ = 0.15–0.23) as presented in Table 1 and Table 2.

Table 1 Mean differences in academic learning achievement between experimental and control groups

Test	Experimental Group		Control Group		*t*	*p*
	M	*SD*	*M*	*SD*		
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.

………………………………………………………………………………………………………
…………………………………………………………………………………………..as shown in Table 2.

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

n = 1034

Variables	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)
M	3.77	3.06	2.28	3.28	2.77	2.11	5.44	5.63	5.41	2.38	2.95	2.35
SD	1.25	0.98	1.14	1.00	1.33	1.33	1.25	1.22	1.23	0.84	1.10	0.91

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.

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
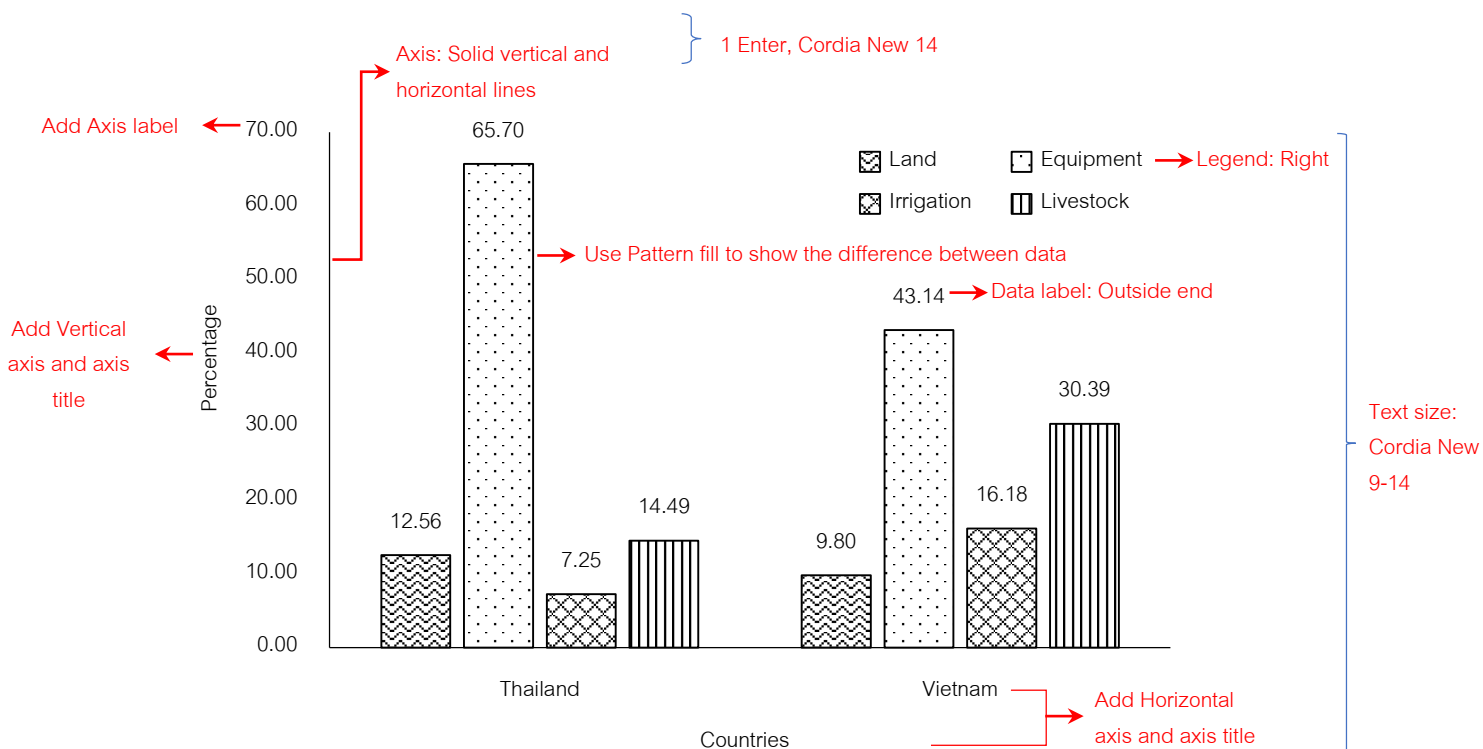
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Percentage / Countries

Thailand: Land 12.56, Equipment 65.70, Irrigation 7.25, Livestock 14.49
Vietnam: Land 9.80, Equipment 43.14, Irrigation 16.18, Livestock 30.39

