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THE FACTORS INFLUENCING THE IPE INSTRUCTORS' PERFORMANCE

Chaturong Hemara*, Sriprapai Inchaithep**,
Youthaseen Choumanee***

Abstract

The objective of this study was aimed to examine the dominant factors that have influenced the performance and create the performance prediction equation for IPE instructors, and to explore the guidelines on the IPE instructors' performance improvement. In this study, the sample included 260 IPE instructors in the academic year 2010. The sample size was calculated using the computer software G*Power Version 2.1.2. The stratified sampling method was used to select the samples. In present study, five IPE executives were chosen by using the purposive sampling to explore the guidelines on performance improvement. The instruments included the factors influenced the IPE instructors' performance, and interview on guidelines on IPE instructors' performance improvement. The analysis processes included the Stepwise Multiple Regression Analysis and Content Analysis. The results showed as follows.

1. The dominant factors influencing the IPE instructors' performance included responsibility (X_{18}), task accomplishment (X_{15}), educational level (X_3), and coworker relationship (X_8), social acceptance (X_{16}). The predictability was 49.00%.

2. The predictive equation for the IPE instructors' performance was expressed as follows:

The predictive equation in raw score

$$y = 1.498 + 0.272 X_{18} + 0.251 X_{15} + 0.181 X_3 - 0.101 X_8 + 0.121 X_{16}$$

The predictive equation in standard score

$$y = 0.323 X_{18} + 0.318 X_{15} + 0.142 X_3 - 0.143 X_8 + 0.167 X_{16}$$

3. Regarding to guidelines on the IPE instructors' performance improvement, it's suggested the promotion and reinforcement in the following areas; will and encourage, training and academic conference, educational advancement, research and development, self-development budget, facility and learning, right assignment, reliable performance appraisal system, task responsibility, work team, executive's good exemplar in self-development and performance.

Keyword: *Factors, Performance, Institute of Physical Education.*

SIGNIFICANCE AND BACKGROUND

Nowadays, the advance technology has been progressive rapidly, thereby affecting the social environment and ever-changing situations. In any countries, the education system plays important role in human resource development. In Thailand, the Constitution of the Kingdom of Thailand B.E. 2540 has

reconstructed the education as crucial tool in developing the human capability (Ministry of Education, 1997), and then the concerned education-related agencies are responsible pursuing to achieve the target goals so that human as valuable resources are developed in their maximum potentiality, eventually

Institute of Physical Education, Lampang campus* Boromarajonani College of Nursing Lampang**
Chiangrai Rajabhat University***

leading to national development. Since human is so fundamental and be conducive to success that results in the ability in problem-solving in the organization and further develop the institutional confidence in the future, human quality is a heart of reform in the sustainable way (Kriengsak Chareonwongsak, 2000).

The Institute of Physical Education (IPE) is a higher education institution, primarily responsible for developing the undergraduates to be equipped with socially desired qualities in accordance with the IPE philosophy and vision. The IPE Internal Evaluation on Educational Quality 2011 indicated that, at institutional level, the IPE was rated "good" on three areas (accounted for 33.33%), and "fairly" on six areas (accounted for 66.67%) while overall evaluation results was "fair" ($M = 3.37$). Nonetheless, each respect of areas has still required the continuous development. Despite the IPE is primarily responsible for producing the quality graduates, the overall evaluation results was moderate instead (IPE, 2011). To maintain its position sustainably in such situation, the IPE has to compete with operating results or outcomes; that is qualified graduates. On the other hand, the IPE instructors are necessary to align themselves to the changing situations and improve personnel competency in harmony with the ever-changing world (Praves Vasi, 2009). In addition, it's required that qualification and performance improvement, as well as the mastery of knowledge, shall be made continuously so that it can be applied to work effectively and efficiently.

For the reasons above, the important supporting factors in pursuit to the mission include personnel and staffs, especially executives and instructors who are key player driving the operation to achieve the objectives and goals, vision and mission. As noted by Kovit Pravalpbuck (1999), "instructors' ability and knowledge are vital variables directly

predicting the quality of the students. Furthermore, Prasarn Malakul Na Ayudya et al. (cited in Manit Nakmueng, 2009) agreed that how effective the youth schooling is depends on the quality of the instructors. The teachers are skillful in schooling, the youth learners will benefit from their instruction. In other words, competent high-performing teachers provide the learners with quality education. Competency is a factor or a normative criterion that measures the individuals' capacity. It is a component in human development and human capability that catches up with the changing situations (Aporn Bhuvitayapan, 2008). Thus, competency is considered a tool used for organizational development and developing the mutual cooperation which is important to make the personnel sense the feeling of belonging in the organizational development, as well as examining the performance-related factors that lead to competency development planning and relevant management that lead to improve the performance efficiently. By these reasons, it's evident that performance is important leading to effective performance of the IPE instructors, achieving the goal, vision, and mission and eventually leading to the quality of the graduates.

