

Promoting Participation in The Knowledge Management of Academic Support Personnel

Kunphattha Hongphattharachan¹, Chinnawat Satsananan², and Wasana Suridechakul³

¹Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University

²Faculty of Science and Technology, Suan Sunandha Rajabhat University

³Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University

E-mail: kunphattha.ho@ssru.ac.th¹, chinnawat.sa@ssru.ac.th², wasana.su@ssru.ac.th³

Abstract

The objectives of this study were 1) to study the factors that promote participation in knowledge management among academic support personnel, 2) to explore the experiences and opinions on knowledge management of academic support personnel, and 3) to measure the level of understanding regarding knowledge management among academic support personnel. The samples of this study were 24 individuals, consisting of academic support personnel with 1–5 years of work experience (12.5%), 6–10 years (45.8%), and over 11 years (41.7%).

The research instrument was questionnaires that were used for data collection. The questionnaires were classified on a five-point Likert scale (the highest satisfaction) to 1 (the lowest satisfaction). The data from the questionnaires were analyzed quantitatively for descriptive statistics such as mean and standard deviation.

The findings revealed that the personnel had the highest satisfaction with knowledge management, particularly in applying knowledge to real work ($\bar{x} = 4.87$, S.D. = 0.33), and knowledge embodiment and sharing it on the department's website ($\bar{x} = 4.83$, S.D. = 0.38). Additionally, it was found that the level of knowledge and understanding regarding participation in seeking new forms of knowledge and the organization's appreciation of each employee's knowledge and skills was also the highest satisfaction ($\bar{x} = 4.87$, S.D. = 0.33). The latest survey indicates that most employees recognized the value of applying knowledge to real practice and were ready to learn new knowledge. The organization fully supported this, resulting in a stronger learning culture.

Keywords: Promotion, Participation, Knowledge management

1. Introduction

In today's world, it is crucial for organizations, specifically academic institutions that are required to adapt to academic and societal changes, to enhance their work efficiency and potential. Knowledge management is a key tool that helps organizations collect, store, and disseminate knowledge, enabling staff to apply this knowledge in their work. Gathering dispersed knowledge, whether it's in documents or individuals, and systematizing it for easy access, promotes self-development, and improves work performance (Chanathip Lenin, n.d.).

For the Faculty of Humanities and Social Sciences at Suan Sunandha Rajabhat University, promoting the participation of academic support staff in the knowledge management process is essential. Integrating technology into this process enhances work efficiency and helps the organization keep pace with changes. Knowledge management

provides staff with the necessary skills and knowledge to adapt and face new challenges effectively.

A problem encountered in organizations is the need to improve communication and knowledge sharing, which is crucial for adapting to change. This directly affects education and research. Therefore, the objective of this research is to study how to promote participation in knowledge management among academic support staff to increase work efficiency and foster innovation within the organization.

1.1 Research Objectives

1) To examine factors that promote the participation of academic support staff in knowledge management.

2) To study the experiences and opinions of academic support staff regarding knowledge management.

3) To assess the level of knowledge and understanding of knowledge management among academic support staff.

2. Research Methodology

Population

At Suan Sunandha Rajabhat University, there are 24 academic support staff members who belong to the population as part of the Faculty of Humanities and Social Sciences. The target group, which includes staff at both operational and professional levels, has collected data on work performance over three fiscal years (2022-2024).

Study Methods

This study used a questionnaire that was created using a conceptual framework derived from relevant documents and research to promote participation in knowledge management among academic support staff. There are four sections in the questionnaire:

Section 1: General information about the respondents, including gender, department, work experience, and participation in activities.

Section 2: Satisfaction with activities promoting participation in knowledge management was measured using a 5-point Likert scale, with ratings as follows:

4.50- 5.00 = Highest

3.50 - 4.49 = High

2.50 - 3.49 = Medium

1.50 - 2.49 = Low

1.0 - 1.49 = Lowest

Section 3: Knowledge and understanding of knowledge management are also measured using a 5-point Likert scale.

Section 4: Open-ended questions for suggestions.

Location

Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

Study Duration

The research was conducted from February to August 2024.

Data Analysis

The use of statistical tools is the mainstay of data analysis in this study to ensure the accuracy, quality, and reliability of the research findings:

1) Inferential statistics will be used to study the promotion of participation in knowledge management among academic support staff at the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

2) Descriptive statistics were used to analyze the content of participation in knowledge management, employing percentages and frequencies for categorical variables such as gender, department, and work experience, and standard deviation and mean for quantitative variables like the use of Google Sheets.

