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COMMUNICATION MODELS FOR KNOWLEDGE MANAGEMENT AT THE FACULTY OF HUMANITIES AND SOCIAL SCIENCES, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

Abstract—This study aimed to investigate faculty staff members' knowledge and understanding of knowledge management principles, assess the communication channels employed for knowledge management, and propose strategies to enhance communication practices appropriate for staff within the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The research population comprised academic and academic-support staff, totaling 56 individuals. Data were collected through an online questionnaire and analyzed using descriptive statistics, including mean, standard deviation, and percentage.

The results revealed that the majority of participants were female and academic staff, demonstrating a high level of understanding of knowledge management principles. The communication channels that received the highest satisfaction ratings were the faculty website/CMS (Mean = 4.75) and Facebook Page/groups (Mean = 4.70), reflecting the significance of digital platforms for knowledge dissemination and sharing. The main barriers to effective knowledge management were a lack of motivation and the absence of an evaluation or reward system for knowledge-sharing activities. Knowledge management was found to enhance work efficiency, particularly in terms of task coordination and operational convenience. Furthermore, satisfaction with communication channels showed a positive correlation with the application of knowledge in daily work.

The study recommends developing user-friendly digital platforms to support knowledge exchange, fostering a culture of knowledge sharing, improving staff communication skills, and establishing clear evaluation and reward mechanisms to encourage sustained and active participation.

Keywords—Knowledge Management, Communication Models, University Personnel.

OBJECTIVES OF THE RESEARCH

1. To investigate the knowledge and understanding of personnel affiliated with the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, regarding knowledge management principles and guidelines.
2. To assess the communication models used for knowledge management by personnel affiliated with the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

3. To propose guidelines for developing communication models for knowledge management appropriate for personnel affiliated with the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

INTRODUCTION

In the current era where information and communication technology is developing rapidly, Knowledge Management (KM) has become a crucial factor in organizational development. Effective KM helps increase competitive capabilities, supports collaboration, and drives innovation. For educational institutions, particularly universities, KM plays a vital role in supporting teaching, research, and academic services. It is not merely about collecting existing knowledge but involves transferring and sharing knowledge between individuals and units to maximize utility and foster a culture of learning.

However, the Faculty of Humanities and Social Sciences at Suan Sunandha Rajabhat University still faces several challenges in this domain. Similar communication problems have been observed in other vocational institutes, where ineffective communication channels led to operational misunderstandings. (Nattapong Sripo & Adul Wangsrikoon, 2022) [7] These include the lack of clear channels or mechanisms for knowledge transfer, the absence of an organizational culture that fully supports open exchange, and a lack of clear understanding regarding KM guidelines. These issues hinder the full efficiency of operations. Furthermore, the lack of motivation and appropriate tools often results in knowledge remaining siloed within individuals rather than being shared for the collective benefit of the organization.

Therefore, this study focuses on analyzing the level of personnel's knowledge and understanding and assessing appropriate communication models to develop a more effective knowledge management system. The significance of developing such models in public administration is supported by recent studies, such as Manoon Wiwan et al. (2024) [9], who emphasized that a structured communication management model is essential for the effectiveness of municipal council affairs. This aligns with the university's Routine to Research (R2R) development policy, aiming to transform daily operations into systematic research that provides actionable insights. The findings will be instrumental in designing communication strategies that facilitate seamless knowledge exchange, thereby enhancing the overall performance of the faculty.

LITERATURE & THEORY

Knowledge Management Concepts Knowledge management is the process of creating, storing, sharing, and applying knowledge to enhance organizational efficiency. Nonaka & Takeuchi (1995) [2] proposed the SECI model (Socialization, Externalization, Combination, Internalization), which highlights that knowledge creation is a continuous process of interactions between tacit and explicit knowledge. In the context of higher education, KM is essential for adapting to rapid changes and maintaining academic excellence.