In this study, as IPE personnel, the researcher is aware of the necessity of IPE instructor competency development and has been of the interest to examine the factors that have related to the IPE instructors' performance and to explore which ways the IPE instructors' performance could be improved. The results are expected to be useful for further producing the IPE capable quality graduates.

Objectives

1. To examine the dominant factors that have influenced the IPE instructors' performance
2. To create the performance

prediction equation for IPE instructors

3. To explore the guidelines on the IPE instructors' performance improvement

Methodology

This paper was a correlation research. The research methodology was as follows.

1. Population and Sample

Population

1. Six hundred and sixty-eight IPE instructors in the academic year 2010

2. Seventeen IPE campus executives

Sample

1. In this study, the sample included the IPE instructors in the academic year 2010. The sample size was calculated using the G*Power Version 3.2.1. Data was analyzed using the power analysis with Compute required sample size given α power and effect size (α error prob = 0.05, power= 0.95, number of predictor=19) (Nongluk Wirachai, 2011), minimum sample size was 214 persons. In this study, data was collected from 260 samples to ensure the complete data. The Stratified Random Sampling was employed to select the samples.

1. To explore the ways to improve the IPE instructors' performance, the samples included 5 IPE campus executives, selected with the purposive sampling method. The eligible campus executives' qualifications in this study were as follows, they have a minimum 3-year management experience and the results of IPE performance improvement.

2. Instrument

The questionnaire instrument used in this study consisted of two parts.

Part 1 Factors influenced the IPE instructors' performance

In this part, the questionnaires were used as instrument to examine the factors influenced the IPE instructors' performance. The validity and reliability of the scales were inspected by the experts, finding that all items were Index of item objective congruence

(IOC), content validity ranged from 0.67 to 1.00. The reliability of scales was assessed using the Cronbach's Alpha Coefficient, the internal reliability ranged between 0.82-.872.

Part II Guidelines to improve the IPE instructors' performance

In this part, the structured questionnaires were used to investigate the IPE instructors' performance. The content validity of the questionnaires was inspected by the experts, including objectivity and appropriateness of the questionnaires prior to actual application.

Data Analysis

1. Personal data: the descriptive statistics were implemented, including frequency, percentage, mean, and standard deviation.

2. Stepwise Multiple Regression Analysis was employed in respect of the examination of the factors effecting the IPE instructors' performance.

3. Content Analysis was performed for qualitative data derived from interviewing the IPE campus executives.

Results

1. The factors influencing the IPE instructors' performance were examined and the predictive equation for IPE instructors' performance was developed in this study, the results showed as follows.

1.1 Factors influencing the IPE instructors' performance included 5 following areas; duty and responsibility (X_{18}), career achievement (X_{15}), educational level (X_3), coworker relationship (X_8), and recognition (X_{16}), which all these factors were 49.00% potential to predict the IPE instructors' performance. Multiple correlation coefficients (R) were .700 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below. Predictive equation in raw scores

$$y = 1.498 + 0.272X_{18} + 0.251X_{15} + 0.181X_3 - 0.101X_8 + 0.121X_{16}$$

Predictive equation in standard scores (Z-scores)

$$y = 0.318X_{18} + 0.323X_{15} + 0.142X_3 - 0.143X_8 + 0.167X_{16}$$

1.2 Factors influencing the IPE instructors' performance on teaching included three factors; career achievement (X_{15}), duty and responsibility (X_{18}), and personal livelihood effects (X_{12}) which all these factors were 41.10% potential to predict the IPE instructors' performance. Multiple correlation coefficients (R) were .641 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below. Predictive equation in raw scores.

