

# Personnel Development to Enhance Digital Skills and Competencies for Academic Support Staff

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## Abstract

This research aimed to develop digital technology skills and electronic media management abilities of the supporting staff at The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University. The purposive sampling group consisted of 22 academic support personnel. The findings revealed that staff members had the highest level of opinions toward the use of technology in their work (mean = 4.56). They emphasized satisfaction, work quality, convenience, efficiency, confidence, and the application of technology for problem-solving. These results are consistent with related studies that highlight the importance of developing personnel skills in the digital era through training programs, workshops, study visits, and self-directed learning via electronic media. Furthermore, the research underscores the organizational role in planning, budget allocation, and motivating continuous learning. Essential digital-age competencies were identified in ten key areas: digital literacy, critical thinking, communication, teamwork, problem-solving, learning ability, creativity, time management, adaptability, and leadership. These competencies serve as a foundation for enhancing staff potential and strengthening their capabilities to keep pace with the rapid changes in the digital era.

**Keyword** : Personnel Development, Digital Skills, Academic Support Staff, Educational Technology, Suan Sunandha Rajabhat University

## 1. Introduction

Technologies have become increasingly advanced and have integrated seamlessly into everyday life and business operations. These technological developments have led to transformative changes in economic activities, production processes, trade, services, social systems, and interpersonal interactions. The rapid progress of modern technology has compelled organizations in both the public and private sectors to undergo organizational transformation to remain responsive to fast-paced and continuous change. In particular, the public sector has implemented the Digital Government Administration and Services Act B.E. 2562(2019), which mandates the adoption of appropriate technologies in public administration and service delivery. The Act also requires the integration of databases across all government agencies to establish a unified information system. This integration aims to elevate public administration and services into a fully digital system, facilitating the development of a digital government characterized by secure, efficient, rapid, transparent, and interoperable operations. Such advancements enable citizens to access services conveniently and monitor government actions more effectively.

Human resource development therefore becomes a critical priority. Successful organizations, both domestically and internationally, consistently emphasize continuous personnel development and the adoption of new concepts and innovative methods to enhance employee capabilities. Human resource development processes aim to equip personnel with knowledge, skills, comprehension, appropriate attitudes, and desirable behaviors to ensure effective work performance in both the present and future. Consequently, human resource development represents one of the most essential components of organizational management, significantly influencing organizational success in the digital era, during which new technologies are continuously being integrated (Surin,N 2020).

Information technology serves as a foundation for national development and plays a vital role in Thailand's transition toward Thailand 4.0, an economic restructuring initiative that seeks new mechanisms for sustainable prosperity in the 21st century. This transformation shifts the national economy toward an innovation-driven, value-based system (Office of the Education Council, 2017). The advancement of digital innovation has had significant impacts on economic, social, commercial, service, public health, governmental, and educational sectors, as well as other essential human activities. These developments contribute to improved quality of life, the creation of efficient organizational networks, and enhanced competitiveness. The rapid evolution of information technology makes it imperative for Thai citizens to learn how to use digital tools for knowledge acquisition, employment, and income generation. Thus, information technology has become a powerful instrument for enhancing human potential (Phadungbut,S, 2021).

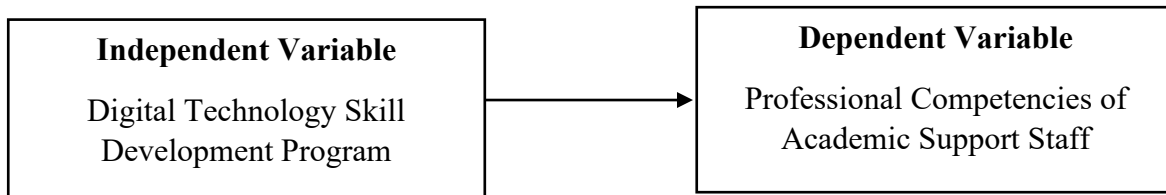
Thailand has also advanced toward the concept of self-efficacy, as proposed by Bandura (1997), who stated that self-efficacy influences individual behavior. Bandura identified two main components: (1) self-efficacy, meaning individuals' judgments of their ability to perform behaviors required to achieve specific outcomes, and (2) outcome expectations, referring to individuals' beliefs that their behaviors will produce desired results (Wongwiwat,P,2019).

The Office of General Education and Innovative Electronic Learning ,Suan Sunandha Rajabhat University functions as a key academic unit responsible for delivering general education courses to undergraduate students. Its mission is to equip students with essential competencies that enable them to perform effectively in future careers. Personnel play a crucial role in driving the unit's operational efficiency. In the digital era, technological proficiency has become increasingly important. Personnel who possess or can develop digital technology skills alongside their regular duties significantly enhance the organization's capacity, leading to improve work quality and alignment with institutional strategies.

