



A Model for Enhancing Academic Competence Among Lecturers in Police Training Centers

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Abstract

This research aims to investigate the level and factors of academic competence among lecturers at the Police Training Center, Region 1-9, Royal Thai Police. This research aims to develop and validate a model for enhancing the academic competence of lecturers. This research employed a mixed-methods quantitative and qualitative approach. The data were collected and analyzed using descriptive statistics, mean, percentage, standard deviation, and structural equation model (SEM). The findings include that the lecturers' level of academic competence was high. Factors affecting lecturers' academic competence include personal, organizational, and environmental factors. Development of Academic Competence of Lecturers: 1) Personal Factors. Lecturers should develop expertise in the field they teach, skills in knowledge transfer, research, and data analysis, as well as enhance their ethics and adherence to codes of conduct. 2) Organizational factors. The organization should improve its structure and policies to support effective teaching and learning, develop personnel management systems and incentive measures, provide up-to-date learning materials, and foster networks. Academic cooperation: 3) Factors related to the working environment should include developing infrastructure and facilities, creating a good atmosphere, reducing stress, and promoting teamwork. Confirming that the academic competency development model for teachers at the Police Training Center, Region 1-9.

Keywords:

Development Academic Competency;
Lecturers at Police Training Center Region 1-9;
Sustainable Development;
Academic Competence.

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1- Introduction

Previous research presents an essential concept of education for sustainable development: the change to a better quality of life, starting with "education" [1]. Education for sustainable development is a mission for everyone. The development of education as a tool is a significant achievement. Accelerate the development of quality education at all levels, with a focus on teachers as the primary aspect, to establish a sustainable mechanism for developing learners and enhancing the quality of education. Hence, the competence of educational personnel is essential because they are key individuals who shape learners with desirable characteristics, enabling them to become good and capable individuals. Therefore, teachers must be developed to have principles, ideologies, and a passion for teaching, seeking knowledge, and creating knowledge from reality.

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The 20-year national strategy (2018-2037) on human resource development focuses on developing people of all ages into individuals of high quality, possessing body, mind, and intellect [2]. Meanwhile, the education strategy plan of the Royal Thai Police (2017-2036) aims to develop training units, curricula, personnel, and organizations as learning resources, resulting in all sectors prioritizing sustainable education for human resource development. Teachers and lecturers are, therefore, an essential mechanism for driving teaching and learning, and the quality of teachers can be verified by their competence [3, 4].

Competency refers to the ability and behavioral characteristics that result from an individual's knowledge and skills, enabling them to work effectively. It is a handy organizational management tool for education management. The personnel development concept is based on the idea of competency [5]. Competency is a behavior that can better predict work success. Competency refers to the characteristics of individuals that demonstrate their ability to influence others to behave in a way that enables them to work effectively and efficiently. Work performance meets the objectives set by the organization.

Additionally, Mitrani et al. [6] noted that competency is a characteristic of individuals related to work effectiveness or performance. To develop the competency of teachers, the police training center must improve in various aspects, including personal factors, organizational factors, and work environment factors. All of these things affect the academic competency of the police training center teachers. The Royal Thai Police has designated the Police School Division under the Education Command as the Police Training Center for Region 1-9 under the Police Region 1-9 (see Table 1 and Figure 1).

Table 1. The details of the Police Training centers

No.	Region	Province
1	Police Training Center for Region 1	Nonthaburi
		Pathum Thani
		Phra Nakhon Si Ayutthaya
		Saraburi
		Lopburi
		Ang Thong
		Sing Buri
		Chai Nat
		Samut Prakan
2	Police Training Center for Region 2	Chonburi
		Rayong
		Chachoengsao
		Chanthaburi
		Trat
		Prachinburi
		Nakhon Nayok
Sa Kaeo		
3	Police Training Center for Region 3	Nakhon Ratchasima
		Ubon Ratchathani
		Amnat Charoen
		Surin
		Si Sa Ket
		Chaiyaphum
		Buri Ram
Yasothon		
4	Police Training Center for Region 4	Khon Kaen
		Udon Thani
		Loei
		Maha Sarakham
		Kalasin
		Roi Et
		Mukdahan
		Nakhon Phanom
		Sakon Nakhon
		Nong Khai
		Nong Bua Lamphu
Bueng Kan		

5	Police Training Center for Region 5	Chiang Mai Chiang Rai Lampang Mae Hong Son Lamphun Phrae Nan Phayao
6	Police Training Center for Region 6	Phitsanulok Sukhothai Tak Kamphaeng Phet Uttaradit Phichit Phetchabun Nakhon Sawan Uthai Thani
7	Police Training Center for Region 7	Nakhon Pathom Suphan Buri Ratchaburi Kanchanaburi Samut Sakhon Samut Songkhram Phetchaburi Prachuap Khiri Khan
8	Police Training Center for Region 8	Krabi Chumphon Nakhon Si Thammarat Phang Nga Phuket Ranong Surat Thani
9	Police Training Center for Region 9	Trang Narathiwat Pattani Phatthalung Yala Songkhla Satun

The Police Training Center lecturers have undergone changes and developments, with the direction adjusted from the Police School Division to be elevated to a Police Training Center with a status equivalent to that of the Police Bureau, including the integration of specific missions of the Police Training Center, namely, to manage education according to regulations and curriculum, as well as to improve and develop the curriculum and teaching system, to produce non-commissioned and commissioned police officers by the objectives of the Police Region 1-9. Based on the researcher's study of the problems and interviews with instructors at the Police Training Center for Region 1-9 during their past work and the academic competence of the lecturers in the training center, it was found that competence development still requires significant improvement. There are problems and obstacles, such as time due to the missions of teaching, research, academic service, and cultural preservation, to which the commander assigns tasks.

As a result, there is no time to develop oneself or receive development as much as needed. However, when analyzing the competence used to evaluate the competence of the Police Training Center lecturers, it was found to be inconsistent with the current situation. Lecturers still lack awareness of police development. For this reason, it is necessary to study tools that can translate organizational strategies into competency development. Lecturers in police training centers must develop police officers to work efficiently and responsibly and improve their performance to meet better standards. Hence, creating the competency of police officers is a crucial mission to equip them with the knowledge, abilities, and skills necessary to perform their duties effectively. Police training is one of the essential processes that help develop understanding and enhance the skills of officers, especially in the Provincial Police Training Centers 1-9, which play a crucial role in organizing education and training for police officers in each region as a center for organizing police education that covers both theoretical knowledge and practical training. The operation of these training centers requires educational personnel with high academic competency, especially lecturers who transfer knowledge and experience to trainees.



Figure 1. Map of Police Training Center for Region 1-9

The development of academic competence among lecturers in police training centers has found that competence is related to various factors, including background factors such as gender, age, education level, and work experience [7-9]. The key characteristics of human resource development include having a clear mission and organizational objectives, with tangible goals that all departments and sections must participate in to create efficient work processes and ensure accountability, thereby improving work performance to meet needs better. Focusing on professional academic results, the study of opinions on the development of academic competence of lecturers in police training centers has four characteristics: teaching and learning management, research, academic services, and preservation of arts and culture [10-

12]. What factors affect the academic competence of lecturers in police training centers? Using questionnaires as a medium to explain and study the factors that affect the academic competence of teachers in the police training center and how they are related, including finding a model for developing the academic competence of teachers in the police training center, using written language as a medium for explanation, which will be beneficial information for the police training center in developing the competence of teachers to be consistent with the necessary needs to drive the police training center to become a professional in developing the competence of the police to develop the locality and society effectively in the dimensions of security, prosperity, sufficiency and sustainability.

The quantitative and qualitative research methods, divided into 2 phases: Phase 1 studies competency levels and the factors affecting the academic performance of the lecturers of the Police Training Center Region 1-9, Royal Thai Police; the sample group was 140 lecturers of the Police Training Center Region 1-9, Royal Thai Police. The data were obtained by defining the sample group according to Taro Yamane's formula and using the proportional method and simple random sampling method. The data collection tool was a 5-level rating scale questionnaire (Appendix I). The data were analyzed using descriptive statistics, mean, and percentage. Standard deviation and data analysis were performed using structural equation modeling (SEM). Phase 2: Developing and validating the academic competency development model for teachers at the Police Training Center, Region 1-9, Royal Thai Police, targeting five experts. The research instruments used were interviews and questionnaires.

The research results found that the level of academic competence among lecturers at the Police Training Centers in Region 1-9, Royal Thai Police, was overall at a high level. Factors affecting the academic performance of lecturers at the Police Training Center, Region 1-9, Royal Thai Police, include personal factors, organizational factors, and work environment factors. The development of academic competence among teachers at the Police Training Center, Region 1-9, Royal Thai Police, follows the following guidelines: 1) Personal factors: Lecturers should develop expertise in their field of study, skills in knowledge transfer, research, and data analysis, and enhance their ethics and morality. Additionally, effective communication and foreign language skills are essential for working internationally. 2) Organizational factors: Organizations should enhance their structures and policies to support learning and teaching, develop effective human resource management systems and incentives, provide up-to-date learning materials, and foster academic networks and cooperation, as well as cultivate an organizational culture that promotes learning. 3) Environmental factors in the workplace should develop infrastructure and facilities, create a positive atmosphere, reduce stress, promote teamwork, and support career advancement opportunities, along with a system for continuous evaluation and environmental development. 4) The results of the confirmation of the academic competency development model of the teachers of the Police Training Center, Region 1-9, Royal Thai Police, are most appropriate, and the experts have the same opinion, with a median value between 4.00-5.00 and an interquartile range value of less than 1.5.

