

## Factors Affecting the Academic Competencies in the New Normal for Lecturer of Rajabhat University, Thailand

Sirivadee Wiwithkhunakorn<sup>1</sup>, Phakdee Phosing<sup>2</sup>, Sanya Kenaphoom<sup>\*3</sup>,  
Saovalak Kosonkittumporn<sup>4</sup> and Yupaporn Yupas<sup>5</sup>

<sup>1</sup>D.P.A. Student, Rajabhat Maha Sarakham University, Thailand

<sup>2,3,4</sup>Rajabhat Maha Sarakham University, Thailand

<sup>\*3</sup>Corresponding Author E-mail: [zumsa\\_17@hotmail.com](mailto:zumsa_17@hotmail.com)

### ABSTRACT

Competency refers to the ability of a person to express himself to perform his or her duties. University lecturers play an important role in four areas: teaching and learning, research, academic service, and cultural preservation. Rajabhat University is considered to be among the universities for the development of local communities according to their service area. However, if the personnel of Rajabhat University have high performance, it will be beneficial to completely drive the mission of the university. Therefore, the purpose of this research is to analyze the factors affecting the academic performance of Rajabhat University lecturers. The sample group was the teachers of Rajabhat University who determined the sample size by comparing the criteria according to the Crazy and Morgan tables, 375 people. The tool used for the collection was a questionnaire. Data analysis with fundamental statistics and linear regression multiple analyzes, the findings were found that the factors affecting the academic performance of teachers in Rajabhat University were statistically significant at level 0.01. This is in the following order: career expectations, relationships with supervisors and colleagues, knowledge development, morale and morale, job security, role perception. These variables could explain the academic performance of 51.90% of lecturers in Rajabhat University ( $R^2=.519$ ,  $F=66.180$ ).

### INTRODUCTION

Competencies are competencies and behavioral attributes resulting from a person's knowledge and skills to perform tasks effectively (the 20-year National Strategic Framework 2018 - 2037) and are a tool in organizational management that is very useful for education management in which the concept of human resource development based on competencies. McClelland (1973) found that competence is a behavior that can better predict the success of work, where competence has implications for the knowledge, skills, and attitudes that are essential to the success of individuals and organizations. Competency is behavior that is associated with successful work, it is about knowledge, skills, competencies, and other attributes. Besides, Mitrani, Dalziel & Fitt (1992) cites competence as a personal trait that is linked to productivity or performance in the workplace, this is consistent with the meaning of Spencer & Spencer (1993) said: the competency is a characteristic of a person with a cause-and-effect relationship to the effectiveness of the criteria used and/or performance that performs better. To develop the competencies of teachers, universities must develop in the following areas; Knowledge development, achievement motivation, future-oriented and self-control, attitudes towards university professions, relationships with supervisors and colleagues, perception of roles Performance satisfaction, operational morale, teamwork, salary, and welfare, self-confidence, organizational climate, work security, and career expectations. All of these things affect the academic performance of university teachers (Mallika Ketchararat et al, 2015: 112).

Rajabhat Institute has evolved from a teacher training school to a full-fledged institution of higher education in the form of a multidisciplinary and institutional institution, which has shifted its direction from a focus on rural and local benefits to a more complete tertiary institution; and Aiming to be a higher education institute for local development by adapting and increasing the role from a single teacher production mission to the same main mission as the university is the provision of education, research, academic service and the maintenance of art and culture. It integrates the unique mission of the institute to promote academic progress for teachers and to improve the transfer, development of

technology. Which develops themselves into a higher education institution that seeks academic excellence based on local wisdom, Thai wisdom, and international wisdom to create and develop the body of knowledge, create graduates with knowledge and virtue Build awareness of the values of local and national cultures, strengthen professionalism, as well as coordinate cooperation between universities, communities, and other organizations to develop local communities, and seek ways to develop indigenous and modern technologies to suit the maintenance of Local life and occupation (Ministry of Higher Education, 2018: 6). The importance of university teachers to local development, professors are the key drivers in the process of creating graduates to have desirable characteristics as specified by courses, departments, faculties, and universities. It also plays an important role in the development of people, as it is the person who will concretize the goals, principles, structures of the course or the aims of education. Therefore, things that need to be taken into account are the quality of the teachers and the development of teachers to have more knowledge and expertise.