3. Result

General Information

Table 1 presents the general data on the academic support staff:

Category	Subcategory	Frequency	Percentage
Gender	Male	8	33.30%
	Female	16	66.70%
Work Affiliation	Planning and Quality Assurance	3	12.50%
	General Administration	8	33.30%
	Student Affairs	2	8.30%
	Educational Services	5	20.80%
	Research and Academic Services	2	8.30%
	Finance and Procurement	4	16.70%
Work Experience	1-5 years	3	12.50%
	6-10 years	11	45.80%
	Over 11 years	10	41.70%
Participation Experience	Participated	24	100.00%
	Not participated	-	0.00%

Satisfaction with Knowledge Management Activities

Table 2 reveals that staff are highly satisfied with the application of knowledge gained from knowledge management in their work, with an overall satisfaction level of 4.87 (the highest). Additionally, the satisfaction with acquiring new knowledge, knowledge exchange, and dissemination of knowledge on the department’s website was rated at 4.83, and the identification of essential knowledge for work was rated at 4.75.

Dimension	Mean	Standard Deviation	Interpretation
1. Identification of critical knowledge for work tasks	4.75	0.5316	Very High
2. Seeking knowledge through training from experts	4.83	0.3806	Very High
3. Extracting knowledge from lessons learned	4.83	0.3806	Very High
4. Applying knowledge from knowledge management to actual work	4.87	0.3378	Very High
5. Applying knowledge to share and learn	4.83	0.3806	Very High
6. Collecting and disseminating knowledge on the organizational website	4.83	0.3806	Very High
7. Overall satisfaction with knowledge management	4.87	0.3378	Very High
Total	4.83	0.3361	Very High

Knowledge and Understanding of Knowledge Management

Table 3 shows that staff demonstrate the highest level of knowledge and understanding of knowledge management, particularly in acquiring new knowledge (4.87), the recognition of individual staff’s knowledge and skills (4.87), and support for knowledge-sharing activities (4.83).

Dimension	Mean	Standard Deviation	Interpretation
1. Participation in seeking new knowledge	4.87	0.3378	Very High
2. Organization's recognition of individual skills and knowledge	4.87	0.3378	Very High
3. Support for knowledge sharing among employees	4.83	0.3806	Very High
4. Encouragement for knowledge management training	4.83	0.3806	Very High

Dimension	Mean	Standard Deviation	Interpretation
Total	4.85	0.3371	Very High

4. Discussion

The objective of this research is to examine the promotion of knowledge management participation among academic support staff in the Faculty of Humanities and Social Sciences at Suan Sunandha Rajabhat University. Participation in knowledge management is a key process that helps develop internal organizational knowledge and enhance operational efficiency. This research employed a questionnaire as the primary data collection tool, with a sample of 24 personnel, consisting of 33.3% male and 66.7% female, with varying work experience ranging from 1 to 10 years.

The study found that all staff members had previously taken part in activities that promoted knowledge management. The highest level of satisfaction was expressed by respondents when they applied the knowledge gained from these activities to their actual work, with overall satisfaction rated at the highest level. Additionally, personnel actively sought new knowledge and received support from their departments when sharing knowledge with other staff members, demonstrating strong participation in knowledge management.

The research findings point out that applying the results of this study to the daily operations of academic support staff can have a significant impact on work processes. Establishing a working group responsible for internal knowledge management, creating spaces for knowledge exchange, and developing a database system to compile knowledge from research and practice will contribute to sustainable internal knowledge development within the organization.

It is possible for changes in work methods to encourage participation in knowledge management to have both positive and negative consequences. The positive side of these changes is that they can enhance the knowledge and skills of personnel and encourage the establishment of learning networks within the organization. On the other hand, some personnel may resist change due to uncertainty in their ability to adapt, increased workloads, and a lack of skills in using new technologies, which may cause delays in work. which is consistent with the research, as follows:

Jariya Puntavungkool, Kittisak Deeya (2020) on Knowledge Management in Higher Education Institutions. The knowledge is abundant and scattered in higher education institutions, both Tacit Knowledge and Explicit Knowledge should be organized into a system of quality and be able to transfer knowledge to the personnel in that institution. The key principle of the knowledge management in Tacit Knowledge is how to make Tacit Knowledge as explicit knowledge as possible, then carry Explicit Knowledge from both personal and explicit knowledge in various forms to manage to be qualified body of knowledge and keep in system or in the knowledge repository of the institution and be prepared to be used any time. KM is a knowledge management to help collect knowledge to be qualified and systematically and can be shared to other personnel in the institution to develop oneself and institution. Knowledge management according to Deming's Cycle (PDCA Model) consisted of 4 steps including planning, doing, checking and action. 1) Planning stage is the process to consider

the needs of institutes for development and what knowledge institutes needed for the improvement. 2) Doing stage is a sub-step including knowledge acquisition, distilling, operation (Knowledge Sharing & Transfer) knowledge codification, capture & store and knowledge use. 3) Checking stage is a phase to monitor and evaluate and apply knowledge to consider the effectiveness of knowledge application. 4) Action stage is knowledge storage and improvement to be body of knowledge of the institutions.