$$y_1 = 1.990 + 0.346X_{15} + 0.286X_{18} - 0.089X_{12}$$

Predictive equation in standard scores (Z-scores)

$$Z_{y1} = 0.422X_{15} + 0.316X_{18} - 0.110X_{12}$$

1.3 Factors influencing the IPE instructors' performance on research included two factors; educational level (X_3) and career achievement (X_{15}), duty and responsibility (X_{18}), and personal livelihood effects (X_{12}) which they were 17.90% potential to predict the IPE instructors' performance. Multiple correlation coefficients (R) were .423 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below. Predictive equation in raw scores

$$y_2 = 1.024 + 0.730X_3 + 0.359X_{15}$$

Predictive equation in standard scores (Z-scores)

$$y_2 = 0.319X_3 + 0.257X_{15}$$

1.4 Factors influencing the IPE instructors' performance on academic services included four factors; duty and responsibility (X_{18}), career achievement (X_{15}), coworker relationship (X_8), and recognition (X_{16}), which

they were 39.00% potential to predict the IPE instructors' performance. Multiple correlation coefficients (R) were .624 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below. Predictive equation in raw scores

$$y_3 = 1.412 + 0.355X_{18} + 0.218X_{15} - 0.138X_8 + 0.179X_{16}$$

Predictive equation in standard scores (Z-scores)

$$y_3 = 0.340X_{18} + 0.230X_{15} - 0.161X_8 + 0.202X_{16}$$

1.5 Factors influencing the IPE instructors' performance on cultural maintenance included two factors; career achievement (X_{15}), duty and responsibility, which all these factors were 17.90% potential to predict the IPE instructors' performance on cultural promotion. Multiple correlation coefficients (R) were .423 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below. Predictive equation in raw scores

$$y_4 = 2.310 + 0.236X_{15} + 0.224X_{18}$$

Predictive equation in standard scores (Z-scores)

$$Zy_4 = 0.252X_{15} + 0.216X_{18}$$

1.6 Factors influencing the IPE instructors' performance on academic leadership included seven factors; duty and responsibility (X_{18}), recognition (X_{16}), personal livelihood effects (X_{12}), coworker relationship (X_8), career achievement (X_{15}), career advancement (X_{19}), and work condition (X_{11}), which all these factors were 50.80% potential to predict the IPE instructors' performance on academic leadership. Multiple correlation coefficients (R) were .713 at statistic significance level .01. The developed predictive equation for the IPE instructor's performance was expressed below.

Predictive equation in raw scores

$$y_5 = 0.862 + 0.355X_{18} + 0.155X_{16} +$$

$$0.196X_{12} - 0.195X_8 + 0.249X_{15} + 0.140X_{19} - 0.140X_{11}$$

Predictive equation in standard scores (Z-scores)

$$Zy_5 = 0.316X_{18} + 0.163X_{16}$$

$$0.195X_{12} - 0.210X_8 + 0.243X_{15} + 0.168X_{19} - 0.126X_{11}$$

2. Regarding to guidelines on the IPE instructors' performance improvement, the results showed the executive policies relevant to human competency development and desired qualifications of the IPE instructors in the following areas.

2.1 Morale and encouragement promotion' the results of performance appraisal is used to determine the feat and to support the budgets on competency and skill development

2.2 Short-term training promotion, academic seminars and presentation, advancing higher education

2.3 Activating academic results and researches is promoted by designating the policy on research and development, and elaborating the practices explicitly

2.4 Contribute the budget on self-development in training, scholarship grant, and academic production

2.5 Provide learning facilities continuously in relation to documents, textbooks, and searching database

2.6 Assign role and responsibility accordingly with individuals' ability, and put the right person to the right job

2.7 Stipulate mechanisms and practices on performance appraisal reliably

2.8 Stimulate the instructors to be responsible for assignment, lovingness to their organization and commitment to self-development and organizational development through proposals or activities

2.9 Promote teamwork, cooperative learning, exchange of knowledge in pursuit to self-improvement and work quality

improvement.

2.10 Proclaim policies on personnel and staff development clearly, and encourage an accessibility to sponsoring sources thoroughly

2.11 Executives behave a good exemplar of self-development and effective performance.

DISCUSSION

Factors influencing the IPE instructors' performance.

In this study, the five factors influencing the IPE instructors' performance, including, duty and responsibility, career achievement, educational level, coworker relationship, and recognition were examined. Overall, the IPE instructors' performance was rested on these factors in generating or creating the academic climate institutionally, and traditionally based on the institution's vision and mission as dominant factors that have nurtured the physical education instructors to be equipped with skills and competency to fulfill their mission and functions on teaching, research, academic service, and Thai culture promotion, all these factors have contributed the instructors' academic leadership in the higher educational institution (Ungsinan Indrakamhaeng, and Dhasana Thongpakdi 2004).