The study of problems in the past period of the performance and academic competency of teachers in Rajabhat University found that the performance development is still quite demanding, and there are problems and obstacles such as in terms of time due to the mission consisting of teaching, research, academic service, art and cultural maintenance work, which has been assigned the workload of supervisors. There is no time for self-improvement or development as it should be, and there is no incentive for self-awareness, role, and self-belief in oneself, or there is no relationship factor to the organization, especially in terms of career expectations, thus affecting work performance. Besides, the university policy and administration factors that affect work such as work security, teamwork, in which the administrators use unequal management methods or the administration does not comply with the rules and the relations between the teachers are still divided into parties and so on.

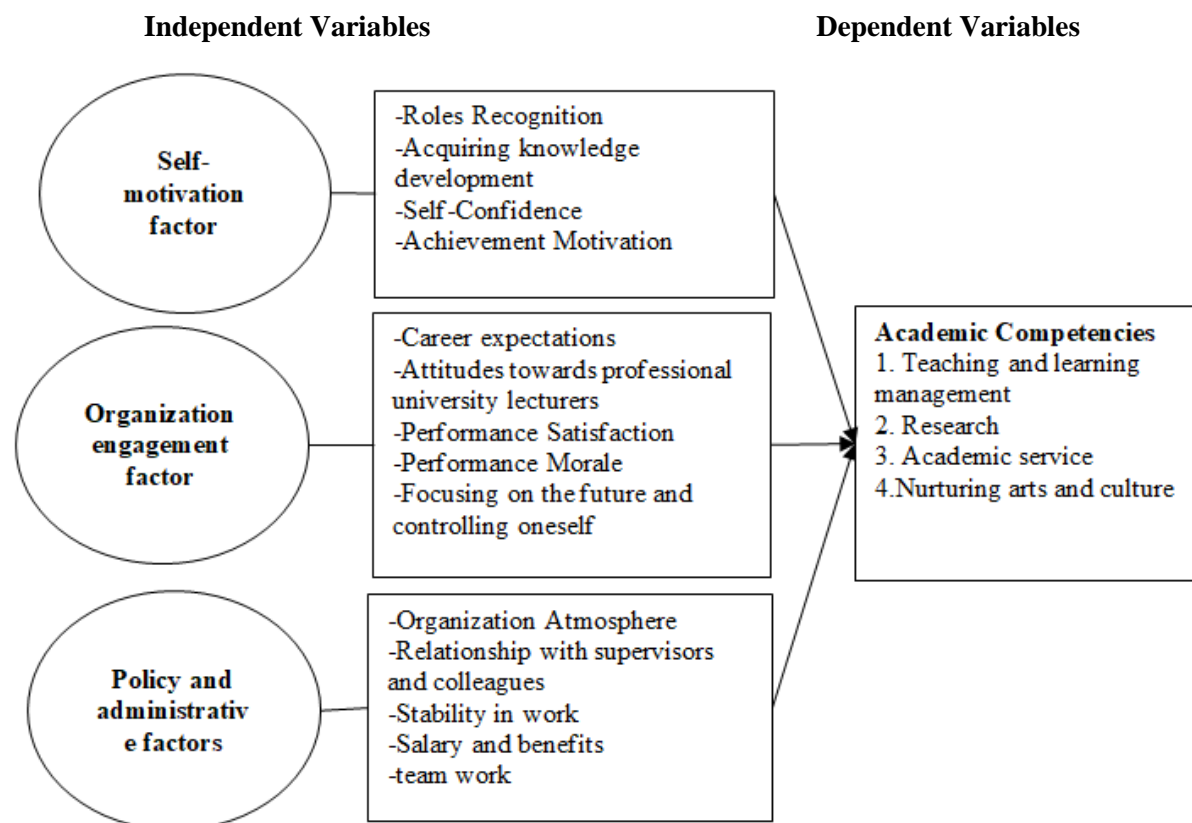
Therefore, the research of factors affecting academic performance in the new normal of Rajabhat University lecturers will study the academic performance of Rajabhat University lecturers in 4 aspects as follows: 1) Teaching and learning management, 2) Research, 3) Academic service, 4) Art and culture preservation, including what factors affect the academic performance of Rajabhat University lecturers, which are information that is It is of great benefit to Rajabhat University in the development of teacher competencies following the needs that will drive the university to become a local university for efficient local development in terms of stability, wealth, sufficiency and sustainability. This article was a part thesis titled “The development of academic competencies in the new normal for teachers of Rajabhat University”

## **RESEARCH OBJECTIVE**

This research aimed to analyze the factors affecting the academic performance of lecturers of Rajabhat University, Thailand.