1-1-Objectives

- To study the level of academic competence of lecturers in the Royal Thai Police Centers 1-9.
- To analyze the factors affecting the academic competence of lecturers in the Royal Thai Police Centers 1-9.
- To create and confirm the model for developing the academic competence of teachers within the Royal Thai Police Centers of Regions 1-9.

2- Literature Review

In this study, the researchers reviewed the literature on concepts, theories, and related research to design the research, determine the research conceptual framework, and create the tools for data collection. The literature included:

2-1-Concept of Competence

Mkhize (2017) [13] summarized the meaning of Competency as follows, as described by Anne Mulcahy, the CEO of XEROX Company: Competency refers to the integration of knowledge, skills, behaviors, and attitudes, which are personal characteristics that work effectively. Many of these competencies contribute significantly to the company's successful management and operations. In conclusion, competence is a characteristic of a person that shows the ability to cause the person to behave in a work-related manner.

2-2-Factors Affecting the Academic Performance of Teachers

Factors affecting the academic performance of teachers are essential factors that directly affect the quality of teaching, student development, and the progress of educational institutions. The researchers have summarized the various variables as follows:

1) *Motivational factors*

Al-Nuaimi (2025) [14] found that motivation plays a crucial role in motivating lecturers to produce more and higher-quality research. Lecturers who are intrinsically and extrinsically motivated tend to be more efficient in doing Research. Those who are inherently motivated, such as those who love seeking knowledge, have a research interest and desire to create academic impact, tend to produce innovative and high-quality Research. Those who are externally motivated, such as research funding, institutional recognition, and career advancement opportunities, tend to increase their research productivity. In conclusion, motivation refers to the driving force or factors that motivate lecturers in the police training center to be determined and focused, perform their teaching duties effectively, transfer knowledge, and continually develop them. Motivation plays a crucial role in the academic competence of lecturers, as it impacts teaching efficiency, enthusiasm for self-development, and job satisfaction.

Allen et.al. (2025) [15] presented the research on the influence of motivation on academic performance of university lecturers in Australia. The study's results found that appropriate motivation is a crucial factor that significantly enhances the teaching and research performance of lecturers. It has a noticeable impact on the quality of education and the academic progress of lecturers. Extrinsic motivation, such as financial incentives, institutional support, and opportunities for promotion, also plays a vital role in enhancing academic ability.

Xu (2024) [16] aimed to investigate the relationships between attitudes toward research, intrinsic and extrinsic motivations, and academic productivity among university lecturers in China. The results showed that positive attitudes toward Research and both types of motivations had a significant and positive relationship with the level of research productivity of lecturers. Additionally, no significant differences were found in motivation or research productivity when considering gender, educational background, or work experience. The results of the study indicated the importance of promoting motivation and fostering positive attitudes toward Research among university lecturers to enhance their academic competence sustainably.

2) *Factors related to teaching experience*

Ko et al. (2021) [17] conducted a study on the impact of teaching years on faculty engagement and effectiveness. The results showed that faculty with more teaching years tend to have higher commitment and effectiveness. Faculty members with longer teaching experience tend to be more confident in their teaching methods, can build strong relationships with students, and are more effective in managing the classroom. Additionally, faculty members with more experience tend to produce higher-quality, higher-quality research and are more involved in academic activities. This study suggests that providing support and enhancing faculty skills in various areas will increase the effectiveness of faculty at all levels of experience, thereby affecting the development and enhancement of the university's educational quality.

Wu et.al. (2024) [18] researched the evaluation of teaching experience on academic leadership in higher education. The study's results found that lecturers with longer teaching experience tend to take on more academic leadership roles. These lecturers have skills in teaching management, creating a vision for curriculum development, leading research teams, and supporting academic activities within the institution. Lecturers with longer teaching experience tend to be able to create an educational environment that is conducive to the growth and development of students and colleagues.

Zhang et.al. (2025) [19] found that faculty with more teaching experience tend to have a wider research collaboration network, which can lead to more opportunities to collaborate with other faculty members from different disciplines and institutions. These faculty members share knowledge and teaching experiences, which are essential factors in fostering research collaboration. Additionally, faculty members with longer teaching experience often possess expertise in creating and managing collaborative research projects, which enables them to attract attention from other researchers effectively. This study suggests that promoting the development of research networks by creating opportunities for collaboration with other faculty members and supporting collaboration during teaching can help enhance research capabilities and academic innovation in universities. In conclusion, the factor of teaching experience refers to the knowledge, skills, and expertise that faculty members gain from teaching and training in police training centers, which comes from learning and accumulating direct experience through classroom teaching, student management, using appropriate teaching techniques, and adapting and developing teaching methods to be more effective according to changing situations.

3) *Knowledge and academic skills factors*

Sui & Cheng (2024) [20] studied the impact of teaching knowledge on university teaching efficiency. This study examined the effect of teaching knowledge on the teaching efficiency of university lecturers. The results showed that lecturers with good teaching knowledge can effectively design teaching and learning by selecting strategies appropriate for the subject context and student needs, which helps the learning process be effective. Important factors influencing

teaching efficiency include the use of a variety of teaching techniques, such as student-centered learning, the incorporation of case studies, and the integration of technology in teaching, including online learning platforms. In conclusion, the knowledge and academic skills factor refers to the level of knowledge, understanding, and educational abilities of lecturers in the police training center, which are related to expertise in the subject matter they teach, skills in analyzing academic content, skills in transferring knowledge, and the ability to develop teaching methods that are consistent with educational standards and student needs.

Stringer (2002) [21] investigated academic skills and faculty effectiveness in a correlational study. The study's results found that the educational abilities of faculty members were positively related to teaching effectiveness, particularly in research skills, critical thinking, and scholarly communication. Faculty with these skills can design and facilitate more effective learning experiences. Additionally, the use of educational technology and participation in the development of new knowledge are essential factors that enhance faculty effectiveness. Continuous development of academic skills through training, research, and exchange of knowledge among faculty results in improving the quality of higher education.

4) Factors related to resources and facilities

Smith et al. (1969) [22] studied research laboratories and academic productivity. A cross-national study in leading research universities in South Korea and Singapore found that investment in modern laboratory equipment (e.g., electron microscopes, data analysis instruments) directly affected the quantity and quality of research by faculty, particularly in the biological sciences and materials sciences. However, the study emphasized that access to resources must be coupled with flexible management policies.

Furnham (2003) [23] studied the physical classroom environment and faculty engagement. This qualitative study examined smart classrooms in five Australian universities and found that facilities such as high-quality sound systems, multiple touchscreens, and adaptable furniture designs positively impacted faculty confidence and creativity in teaching. The case study also showed that designing workspaces that promoted student engagement increased teaching efficiency by 34%.

Therefore, resource and facilities factors refer to factors related to equipment, tools, location, budget, and the environment that support teaching and training in police training centers, which affect the quality of the learning process and the effectiveness of police force training.

5) Organizational culture factors

Tranby (2012) [24] provided the research on digital culture and teacher adaptation. An analysis of data from 800 teachers during the digital transformation found that an organizational culture that supports technological change (digital culture), consisting of (1) continuous training, (2) positive motivation, and (3) adequate infrastructure, increased teachers' online teaching competency by 62%. The case study also indicated that a culture of "technophobia" was a significant barrier to professional development. In conclusion, organizational culture refers to the values, beliefs, working methods, behaviors, and atmosphere within an organization that influence the performance and decision-making of personnel. Organizational culture reflects the characteristics of collaboration, communication, emotional expression, and interpersonal relationships, which affect collaboration, motivation, and long-term organizational development.

Mapfumo (2017) [25] studied academic excellence in campus culture. A qualitative study at four leading US research universities indicated that cultures that promoted "academic excellence" through reward and public recognition policies resulted in a 35% increase in faculty research productivity. The case studies also indicated that an open communication culture was a key factor in creating a positive work environment.

6) Policy factors in administration

Chulasukhon & Mueankid (2012) [26] studied and compared the impact of administrative policies in various higher education institutions on faculty performance. The study was conducted at universities in four countries: the United States, the United Kingdom, Australia, and Japan. The study used both quantitative and qualitative comparative research methods. The study's results found that universities employing participatory governance, which allows faculty to participate in decision-making, achieved higher research outcomes and teaching quality among their faculty. Formative evaluation policies that focused on development rather than punishment helped create a positive working atmosphere. Organizational cultural differences influenced the effectiveness of policies; for example, Japanese universities had better results with gradual policies.

Costley et al. (1993) [27] studied the role of administrative policies in enhancing faculty performance in higher education institutions. The study results found that administrative policies that emphasize resource support and professional development have a significantly positive impact on faculty performance. An adequately designed reward

and incentive system can increase academic productivity by 32%. Transparent and fair evaluation policies help build trust and commitment to the organization. Recommendations from the study: Higher education institutions should design administrative policies that promote an organizational culture emphasizing continuous development, allocate sufficient resources to support research and teaching, and develop evaluation systems that consider various work contexts. Thus, policy factors in administration refer to principles, guidelines, or requirements that the organization has established to guide decision-making and multiple operations, aiming for the efficient management of resources, personnel, and various activities in the organization in line with the organization's goals and vision, and setting a clear framework for achieving the desired results.

