

Models for Enhancing Work Efficiency of Academic Staff in Private Higher Education Institutions

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Abstract

This research was established to evaluate the significance of perceived organizational support, internal processes, learning and growth, and performance efficiency among academic staff in Thai private higher education institutions, while also investigating the mediating role of learning and growth between both organizational support and internal processes regarding performance outcomes. The study gathered data from a sample of 300 academic personnel and employed comprehensive statistical methods, including frequency, percentage, mean, standard deviation, and structural equation modeling for deep-dive analysis.

The findings reveal that while personnel perceive organizational support at a moderate level with job security being the most highlighted factor their actual performance efficiency is rated at a high level, particularly in terms of specialized job knowledge. Interestingly, the study found that differences in personal demographics do not result in significant variations in performance efficiency. Among the various dimensions of support, emotional encouragement emerged as the most influential driver of efficiency, followed by the quality of working conditions.

Consequently, it is recommended that university administrators focus on fostering emotional connections by actively recognizing and celebrating staff achievements. By utilizing platforms such as institutional journals, award ceremonies, or public commendations to honor outstanding work, institutions can instill a sense of professional pride and dedication, which ultimately serves as a catalyst for enhanced organizational performance.

Keywords: Work Efficiency; Academic Staff; Higher Education

Introduction

Thailand is home to a vast number of higher education institutions, encompassing public universities, private universities, and government affiliated organizations operating under the Ministry of Higher Education, Science, Research and Innovation. These institutions offer graduate programs nationwide, which has significantly expanded educational opportunities for a broad segment of the population. Consequently, this environment has intensified competition among educational establishments, leading them to implement various strategies to achieve their enrollment targets and institutional plans. At the same time, this situation has provided students with increased opportunities and a wider range of choices.

The decision-making process for students regarding which specific higher education institution to enroll in depends on a multitude of factors. These include the institution's reputation and image, the quality of the curriculum, the expertise of the faculty, available learning media and equipment, the overall campus atmosphere and environment, as well as welfare services and public relations. Furthermore, institutional values, the students' own skills, knowledge, and abilities, and the availability of scholarships play crucial roles. Particularly for international students, university rankings serve as a significant and high priority factor in their institutional selection (QS Quacquarelli Symonds., 2020).

Ultimately, all these aforementioned elements are essential areas that educational institutions must prioritize and continuously enhance to ensure and guarantee consistent quality standards that educational institutions must prioritize and enhance to ensure quality. This involves the collaborative efforts of educational stakeholders, including administrators, faculty members, and support staff. To attract prospective students to study at their institution, faculty members' quality, crucial to producing graduates with the requisite qualifications, must be emphasized. These qualifications include abundant knowledge, expertise, and skills in the affiliated curriculum, developed and adapted to be prepared for evolving environments. To ensure an effective transmission of knowledge, it is vital to possess qualities that foster accessibility and a deep understanding of students. Such an approach guarantees that learners develop the specific knowledge, abilities, and professional skills required to meet modern labor market demands. Furthermore, this foundation enables them to contribute meaningfully to society as well-adjusted citizens and responsible nationals who can lead fulfilling lives.

This framework aligns with the National Educational Development Plan (2021–2027) for human resource cultivation, particularly considering the strategic contexts emerging between 2023 and 2027. It is fundamentally linked to the 2023–2027 policy roadmap for higher education, science, research, and innovation. By positioning education as the cornerstone of sustainable human development and transformative knowledge, Strategy 1 emphasizes the maximization of individual potential. Key priorities include fostering lifelong learning initiatives, broadening educational accessibility, and enhancing the quality of human capital to satisfy national development objectives.