### **Research conceptual framework**

From the study of documents and research related to the development of academic competency in the new normal of Rajabhat University lecturers, the researcher has been defined as a conceptual framework for research, as shown in the diagram.



**Figure 1:** Research Conceptual Framework

## RESEARCH METHODOLOGY

The development of academic competencies in the new normal of Rajabhat University lecturers was quantitative research. The sample was the academic staff of Rajabhat University who determined the sample size by comparing the criteria according to the tables of Krejcie and Morgan (1970: 607-610.). The sample size was 375 people, and the sample was selected by Multi-stage Sampling. The instrument used in this collection was a questionnaire for academic personnel, which the researcher created from the study of related concepts and theories. Data analysis using Descriptive Statistics, which is a procedural analysis that presents the characterization of data. Analysis of Factors Affecting Academic Performance in New Normalization of Rajabhat University Teachers by Multiple Regression analysis with Stepwise method.

## RESEARCH RESULTS

The results of stepwise multiple regression analysis to find predictors affecting academic performance in the new normalization of teachers in Rajabhat University from 14 factors, 6 factors were tested to have a statistically significant effect at the .01 level, respectively, as follows. Career expectations (X5), Relationship with supervisors and colleagues (X11), Acquiring knowledge development (X2), Performance Morale (X8), Stability in work(X12) Roles Recognition(X1), which can be described as follows;

**Table 1: Stepwise multiple regression analysis: Each factor affecting academic performance in the new normal of lecturers in Rajabhat University.**

Independent variable	B	Std. Error	Beta
a (Constant)	1.218	.184	
Career expectations (X5)	.156	.036	.230
Relationship with supervisors and colleagues (X11)	.272	.052	.342
Acquiring knowledge	.173	.038	.184

Independent variable	B	Std. Error	Beta
development (X2)			
Performance Morale (X8)	-.163	.041	-.228
Stability in work (X12)	.132	.033	.218
Roles Recognition (X1)	.130	.037	.155

R = .720 Adjusted R Square = .511 F = 66.180

R Square = .519 Std. Error Square = .34909

\*\*p < .01

From Table 1, it was found that the factors affecting the academic performance of the new normal of lecturers in Rajabhat University were significantly at the level of 0.01, in order as follows: Career expectations (X5), Relationship with supervisors and colleagues (X11), Acquiring knowledge development (X2), Performance Morale (X8), Stability in work (X12), Roles Recognition (X1). These variables were able to explain 51.90% of the academic performance of lecturers in Rajabhat University ( $R^2=.519$ ,  $F= 66.180$ ). Therefore, it can be written as the academic performance forecasting equation for teachers in Rajabhat University as follows:

#### Forecasting equations in raw scores

$$Y = 1.218 + .156(X5) + .272(X11) + .173(X2) + (-.163)(X8) + .132(X12) + .130(X1)$$

#### Forecasting equations in standard form

$$Z = .720 + .230(X5) + .342(X11) + .184(X2) + (-.228)(X8) + .218(X12) + .155(X1)$$

Where Y and Z = Academic Competency of Teachers in Rajabhat University.

## DISCUSSION

From the study of factors affecting academic performance in the new normal of Rajabhat University lecturers, the results can be discussed as follows

1. the career expectations that affect academic performance in the new normal for teachers in Rajabhat University may be because Career expectations are consistent with the idea of Siriwan Serirat, et al. (1998: 120) says that expectation is a personal goal in the link between effort and performance, work and reward, or between reward and personal goals, which are inevitably different and very important factors in choosing to behave in the work.

The results of this research are due to (1) the expectation to refer to the hope that the behavior will cause the fulfillment of the intended goal, in line with the concept of Supakyanee Suksamran (2001: 18) explain that expectation is a condition of assessing one's ability and determination to work towards the desired goal, which, if a competent person is highly determined, leads to high job success. On the other hand, if a person is inattentive and inattentive, it can lead to failure in the work that he hopes (Sunee Teeradakorn. 1999: 208). (2) The expectation is the probability that an individual will complete an assignment that determines the degree of performance is achieved from 0-1, in other words, it is "0" when a person feels that it is impossible to complete an assigned task, and equal to "1" if the person is confident in completing the assignment (Mullika Tonsorn. 2001: 206). (3) the expectation is the level of behavior of a person who relies on his or her previous experience to decide what to achieve or want to meet his or her own needs (Porn Kaothunthong (2002: 22). (3) the expectation is an opinion in which a prospect, or predicts, of another person to do something that they desire to be possible in the future (Atchara Kaenjan. 2005: 26). (4) The effort for performance, to get the desired results, is determined by the three components, effort and performance expectations, expectations about performance and results, and expectations about the value of an outcome or reward (Bartol. 1997: 75). (5) the expectations are predictions of a person about things, where one uses their experience as a factor in setting expectations (Mondy et al. 2002: 42). (6) the expectation is the relationship between effort and work or between effort and values earned, which is essential in motivating to work with intent (Hersey et al. 2001: 33-34).