7) Factors related to working atmosphere

Monib (2024) [28] stated that organizational climate is an essential factor for personnel's perception in stimulating good work performance for the organization, as Smith et al. (1969) [22] and Furnham (2003) [23] stated that organizational climate is related to personnel working in the organization, which a good organizational climate will help motivate personnel to have the power to work to achieve the set goals. It is also essential for administrators to consider improving and developing the organizational atmosphere to ensure it is suitable for effective work performance. The organizational climate also plays a vital role in helping personnel to produce more work. Stringer (2002) [21] emphasized the development of personnel's work performance to increase work productivity and reduce job turnover, which is directly related to work behavior in the organization.

Ladawan & Yurachai (2017) [29] explain that the climate change management organization, which is responsible for analyzing employees to enhance their effectiveness and increase productivity, must create an atmosphere that supports optimal work performance.

Gary & Starke (1984) [30] stated that the critical goal of organizational development is to understand the organizational climate, which will affect the organization's future changes. He proposed five dimensions of organizational climate, consisting of (1) organizational structure (Organizational Structure), which refers to the clarity of the division of work, the work flowchart, the nature of the work to be done, the steps in the operation, rules, regulations, including the administration of that organization. (2) Empowerment refers to the fact that, in addition to assigning work to subordinates, supervisors have given decision-making authority and the steps in the operation to the workers. (3) Communication refers to actions or behaviors that are carried out in a way that involves exchanging opinions with each other. (4) Cooperation and Interdependence refer to the fact that personnel in the organization support and help one another to make the organization's operations run smoothly. (5) Shared Vision refers to the fact that executives allow employees to exchange opinions when planning the operation and formulating operational policies. In conclusion, the work atmosphere factor refers to the physical and mental environment that affects the work of personnel in the organization, which covers many factors that influence the efficiency of work and the satisfaction of employees in the workplace, including creating good relationships between people in the organization, support from supervisors and colleagues, an organizational culture that promotes teamwork, transparent and open communication, and giving importance to the feelings and well-being of employees.

8) Factors related to interpersonal relationships

Tanaka & Takeuchi (2026) [31] found that cultural and social factors are important variables affecting the motivation of lecturers, especially academic values, institutional support, and social expectations, which influence both teaching competence and research commitment. The results of this study indicate the need for universities to design policies and strategies that promote lecturers' motivation, tailored to the cultural and social context of Japan, to enhance teaching and research efficiency further.

Chulasukhon & Mueankid (2012) [26] concluded that interpersonal relationships involve the expression of each individual's thoughts about others, which is manifested in the form of cooperation, exchange of opinions, mutual acceptance, and the ability to work together with others. Costley et al. (1993) [27] stated that the effectiveness of interpersonal relationships depends on many factors, both individual and organizational, such as matters related to emotions, feelings, criticism, problem-solving, conflict, and attitudes. In summary, an organization is a form of human society. For humans to live happily in that society, they must also maintain good human relations with one another. Therefore, organizations in the present era have increasingly given importance and care to creating good human relations, even though these things are not directly related to work. However, good human relations have become a crucial factor in making an organization successful. And finally, an organization of people with good human relations working together will make the working society a happy one. When people are so glad, it leads to better work efficiency.

Therefore, interpersonal relations refer to the communication and interaction between people within an organization or society, encompassing relationships among coworkers, supervisors, subordinates, and other individuals involved. These relationships significantly impact working together, fostering a positive work environment, and promoting organizational development. Good relationships help build mutual understanding and foster effective teamwork, thereby reducing workplace conflicts.

9) *Technological factors*

Al-Farsi (2022) [32] studied the impact of technology implementation on classroom teaching and students' learning process. The research results also found that technology can be used effectively if there is appropriate support from educational institutions, especially in training teachers to have skills in using technology appropriately. Additionally, there were obstacles to the use of technology, including inadequate training, teachers' unfamiliarity with new technologies, and a shortage of technical resources necessary to support its use. Chomjit & Whattananarong (2019) [33] developed a model to enhance information technology competency among personnel of private higher education institutions. Key research results Main components of the model Workshop Training: Designing courses according to the specific needs of each group of personnel Mentoring System: Matching personnel with high IT skills with those who need to develop Management Support: Allocating resources and policies to promote the use of technology Professional Learning Community: Creating a network for exchanging knowledge among personnel The results of the experiment using the model showed that personnel who participated in the project had significantly higher IT competency scores. Their ability to apply technology to their work increased, such as using the learning management system (LMS), which is software used to plan, deliver, and track training and education programs. Organizations use an LMS to manage employee learning, making it more engaging and accessible. LMS system, data processing, and online communication, along with higher perceived usefulness and ease of use of technology.

Jansen et.al. (2022) [34] worked on the development of faculty competencies in the Public Administration Program leads to the creation of professional learning communities (PLCs) for teachers, the Creation of media libraries and digital teaching innovations, and the Promotion of classroom research to enhance teaching. Results after development Lecturers can design technology-based learning by 45% Increased use of Active Learning teaching innovation by 60% Increased production of research to develop teaching by 30% Success factors Support from senior administrators Adequate allocation of technology resources Creating a collaborative network between institutions Having a continuous monitoring and evaluation system. Thus, technological factors use various tools, devices, software, computer systems, and information technology systems to support and develop organizational work. This technology is essential for improving work processes to make them more efficient and faster. Technology helps reduce work time and increase convenience and decision-making accuracy by utilizing high-quality data from modern technology systems.

3- Research Methodology

This research employed a mixed-methods quantitative and qualitative approach [35]. Phase 1 is the research design. This study employed a quantitative research design to investigate the level of academic competence and factors influencing the educational competence of lecturers at the Police Training Center, Region 1-9, and Royal Thai Police. The researcher has defined the research scope as follows: Scope of area. Police Training Center Region 1-9, Royal Thai Police. Scope of population and sample: Population: 214 lecturers at the Police Training Center Region 1-9, Royal Thai Police [36]. Sample: 140 lecturers at the Police Training Center Region 1-9, Royal Thai Police, using the sample size formula [37] using proportional and simple random sampling by lot. Phase 2 involves qualitative research to develop and confirm a lecturers' academic competency development model at the Police Training Center, Region 1-9, and Royal Thai Police. The data sources used in this research phase are as follows:

- Research results from the research in Phase 1 by re-categorizing according to the birth order of the academic competency model of lecturers at the Police Training Center Region 1-9, Royal Thai Police. 2 Experts and those involved in creating the academic competency model of lecturers at the Police Training Center Region 1-9, Royal Thai Police.
- Scope of target groups: The sample group used in this research phase is experts obtained by purposive sampling from those with direct experience (The Critical Incident Technique) and those involved in the academic competency model of lecturers at the Police Training Center Region 1-9, Royal Thai Police, namely, five experts including two university professors and three police major generals.
- The competency model has been verified through the expert panel review process with an average value of 0.92. Therefore, the result of the expert panel review analysis confirms the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9.

As shown in Figure 2, the Conceptual Framework of this research illustrates the key constructs and their relationships.

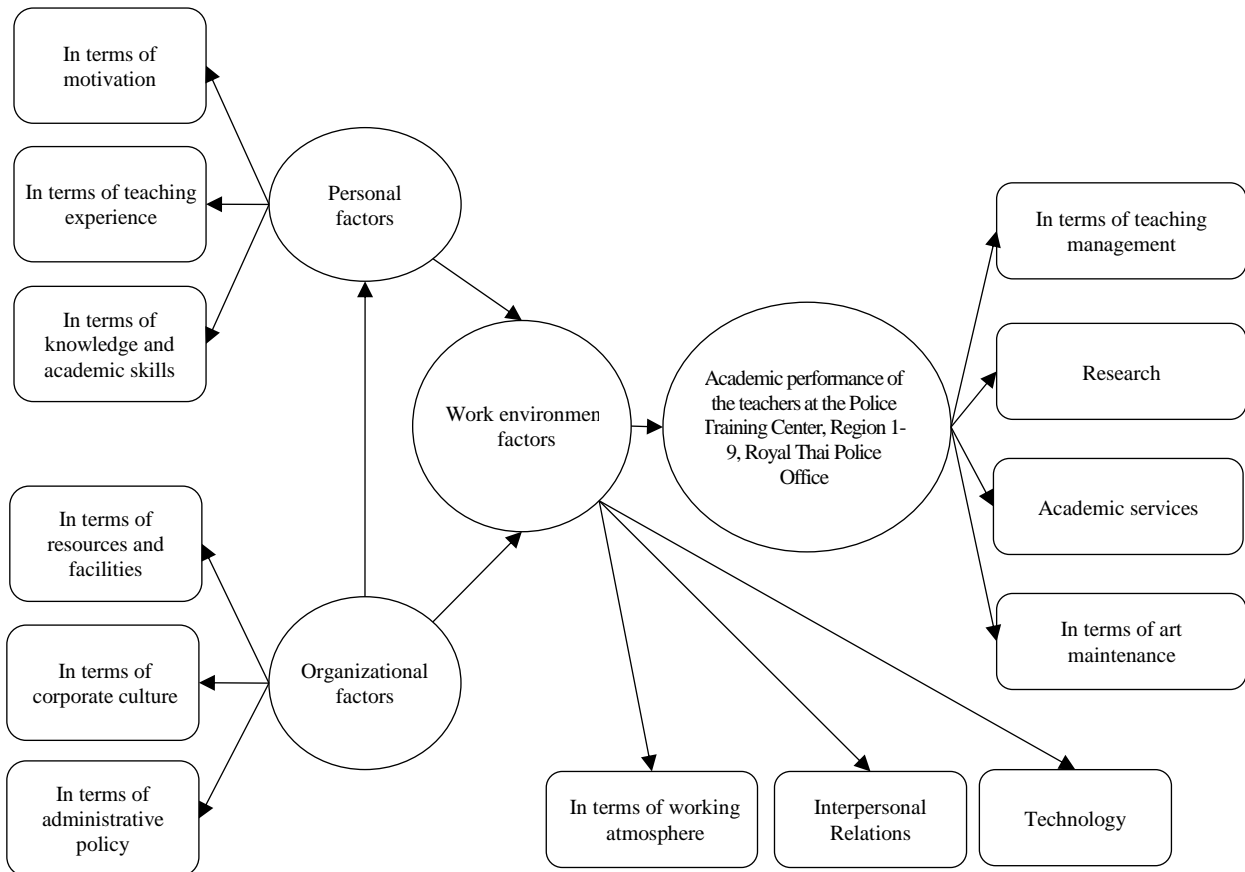


Figure 2. Conceptual Framework of this research

4- Results

4-1- The Level of Opinions on the Academic Competence of Lecturers at the Police Training Center Region 1-9, Royal Thai Police