Legend: Land, Equipment, Irrigation, Livestock

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, and 0.52, respectively), ………................... These three steps were appropriate and possible at a high level ($\bar{X}$ = 4.36, 4.04, *SD* = 0.68, and 0.87 respectively) as shown in Figure 2.
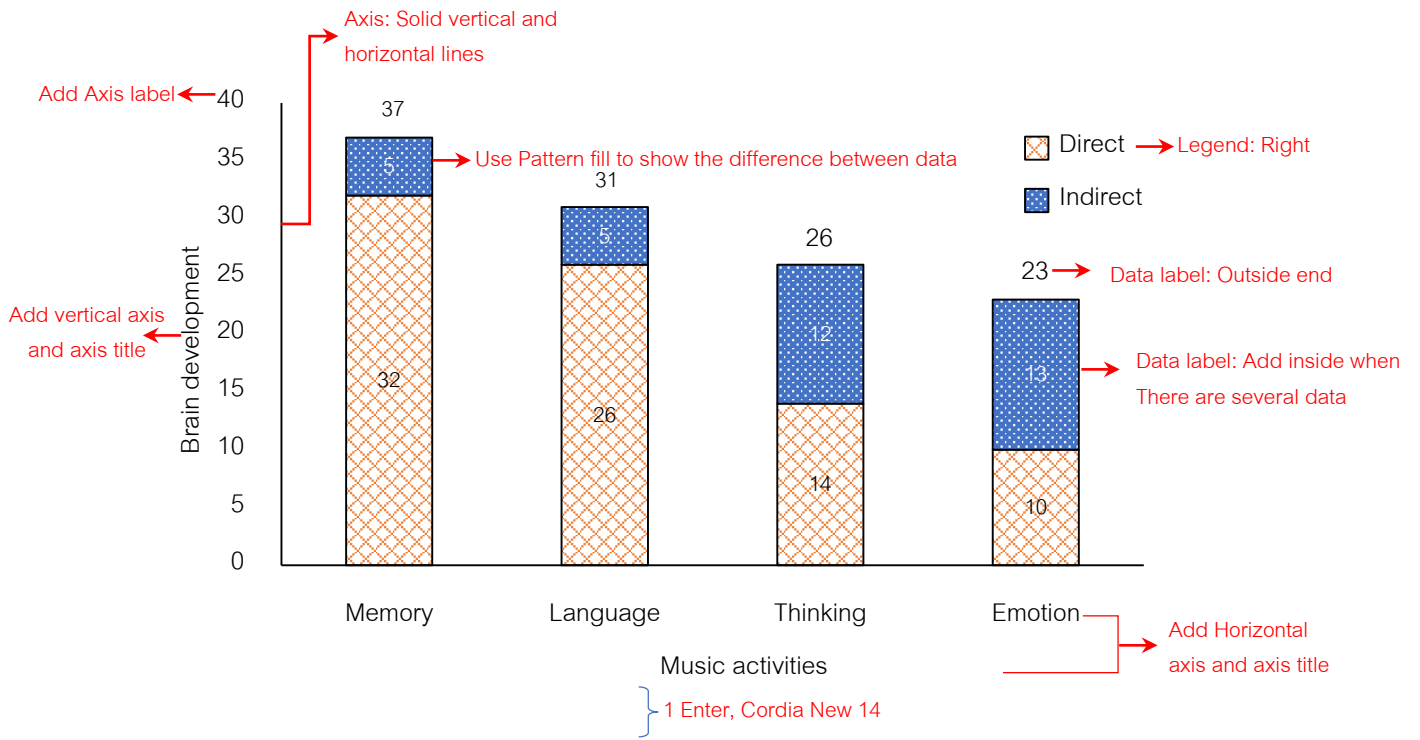
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Brain development

Memory   Language   Thinking   Emotion

Add Horizontal axis and axis title

Music activities

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Figure 2 Musical skills developed in the classes observed

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(A)   (B)   (C)

To list sub-figures, use capital letters in round brackets: (A), (B), (C),... and place at the top right

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Figure 3 Architectural typologies in Klong Bang Phai community: (A) A Chinese shrine; (B) A waterside grocery store; and (C) A rice mill