Furthermore, this strategy is dedicated to empowering high performance educational personnel to meet international standards (The Office of Higher Education, Science, Research, and Innovation Development and Promotion, 2022). These goals are strictly consistent with the strategic directives of the Ministry of Higher Education, Science, Research, and Innovation. With a clear mandate to modernize the higher education landscape and propel Thai academic institutions toward global excellence, various transformative initiatives have been implemented. These transformative programs are engineered to fundamentally restructure university operations and organizational frameworks, ensuring they maintain a competitive edge and consistently meet international standards within a volatile global landscape. A core component of this educational reform involves elevating the quality of pedagogical practices and advancing faculty competencies to align with 21st century requirements. It is imperative that higher education institutions strategically leverage their intellectual capital and organizational potential in accordance with their specific areas of expertise. Furthermore, fostering a competitive academic environment is encouraged to bolster the national and international reputation of both the institutions and the country as a whole (Office of Higher Education Promotion and Development, Ministry of Higher Education, Science, Research and Innovation, 2022).

In an era of rapid technological progression, educators are compelled to engage in perpetual professional development. This necessitates a strategic adaptation of pedagogical methodologies and instructional activities to resonate with evolving student behaviors, alongside the seamless integration of emerging technologies as catalysts for learning. Such shifts present formidable challenges, reinforcing the urgency for educators to continuously augment their competencies. To effectively address the requirements of a society transitioning toward a modern learning paradigm one that prioritizes both knowledge acquisition and the cultivation of innovation a fundamental shift from the Education 3.0 framework to the Education 4.0 model is essential.

Under the Education 4.0 system, students are encouraged to synthesize existing information creatively to engineer innovations that solve societal problems. Nevertheless, contemporary teaching practices frequently exhibit significant gaps; many practitioners remain tethered to conventional instructional modes that fail to foster student autonomy, relying on traditional assignments that diverge from the core tenets of the Education 4.0 philosophy.

Beyond the core mandate of instructional excellence, academic staff in higher education institutions are entrusted with other vital obligations, including the provision of academic services and the generation of scholarly outputs, such as research driven inventions and innovations. Most institutions now designate these activities as primary responsibilities alongside teaching to bolster their competitive standing both domestically and internationally. In the contemporary educational landscape, university rankings at both national and global levels—have become a decisive factor in student recruitment. High rankings not only elevate an institution's prestige but also instill profound trust in the competency and knowledge of its graduates. Furthermore, the emphasis on rankings has catalyzed fierce competition within the global education sector, particularly across the Americas, Europe, and several Asian nations, including Thailand. As noted by Srisawat (2020,pp.1–12);Symonds QS Quacquarelli Symonds. (2020), prestigious ranking bodies such as the Academic Ranking of World Universities, Times Higher Education, and QS World University Rankings evaluate institutions annually based on criteria that prioritize research productivity and pedagogical quality. In response, many universities have integrated these benchmarks into their strategic policies, focusing on three key areas of competitiveness: institutional management, faculty excellence, and the modernization of facilities and internationalization efforts.

Consequently, if Thai private education providers encounter challenges regarding faculty quality or their capacity to effectively transfer expertise and skills to students, the repercussions can be severe. Such deficiencies not only tarnish institutional reputations but also erode their competitive edge, inevitably leading to a decline in student enrollment and negatively impacting the broader national educational standards. Recognizing these risks, this research aims to investigate the efficacy of academic staff development within the private sector, focusing on the interplay between perceived organizational support, internal operational processes, and learning and growth. By examining how these elements influence performance and development priorities, this study seeks to provide institutional leaders with robust frameworks for continuous staff enhancement. Ultimately, such strategies are essential for

bolstering competitiveness, elevating educational quality across all tiers, and ensuring the long term sustainability of the university system.

Research Objectives

1. To examine the level of importance of perceived organizational support, internal organizational processes, learning and growth, and the performance efficiency of academic personnel in Thai private higher education institutions.

2. To investigate learning and growth as a mediating variable between perceived organizational support and the performance efficiency of academic personnel in Thai private higher education institutions.

3. To explore learning and growth as a mediating variable between internal organizational processes and the performance efficiency of academic personnel in Thai private higher education institutions.

Research Hypothesis

Hypothesis 1: Perceived Organizational Support (POS) directly influences academic staff's Work Efficiency (WE) in Thai private higher education institutions.

Hypothesis 2: Perceived Organizational Support (POS) directly influences Learning and Growth (LG) in Thai private higher education institutions.

Hypothesis 3: Internal Process (IP) directly influences academic staff's Work Efficiency (WE) in Thai private higher education institutions.