1) Analysis results to study the level of opinions on the academic competence of lecturers at the Police Training Center Region 1-9, Royal Thai Police, classified by both question items and by aspect, as shown in Table 2 as follows:

Table 2. The level of opinions on the academic competence of lectures at the Training Center Region 1-9

No.	Level of opinion on factors affecting the academic performance of teachers at the Police Training Center Region 1-9; Royal Thai Police	Opinion level		Interpretation
		\bar{X}	S.D.	
1	In terms of motivation	3.23	0.99	moderate
2	In terms of teaching experience	3.55	0.95	high
3	In terms of knowledge and academic skills	3.58	0.97	high
4	In terms of resources and facilities	3.54	0.94	high
5	In terms of corporate culture	3.29	0.95	moderate
6	In terms of administrative policy	3.42	0.96	high
7	In terms of working atmosphere	3.53	0.93	high
8	Interpersonal Relations	3.54	0.96	high
9	Technology	3.55	0.99	high
Total		3.47	0.82	high

Note: ***Statistically significant at the 0.05 level. Interpretation is based on the following mean score ranges 4.21–5.00 = the highest, 3.41–4.20 = high, 2.61–3.40 = moderate, 1.81–2.60 = low, 1.00–1.80 = is the lowest.

The research results found that the level of opinions on the factors affecting the academic performance of the instructors at the Police Training Centers Region 1-9, Royal Thai Police, was at a high level overall (\bar{X} = 3.47). When considering each aspect, ranked from highest to lowest average, they were knowledge and academic skills (\bar{X} = 3.58), followed by technology (\bar{X} = 3.55), teaching experience (\bar{X} = 3.55), interpersonal relationships (\bar{X} = 3.54), resources and facilities (\bar{X} = 3.54), work atmosphere (\bar{X} = 3.53), management policy (\bar{X} = 3.42), organizational culture (\bar{X} = 3.29), and motivation (\bar{X} = 3.23), respectively.

2) Factors affecting academic performance of lecturers in the Royal Thai Police Office are as follows:

The results of the analysis of the level of academic competence of teachers in the Royal Thai Police Office depicts overall and classified by each aspect, and found that overall, it was at a high level ($\bar{X} = 3.52$), ranked from highest to lowest as follows: knowledge and understanding of learning management ($\bar{X} = 3.58$), knowledge and understanding of research ($\bar{X} = 3.56$), knowledge and understanding of academic services ($\bar{X} = 3.47$), knowledge and understanding of preserving arts and culture ($\bar{X} = 3.45$), respectively (Table 3).

Table 3. Results of the analysis of academic competence levels of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9, classified by subject area

No.	Academic competency level of internal lecturers, National Police Office: Case study of Police Training Center, Region 1-9	Level Competency		Rating
		\bar{X}	S.D.	
1	Knowledge and understanding of learning management	3.58	0.62	1
2	Knowledge and understanding of research	3.56	0.84	2
3	Knowledge and understanding of academic services	3.47	0.95	3
4	Knowledge and understanding of preserving arts and culture	3.45	0.96	4
Total		3.52	0.84	-

4-2- Factors Affecting Academic Competency of Lecturers in the Royal Thai Police: A Case Study of Police Training Centers Region 1-9

Analysis of the fit of the structural equation with empirical data, which was calculated using a ready-made program, the chi-square value " χ^2 " displayed from the Print Out table of the structural equation model is a Value of 130.127 and the degree of freedom value " df " is 70, resulting in the following statistical results or fit indexes:

- 1) The value of the model " χ^2 " is 131.127, which df is 70. When calculating the relative chi-square value (" χ^2/df "), it was found to be 1.873, which is less than 2.00, indicating that the model fits the empirical data well.
- 2) The relative fit index has a CFI value of 0.986 and a TLI value of 0.980, indicating that the model provides a good fit to the empirical data.
- 3) The square root mean square error of approximation has an RMSEA value of 0.05, indicating that the model is consistent with the empirical data.
- 4) The fit index, in the form of error, has a value of SRMR equal to 0.02, indicating that the model is consistent with the empirical data. The results of the analysis of the fit index of the model obtained from the study can be summarized as follows (see Table 4):

Table 4. Results of the consideration

Harmony Index	Criteria for consideration	Measured index value	Results of consideration
χ^2/df	< 2.00	1.873	Passed the criteria
CFI	≥ 0.95	0.986	Passed the criteria
TLI	≥ 0.95	0.980	Passed the criteria
RMSEA	< 0.05	0.04	Passed the criteria
SRMR	< 0.05	0.02	Passed the criteria

From Table 4, the validity of the research hypothesis model with empirical data is within the specified criteria and has the following statistical values:

Value (χ^2) = 131.127, Degree of Freedom (df) = 70, $\chi^2/df = 1.873$.

Comparative Fit Index (CFI) = 0.986.

Tucker-Lewis Index (TLI) = 0.980.

Root Mean Square Error of Approximation (RMSEA) = 0.04.

Standardized Root Mean Square Residual (SRMR) = 0.02.

Summary of statistical values that meet the specified criteria: P-Value = 0.120, $\chi^2/df = 1.873$, GFI = 0.986, CFI = 0.980, RMSEA = 0.04, SRMR = 0.03.

The results of the analysis of the prediction coefficient (R²) found that the external latent variables were 1) personal factors, 2) organizational factors, and 3) work environment factors, which all three latent variables can jointly explain the variation of factors affecting the academic competence of the lecturers at the Police Training Center, Region 1-9, Royal Thai Police, correctly by 83.90 percent (R² = 0.839).

Table 4 shows that the fit index of the structural equation model (SEM) of factors affecting the academic competence of the lecturers at the Police Training Center, Region 1-9, Royal Thai Police, obtained from the data analysis this time passed the criteria of the fit index with empirical data, which can show the structure of the model (SEM) as shown in Figure 3 as follows:

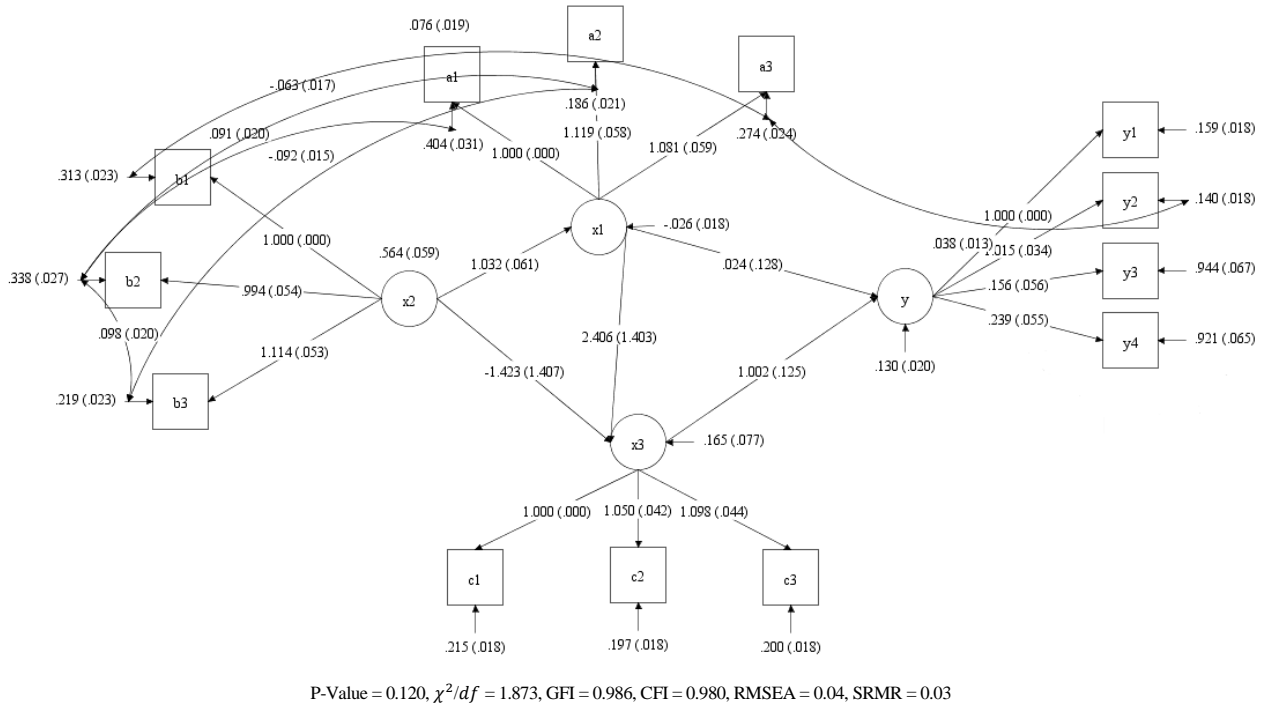


Figure 3. Structural Equation Model of this research

4-3- Factors Affecting Academic Competency of Lecturers

The experts and specialists expressed opinions on the lecturers' academic competency development model at the Police Training Center, Region 1-9, Royal Thai Police, with a median value ranging from 4.00 to 5.00. The level of consistency of the answers with the highest frequency value was 5.00, and the interquartile range value was less than 1.5, indicating that the experts had consistent opinions on the development. The researcher summarized it as a concept map of the academic competency development model for lecturers at the Police Training Center, Region 1-9, Royal Thai Police, as confirmed by the experts, as shown in the Figure 4.