2.the relationship with supervisors and colleagues that affect the academic performance of teachers in Rajabhat University, this may be due to (1) Building relationships within the organization is the relationship between the supervisor and the co-workers, which is an interactive behavior between people who have known each other, providing affection and mutual understanding that will bring about the interrelationship of the individual. Including society. This leads to social adaptation, acceptance of individual differences, respect for the rights of others, and know how to give and accept each other (Dolnapa Deebuppa. 2012:14). (2) Expression of interrelated individuals expressed in cooperation, exchange of opinion, mutual acceptance, as well as being able to work with one another (Khanet Junsukhon. 2011:12). The working relationship of a professional group consists of three dimensions; the professional dimension, the interpersonal dimension, and the decision-making dimension. It describes the interpersonal dimension as the interaction between individuals of the same profession during formal and informal collaboration, which is the nature of friendship, companionship, and common identity that will create Foster unity, creativity, and professional power (Beyer & Marshall. 1981:663).

3. the acquiring knowledge development affecting the academic performance of lecturers in Rajabhat University. This may be because human development can be classified in three ways, namely, one of the methods of providing education, training, and one development to the practitioner. This individual development education may, from time to time, refer to the three methods above, so it is necessary to understand the true meaning of education, training, and initial development.

3.1 Education is an activity that strives to foster the knowledge, expertise, moral values , and understanding necessary for life so that educators can live and contribute to society. But for existing practitioners, education will also mean human development activities that have been established to improve the overall performance of the staff in addition to the specific focus that is currently being done.

3.2 Training is a process of changing attitudes, knowledge, and expertise to enhance efficiency and effectiveness in the work of the current staff, this may include preparing workers to advance to higher positions in similar jobs.

3.3 Development is the realization of progress or success in enhancing knowledge and competence both through direct and indirect learning, and learning from experience or giving advice and advice before work or by other means, which will benefit both the operator and the organization. This is enough to point out the differences according to the focus of each method, as follows: a study that focuses on the individual, with a focus on building knowledge and understanding on matters that will be beneficial to life and knowledge and expertise in a specific professional field which can be carried with them in a professional career or to benefit future career advancement, a particular activity to be performed by a particular activity to be performed. In particular, the objectives of the training are related to solving problems in the work of personnel that arise at that time, for example, to reduce product errors or losses, to increase production volumes or to raise the quality of production, etc. the development focuses on the individual and the organization at the same time to contribute to mutual progress and success. In the form of a specific project, such as a senior management development project on objective-based management, for example, regardless of whether the focus is on that person, at work, or in the organization, human development aims to create a change for the better in total work.

4. the performance Morale that affects the academic performance of teachers in Rajabhat University. This may be because (1) The state of mind or posture in which an individual or group of people is expressed in a cooperative intention (Flippo.1971: 416). (2) Operational morale is a component that consists of worker behavior, combined expression, and inevitably reflects the feelings of workers in their work, working relationships with employers, and other coworkers (Yoder. 1959: 445). (3) Working morale consists of relationships between young teachers and school administrators, community pressure, teaching satisfaction, the relationship between teachers, teachers' status, teacher workload, teacher salaries, etc. (Prawit Daungchan. 2007). (4) The supervisory management style had a positive effect on morale on officers, the findings of which were appropriate for military organizations whose success goals were dependent on the morale and trust of officers (Cliff. 2003).



(5) The morale and power of the work depend on the following points. (A) Termination tactics will change as the employer-employee relationship changes from long-term loyalty to short-term effectiveness. (B) Colleague relationships change from search to competition. (C) Negative attitudes are initially present which, after the termination of employment, will gradually subside later. (D) A new culture in the company is dynamic, flexible, and constantly changing. (E) The role of senior management is a key factor contributing to change. (F) During the reorganization phase, the focus is on training rather than organizational communication (Lo. 2003). (6) the institute where administrators are highly effective in administration, self-esteem, student interaction, and institutional management affect teacher performance satisfaction (McNitt. 2003). (7) The morale of educational personnel depends on the following factors: (A) Overall morale, (B) Self-leadership skills, (C) Experienced, (D) Leadership behavior, (E) Structural view of each institution (Jarnagin. 2004).