Hypothesis 4: Internal Process (IP) directly influences academic staff's Learning and Growth (LG) in Thai private higher education institutions.

Hypothesis 5: Learning and Growth (LG) directly influence academic staff's Work Efficiency (WE) in Thai private higher education institutions.

Literature Review

Concepts of Enhancing Operational Efficiency.

Organizations and workplaces are undergoing significant changes, impacting planning, perspectives, and practical understanding of individuals. The efficiency of employees is a crucial factor for every organization. Employees must exhibit positive work behaviors to achieve the organization's goals (Kumari & Dubey, 2018, pp.1–3). Employee efficiency, as the individual's performance in assigned tasks, is vital for driving toward organizational goals and performance standards and motivating individuals for the organization's sustainability (Rokim & Tentama, 2020, pp.90–100). Employee efficiency comprises quality, quantity of work, and work relationships (Christian, 2021, pp. 99–108); Sonnentag & Frese, 2002, pp.1–25) stated that organizations and work are currently critical factors in organizations, influenced by various factors leading to changes in employee performance efficiency.

1. Continuous learning is essential due to technological innovation leading to organizational structure and process changes. The rapidly changing work requirements have resulted in a need for continuous learning and significant skill development. Individuals voluntarily engage in continuous learning processes to ensure current and future work success. Development impacts employee efficiency, and aligning with learning effectiveness is considered a primary dimension of employee efficiency. Development differs from past paradigms where learning was a prerequisite for work. Learning is a significant aspect of future work performance, requiring new skills or knowledge. Self-directed learning is part of an efficiency paradigm that should be measured and rewarded as a component of efficiency. Integrating learning with the central axis of reasoned work concepts enhances individual efficiency. Learning assists in performing tasks well, and rational learning factors predict high relevance to work practices. However, the evolving requirements and learning needs relate to individual knowledge-based work theories. (Triansyah, & Stefania, 2023, pp.150–159)

2. Proactive behavior in today's work environment is increasingly crucial for employees to perform well. Adhering to prescribed job requirements is no longer sufficient; it must go beyond formal requests. Developing proactive behavior impacts the conceptualization of efficiency, such as proactive behaviors, where individual initiative becomes essential for job performance within contexts. Moreover, individual proactive behavior is relevant to organizational outcomes, particularly in businesses facing dynamic environmental changes and increasing global competition. Additionally, developing proactive

behavior is considered an essential initiative in work performance, with proactive personalities correlating with task performance and the ability to perceive and engage in proactive behavior, ultimately enhancing work efficiency. (Hermina & Yosepha, 2019, pp.69–73)

3. Working as a team, organizations increasingly promote teamwork systems and group management. Many organizations prioritize teamwork over individual work. However, team performance involves individuals, team processes, and team effectiveness. Thus, improving teamwork requires considering individual performance from the perspective of each team member's job. Teamwork involves three key issues:

- 1) personal differences, which predict individual performance within a team environment;
- 2) individual performance aspects related to team performance; and

3) individual achievements that can be transformed into team accomplishments. Relevant skills and knowledge for the job are not only necessary for success in a team environment. Interpersonal skills and self-management are also crucial for effective teamwork. Furthermore, the effectiveness of each task is also a factor in the team's overall performance. For teams to succeed in tasks related to production environments, context-specific performance, especially supportive behaviors and task-related behaviors that positively correlate with both quantity and quality of group performance, are essential. (Tantua & Victoria, 2020, pp.55–62)

4. The era of globalization is a term used to describe the current business world. Globalization comprises two significant developments: Production and services tailored for the global market and competition. Secondly, individuals within organizations have become more international, such as cultural diversity. Regarding product and service delivery at a global level, globalization's most apparent outcome stems from direct interactions between employees and customers. What is considered good performance in these interactions varies significantly based on the prevailing culture. When organizations overlook these differences and implement uniform recruitment, training, and performance evaluation processes globally, individuals may miss characteristics and behaviors aligned with specific cultural norms. This may lead to behaviors that hinder individual performance at a high level. Additionally, many organizations have hired employees globally, linked to individual performance issues in different cultural contexts, such as culturally diverse team members and foreign nationals facing particular requirements, further complicating matters. Personal performance in shaping the pattern of specific variables may vary. However, predicting these specific variable patterns may be less reliable when individuals'

performance environments reflect the same culture. Therefore, it can be argued that individual employee performance varies according to the organizational cultures transmitted to them. (Christian, 2021, pp. 99–108)