Communication in Knowledge Management Communication is considered a primary factor in stimulating the KM process. The use of diverse channels, both formal (e.g., meetings, official documents) and informal (e.g., social media, casual discussions), helps create opportunities for exchanging new bodies of knowledge. Alavi & Leidner (2001) [4] emphasized that communication systems are the backbone of KM, enabling the flow of

information across different levels of the organization. Furthermore, related research indicated that communication models are significantly correlated with work efficiency within the organization (Panida Kriangtaweessup & Suramongkol Nimchit, 2018) [5]

The Role of Technology and Digital Communication Information and Communication Technology play a vital role in enabling rapid and widespread access to information. Research by Rachanok Meehookun & Somjai Suebsor (2022) [6] also highlighted that utilizing Information and Communication Technology in academic administration significantly promotes digital learning environments in educational institutions. Hendriks (1999) [3] noted that Information and Communication Technology lower the barriers to knowledge sharing. Effective communication plays a critical role in knowledge management, especially digital channels that are easily and quickly accessible. However, face-to-face communication remains important for transferring Tacit Knowledge. This aligns with the research of Isari Pairoa (2023) [8] regarding marketing communication via the Line application with the elderly in Bangkok. The results found that details and characteristics of Line application usage among the elderly in Bangkok involved using smartphones, primarily for conversation purposes. The frequently used functions were Free call or Video call, with an average daily usage of 1-4 hours. The popular content format for forwarding was images with text. Regarding marketing communication strategies of the Line application affecting the elderly in Bangkok, most respondents could learn to use the application easily, use it fluently, and had a positive attitude towards usage. They derived enjoyment and good experiences from using the application, exhibited actual usage behavior, and intended to continue using it, as well as recommending it to friends or close associates. The content types used for marketing were images and short, easy-to-understand storytelling videos that inspired and created interaction with products or services. Users selected content of interest at the time, using photo albums with multiple images and descriptive text related to festivals and important days. This study underscores the potential of user-friendly mobile applications in facilitating communication and engagement, which can be adapted for organizational knowledge sharing.

METHODS

Population and Sample The population for this research consisted of personnel affiliated with the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, totaling 65 individuals. The sample size was determined using the Krejcie & Morgan (1970) [1] formula, resulting in a sample of 56 individuals. The participants were selected using simple random sampling to ensure representativeness.

Research Instrument The research instrument was an online questionnaire (Google Forms) designed to assess opinions and satisfaction levels. The questionnaire was divided into two parts

1. General Information: Gender, position, and work experience.
2. KM and Communication Models: Questions regarding satisfaction with communication channels, factors supporting KM, barriers, and perceived benefits, utilizing a 5-point Likert Scale ranging from “Least” (1) to “Highest” (5)

Data Collection Data were collected between February and August 2025. The researcher distributed the online questionnaire to the target group, ensuring confidentiality and explaining the research objectives clearly to the participants.

Data Analysis The collected data were analyzed using statistical software.

1. Quantitative Data: Analyzed using descriptive statistics, including Frequency, Percentage, Mean, and Standard Deviation (S.D.).
2. Qualitative Data: Analyzed using content analysis for open-ended suggestions regarding communication improvement.

RESULTS

Demographic Characteristics The analysis of general information showed that the majority of respondents were female (69.64%) and male (30.36%). In terms of job positions, 51.80% were academic staff, while 48.20% were academic support staff.

Satisfaction with Communication Channels The study assessed the satisfaction level of personnel regarding various communication channels used for knowledge management. The results indicated an overall satisfaction level of “Highest.”

Table 1 Mean and Standard Deviation of Satisfaction with Communication Channels

Communication Channel	Mean	S.D.	Interpretation
KM / COP Meetings	4.64	0.65	Highest
Internal Email	4.53	0.97	Highest
Facebook Page / Groups	4.70	0.54	Highest
Faculty Website / CMS	4.75	0.43	Highest
Internal News Board	4.57	0.52	Highest
Internal Exhibitions	4.50	0.70	Highest
Others (Line Groups)	4.50	0.65	Highest

As shown in Table 1, the Faculty Website/CMS received the highest satisfaction score (Mean = 4.75), followed closely by Facebook Page/Groups (Mean = 4.70). This reflects the high acceptance and effectiveness of digital platforms in the faculty's current communication landscape. Traditional face-to-face methods like KM meetings also scored highly, indicating their continued relevance.

Factors Supporting Knowledge Management Participants rated the factors supporting communication for KM at the “Highest” level. Organizational Culture supporting KM received the highest score (Mean = 4.75), followed by Support from Supervisors (Mean = 4.68). This suggests that the soft side of management—culture and leadership—is perceived as vital for successful KM.