From the results of the analysis of the confirmation of the academic competency development model of the lecturers of the Police Training Center, Region 1-9, Royal Thai Police, from 5 experts (Critical Incident Technique), overall, the experts have consistent opinions on the development model, consisting of 3 development areas, 15 approaches, summarized as follows:

Personal factors: Development guidelines are as follows: Development of knowledge and expertise in the field of study taught: teaching skills and knowledge transfer. Research and data analysis skills, as well as ethics and a Code of Conduct for Teachers, are found to be significant. Additionally, the development of communication and foreign language skills is also substantial.

Organizational factors: Development guidelines are as follows: Development of Organizational structures and policies to support teaching and learning. Personnel Management Systems and teacher motivation, as well as the procurement and development of modern teaching media, are found to be significant. Support for the development of academic collaboration networks. And creating an atmosphere and organizational culture that promotes learning.

Work environment factors: Development guidelines are as follows:

- 1) Development of infrastructure and facilities in the workplace.
- 2) Development of creating a good working atmosphere and reducing stress in the organization.
- 3) Development of support systems and teamwork.
- 4) Development of support for career development and career growth.
- 5) Development of continuous evaluation systems and development of work environments.

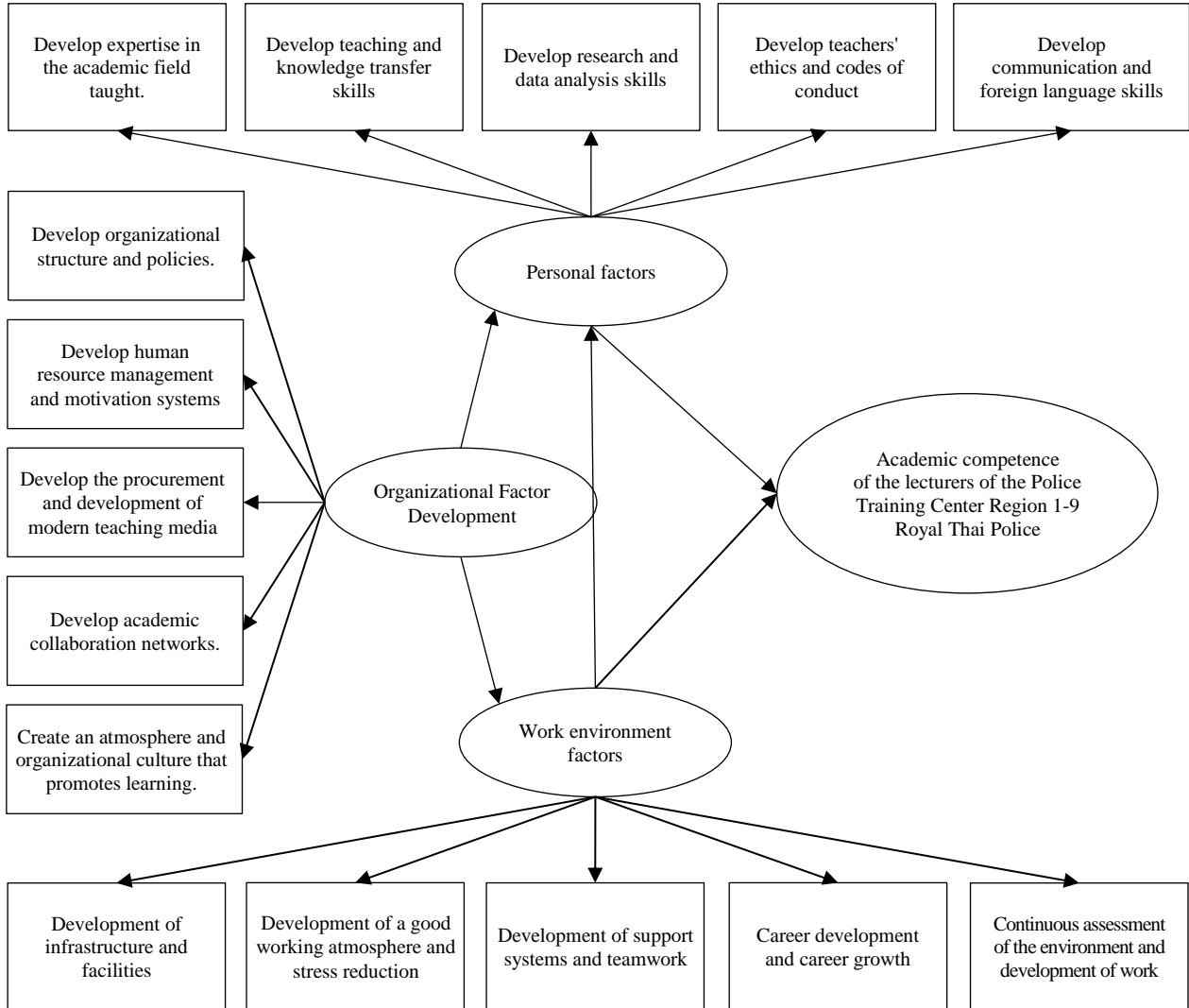


Figure 4. Academic competency development factors

4-4- Confirmation of the Academic Competence Development Model of Teachers within the Royal Thai Police Office

A case study of the Police Training Centers of Regions 1-9, in which the data analysis results were quantitative research with a target group of 5 key informants, using statistical analysis using the median and interquartile range. Results of the analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Center, Region 1-9, personal factors (Table 5).

Table 5. The analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Center, Region 1-9, personal factor

No.	Personal factors	Med	Interpret results	IQR	Interpret results
1	Developing expertise in the academic field being taught	4	Very consistent	0	consistent
2	Development of teaching skills and knowledge transfer	5	Most consistent	1	consistent
3	Development of research and data analysis skills	5	Most consistent	1	consistent
4	Development of ethics and code of conduct for teachers	4	Very consistent	0	consistent
5	Development of communication skills and foreign language skills	5	Most consistent	1	consistent

It was found that the group of experts had opinions on the model for developing academic competence of teachers within the Royal Thai Police Office: A case study of the Police Training Centers of Region 1-9, personal factors had a median value between 4.00-5.00. The level of consistency of the answers with the highest frequency value was 5.00 and the interquartile range value was less than 1.5, indicating that the experts had consistent opinions on the development.

Results of the analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Center, Region 1-9, organizational factors (Table 6).

Table 6. The analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Center, Region 1-9, organizational factor

No.	Organizational factors	Med	Interpret results	IQR	Interpret results
1	Development of organizational structures and policies to support teaching and learning	4	Very consistent	0	consistent
2	Development of personnel management system and motivation for teachers	5	Most consistent	1	consistent
3	Development of the procurement and development of modern teaching media	5	Most consistent	1	consistent
4	Development of support for the development of academic cooperation networks	4	Very consistent	0	consistent
5	Developing an organizational climate and culture that promotes learning	5	Most consistent	1	consistent

A group of experts has opinions on the model for developing academic competence among teachers within the Royal Thai Police Office: A case study of the Police Training Centers in Regions 1-9. The organizational factors had a median value between 4.00 and 5.00. The level of consistency of the answers with the highest frequency value was 5.00, and the interquartile range value was less than 1.5, indicating that the experts had consistent opinions on the development.

Results of the analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Provincial Police Training Center 1-9, factors of the work environment (Table 7).

Table 7. The analysis of the appropriateness and consistency of the development model of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Center, Region 1-9, working environment factor

No.	Working environment factors	Med	Interpret results	IQR	Interpret results
1	Development of infrastructure and facilities in the workplace	5	Most consistent	1	consistent
2	Development of a good working environment and reducing stress in the organization	5	Most consistent	1	consistent
3	Development of support systems and teamwork	5	Most consistent	1	consistent
4	Developing support for career development and career growth	4	Very consistent	0	consistent
5	Developing a continuous evaluation and development system for the working environment	5	Most consistent	1	consistent

A group of experts has opinions on the model for developing academic competence among teachers within the Royal Thai Police Office. Studying only the case of Police Training Centers in Regions 1-9, the environmental factors in the work environment had a median value between 4.00 and 5.00. The consistency level of the answers with the highest frequency value was 5.00, and the interquartile range was less than 1.5, indicating that the experts had consistent opinions on the development.