5. Technology plays a crucial role as an information system in the workflow of most organizations. The work behavior of individuals that contributes to employee efficiency is primarily linked to technology use. For example, the work of individuals who need to control machinery in process development impacts thinking directions and performance measurement (Yuvaraj & Nadheya, 2018, pp. 244–251). The widespread use of technology in work processes from a traditional perspective would place individual behaviors under the total control of individuals. In practice, it is challenging to separate the contribution of technology and individual participation to employee efficiency. Individuals who incorporate technology into their work practices can generate efficiency for themselves. Technology is often sophisticated equipment associated with the specific skills and knowledge necessary in the workflow system. It is considered a crucial factor in processes that lead to employee efficiency and can contribute to the organization's goals (Abbas et al., 2014, 93–109)

Therefore, individuals' work practices are measurable behaviors related to the organization's goals. They can define various dimensions of performance according to management driving factors and the perspectives of individual differences, situations, and work performance controls, each linked to enhancing individual efficiency at a higher level.

Conceptual framework

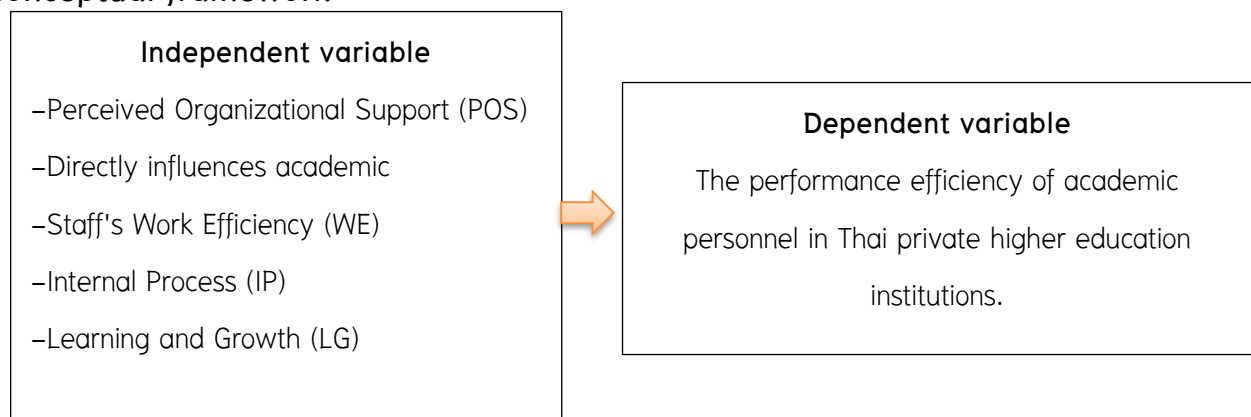


Figure 1 Conceptual framework

Research Methodology

Population

The target population for this study comprises academic staff members employed by private higher education institutions within the Bangkok Metropolitan Region, Thailand. Based on official records submitted by individual institutions to the Ministry of Higher Education, Science, Research and Innovation (MHESI) as of September 2023, the total population consists of 73,087 academic personnel (Ministry of Higher Education, Science, Research and Innovation, 2024).

The sample for this research consists of 300 academic staff members from private higher education institutions in Bangkok and its surrounding provinces. This sample size was determined to be 'Good' or appropriate based on the statistical benchmarks established by Comrey & Lee (1992, pp.1–442). The determination of the sample size was specifically aligned with the requirements for Structural Equation Modeling (SEM) analysis. Methodological simulations and statistical developments suggest that while SEM sample sizes can vary depending on specific criteria, the researcher opted for the standards proposed to ensure the size was suitable for robust analysis. Data collection was conducted through field surveys utilizing questionnaires. These were distributed within relevant communities, specifically targeting students associated with Thai higher education institutions in Bangkok that are recognized in the Asia University Rankings 2024."

