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Factors Affecting Work Performance Based on the Education Criteria for Performance Excellence (EdPEX) of Personnel at the Faculty of Management Science, Suan Sunandha Rajabhat University

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Abstract

This study aims to identify and analyze the factors affecting work performance based on the Education Criteria for Performance Excellence (EdPEX) of personnel at the Faculty of Management Science, Suan Sunandha Rajabhat University. The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews with faculty, administrative staff, and support personnel. The results reveal that leadership effectiveness, organizational culture, employee motivation, and continuous training and development significantly impact work performance. Key findings indicate that a strong organizational culture that emphasizes collaboration and transparency enhances individual performance, while leadership development plays a crucial role in guiding and motivating staff. Furthermore, the alignment of departmental goals with EdPEX standards was found to improve overall performance. Based on these findings, the study recommends enhancing leadership capabilities, fostering a culture of recognition, providing targeted training programs, and aligning practices with the EdPEX framework to achieve higher performance standards. This research contributes to the understanding of how institutions can improve work performance in the higher education sector, particularly within the context of performance excellence frameworks such as EdPEX.

Keywords: Work performance, Education Criteria for Performance Excellence (EdPEX), Personnel, Suan Sunandha Rajabhat University

1. Introduction

1.1 Principles and Rationale

Work performance is a critical factor in the overall success of any institution, particularly in higher education. In the context of universities, the effectiveness and productivity of personnel play a pivotal role in achieving academic excellence and advancing organizational goals. At Suan Sunandha Rajabhat University (SSRU), the Faculty of Management Science has adopted the Education Criteria for Performance Excellence (EdPEX) as a framework to enhance work performance and achieve institutional objectives. EdPEX is a comprehensive tool that evaluates and improves the quality of education and administrative processes, aligning them with international standards of excellence.

The importance of understanding the factors that influence work performance in alignment with the EdPEX criteria has garnered increasing attention in recent years. Several studies have

shown that various organizational, personal, and professional factors can significantly impact performance outcomes. These factors include leadership styles, motivation, organizational culture, communication, and professional development opportunities (Amin & Sulaiman, 2020). Furthermore, the successful implementation of EdPEx requires a clear understanding of the criteria and their practical application, which can enhance the performance of faculty and staff, leading to improved educational outcomes (Noichun, 2023).

This study aims to identify and analyze the factors affecting work performance based on the EdPEx framework at the Faculty of Management Science, SSRU. Specifically, it examines the relationships between various organizational practices, personnel characteristics, and their impact on work performance. By understanding these factors, the study seeks to provide insights into how SSRU can enhance the effectiveness of its personnel and improve its performance on national and international educational benchmarks.

1.2 Research Objective

The following specific research objectives are outlined:

1. Examine the impact of organizational factors on the work performance of personnel, including leadership styles, communication practices, and organizational culture, in relation to EdPEx criteria.
2. Assess the application and effectiveness of the EdPEx criteria in improving the work performance of personnel at the Faculty of Management Science, SSRU.
3. Propose actionable recommendations for improving work performance based on the findings, aimed at enhancing institutional performance and achieving national and international benchmarks.

2. Literature Review

This literature review synthesizes previous research related to the factors affecting work performance based on EdPEx criteria and highlights key elements such as organizational and personal factors, leadership, professional development, and training programs.

2.1 Organizational Factors

Organizational factors are critical in shaping work performance in higher education settings. According to Manoharan and Kotler (2018), leadership styles, organizational culture, and communication practices significantly affect how faculty and staff perform their roles. Leadership, in particular, plays a pivotal role in fostering an environment that supports continuous improvement and adherence to performance excellence criteria. Effective leadership, aligned with the EdPEx framework, encourages staff motivation, engagement, and a commitment to achieving institutional goals (Amin & Sulaiman, 2020). In addition, organizational culture, which involves shared values, norms, and expectations, influences employee behavior and productivity, affecting their ability to meet performance excellence standards (Amin & Sulaiman, 2020). Moreover, communication within organizations directly impacts work performance. Transparent communication channels help in disseminating EdPEx criteria and organizational goals, ensuring that all personnel understand the expectations and their roles in achieving those objectives (Amin & Sulaiman, 2020). Poor communication, on the other hand, can lead to misalignment between institutional objectives and employee performance.

2.2 Personal Factors

Personal factors such as motivation, job satisfaction, and professional development are essential elements that influence work performance. Motivation, particularly intrinsic motivation, is a significant driver of work performance. Studies have shown that when employees feel motivated and valued, they are more likely to invest effort into their work and meet performance standards (Chandrasiri & Senevirathna, 2021). Furthermore, job satisfaction, closely related to work environment and leadership practices, also plays an integral role in performance outcomes. Satisfied employees are more likely to stay committed to institutional goals and the EdPEX criteria, leading to improved overall performance (Chandrasiri & Senevirathna, 2021). According to Suan Sunandha Rajabhat University (2022), aligning staff training with EdPEX criteria ensures that employees have the necessary knowledge and skills to meet performance excellence standards. Training programs that are well-designed and in alignment with EdPEX not only improve employees' technical skills but also enhance their understanding of the broader organizational goals, thereby improving their overall performance (Suan Sunandha Rajabhat University, 2022).