## **2. Research Objectives**

1) To enhance the digital technology skills and electronic media management capabilities of personnel at The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University.

### 3. Conceptual Framework



This conceptual framework focuses the relationship between digital technology skills required of academic officers and the development of professional competencies aligned with contemporary technological advancements. The model posits that strengthening digital technology skills—such as digital literacy, information management, online communication, and the effective use of educational technologies—serves as a critical antecedent that enables academic officers to enhance their capabilities in performing academic, administrative, and service-related tasks efficiently.

Academic officers develop higher levels of digital proficiency, they are better equipped to adapt to rapidly evolving technological environments, integrate digital tools into their professional practices, and support innovation within academic institutions. Consequently, the acquisition of digital technology skills contributes directly to the formation of modern competencies, ensuring that academic personnel remain responsive, effective, and competitive in a technology-driven educational landscape.

### 4. Methodology

The researcher conducted a quantitative research design, collecting data from a sample drawn from the target population through a single measurement. A questionnaire was utilized as the primary research instrument. The population consisted of 22 academic support staff at The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University. A purposive sampling method was applied to select the respondents. The Statistical Package for the Social Sciences (SPSS) was employed to process and analyze the data based on the research hypotheses. The data were analyzed by calculating the mean and standard deviation (SD) for each item, and the results were presented in tabular form based on the established evaluation criteria.

### 5. Result

To develop the Digital Technology Skills of Personnel and electronic media management capabilities of personnel at the Office of General Education and Electronic Learning Innovation, Suan Sunandha Rajabhat University. The investigation of objective employed a quantitative research approach. A questionnaire was used as the primary data collection instrument. The findings are summarized as follows:

#### 1. Personal Information of the Respondents

The academic support personnel consisted of 8 males (36.63%) and 14 females (63.64%).

#### 2. Digital Technology Skills of the Personnel

Among the 22 academic support personnel, the majority demonstrated moderate proficiency in basic computer technologies and AI applications, accounting for 63.63%. This

was followed by those who were able to apply AI systems, totaling 6 individuals (27.27%), and personnel capable of developing digital platforms, totaling 2 individuals (9.10%).

### 3. Opinions on the Use of Technology in Work Practices

Overall, the respondents' opinions on the use of technology in their work were rated at the highest level (Mean = 4.56, S.D. = 0.43). Considering each aspect, very high level was personnel satisfaction with the use of technology in their work (Mean = 4.70, S.D. = 0.52). This was followed by the perception that technology improves work quality (Mean = 4.64, S.D. = 0.47), that technology enhances convenience and speeds up work processes (Mean = 4.62, S.D. = 0.42), and that personnel receive training or guidance on technology relevant to their tasks (Mean = 4.60, S.D. = 0.48). Respondents also agreed that technology helps reduce work errors (Mean = 4.55, S.D. = 0.41), increases their confidence in using work-related technologies (Mean = 4.54, S.D. = 0.46), and enables them to apply technology to solve work-related problems (Mean = 4.34, S.D. = 0.54).

## 6. Conclusion

The study entitled "Personnel Development to Enhance Digital Skills and Competencies for Academic Support Staff" was conducted with the objective of developing the digital technology skills and electronic media management capabilities of personnel at The Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University.

The findings indicate that the personnel expressed high levels of satisfaction with the use of technology in their work. They reported that technology contributes to improved work quality, enhances convenience and efficiency in task performance, and supports error reduction. Moreover, personnel received training or guidance relevant to the technological tools required for their duties, demonstrated confidence in using work-related technologies, and were able to apply such technologies to solve work-related problems effectively.

These results are consistent with the study of Maneerat Chaiya and Phensri Chirining (2023), titled "Human Resource Management Amid the Transition to the Digital Era." Their research aimed to provide guidance for organizations in preparing for digital transformation through descriptive statistical analysis. The findings revealed that organizations should equip personnel with new and relevant skills while integrating digital technologies into human resource management systems—ranging from recruitment and retention to employee offboarding. Furthermore, the study emphasizes the importance of adopting innovations to enhance organizational structures and improve personnel quality, thereby strengthening organizational capacity and supporting sustainable growth in the digital era and Personnel development can be adapted from instructional management frameworks that include: 1) learner-centered learning 2) collaborative learning 3) group process-based learning 4) instructional methods and models for enhancing creative thinking and innovation skills, and 5) learning management that promotes innovative thinking skills. These instructional approaches belong to a group of learning models that emphasize information-processing and cognitive thinking processes, with the primary aim of fostering students' creative and innovative thinking skills. The learning activities are designed to engage students in hands-on practice, enabling them to actively develop innovations through the creation of tangible products. Based on these principles, a learning model that promotes innovative thinking skills among students in teacher professional programs has been synthesized. (Letamornsak, G, 2024)

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