The sampling process was conducted based on real-world data and the required sample size, followed by statistical analysis. 2) Secondary data collection involved studying information from the research area, including gathering academic documents, articles, theses, research reports, books, journals, publications, online searches for information, and other documents relevant to the study. The collected concepts, theories, and related research supported this research.

Data analysis: Analyzing data using descriptive statistics and checklist type questionnaires involves finding frequencies and summarizing them into percentages. Mean and standard deviation (S.D.) are calculated for rating scale questionnaires. This includes (1) analyzing personal factors by distributing frequency and percentage values, including gender, age, marital status, income, education level, and work experience, to describe personal characteristics and (2) analyzing data to study components such as perceived benefits, ease of use, satisfaction, and intention to use by calculating

mean and standard deviation. These statistics are used to interpret the meaning of the data for summarization and explanation of variable characteristics.

Inferential statistics involves using statistical methods to test hypotheses for causality and determine factors influencing direct and indirect variables. This includes analyzing structural equation models (SEM) using the PLS Graph 3.0 software (Chin, 2001) for hypothesis testing

Research Results

1. The summary of personal factors of academic personnel in private higher education institutions is as follows: Most survey respondents were female, totaling 188 individuals (62.7%). Most were aged between 35 and 50, comprising 148 individuals (49.3%). A significant proportion belonged to the Faculty of Business Administration, Commerce, Accounting, and Economics, with 71 individuals (23.7%). Additionally, 60 respondents (20.0%) were from Bangkok University.

2. The perception of organizational support, in general, was rated at the highest level of importance (mean = 4.72; S.D. = 0.205). When examined by individual items, the highest-rated aspect was recruiting personnel with the necessary skills, knowledge, and capabilities to perform their duties (mean = 4.84; S.D. = 0.410). This was followed by assisting and resolving work-related problems or obstacles (mean = 4.82; S.D. = 0.418). Other highly rated aspects include Providing a safe and healthy working environment (mean = 3.81; S.D.= 0.431), Assigning tasks that match the personnel's skills and expertise (mean = 4.78; S.D. = 0.496), Fair and appropriate consideration of promotions or adjustments in compensation (mean = 4.76; S.D.=0.549), Building both internal and external cooperation networks to support and improve work performance (mean = 4.69; S.D. = 0.511), Providing adequate and suitable employee benefits (mean = 4.68; S.D. = 0.469), Allocating sufficient and appropriate budgets for work operations (mean = 4.63; S.D. = 0.483), Utilizing online technology and software for organizational management and operations (mean = 4.62; S.D. = 0.532), Having information systems and tools that meet the needs of the personnel for effective work performance (mean = 4.57; S.D. = 0.495)

3. The internal organizational processes, overall, were rated at the highest level of importance (mean = 4.66; S.D. = 0.254). When examined by individual items, the highest-rated aspect was having streamlined and timely operational procedures (mean= 4.82; S.D.= 0.466). This was followed by having manuals for proper conduct, such as professional ethics (mean= 4.80; S.D.= 0.452). Other significant

aspects include Monitoring the correction of deficiencies identified through organizational evaluations and audits (mean = 3.79; S.D. = 0.471), Developing operational systems to align with current situations (mean = 4.78; S.D. = 0.480), Continuous monitoring and inspection of operations by internal control systems (mean = 4.77; S.D. = 0.487), Assigning personnel to follow up and provide guidance for staff development (mean = 4.67; S.D. = 0.506), Establishing mechanisms or channels for staff to provide feedback or suggestions for organizational improvement (mean = 4.72; S.D. = 0.450), Clearly defining work plans and methods (mean = 4.65; S.D. = 0.478), Using employee feedback and suggestions to inform policy-making or problem-solving (mean = 4.66; S.D. = 0.571), Ensuring the security of information systems to protect against misuse of sensitive data (mean = 4.56; S.D. = 0.497).