2.3 Training and Development Programs

Training and development programs are essential for improving work performance in educational institutions. EdPEX emphasizes the need for professional development programs that are aligned with institutional goals and performance criteria. Research by Manoharan and Kotler (2018) shows that training initiatives that focus on skills development, knowledge sharing, and continuous improvement significantly contribute to employees' ability to meet and exceed performance expectations. These programs are particularly crucial for faculty and staff members, as they help them stay up-to-date with new educational practices, technologies, and administrative procedures, all of which contribute to better performance. In the context of SSRU, training programs that are aligned with the EdPEX framework can support personnel in adopting best practices and performance excellence standards, ultimately leading to improved work outcomes (Amin & Sulaiman, 2020).

2.4 EdPEX Criteria and Work Performance

EdPEX is an essential tool for universities aiming to achieve performance excellence. It includes a set of criteria that focus on leadership, strategy, customer results, workforce, processes, and results. Studies show that when institutions adopt these criteria and embed them into their operational processes, they see a direct improvement in work performance (Amin & Sulaiman, 2020). By implementing these criteria, SSRU can create an environment where personnel are empowered to achieve excellence in their respective roles, leading to overall organizational success. Research by Suan Sunandha Rajabhat University (2022) emphasizes that aligning work performance with EdPEX criteria provides a clear framework for assessing personnel effectiveness, ensuring that individual performance aligns with the broader goals of the institution. The application of EdPEX leads to better results in terms of academic quality, administrative efficiency, and overall institutional development.

3. Research Methodology

This study employs a mixed-methods approach to investigate the factors affecting work performance based on the Education Criteria for Performance Excellence (EdPEX) among personnel at the Faculty of Management Science, Suan Sunandha Rajabhat University (SSRU). The methodology consists of both quantitative and qualitative data collection techniques to

provide a comprehensive understanding of the factors influencing work performance in alignment with EdPEX criteria.

3.1 Research Design

The research follows a descriptive and correlational design. The descriptive aspect involves examining the current state of work performance among faculty and staff at SSRU. The correlational aspect explores the relationships between different variables such as leadership, organizational culture, professional development, and work performance, as guided by the EdPEX framework. The study aims to identify which factors most significantly affect work performance based on the EdPEX criteria, including leadership, strategy, customer results, and workforce development.

3.2 Population and Sample

The target population for this study includes faculty members, administrative staff, and support personnel at the Faculty of Management Science at SSRU. The total number of personnel at the faculty is approximately 250. Using a stratified random sampling technique, 150 personnel were selected as the sample to ensure representation from different staff categories. The sample consists of 80 faculty members, 50 administrative staff, and 20 support personnel. This approach ensures that diverse perspectives are captured from the various groups within the faculty.

3.3 Data Collection Methods

a. Survey Questionnaire: A structured questionnaire is the primary tool for collecting quantitative data. The questionnaire was designed based on the EdPEX criteria and includes items related to work performance, leadership, communication, organizational culture, professional development, and satisfaction with current work processes. It uses a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure respondents' perceptions of factors affecting their work performance. The questionnaire was pre-tested with a small group of faculty and administrative staff before being administered to the full sample.

b. Interviews: In addition to the survey, semi-structured interviews were conducted with a subset of 15 personnel (5 faculty members, 5 administrative staff, and 5 support staff). The purpose of the interviews was to gain deeper insights into the factors affecting work performance and how they align with the EdPEX criteria. The interview guide included questions related to their experiences with leadership, training programs, professional development opportunities, and their perception of how the EdPEX criteria impact their work performance. Interviews were audio-recorded and transcribed for thematic analysis.

3.4 Data Analysis

a. Quantitative Data Analysis: The data from the survey questionnaire were analyzed using descriptive statistics, including frequency distribution, mean, and standard deviation, to assess the overall level of work performance and its alignment with EdPEX criteria. Pearson's correlation coefficient was used to examine the relationships between various factors (leadership, organizational culture, training, etc.) and work performance. Additionally, regression analysis was conducted to determine the predictive strength of these factors on work performance.

b. Qualitative Data Analysis: The qualitative data obtained from the interviews were analyzed using thematic analysis. Thematic coding was used to identify recurring patterns and themes in the responses. The analysis focused on understanding the deeper context of how

EdPEX criteria impact individual work performance and the challenges or barriers perceived by personnel in implementing these criteria.

4. Results

The analysis was carried out using both quantitative and qualitative data obtained from the survey and semi-structured interviews with faculty, administrative, and support staff members.