5- Discussion and Conclusions

From the research on the development of academic competence of the lecturers of the Police Training Center, Region 1-9, Royal Thai Police, the researcher can discuss the research results as follows:

1. The development of academic competence among the lecturers of the Police Training Center, Region 1-9, Royal Thai Police, is influenced by personal, organizational, and work environment factors. The researcher has therefore discussed the results of the three factors as follows:

1.1. Personal factors, including motivation, teaching experience, knowledge, and academic skills, influence the educational competence of lecturers at the Police Training Centers in Region 1-9, Royal Thai Police, which aligns with the research hypothesis. This is because the academic competence of lecturers at the Police Training Centers in Regions 1-9 is a crucial factor affecting the quality of training and personnel development within the Royal Thai Police. Personal factors play a significant role in competence because they are related to the potential and readiness of instructors to transfer knowledge to trainees. They consist of:

- Experience and professional expertise are crucial factors that enable lecturers to transfer knowledge accurately and effectively. Lecturers with high experience can often explain complex content more simply,

including providing examples from real-life experiences, so that learners can understand and apply them appropriately in practical situations. Moreover, specialized expertise, such as police law, tactics, or investigation, helps instructors develop up-to-date teaching content that aligns with the organization's needs.

- Level of education and self-development. Lecturers with higher levels of schooling possess deep analytical thinking skills and can design teaching methods tailored to learners at each level of learning. In addition, self-development through participation in training, seminars, or continuous education also helps instructors gain new knowledge and skills that can be effectively applied in teaching.
- Attitude and motivation in teaching. Lecturers with positive attitudes towards teaching will be enthusiastic and determined to develop a curriculum appropriate for the ever-changing environment. Motivation stemming from pride in one's role has a positive impact on the quality of education. Lecturers determined to develop learners into high-quality police officers will strive to design teaching and learning approaches that maximize their benefits.
- Skills in using technology and teaching innovation. Digital technology is used to develop teaching and learning systems. Lecturers who can utilize digital media, such as e-learning systems, can design teaching that is diverse and more engaging for learners.
- Physical and mental health directly affect lecturers' academic performance. Healthy teachers can perform their duties fully and have the energy to engage their students. They will be able to effectively transfer knowledge and have the ability to manage teaching and learning.

Alj & Bouayad (2024) [38] played a crucial role in encouraging teachers to participate in professional development activities. Teachers with high motivation, whether intrinsic motivation such as the desire to improve their teaching skills, eagerness to learn new things, and commitment to their profession, or extrinsic motivation such as recognition from colleagues, career advancement opportunities, and reasonable compensation, tend to participate in academic training and self-development activities more than those with low motivation.

In line with the research by Smith et al. (2020) [39], this study examines intrinsic and extrinsic motivation as predictors of teaching performance in European universities. The research results revealed a significant positive relationship between intrinsic motivation and teachers' teaching performance. Examples of intrinsic motivation include satisfaction from teaching, passion for the profession, and commitment to student development, which are essential factors that enhance teaching quality and the ability to transfer knowledge. In line with previous research on the role of motivation in increasing the research productivity of university faculty, the study's results found that teachers who are both intrinsically and extrinsically motivated tend to be more effective in conducting research. Those who are inherently motivated, such as those with a passion for seeking knowledge, an interest in research, and a desire to make an academic impact, tend to produce innovative and high-quality research. Consistent with Harris et al. (2023) [40] research, the research explored the relationship between teacher motivation and student success in higher education.

The study found that teacher motivation is essential in student academic performance. Teachers with high motivation, whether intrinsic (such as a love of teaching and satisfaction from helping students) or extrinsic (including institutional and social recognition, as well as career advancement opportunities), have a direct impact on the quality of education, which in turn results in more effective student learning. The study also indicated that highly motivated teachers use creative teaching techniques, interact effectively with students, and provide full academic support, which helps promote student understanding and motivation to learn. Consistent with the research of Tanaka & Takeuchi (2026) [31], the research on the motivational factors affecting university teachers' engagement in teaching and research, the results found that cultural and social factors are important variables affecting teacher motivation, especially academic values, institutional support, and societal expectations, which influence both teaching competence and research commitment.

In addition, factors such as career advancement opportunities, financial incentives, and work environment also play an important role in teachers' level of engagement in both missions. Consistent with previous research, this study finds that motivation influences the academic performance of university lecturers in Australia. The study's results revealed that appropriate motivation is an essential factor that significantly enhances lecturers' teaching and research performance. Intrinsic motivation factors, such as job satisfaction, academic commitment, and a sense of belonging to an academic community, clearly impact the development of teaching quality and the educational progress of lecturers. Meanwhile, extrinsic motivation factors, such as financial incentives, institutional support, and opportunities for promotion, are essential in enhancing academic performance.

- 1.2.** Organizational factors include resources and facilities, organizational culture, and administrative policies that affect the academic competence of lecturers at the Police Training Centers Region 1-9, Royal Thai Police, which aligns with the research hypothesis. This may be because organizational factors play an essential role in promoting the academic competence of lecturers at the Police Training Centers Region 1-9, Royal Thai Police, as follows:

- Resources and facilities are fundamental factors that support the teaching and learning process and the development of lecturer's 'lecturers' knowledge, such as classrooms with complete teaching equipment, technology that supports digital learning or laboratories that simulate real situations [17]. Lecturers will be able to organize teaching and learning that is more effective and better responds to learners' needs. In addition, having a library with comprehensive information sources, an educational information system, and an online research platform enables lecturers to expand their knowledge and develop more modern teaching materials, ultimately enhancing their overall academic competence.
- A good organizational culture fosters an atmosphere that promotes learning, knowledge exchange among colleagues, and continuous self-development. If the organization has values that support research, educational innovation, and lifelong learning [19], lecturers will be more motivated to develop themselves and promote the transfer of quality knowledge. Additionally, a friendly working atmosphere and good interactions among lecturers, executives, and personnel within the organization lead to cooperation in curriculum development and effective teaching and learning processes [4].
- Administrative policy is a structural factor that directly affects the approach to developing the academic competence of lecturers. Policies that promote academic development, such as supporting knowledge development training, funding further education, supporting research publication, and providing opportunities for lecturers to attend seminars or academic conferences Smith & Brown (2020) [41], will help increase lecturers' capabilities in self-development and produce quality academic work.

In addition, an effective administrative system, systematic academic planning, and clear personnel development guidelines help lecturers' academic operations run smoothly and more efficiently. This finding is consistent with the research of Tosun & Bostancı (2024) [42], who investigated access to Digital Resources and Teaching Effectiveness. This study explored the impact of digital resources (e.g., online databases and teaching software) on the competence of university lecturers in the United Kingdom. The results from a survey of 300 lecturers showed that access to adequate digital resources increases the efficiency of instructional design and reduces content preparation time, especially in science and engineering. However, problems with training on the use of tools remain significant obstacles. This is consistent with the research of Kang et al. (2024) [43], who studied the culture of collaboration in academic organizations.

An analysis of data from 1,200 lecturers in Australia and Canada found that a collaborative culture, characterized by (1) cross-disciplinary team structures, (2) shared credit systems, and (3) physical spaces for collaboration, significantly increased teaching and research performance ($p < 0.05$), particularly in interdisciplinary disciplines. This finding is consistent with the research by Henderson M. et al. (2020)—on digital culture and faculty adaptation. An analysis of data from 800 faculty during digital transformation found that an organizational culture that supports technological change (digital culture), consisting of (1) continuous training, (2) positive motivation, and (3) adequate infrastructure, increased faculty online teaching performance by 62%. This is consistent with the research by Kang et al. (2024) [43], who analyzed the impact of institutional policies on faculty performance in higher education institutions.

The results showed that institutional policies have a significant influence on faculty performance, particularly those that promote continuous academic development and foster a work environment conducive to research and teaching. Additionally, offering suitable rewards or incentives can enhance faculty productivity. On the other hand, policies that are inflexible or have unclear evaluation processes can hurt morale. This study recommends that higher education institutions design policies that strike a balance between promoting academic excellence and supporting good working conditions. To sustainably enhance faculty performance, a study was conducted on the role of administrative policies in increasing faculty performance in higher education institutions using a mixed methods research method, collecting data from 350 faculty and administrators from 15 leading universities in the United States. The research results found that administrative policies that emphasize support for resources and professional development have a significantly positive impact on faculty performance.

1.3. Factors related to the working environment, including working atmosphere, interpersonal relationships, and technology, affect the academic competence of lecturers at the Police Training Center Region 1-9, Royal Thai Police, which aligns with the research hypothesis. This may be because:

- The working atmosphere helps create an environment conducive to the learning and knowledge development of lecturers. The locations of the Police Training Center, Region 1-9, Royal Thai Police, are peaceful, safe, and equipped with appropriate resources, including modern classrooms, comprehensive teaching equipment, and an atmosphere that fosters analytical thinking. Lecturers can focus on academic development to the fullest. In addition, an organizational culture that promotes the exchange of ideas and values in research will help personnel be more motivated to conduct research, create new knowledge, and contribute to the advancement of knowledge.