Barriers to Knowledge Management Communication Despite the high satisfaction with channels, several barriers were identified.

Table 2 Mean and Standard Deviation of Barriers to KM Communication

Obstacles	Mean	S.D.	Interpretation
Lack of Time	4.57	0.52	Highest
Lack of Clear Channels	4.50	0.70	Highest
System Not Conducive to Sharing	4.50	0.65	Highest
Lack of Motivation	4.75	0.43	Highest
No Evaluation or Rewards	4.68	0.53	Highest
Technical Problems	4.64	0.65	Highest
Others (None)	4.55	0.63	Highest

Table 2 highlights that Lack of Motivation (Mean = 4.75) and No Evaluation or Rewards (Mean = 4.68) are the most critical barriers. Personnel feel that while channels exist, the drive to share is hindered by a lack of incentives.

Impact of Knowledge Management on Work The implementation of KM was found to have a positive impact on daily operations. The highest-rated benefit was “Making work easier” (Mean = 4.60), followed by “Better coordination with other faculties” (Mean = 4.55). Furthermore, personnel agreed that KM helps develop their professional skills at a “Highest” level (Mean = 4.70).

Content Analysis

Communication A portion of the personnel provided suggestions regarding the diversification and modernization of communication channels. Specifically, they recommended the utilization of group communication applications, such as Line or Microsoft Teams, to facilitate the rapid and convenient exchange of information and knowledge. Furthermore, it was suggested that training sessions on these digital tools be organized to enhance personnel’s proficiency and ensure more effective communication.

Knowledge Management Opinions highlighted the necessity of developing a user-friendly and accessible knowledge management system, such as establishing an open knowledge database accessible to all personnel. Additionally, there were suggestions to increase knowledge-sharing activities in the form of Communities of Practice (CoP) to foster collaborative learning and promote creative interaction among staff members.

Correlation Analysis

The analysis of the relationship between satisfaction with communication channels and the understanding of knowledge management revealed that effective communication has a statistically significant positive correlation with the understanding and application of knowledge in work operations ($p < 0.05$). In particular, channels that received high satisfaction ratings, such as Facebook and the Faculty Website, demonstrated a strong correlation with the effective application of knowledge in daily tasks.

CONCLUSION AND FUTURE WORK

Conclusion The study on “Communication Models for Knowledge Management at the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University” concludes that communication plays a pivotal role in the success of KM.

Based on the study of Communication Models for Knowledge Management at the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, it was found that the majority of personnel possess a strong understanding of knowledge management principles and expressed the highest level of satisfaction with digital communication platforms, specifically the Faculty Website and Facebook Page. This is due to these channels being consistent with contemporary news consumption behaviors.

The research results indicate that effective communication plays a pivotal role in knowledge management, particularly digital channels that are easily and rapidly accessible. However, face-to-face communication remains essential for the transfer of Tacit Knowledge. This point aligns with the research of Isari Pairoa (2023) [8] titled “Marketing Communication via the Line Application with Elderlies in Bangkok” which found that users could easily learn and utilize the application via smartphones. They demonstrated fluency in using communication functions such as Free Call or Video Call and preferred forwarding content in the form of images with text or short, easy-to-understand videos. This facilitates awareness, enjoyment, and effectively stimulates engagement in forwarding information. This concept reflects that selecting user-friendly communication tools and interesting content formats will help better stimulate participation in knowledge exchange among personnel.

Future Work & Recommendations Based on the findings, the following recommendations are proposed to enhance KM communication

1. **Develop Integrated Digital Platforms:** The faculty should continue to invest in user-friendly digital platforms (e.g., CMS, Microsoft Teams) that centralize knowledge and make it easily searchable.

2. **Incentivize Knowledge Sharing:** To address the “Lack of Motivation,” the faculty must establish a clear evaluation system that rewards knowledge sharing. This could include recognition awards, integration into performance appraisals, or small incentives for active contributors.

3. **Promote Communities of Practice (CoP):** Encourage the formation of CoPs where staff can meet face-to-face or virtually to discuss specific problems. This facilitates the transfer of tacit knowledge which is hard to capture in documents.

4. **Skill Development:** Organize training sessions to improve personnel's digital communication skills, ensuring everyone is proficient in using the available tools.

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