4.1 Demographic Profile of Participants

The sample consisted of 150 personnel from SSRU, including 80 faculty members (53.3%), 50 administrative staff (33.3%), and 20 support staff (13.3%). The age distribution of the respondents was as follows: 40% were in the 18–30 years age group, primarily consisting of support staff and younger faculty members; 35% were in the 31–45 years range, mostly faculty members; and 25% were aged 46 and above, predominantly senior faculty and administrative staff. Additionally, the majority of respondents had between 5 to 10 years of experience working at Suan Sunandha Rajabhat University (SSRU), with a smaller portion (5%) having over 15 years of service.

4.2 Quantitative Data Analysis

4.2.1 Descriptive Statistics

The survey results revealed that overall work performance at SSRU was rated positively by participants, with an average score of 3.85 on a scale of 5. The highest-rated EdPEX criterion was “Leadership” (mean = 4.05), followed by “Strategy” (mean = 3.92). The lowest-rated criterion was “Customer Results” (mean = 3.65), indicating potential areas for improvement.

4.2.2 Correlation Analysis

Pearson’s correlation analysis was conducted to assess the relationships between various factors and work performance. The results showed significant positive correlations between leadership and work performance ($r = 0.75$, $p < 0.01$). A positive organizational culture was linked to enhanced employee engagement and job satisfaction ($r = 0.68$, $p < 0.05$). Access to training and development programs was found to significantly improve employees' skills and overall performance ($r = 0.73$, $p < 0.01$). Conversely, there was a weak negative correlation between customer results and work performance ($r = -0.12$, $p > 0.05$), suggesting that there may be room for improvement in aligning internal performance with customer satisfaction.

4.2.3 Regression Analysis

A multiple regression analysis was performed to determine the predictive power of the factors on work performance. The model explained 68% of the variance in work performance ($R^2 = 0.68$). The most significant predictors of work performance were Leadership ($\beta = 0.42$, $p < 0.01$), Professional development ($\beta = 0.36$, $p < 0.05$), Organizational culture ($\beta = 0.31$, $p < 0.05$). These results suggest that leadership, professional development, and organizational culture are the most influential factors in enhancing work performance at SSRU, according to the EdPEX criteria.

4.3 Qualitative Data Analysis

The semi-structured interviews provided deeper insights into the factors affecting work performance. Thematic analysis of interview data identified the following key themes:

a. Leadership and Communication: Many respondents highlighted the importance of strong leadership and clear communication in setting performance expectations. Participants emphasized that leaders who actively engage with staff and provide constructive feedback help improve work outcomes.

b. Professional Development Opportunities: Interviewees expressed that continuous professional development programs significantly impacted their performance. Training in new technologies, management skills, and leadership development were considered essential for enhancing efficiency and job satisfaction.

c. Organizational Culture and Team Collaboration: Several participants noted that a supportive and collaborative culture, where teamwork is encouraged, positively influenced their work performance. Employees who felt supported by colleagues and management were more motivated and productive.

d. Customer Results: Although the survey results indicated lower scores for "Customer Results," qualitative responses suggested that personnel felt disconnected from customer feedback, often due to the internal nature of their roles. There was a strong suggestion that more interaction with external stakeholders and understanding their needs could improve overall performance.

5. Conclusion

In conclusion, this study aimed to explore the factors affecting work performance based on the Education Criteria for Performance Excellence (EdPEX) among personnel at the Faculty of Management Science, Suan Sunandha Rajabhat University. The findings indicate that several factors, such as organizational culture, leadership style, training and development opportunities, and employee motivation, play crucial roles in enhancing work performance. Specifically, a supportive organizational culture and strong leadership were found to be positively correlated with improved employee performance. Furthermore, continuous professional development through training and clear career progression paths contributed significantly to higher levels of motivation and work satisfaction among employees. These results align with previous studies (Jiang & Liu, 2019; Karia & Asaari, 2006), which emphasize the importance of organizational support systems in driving employee performance. Based on these findings, it is recommended that the university invest in enhancing leadership development programs and offering more targeted training opportunities to foster an environment that promotes continuous improvement and excellence in line with EdPEX standards.

Based on the findings of this study on factors affecting work performance based on the Education Criteria for Performance Excellence (EdPEX) at the Faculty of Management Science, Suan Sunandha Rajabhat University, several key recommendations can be made to enhance performance and achieve higher excellence standards:

Enhance Organizational Culture: The university should foster a culture that emphasizes collaboration, transparency, and continuous improvement.

Leadership Development: The university should invest in leadership development programs aimed at enhancing the skills of managers and department heads to lead effectively, provide clear guidance, and motivate employees.

Employee Motivation and Recognition: The university should focus on creating a motivating work environment by recognizing achievements and offering performance-based incentives.

Alignment with EdPEX Criteria: The university should align all its practices with the EdPEX standards. This includes adopting rigorous performance measurement systems and regularly reviewing work processes to ensure they meet the excellence criteria.

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