5. The stability of work that affects the academic performance in the new normal of the lecturers in Rajabhat University. This may be because; (1) Stability in work (A) enables work collaboration to achieve organizational objectives. (B) Build loyalty and integrity to organizations and groups. (C) Encourage personnel, discipline, compliance, and morality. (D) It can build unity among the group and come together in strength for the elimination of organizational problems and obstacles. (E) Build a good understanding between personnel and organizational policies and objectives. (F) Encourage a positive and creative attitude towards the organization. (G) Giving people confidence and faith in the organization, pride in being part of the organization, and working with the organization for a long time (Sajee Anannoppakun. 1999: 78). (2) A wealthy business generally represents a sense of security for its employees, so it can be said that work security has a positive effect on both the worker and the organization (Siriwan Serirat, et al. 2002: 38). (3) Occupational security is the building of relationships among members of the organization and the provision of working welfare (Piyachat Kunthap. 2007: 125-127).

6. The recognition of roles affecting academic performance of lecturers in Rajabhat University. This may be because; (1) Society's role is thus expected by other members of the society and individuals who expect the roles of others as well, however, expectations for individual roles are different, where people have different thoughts and needs (Katz & Kahn. 1978: 43). (2) the roles that arise from Socialization, if expectations from all parties do not match and the position holder is in a role that cannot be adjusted to fit, there will be a problem with role conflicts or role failures (Thongchai Santiwong. 1999: 92-93). (3) Interpretation of the sense of touch as something that is chosen at a particular moment of its own (Watcharee Sapmee. 2000: 43). However, these were consistent with the concept of Broom and Philip (1978: 92) said the meaning of Roles consist of 3 different characteristics which are (1) Social, Perceived or Idle Role is an ideal role in which rights are defined according to their position in society, which are classified as ideal roles. (2) Perceived roles are roles that the individual believes should act according to their position, they may not be like ideal roles and may differ from person to person depending on the person's ability to perceive who is motivated, competent. Believe, hope, experience, education, value. Therefore, the meaning of it, in connection with the correct perception of one's role, can be performed effectively. And (3) Performed roles are roles that a person performs, which can be a role that society expects or a role that is perceived and based on their expectations. Hence, how well a person performs in their role depends on the recognition of the role of the occupied because of the consistency of the role, the expectations of society, and the perception of their role.

## RECOMMENDATIONS

**1. Suggestions for the use of research results:** From the research results, it was found that the factors affecting academic performance in the new normal of Rajabhat University professors consist of Career expectations, Relationship with supervisors and colleagues, Acquiring knowledge development, Performance Morale, Stability in work, and Roles Recognition. Therefore, Rajabhat University should consider the factors affecting the academic performance in the new normal of the lecturers in Rajabhat University to promote the teachers to have higher academic competencies.

**2. Suggestions for the next research:** (1) This study is only a study of the new normal academic performance of Rajabhat University lecturers, therefore, there should be a study of the new normal academic performance of the other faculty members for the comprehensive educational management. (2) In the study of the development of academic competency in the new normality of Rajabhat University lecturers, the researcher uses a multiple-level analysis with regression equations, so it should be studied in the form of the Structural Equations Model.