Consistent with Herzberg's Two Factor Theory (Herzberg, cited in Yupindhorn Chotisuk, 2005), stating that motivation factors have incited the satisfaction, leading to the personnel' improved performance effectively. These motivation factors consist of responsibility and career progression. Consistent with the studies of Sudthida Kaewplung (2002), Sirirat Sueroj (2008), Nongnuch Oba (2002), and Naparat Danklang (2008), stating that factors relevant to performance and competency are work motivation, occupational advancement, recognition, stability and work safety, responsibility, and

workplace environment.

Co-worker relationship is another factor that predicts the IPE instructors' performance. Consistent with the studies of Dhasanee Wongkasemsak (2008), Mondhon Roytrakul (2004), Krit Seitkitdee (2004), Naparat Danklang (2008), Ekachai Piangjaiwong (2004), and Sudthida Kaewplung (2002), identifying that factors influencing the work performance comprise co-worker relationship, job description, administrative policy, work condition, salary and benefit fringes, and security. In addition, in respect of educational level, the results showed that educational level predicts the IPE instructors' performance. As McCormick; & Ilgen (McCormick; & Ilgen 1985: 65) marked, "personal factor is one of the individuals' competency elements, representing the individual's identification which varies from person to person, and influence the person's behaviors differently. Personal factors include sex, age, educational level, aptitude, and belief, etc, all these factors have influenced to the extent which the individuals perform the duty effectively.

Teaching

Factors influencing the IPE instructors' performance on teaching included three factors; career achievement, duty and responsibility, and personal livelihood

effects. Teaching performance is necessarily important to the IPE instructors. As demonstrated in the analysis of the institutional vision in Thailand universities, the teaching quality and academic excellence could be achieved through effective schooling, research, and academic service (Sirivuthi Buranapira, 2003). Developing the instructors to be equipped with effective teaching performance is important for it indicates the academic excellence of the higher education institution by 12% (Conrad and Blackburn, 1985, cited in Ungsinan Indrakamhaeng, and

Dhasana Thongpakdi, 2004). Kovit Pravalpuek (1999) contributed the importance of teaching performance, stating that teacher's performance is powerful to predict or anticipate the quality of students directly. The highly skilled teachers are left to direct students' action to undertake the activities, leading to the actual learning outcomes. Consistent with interview made on the executives, indicating that the prioritized performance and desired qualifications of the IPE instructors include teaching skills, knowledge transfer and demonstration to students effectively. Evidently, teaching performance is core competency for both executives and practitioners to aware of, designate, and promote teaching performance explicitly. In addition, the results of this study was consistent with the studies of Sirirat Sueroj (2008), Krit Seitkitdee (204), and Supaluk Trisuwan (2008), indicated that career achievement, duty and responsibility, and salary wage are dominant factors for performance and effectiveness.

Research

Factors influencing the IPE instructors' performance on research included two factors; educational level and career achievement. The interview was carried out on the IPE executives unveiled that education is a key factor that results in the production of researches and academic outcomes which varied between the instructors; namely, the IPE instructors graduated with the Master Degree and Doctorate Degree produced a greater number of the research and academic results than those graduated with Bachelor Degree.

The IPE instructors' performance on research is so important that it indicates the higher education institutes' academic excellence by 28% (Conrad and Blackburn, 1985, cited in Ungsinan Indrakamhaeng, and Dhasana Thongpakdi, 2004). Furthermore, Athitaya Daungmanee (1997)'s study of the academic

excellence indicators for state universities showed that it should provide the indicators relating to teacher quality on research, academic results, academic supporting resources, students' quality, and academic leadership. Also, the IPE instructors' performance on research involved the acquisition of academic title of the university instructors. Saruda Chaisuwan (2007)'s study showed that one of the factors facilitating the acquisition of academic position of the private higher institution's teachers is institutional contribution. In addition, instructor factors include motivation, attitude toward the accomplishment of academic position, and self-development in academic areas, especially research production and academic papers. The results have been in agreement with Uthai Boonprasert (2000), stating that higher level instructors, especially professors, must demonstrate the professional progress and strength, and always follow-up their academic arena as well as self-development on academic field necessarily.