- Good interactions between lecturers, colleagues, supervisors, and police cadets are essential factors that promote effective collaboration. When there is cooperation and mutual support, lecturers can effectively exchange knowledge, experiences, and teaching methods. Teamwork and receiving advice from experienced people also help build lecturers' confidence in developing themselves and improving teaching methods to be more appropriate for the context of police training.
- Technology is another important factor that directly affects the academic competence of lecturers. Modern tools and equipment, such as computers, the Internet, and teaching software, help make teaching and learning more effective. Lecturers can create diverse and up-to-date teaching materials to attract learners' attention. Additionally, information systems that provide access to academic resources, such as research databases, scholarly journals, and online learning materials, also help lecturers develop their knowledge and stay up-to-date with new trends in education and training. Therefore, factors such as work atmosphere, interpersonal relationships, and technology all influence the academic competence of lecturers in the police training center. Promoting a positive environment within the organization is a crucial approach to enhance work efficiency and improve the competence of lecturers at the Police Training Center, Region 1-9, Royal Thai Police.

In line with the research of Chomjit & Whattananarong (2019) [33], the development of a model to enhance information technology competency for personnel in private higher education institutions using the research and development process (Research and Development) is divided into four main steps: (1) needs analysis (2) model design (3) model trial and (4) evaluation. Key research results Main components of the model Workshop Training: Design a curriculum based on the specific needs of each group of personnel Mentoring System: Match personnel with high IT skills with those who need to develop Management Support: Allocate resources and policies to promote technology use Professional Learning Community: Build a knowledge exchange network among personnel The results of the trial of the model showed that personnel participating in the project had statistically significantly higher IT competency scores, increased ability to apply technology for work, such as using LMS systems, data processing, and online communication, higher perception of technology usefulness and ease of use, which is consistent with the research of Wiboonkarn & Whangmahaporn (2021) [44].

Development of faculty competencies in the Public Administration Program, involves Core competencies required for teachers in the Thailand 4.0 era Educational Technology Competency Instructional Innovation Competency Research-Based Teaching Competency Applied Knowledge Competency Effective competency development models Educational technology workshops Creating professional learning communities (PLCs) for teachers Creating digital teaching media and innovation libraries Promoting classroom research to develop teaching Outcomes after development Teachers can design technology-based learning by 45% Increased use of Active Learning teaching innovation by 60% Increased production of research to develop teaching by 30% Success factors Support from senior executives Adequate allocation of technology resources Creating a collaborative network between institutions Having a continuous monitoring and evaluation system is consistent with the concept of Nakamoto et al. (2025) [45] suggesting that the atmosphere within the organization is very important to the organization.

Therefore, executives should create an organizational atmosphere that focuses on success with the following essential characteristics: 1) A Reward System, such as payment of compensation, to ensure that work results achieve the objectives. 2) A System of Goal-Setting has each employee set goals consistent with the organization's objectives. 3) Emphasis upon individual effort by having every employee be determined and try to do their assigned work as best as possible. 4) A Feedback System allows employees to receive information about their work quickly and consider the merits of the work results. 5) A system of minimizing the degree of dependence is consistent with the concept that organizational atmosphere is an essential factor in personnel perception in stimulating good work.

This is consistent with the concept that the organizational atmosphere is related to personnel working in the organization, in which a good organizational atmosphere plays a part in motivating personnel to have the power to work towards achieving the set goals. It is also essential for administrators to consider improving and developing the organizational atmosphere to make it suitable for work. The organizational atmosphere also plays a vital role in helping personnel to produce more work, which is consistent with the concept of Beyer & Marshall (1981) [46], who mentioned the working relationship of groups of people in a profession that consists of 3 dimensions: professional dimension, interpersonal relationship dimension, and decision-making dimension, which explains the interpersonal relationship dimension as the interaction between people in the same profession during work together both formally and informally in the form of friendship, companionship, and shared identity that will create unity, creativity, and professional power.

6- Recommendations

6-1- Suggestions for Applying the Research Results

- Regarding motivation, the Royal Thai Police should promote self-development through lifelong learning and encourage lecturers to pursue continuous education, including short-term courses, workshops, and further training. Support reading research, textbooks, and academic articles related to police teaching and training.
- In terms of teaching experience, lecturers should systematically evaluate themselves, create a self-assessment form so that lecturers can analyze their strengths and areas for improvement in their teaching process, use a reflective journal after each teaching session to consider which teaching methods are effective and which areas should be improved, and listen to learners' opinions, design a student feedback form to analyze and improve teaching and provide an opportunity for informal reflection through conversations with learners after teaching.
- Regarding knowledge and academic skills, lecturers should stay up-to-date with new teaching trends. Lecturers should follow research, educational articles, and the latest trends related to the fields they teach, such as law enforcement, training psychology, and security technology. Apply for membership in professional associations or networks of related experts, such as the Police Association and the Law Scholars Association. Or an international police training organization
- In terms of resources and facilities, the Royal Thai Police should promote the development of an online information repository and learning resource system, create a centralized database for teaching media, books, and academic documents related to police training for easy access, support the use of E-Library that can be accessed through the Royal Thai Police network, provide up-to-date learning resources, purchase up-to-date books, textbooks, and academic journals related to teaching content, such as criminal law, training psychology, and law enforcement technology.
- In terms of organizational culture, promote an organizational culture that is open and supports communication, create a friendly and open working atmosphere so that teachers feel comfortable exchanging ideas, and set formal and informal communication channels, such as regular meetings and informal conversations between teachers and executives, improve the meeting and exchange of ideas system, organize workshops and forums so that colleagues can exchange ideas about teaching and self-development so that everyone can fully express their opinions and suggest ways to develop their work.
- In terms of management policy, executives should promote and develop an efficient internal communication system and establish official communication channels, such as an internal website (Intranet), an email notification system, or an online platform. Staff can easily access information using internal communication applications such as Microsoft Teams, LINE Official, or Telegram to send announcements, news, and organizational policy documents.
- In terms of work atmosphere, promoting recognition and value in the workplace, establish a Recognition and Reward Program to recognize the work of essential lecturers by giving awards in various forms, such as Outstanding Lecturer Awards, Excellent Research Awards, or Quality Curriculum Development Awards. Promote appreciation from executives and colleagues in organizational meetings or activities to recognize the value of lecturers' work.
- In terms of interpersonal relationships, executives should promote good relationships through integrated team activities. They should also organize team-building activities that focus on building relationships and working together, such as group work on special projects or activities that promote cooperation among personnel in the Police Training Center. Support recreational activities that help reduce stress and foster closeness among teams, such as organizing meetings through social activities or team-building parties.
- Regarding technology, the Royal Thai Police should develop and promote digital learning platforms, utilize Learning Management Systems (LMS) such as Microsoft Teams to enhance teaching and learning effectiveness, and conveniently track student progress. Establish a flexible online learning system using video clips, audio media, and quality learning documents.

6-2- Suggestions for Further Research

- In-depth research should be conducted on factors affecting teachers' quality of teaching, such as experience, teaching skills, technology used, and motivation to work, to develop appropriate policies and training curricula.
- Develop and evaluate online teaching models for police training. Studies should examine the use of digital technologies, such as e-learning, in police training and their impact on trainees' learning efficiency.
- Research should be conducted on trends and directions in future police teacher training, with an emphasis on developing new knowledge, such as cybercrime investigation, the use of artificial intelligence (AI) in police work, and criminal psychology, so that training curricula are up-to-date and relevant to the ever-changing social context.

This research paves the way for future studies on enhancing lecturers' competency at police training centers. However, the study model can also be adapted for use by other trainers and lecturers. This exemplary research could be adopted in other developing nations.

7- Declarations

7-1-Author Contributions

Conceptualization, W.W. and K.K.; methodology, W.W., S.P., and K.K.; software, W.W. and K.K.; validation, W.W. and K.K.; formal analysis, W.W. and K.K.; investigation, W.W. and K.K.; resources, W.W. and K.K.; data curation, W.W. and K.K.; writing—original draft preparation, W.W., K.K., A.S., M.C., and S.P.; writing—review and editing, W.W. and S.P.; visualization, W.W. and K.K.; supervision, W.W. and K.K.; project administration, W.W. and K.K.; funding acquisition, W.W. All authors have read and agreed to the published version of the manuscript.

7-2-Data Availability Statement

The data presented in this study are available in the article.

7-3-Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

7-4-Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki and approved by the Institutional Review Board (or Ethics Committee) of the Nakhon Ratchasima Rajabhat University (protocol code HE-RDI-NRRU.181/2567 and date of approval 18 November 2024).

7-5-Informed Consent Statement

Not applicable.

7-6-Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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Appendix I: Survey Questionnaire for Research

The development of academic competence of lecturers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9.

1. This questionnaire was developed to study the development of the academic competence of teachers within the Royal Thai Police: Studying the specific case of Police Training Centers Region 1-9, which will be beneficial to the use of the results to develop the academic competence of the teachers of Police Training Centers Region 1-9, Royal Thai Police.

2. This questionnaire is divided into three parts:

Part 1: General information of the respondents.

Part 2: Questions about opinions on factors affecting the development of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9.

Part 3: Questions on the development of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9.