## REFERENCES

1. Atchara Kaenjan (2005). Attitudes of parents and teachers towards the management of teaching and learning of the Christian Montessori system at the Primary level: Study the case of early childhood education institutions under the association Y.W.C.A. Master of Public Administration Thesis: Burapha University.
2. Bartol, K. M., & Martin, D. C. (1997). Management. (2nd ed.). New York: McGraw - Hill.
3. Beyer, J. E., & Marshall, J. (1981). The interpersonal dimension of collegiality. Nursing Out Look, 29, 662- 665.
4. Broom, L.; and Selznick Phillip. (1978). Sociology. New York: Plemun Press
5. Cliff, Gerald H. (2003). Management Style in a Large City Police Department and Its Effect on the Morale of Front-Line Officers: The Case of Detroit (Michigan). Ph.D. Dissertation, Wayne State University.
6. Dolnapa Deebuppa. (2012). The Relationships of Organizational Culture and Colleague Relationship with Organizational Commitment of Employees of A-B Food Company in Samut Prakan Province. Master of Business Administration Thesis: Sukhothai Thammathirat Open University.
7. Flippo, E. B. (1971). Principles of Personnel Management. New York: Mcgraw Hill Book.
8. Hersey, P., Blanchard, K.H. and Johnson D.E. (2001). Management of Organizational Behavior: Leading Human Resources. (8th ed.). New Jersey: Prentice-Hall, Inc.
9. Jarnagin, Kenneth R. (2004). Leadership Behaviors in High School Principals: Traits and Action that Affect Teacher Morale. Ed.D. Dissertation. East Tennessee State University
10. Katz, D., & Kahn, R.L. (1978). The Social Psychology of Organization. 2nd edition. New York: John Wiley & Son
11. Khanet Junsukhon (2011). Relationship between interpersonal relationship, being a member of informal groups, and work efficiency of employees. Bangkok: King Mongkut's University of Technology North Bangkok,
12. Krejcie, R. V. & Morgan, D. W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement, 30(3), pp. 607-610.
13. Lo, Yen-Fen. (2003). The Perceived Impact of Organizational Layoff on Organizational Morale: Study of a Taiwanese Company (China). Ph.D. Dissertation. University of the Incarnate Word.
14. Mallika Ketchararat et al. (2015). "A Study of Desirable Competencies of Kasetsart University Lecturers". Journal of Education Studies, 43 (1): 112-127.
15. McClelland, D. C. (1973). Testing for competence rather than for "intelligence." American Psychologist, 28(1), 1-14.
16. McNitt, Wendy Dianne. (2003). An Analysis of Urban Elementary School Teacher Morale and School Performance: Implications for Leadership. Ed.D. Dissertation. Saint Louis University
17. Ministry of Higher Education. (2018). Role and direction of education management of Rajabhat University in local development is strengthened. Bangkok: Ministry of Higher Education.

18. Mitrani, A., Dalziel, M., and Fitt, D. (1992). *Competency-based human resource management: Value driven strategies for recruitment, development, and reward*. London: McGraw-Hill.
19. Mondy, R.W., Noe, R.M. & Premeaux, S.R. (2002). *Human resource management*. (8 th ed.). Pearson Education Press. New Jersey: Prentice-Hall
20. Mullika Tonsorn. (2001). *Organizational behavior*. Bangkok: XBurnet Company Limited.
21. Piyachat Kunthap (2007). *Building Occupational Security in the View of Employees of the Small and Medium Enterprise Development Bank of Thailand*. Master of Social Work Thesis (Administration and Social Welfare Policy): Thammasat University.
22. Porn Kaothunthong. (2002). *The reality and expectation of the relationship-building behavior between the school and the community of the school administrators, under the Phetchaburi Provincial Primary Education Office*. Phetchaburi: Educational Administration Branch, Phetchaburi Rajabhat Institute.
23. Prawit Daungchan. (2007). *TEACHERS' MORALE IN PERFORMING THEIR DUTIES IN LEVEL 1-2 BASIC EDUCATION SCHOOLS UNDER SUPHAN BURI EDUCATIONAL SERVICE AREA OFFICE*. Master of Education Thesis (Educational Administration): Kanchanaburi Rajabhat University.
24. Sajee Anannopkarn. (1999). *Effective management strategies*. Songkhla: Cholutab Graphic.
25. Siriwan Serirat, et al. (1998). *Organizational behavior*. Bangkok: Theera Film and Cytex Co., Ltd.
26. Siriwan Serirat, et al. (2002). *Organization and management*. Bangkok: Duangkamol Samai Co., Ltd.
27. Spencer, L.M. and Spencer, S.M. (1993). *Competency at Work: Models for Superior Performance*. New York: John Wiley & Sons.
28. Sunee Teeradakorn. (1999). *Educational psychology*. Bangkok: Department of Psychology and Guidance, Faculty of Education, Phra Nakhon Teachers College.
29. Supakyanee Suksamran. (2001). *Relationship between readiness and expectation of administrators and teachers in private schools in the educational region 5 towards the educational reform according to the royal act of education B.E.1999*. Master of Education Thesis (Educational Administration): Phetchaburi Rajabhat Institute,
30. Thongchai Santiwong. (1999). *Organization and administration* Bangkok: Thai Wattana Panich.
31. Watcharee Sapmee (2000). *Encyclopedia of Education*, Faculty of Education, Srinakharinwirot University (Elementary guidance), Vol. 21 (2000)
32. Yoder, Dale. (1959). *Personnel Principles and Policies*. Tokyo: Maruzen Company Ltd.