4. Overall, the level of importance was rated as very high (mean = 4.68; S.D. = 0.221). When analyzing individual items, the highest-rated aspect was the support and promotion of lifelong learning for staff (mean = 4.76; S.D. = 0.507). This was followed by job rotation to provide challenges and opportunities for learning, allowing employees to cover for one another (mean = 4.75; S.D. = 0.526). Other key aspects include: Providing opportunities for all employees to advance in their careers and grow within their roles continuously (mean = 4.74; S.D. = 0.536), Continuous planning for overall staff development (mean = 3.71; S.D. = 0.536), Supporting employees in achieving their career goals and directions appropriately (mean = 4.69; S.D. = 0.479), Allowing employees to take leave for further learning and work experience, such as through various training programs (mean = 4.68; S.D. = 0.493), Using employees' self-development outcomes as a basis for promotions (mean = 4.61; S.D. = 0.490), Organizing various knowledge-sharing activities, such as forums and learning exchanges (mean = 4.60; S.D. = 0.491), Encouraging employees to pursue higher education (mean = 4.58; S.D. = 0.507).

5. Performance Efficiency: Overall, the level of importance was rated as high (mean = 4.68; S.D. = 0.245). When analyzing individual aspects, the highest-rated dimension was Quality of Work (mean = 4.71; S.D. = 0.268), followed by Quantity of Work (mean = 4.64; S.D. = 0.359), respectively. These findings highlight the emphasis placed on the quality and quantity of work in evaluating organizational performance efficiency.

Analysis Results to Test Research Hypotheses

Hypothesis 1–5 Perceived Organizational Support (POS) directly influences academic staff's Work Efficiency (WE) in Thai private higher education institutions. This hypothesis is supported, with statistical significance at the 0.05 level. These findings demonstrate significant direct and total influences

of perceived organizational support, internal processes, and learning and growth on the work efficiency of academic staff.

Research Discussion

1. Perceived Organizational Support of Private Higher Education Institutions.

Perceived organizational support directly influences the job performance of academic staff in private higher education institutions. Hypothesis testing revealed empirical evidence supporting this relationship. Specifically, organizational support encompasses recruiting skilled personnel with the necessary knowledge and abilities, providing assistance and problem-solving processes for challenges arising during work, ensuring safe and suitable workplaces, and prioritizing occupational health and safety. This aligns with Eisenberger et al. (1986) and their Organizational Support Theory, which posits that employees perceive organizational support as the organization valuing their contributions and caring for their well-being. Organizational support fosters business operations through comprehensive measures such as establishing regulations, policies, and practices, creating organizational structures, developing operational systems, and allocating new resources, including hardware, software, and information technology. It also includes supporting workforce capacity, determining fair compensation structures and benefits, and addressing workplace challenges to facilitate smooth operations in rapidly changing environments. Furthermore, providing facilities, maintaining a safe and healthy work environment, and building internal and external networks ensure effective and seamless operations. For organizational support to succeed and maximize value, mutual understanding between management and support personnel is crucial, as Santhanam, et al. , 2014,pp. 229–252.) noted.

2. Internal Operational Processes of Private Higher Education Institutions.

Perceived organizational support directly impacts the learning and growth of private higher education institutions in Thailand. Empirical evidence supports the hypothesis that organizational support influences learning and growth. Specific examples include streamlined and timely processes, detailed operational manuals for adherence to professional ethics, and follow-ups on corrective actions identified through evaluations and audits. This aligns with who emphasized balanced management to enhance life quality and national competitiveness. Critical areas for development include: Financial Perspective: Written expenditure plans for transparency and accountability.

Customer Perspective: Improving services to meet user needs and conducting communication skills training.

Internal Processes: We encourage formal, documented planning aligned with operational goals and adopt advanced technologies for efficiency and risk reduction.

Learning Perspective: Increasing comprehensive employee training to enhance learning and adaptability.