Wichai Janjamroon, Sukit Phosirikul, Worachai Thongkham, Wiraporn Songsang, Bunchakkrawan Rotbamroe (2 0 2 2) on Knowledge Management Process of Learning Resources in Schools: Participatory Action Research. The objective of this research was to develop the knowledge management process of learning resources in Ban Nongkung Wittayakarn School, Khon Kaen Primary Educational Service Area 1. Research participants comprised 1 administrator, 6 1-3 level high school teachers, 50 1-3 level high school students, 50 parents, 7 basic education committee members, 1 district agricultural official, and 1 subdistrict administrative organization official, totaling 115 people. Research tools comprised 1) checklist form, 2) semi structured interview form, and 3) general meeting record form. Data analysis employed frequency and percentage statistics, and content analysis. Research findings indicate the community learning resources management process consists of 1) identifying the needed intelligence capital or knowledge; 2) creating intelligence capital or seeking benefits from existing resources, adding knowledge from outside organizations, learning from others' success, benchmarking and collecting documents, information, and knowledge according to interested groups; 3) seeking and storing organization knowledge systematically, such as in document form, computer data file, CD, and website platform; and 4) sharing, exchanging, distributing, disseminating, and transferring knowledge; and 5) utilizing or applying knowledge.

Nattachai Aeknarajindawat (2023) on Knowledge Management, Learning, Product Development to add Value Development of Silk Products. The results showed that: 1) the level of knowledge management, product development learning to add value to the development of silk products. to increase the overall value at a high level. Characteristics and important elements that affect the success of silk product development at a high level for all. They are arranged in descending order as follows: There is a process that makes a product or a silk product. better quality. It is more secure and the market is changing. To expand marketing channels. Change silk products to meet the needs of consumers. 2) Develop silk products that emphasize the benefits usable and there is a demand for new profitable silk products for the survival of entrepreneur's silk manufacturers and shops, respectively.

Sasimapron sroykratoke, Silisa Charoensuk (2024) on Organizational Factors Related to Knowledge Management of Employees at Nakhon Ratchasima College. The research findings were: (1) the knowledge management of employees at Nakhonratchasima College was the collection of knowledge scattered in various places and brought together in one place of creating an atmosphere for innovating, learning, creating new knowledge and organizing knowledge in various fields including exchanging knowledge between each other in order to use to develop their own work effectively; (2) the success of personnel knowledge management at Nakhonratchasima College showed the overall was at a high level; and (3) the relationship of organizational factors with knowledge management of employees at Nakhonratchasima College revealed the organizational factors included the leadership, the organizational culture, the education, training and development, the organizational structure

aspect, and the technology related to knowledge management in work and had the positive relationship with knowledge management at Nakhonratchasima College.

Prunnika Meekrut (2024) on knowledge management for organizations in the digital age. This article aims to review the issue of knowledge management for organizations in the digital age in order to present issues of developing people with various skills. Especially the knowledge management of the organization in the digital age, how knowledge management can make the organization grow and succeed in work, including personnel in the organization can work efficiently. The results show that the knowledge management of the organization in the digital age that makes the organization successful in work, the organization must have knowledge management systematically, with the key method to make the knowledge management efficient and successful. Namely 1) Leaders 2) Personnel 3) Participation 4) E-Learning system for knowledge storage 5) Team to drive the development of knowledge management systems 6) Knowledge management network This allows personnel within the organization to use the stored knowledge effectively for the achievement of their work.

Phrapaladsathid Photiyano (pholar), Aomtawan Saraphun, Winit Pharcharuen (2024) on knowledge management: organizational behavior. Knowledge management is therefore an important tool for organizational development. There are two types of knowledge, tacit knowledge and explicit knowledge. By using the knowledge management process, personnel can access knowledge provided in a new knowledge system. New knowledge gained from searching for knowledge, exchange of information and systematically collecting data, exchange of information and systematically collecting data. Through knowledge management process there is a search for knowledge creation and pursuit of knowledge organizing knowledge into a system Compiling and filtering knowledge access to knowledge sharing and exchanging knowledge and learning. In order to manage the human work successfully. Be effective according to the aims of the organization namely individual, group and organizational levels. Must analyze the formal organizational design, technology, work process and human resource policy of the organization. By using knowledge of behavioral science the knowledge gained can be applied to increase productivity and employee satisfaction. Which leads to increased effectiveness of the organization as a whole leading to the knowledge management process for which direction the organization should operate. Impossible to come up with most jobs.

5. Conclusion

This research emphasizes the importance of promoting personnel participation in knowledge management, a process that aids in developing and enhancing organizational efficiency sustainably. If the research findings are continuously applied in practice, the Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, will be able to develop knowledge and strengthen the capacity of its academic support staff effectively and sustainably in the long term.

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