3. Please answer the questionnaire truthfully and as accurately as possible regarding your opinions.

Part 1 General information of the respondent

1. Gender

1.1 Male

1.2 Female

2. Education level

2.1 Bachelor's degree

2.2 Master's degree

2.3 Doctorate

3. Work experience

3.1 1-3 years

3.2 3-6 years

3.3 6 years or more

Part 2 Questions on opinions on factors affecting academic performance of teachers in the Royal Thai Police: A case study of Police Training Centers Region 1-9

Instructions: Please consider (Please✓) the points of the text that are true to you according to the following criteria:

- Most mean having the most opinions
- A lot means having a lot of opinions
- Moderate means having moderate opinions
- Less means having a few opinions
- Least means having the least opinions

No.	Particular	Opinion level				
		Most	Much	Moderate	Little	Least
1. Motivational factors						
1.1	I am committed and determined to teach and share my knowledge with students.					
1.2	I am proud and happy to serve as a teacher at the Police Training Center.					
1.3	I am continually striving to develop myself, expanding my knowledge and teaching skills.					
1.4	I am eager to learn new teaching techniques to apply in my classroom.					
1.5	Receive incentives such as compensation, benefits or recognition from the organization.					

2. Factors related to teaching experience

- 2.1 Have good knowledge and understanding of the content and subjects being taught.
- 2.2 Able to choose teaching techniques and methods that are appropriate for the learner effectively.
- 2.3 Able to effectively manage students in the classroom and create a good learning atmosphere.
- 2.4 Able to adjust teaching methods to suit the situation and needs of the learners.
- 2.5 Able to analyze and evaluate their teaching results for future improvement.

3. Knowledge and academic skills factors

- 3.1 Have expertise in the subject matter being taught and can explain things clearly to students.
- 3.2 Able to analyze and connect academic content with real situations related to police work.
- 3.3 Have skills in transferring knowledge appropriate to the learner's level of understanding.
- 3.4 Able to develop teaching methods that are in line with academic standards and modern teaching methods.
- 3.5 Follow and study new knowledge related to the field of study to continuously develop one.

4. Resource and facilities factors

- 4.1 Receive sufficient and appropriate equipment and tools necessary for teaching.
- 4.2 The classrooms and training venues are well-equipped and conducive to teaching and learning.
- 4.3 Receive sufficient budget and support to organize teaching and training activities.
- 4.4 The technology system and teaching media used in the training center are modern and help increase teaching efficiency.
- 4.5 Easily access teaching materials, books, and academic documents necessary for preparing for teaching.

5. Organizational cultural factors

- 5.1 Able to communicate and exchange ideas with colleagues and executives openly and effectively.
- 5.2 The organization emphasizes cooperation and teamwork.
- 5.3 Received recognition and support from colleagues and management in performing my duties.
- 5.4 Organizational culture encourages employees to be responsible and perform according to professional ethics.
- 5.5 Personnel are encouraged to participate in operations and jointly solve problems.

6. Policy factors in the administration

- 6.1 The organization's policy supports personnel development and promotes the potential of teachers and instructors.
- 6.2 Able to participate in making suggestions or expressing opinions on the organization's policies and management guidelines.
- 6.3 The management policy is fair and takes into account the benefits of personnel at all levels.
- 6.4 Receive complete and consistent information about the organization's policies and management guidelines.
- 6.5 There is a policy to promote teacher development in line with the organization's goals and vision and to help operations be efficient.

7. Factors related to working environment

- 7.1 Physical environment conducive to work and teaching
- 7.2 Receive support and advice from superiors in performing duties.
- 7.3 The organization encourages its employees to work as a team and exchange ideas constructively.
- 7.4 Feeling recognized and valued for the role and work of the teacher
- 7.5 The organization has a friendly working atmosphere and promotes cooperation among colleagues.

8. Interpersonal factors

- 8.1 Able to communicate and work effectively with colleagues.
- 8.2 My supervisor was supportive and gave me the opportunity to express my opinions on my work.
- 8.3 Have good relationships with colleagues which help to make working together smooth.
- 8.4 Able to manage conflicts in the workplace appropriately and constructively.
- 8.5 Able to provide and receive advice from colleagues in a constructive and friendly manner.

9. Technology factors

- 9.1 Receive adequate training or support in using technology related to teaching and learning management.
- 9.2 Easily access the equipment and software necessary for operations.
- 9.3 Data from the organization's technology systems can be used to analyze and make decisions about teaching and learning management.
- 9.4 Digital teaching media and technology tools can be used to increase efficiency in transferring knowledge to learners.
- 9.5 There are channels for self-development through online media to develop oneself, work, academics, and teaching management.

Part 3 Questionnaire on academic competence of lecturers in the Royal Thai Police: A case study of Police Training Centers Region 1-9

Instructions: Please consider the following statements about performance behaviors and mark / in the box that corresponds to your performance level.

- 5 mean that you practice such behavior to the greatest extent.
- 4 mean you practice the behavior to a great extent.
- 3 mean you practice the behavior to a moderate extent.
- 2 mean you practice the behavior to a small extent.
- 1 means you practice the behavior to a minimal extent.

No.	Particular	Competence level				
		5	4	3	2	1
1. In terms of knowledge and understanding of learning management						
1.1	Create a table to analyze the curriculum of the NST teaching every semester.					
1.2	The curriculum is analyzed to reflect principles, objectives, learning standards, subject competencies, and subject descriptions.					
1.3	A variety of modern teaching techniques are used.					
1.4	Learning activities are defined in accordance with the objectives, learning standards, subject competencies and subject descriptions.					
2. In terms of research knowledge						
2.1	A systematic research plan is in place for the research work.					
2.2	There are goals in research operations at every stage of the research.					
2.3	There is monitoring and evaluation of research performance at every stage.					
2.4	The evaluation results were used to improve work efficiency and make research more efficient.					
3. In terms of knowledge and understanding of academic services						
3.1	Providing academic services with willingness and commitment					
3.2	Speak politely and smile to the students or guardians who come to use the service.					
3.3	Providing service with speed and willingness					
3.4	Listen to the opinions of service recipients and use them to improve and make corrections.					
4. In terms of knowledge and understanding of the maintenance of arts and culture						
4.1	Organize learning activities that promote and instill in the preservation of Thai wisdom, arts and culture.					
4.2	Preserve, continue and develop Thai arts and culture.					
4.3	There are actions to preserve national arts and culture at both the agency and police training center levels.					
4.4	There is a mechanism to promote and support arts and culture to be a part of teaching and learning, directly or indirectly.					

Research Interview Form

The development of academic competence of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9

Statement: This interview form is intended for use in a research study on the development of the academic competence of teachers within the Royal Thai Police Office: Study only the case of the Police Training Center, Region 1-9. This is a request for cooperation in providing information that is true to the reality according to the context of your area. The researcher will summarize the results and present academic research in the following order.

Part 1 General Information

Name.....Surname.....

Position.....

Workplace.....

Interview Date.....

1. Study on the development of academic competence of teachers in the Royal Thai Police: Study specifically on the case of the Police Training Centers of Regions 1-9. The questions are as follows:

1.1 What are your suggestions for developing the academic competence of teachers in the Royal Thai Police: A case study of the Police Training Centers of Regions 1-9 in terms of personal factors?

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.....
.....

1.2 What suggestions do you have for developing the academic competence of teachers in the Royal Thai Police Office: A case study of the Provincial Police Training Centers 1-9 in terms of organizational factors?

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.....
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1.3 What are your suggestions for developing the academic competence of lecturers in the Royal Thai Police: A case study of the Provincial Police Training Centers 1-9 in terms of work environment factors?

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Thank you all for providing the information.

Suitability Assessment Questionnaire

Topic: Development of Academic Competence of Lecturers in the Royal Thai Police: A Case Study of Police Training Centers Region 1-9.

Explanation:

1. The purpose of this questionnaire is to obtain the opinions of you, the experts, who are involved in the model of academic competence development of teachers in the Royal Thai Police: Studying specifically the case of Police Training Centers Region 1-9, the researcher summarized the questions from in-depth interviews.

2. The questionnaire is divided into 2 parts as follows:

Part 1 General information of the respondent

Part 2: Evaluation of the suitability of the academic competency development model for teachers within the Royal Thai Police Office: Study only the case of Police Training Centers Region 1-9 in the form of a rating scale with 5 levels. Mark ✓ in the box of your opinion level according to the following criteria:

- Most means the most appropriate level
- Much means very appropriate level
- Moderate means moderate appropriate level
- Less means less appropriate level
- Least means least appropriate level

Part 1 General information of the respondent

1. Interviewee's name and surname
2. Position.....
3. Place of work.....
4. Date.....

Part 2: Evaluation of the suitability of the academic competency development model for teachers in the Royal Thai Police: A case study of the Police Training Centers of Region

No.	Item	Appropriate level				
		Most	Much	Moderate	Less	Least
1. Personal factors						
1.1	Developing expertise in the academic field being taught					
1.2	Development of teaching skills and knowledge transfer					
1.3	Development of research and data analysis skills					
1.4	Development of ethics and code of conduct for teachers					
1.5	Development of communication skills and foreign language skills					
2. Organizational factors						
2.1	Development of organizational structures and policies to support teaching and learning					
2.2	Development of personnel management system and motivation for teachers					
2.3	Development of the procurement and development of modern teaching media					
2.4	Development of support for the development of academic cooperation networks					
2.5	Developing an organizational climate and culture that promotes learning					
3. Working environment factors						
3.1	Development of infrastructure and facilities in the workplace					
3.2	Developing a good working atmosphere and reducing stress in organizations					
3.3	Development of support systems and teamwork					
3.4	Developing support for career development and career growth					
3.5	Developing support for career development and career growth					