3. Learning and Growth in Private Higher Education Institutions.

Learning and growth directly impact the job performance of academic staff in private higher education institutions in Thailand. Empirical evidence supports this relationship, emphasizing continuous learning opportunities for personnel, fostering challenges, and enabling skill and career advancement. This aligns with Mikula et al. , 2020 ,pp. 386–399), who emphasized human, informational, and organizational capital development to create competitive, innovative academic environments. Institutions focused on continuous learning and growth adapt to rapidly evolving technologies and improve work efficiency. Strategic planning and performance metrics ensure alignment with institutional visions, with organizational culture playing a pivotal role. Institutions with robust Balanced Scorecard (BSC) approaches embrace learning and growth initiatives, fostering high-performance levels.

4. Job Performance in Private Higher Education Institutions.

Internal operational processes directly influence the learning and growth of academic staff in private higher education institutions. Empirical evidence highlights internal processes' impact on work quality and quantity. Quality involves meeting task goals and delivering expected outcomes, while quantity includes clear task division and timely completion. Additionally, incorporating new knowledge and advancements enhances operational convenience and speed. This corresponds with Wijayanto & Riani ,2021,pp. 305–318), who noted that employee efficiency significantly contributes to organizational success. Efficient operations are integral to achieving organizational strategic goals, where quality and quantity of output are vital indicators. Employee performance is a multidimensional construct linking behavioral approaches to measurable outputs, reflecting the effectiveness of organizational management strategies.

Summary of Results

The empirical results of the study regarding the "Models for Enhancing Work Efficiency of Academic Staff in Private Higher Education Institutions" can be synthesized into the following key findings:

1. Perceived Organizational Support (POS): Academic personnel reported a moderate overall level of perceived organizational support. Notably, the dimension of job security was perceived at a significantly higher level compared to other organizational factors.

2. Performance Efficiency: The subjects demonstrated a high level of work efficiency across the board. Within this construct, job related knowledge emerged as the highest rated component, surpassing other performance indicators.

3. Demographic Influence: The analysis revealed that variations in personal factors among personnel did not result in statistically significant differences in their overall performance efficiency.

4. Impact of Support Dimensions: Among the various facets of perceived organizational support, emotional support was identified as the most influential determinant of personnel performance efficiency. This was followed by working conditions as the second most significant factor.

New knowledge

Models for Enhancing Work Efficiency of Academic Staff in Private Higher Education Institutions discovered New knowledge found that Customer perspective: Services should be improved to meet customer needs by training communication skills. Internal process (in the organization): Formal planning should be supported and manuals should be in line with operational goals. Advanced technology should be used for efficiency and risk reduction. Learning perspective: By adding comprehensive employee training to enhance learning and adaptability. As shown in Figure 2



Figure 2 New knowledge

Recommendations

Implications of the Study

1.The perception of organizational support must also take into account employees' attitudes based on their work experience within the organization. Employees must feel that the organization recognizes and values their dedication, cares about their well-being, and provides support in various ways to create a good work environment.

2. The development of academic personnel in private higher education institutions in Thailand in Bangkok and its vicinity is highly rated. There are work manuals to guide correct practices, the implementation of work processes according to standards, reporting of results, and ensuring that appropriate monitoring and control are carried out. Improving this process has increased work efficiency.

3.Learning and growth initiatives should create challenges and opportunities to practice new skills, and allow for job rotation. All employees have the opportunity to advance in their careers and grow in their roles on an ongoing basis, starting with a continuous learning and development plan and implementing practices to enhance their skills, knowledge, and abilities to meet job requirements.

4. Performance feedback is of utmost importance and can be completed within the specified targets, creating the ability to learn and apply knowledge, resulting in positive results, leading to work

efficiency, being completed correctly and within the specified time frame, using the least amount of resources while achieving the highest results with quality.

Recommendations for Future Research

1. This study focused on developing a model for enhancing the job performance of academic staff in private higher education institutions in Thailand. Future research could utilize the foundational model established in this study to test its applicability with other variables. This would enable the academic community to adapt and apply the model in related fields, providing further insights into the differences in how learning and growth directly influence the job performance of academic staff in private higher education institutions in Thailand.

2. As this research explored the overall development model for enhancing the job performance of academic staff in private higher education institutions, future studies should focus on academic staff in public higher education institutions in Thailand. This would allow for comparing the development approaches and offer a broader perspective on strategies for improving job performance in different institutional contexts.

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