Source: Authors (2022).
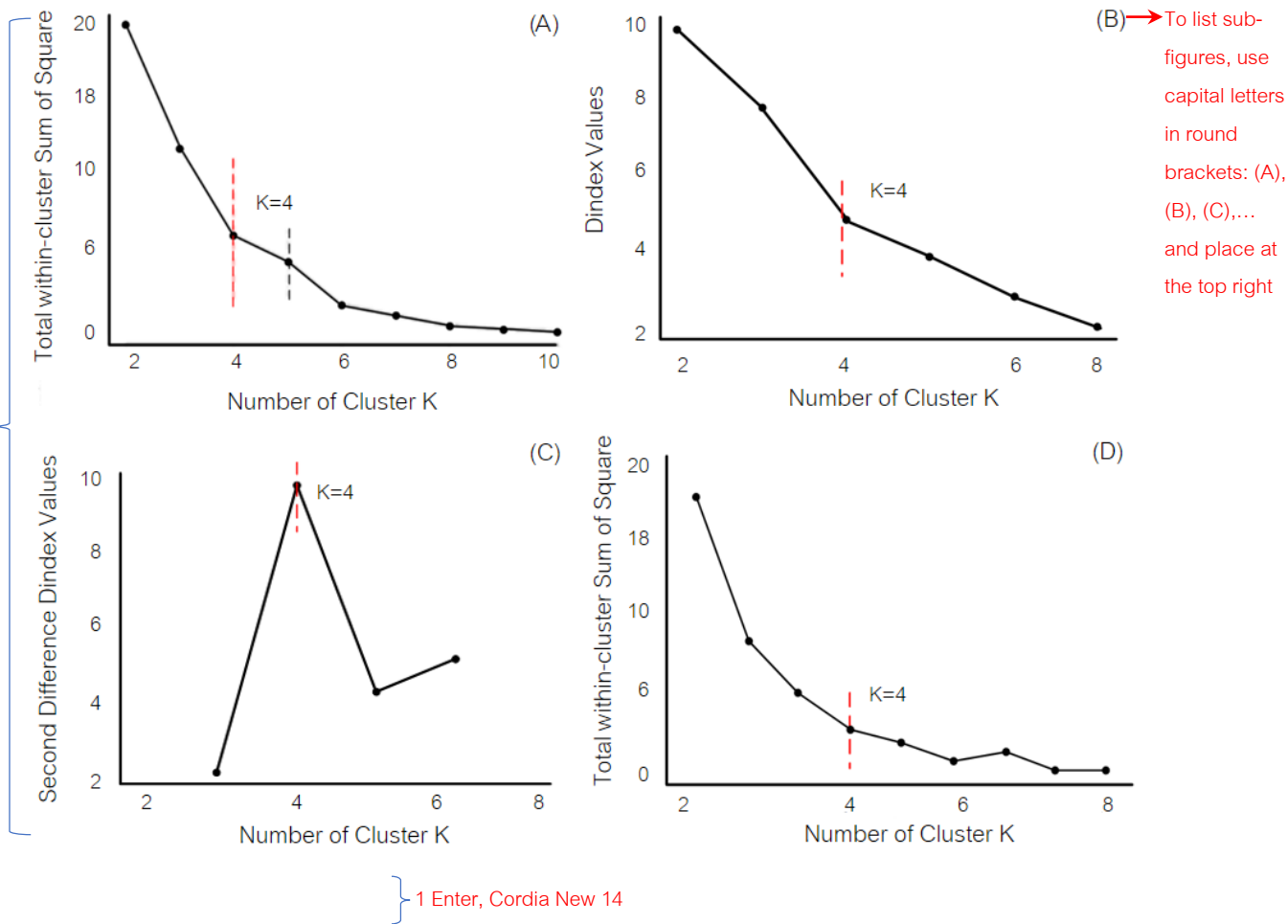
Figure 4 Determination the best number of clusters; (A) WSS value, (B) Index in NbClust, (C) Secound Different Dindex NdClust (D) Elbow Method

Discussion

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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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. https://xxxx

Example:

Halaburda, H., & Piskorski, M. J. (2010). *Platforms and limits to network effects*.
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.).

8. Newspaper

Form:

Author, A. A. (Year, Mouth Date). News headlines. *Title of Newspaper*, Page. URL (If any)

Example:

Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*, 4.
https://www.nytimes.com/2007/12/11/health/11brod.html

9. Social Media

a. Twitter or X

Form:

Author, A. A. [@username]. (Year, Month Date). *Content of the post: first 20 words*. [Image
attached or Video] [Tweet or Post]. Twitter or X. URL

Example:

Ardern, J. [@jacindaardern]. (2018, October 15). *I salute you, @Kereru4PM #BirdOfTheYear*
[Tweet]. Twitter. https://twitter.com/jacindaardern/status/1051569120066469889

APA Education [@APEducation]. (2018 June 29). *College students are forming mental-health
clubs—and they're making a difference @washingtonpost* [Thub-nail with attached]
[Tweet] Twitter. https://twitter.com/apaeducatin/status/1012810490530140161

World Bank Research [@wb_research]. (2023, September 13). *Present your paper at "Fifteen
years of LSMS-ISA: longitudinal surveys for research and development!" The
conference is co-hosted by @WorldBank* [Post]. X.
https://x.com/wb_research/status/1701704783483056320?s=20

b. Facebook

Form:

Author, A. A. (Year, Month Date). *Content of the post: first 20 words*. [Video or Image or Status
Post]. Facebook. URL

Example:

KURDI News. (2023, July 26). *Precision livestock and agriculture farming week in France.*
Facebook [Video]. https://fb.watch/n13u1MjkCS/Form:

c. Instagram

Form:

Author, A. A. [@username]. (Year, Month Date). *Content of the post: first 20 words*. [Video or
Image attached]. Instagram. URL

Example:

Kjss_ku [@KJSS_KU] (2023, May 27) *Creative community-based tourism management model in*

      Thai villages around Sukhothai world heritage and associated historic towns

      [Infographic]. Instagram.

      https://www.instagram.com/p/CstvNcHJ56X/?igshid=MzRlODBiNWFlZA%3D%3D

d. YouTube or Streaming video

Form:

Uploader, U. U. (Year, Month Day). *Title of work* [Video]. YouTube. URL

Example:

KURDI Channel. (2022 November 20) *KU reinventing university - Waste-to-Value: Towards*

      green and circular economy (WAVE 2002) [Video]. YouTube.

      https://www.youtube.com/watch?v=tkrqQ1F6ARk&t=1s

MSNBC. (2020, January 7). *Julián Castro endorses Elizabeth Warren* [Video]. YouTube.

      https://www.youtube.com/watch?v=Uk2Tzc8H5po6