Academic Services

Factors influencing the IPE instructors' performance on academic services were the following four factors; duty and responsibility, career achievement, coworker relationship, and recognition. Ungsinan Indrakamhaeng and Dhasana Thongpakdi (2004)'s pointed out that instructors' performance on research and academic services has influenced their academic leadership because the published researches would be beneficial to the public society which has been integrated into academic service. The instructors who are competent in both research and academic service facilitate the organization to develop and attain the target goal. In addition, the results showed that instructors' performance on academic services was potential in predicting the academic leader highly (.083). Thus, academic services are regarded a core mission

for instructors in the higher education institution. In addition, it's necessary for the executives to develop and promote the instructors' performance on academic services. Likewise, the results of this study appeared consistent with Sirirat Sueroj (2008), and Krit Seitkitdee (2004), "honoring and work-place environment that promotes happiness socially and mentally have influenced the individuals' performance.

Cultural Maintenance

Factors influencing the IPE instructors' performance on cultural maintenance included two factors; career achievement, and duty and responsibility. Interviewing on the executives showed that cultural maintenance was not designed as core performance of the IPE instructors, possibly because it lacked of the association between cultural maintenance and other performances. Besides, the institutional vision has no goal on cultural promotion; it is merely designated as a mission to the higher educational institutions. In addition, it found that translating this mission to activities and work behaviors remains unclear while workload on performance appraisal has been trivial or rare; despites the results showed that the IPE instructors' performance on cultural maintenance has indirectly influenced the academic leadership through academic service Ungsinan Indrakamhaeng and Dhasana Thongpakdi (2004). Consistent with Sirirat Sueroj (2008), and Krit Seitkitdee (2004), the results showed that career accomplishment, job description, and responsibility had influence the IPE instructors' performance and efficiency.

Academic Leadership

Factors influencing the IPE instructors' performance on academic leadership included seven factors; duty and responsibility, recognition, personal livelihood effects, coworker relationship, career achievement, career advancement, and work condition.

All these factors could predict the instructors' performance on academic leadership. According to Chuchat Boonyang (2003), it found that the varying degree of the colleague recognition has influenced the high school teachers' performance on academic leadership differently at statistically significant level .01. In addition, it demonstrated that personnel leadership has concerned of the intellectual development: namely, the personnel should be provided with training, workshop seminar, and relationship building activities. Consistent with Sirirat Sueroj (2008), Chompunuch Wankanapol (2002), Chalil Paldechapong (2005), Piyawadi Sornsing (2000), and Sophon Pongsuppat (2008), finding that factors influencing the competency and work performance include the nature of job, responsibility, progress, governance by supervisor, work success, recognition, relationship with supervisors, colleagues, and subordinates, work climate, and workplace conditions and environment.

Academic leadership is a key indicator vital to the higher educational institutions. It moves the organization toward academic excellence, promote and reinforce the instructors' potential and strength in management individually and collectively. The quality of instructors is central to develop the excellence to any organizations. Ungsinan Indrakamhaeng and Dhasana Thongpakdi (2004)'s study demonstrated that academic leadership performance has resulted from teaching, research, academic service and art and culture promotion performance. By these reasons, to improve the instructors' performance on academic leadership, it shall pursue on competency development in all respects of areas in accordance with the institutional mission.

Suggestions

Administrative

The IPE executives should apply the results of the study to designate the

policy on performance promotion relating to the IPE instructors' operation as follows.

1. Promote and encourage scholarship grant, expose the instructors to further their study at higher level, boost the participation in training and seminars for continuous development.

1. Strengthen the organizational culture as learning organization in the academic atmosphere, fortify the good relationship between executives and colleagues, designate guidelines on work conflict reduction properly.

2. Assign role and responsibility for instructors' performance in accordance with the mastery, skills, and specialty.

3. Enhance the spirit and cheerfulness on performance properly with the instructors' knowledge and ability, particularly, positive compliment, recognition of work accomplishment, benefits provision, work incentives that bring about the effective performance.

Operational

The IPE instructors can adopt the results of the study to improve and develop their performance as follows

1. Promote work climate and workplace environment academically, enhance good relationship among co-workers, team-working, cooperation, compliment, and recognition in other co-workers' work accomplishment.

2. Improve individuals' mastery and skills continuously through self-learning, produce the academic works or advance the higher education.

3. Compensate work life and household responsibility appropriate the results indicated that the effect of work on personal livelihood influenced the instructors' performance as whole, as well as teaching performance.

Recommendation and Future Study

1. Developing the performance promotion models for the IPE instructors by which the factors that have influenced the IPE instructors' performance in this study should be pursued in establishing the concrete practices explicitly.

2. The multiple variable influences and IPE instructors' competency should be investigated to delineate how factors have influenced the individuals' performance directly and indirectly.

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