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Original Article

The Influence of Organizational Support and the Research Administrative System on Research Behavior in Thai Universities

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Abstract

Existing research shows that there are problems that hinder the research behavior of supporting staff in Thai universities, such as attitudes towards research, lack of organizational support. Therefore, this research was conducted to examine the factors and develop a model to improve and enhance research behavior. Data was collected from 240 participants from six universities by using convenience sampling. The proposed research model was tested through structural equation modeling, and the results showed that the model is fit for the study [$\chi^2 = 74.02$, $df = 42$, $p = .07$, $\chi^2/df = 1.76$, RMR = .01, GFI = .98, AGFI = .96, CFI = .99, RMSEA = .04]. The research results indicated that organizational support has a positive indirect effect on research behavior for routine work development through attitudes toward research ($\beta = .87$, $p = .05$), while the research administrative system has a negative indirect effect on research behavior for routine work development through the attitudes toward research ($\beta = -.50$, $p = .05$). These findings suggest that universities should provide support related to the attitudes to enhance the research behaviors that are advantageous for routine work development. In practice, the research administrative system should apply stronger incentives for the supporting staff to raise the level of their research behavior. Moreover, the universities can provide training, coaching and compensation for the promotion and development of their knowledge, skills, ability and attitudes in order to improve the performance of their research behavior.

The research conducted for routine work development is one type of work potential development policy that is used for supporting staff in many universities. The goal of the research for routine work development is to develop the ability of supporting staff to apply their research findings to the improvement of the efficiency and the effectiveness of their work, which is one factor that affects university quality development. There should be support for the educational administrators who will assist in the creation of a learning organization for employee development and educational quality. (Sritalanuchit, 2015). The researchers, and supporting staff, can learn and transform themselves through systematic thinking, mental models, personal mastery, a shared vision, and team learning (Chaikongkiat et al., 2020).

With regard to the research studies on the routine work development from educational organizations in Thailand, there are several studies that have been conducted on routine work development; however, these were only exploratory research studies. Krasaetho (2021) studied the factors affecting the institutional research of supporting staff, and it was found that the affective factors consist of organizational factors and supporting staff factors such as job security, policies, organizational climate, research knowledge, and attitudes toward research. Yucharoen et al. (2019) studied the needs assessment of the institutional research competency of supporting staff, and the results indicated that the competencies needed for supporting staff doing institutional research comprise research knowledge, research skills, and research attitudes. Following

the literature review, it was concluded that there is a lack of studies on the causal model in research for the development of routine work as well as guidelines for the improvement and promotion of research for routine work development.

From the investigation into the challenges and issues concerned with research for routine work development of supporting staff, it was found that there are several problems involved with negative attitudes toward research for routine work development (Chaikongkiat & Kumkong, 2017), and the problems and obstacles in conducting the research are related to organizational support and researcher competencies and organizations' lack of the encouragement, promotion and raising of the awareness of staff so as to allow them to realize the importance and advantages of conducting research for routine work development (Krasaetho, 2021). The guidelines on development of the competencies needed for doing institutional research of supporting staff suggest that they need some person from the organization to help, make recommendations, and give advice (Ngcobo & Mhlanga, 2022; Ryttberg & Geschwind, 2017; Yucharoen et al., 2019). In addition, there are problematic conditions in the research for the improvement of routine work, for example, agencies may have research policies for supporting staff that are unclear, and some types of research done for routine work development cannot actually be applied to practical use. As a result, supporting staff do not see the importance of conducting research.

Therefore, the aim of this research is to study the causal factors of organizations that have an effect on attitudes and research behavior in order to identify the guidelines for the promotion and development of the research behavior in universities. Thus, the objective of this study was to test the structural equation model of organizational support and the research administrative system that have an influence on the attitudes and research behavior for routine work development of the supporting staff.

Literature Review

In this section, the relevant literature and previous studies of research behavior for routine work development, organizational support, research administrative system and attitudes toward research.

Research Behavior for Routine Work Development

Research is the process of using reliable methods to systematically seach for facts. from which the beneficial uses of research work in general can be classified into four dimensions, namely academic uses, policy utilization, community/social utilization, and commercial usages. Regarding research for the development of routine work, the focus is on the simultaneous development of personnel and improvement of work. There are important characteristics, namely research problems arise from routine work, and the objective is to modify or improve routine work, in which the researcher is the person involved directly with research problems, and the research findings must be used to solve problems and improve routine work. Utilization of the research findings to develop routine work can be divided into five levels (Chaikongkiat & Kumkong, 2017), namely 1) studies within the agency that have not yet been developed or problems that have not been solved; 2) studies that result in the improvement or solution of problems but impacts still exist within the agency, 3) studies that result in the development or clearly solve problems more effectively with the expansion of the effects across agencies, 4) studies that result in the exchange of knowledge in the form of seminars and publishing of research findings in reliable academic journals, and 5) studies that result in policy changes that have broad impacts on society.

From the literature review, it is possible to summarize that research behavior for routine work development is defined as searching for methods to solve problems and improve work performance, then applying the results obtained from the research on work development, including publishing and expanding the body of knowledge based on the research work. (Yucharoen et al., 2019) When considering the levels of research for the development of routine work together with the research process, the researcher divided research for routine work development into three components (Boonpen, 2007), namely 1) behaviors

before research that are involved with analysis of the problematic conditions of work, the development of the body of knowledge, research methodologies, review of documents and related research work, and planning the conducting of research work. 2) Behaviors during research that are involved with planning and ethical practices in terms of the data collection, data analysis, summary of the results of reports, research findings, and recommendations for the guidelines on the development of work. 3) Behaviors after research involved with the application of the research findings for use in the resolution and improvement of the problems with conducting work, publishing the research findings, and the application of the research findings for the development of advancement in careers and occupational placement.

Organizational Support

Organizational support for research on the development of routine work applies the concept of support from the organization, which has a positive correlation with work performance. The concept of organizational support states that support from organizations involves the attitudes of personnel gained from experience and helps to raise the level of the quality of life, which causes staff to bond and exhibit behaviors that are advantageous for work and the organization. There are related research studies that support the concept of organizational support with work behavior (El-Kassar et al., 2022; Eva et al., 2020; Intharakoed & Jadesadalug, 2016; Tongkeaw & Jadesadalug, 2017;). Eisenberger et al. (1986) divided support from organizations based on the perceptions of staff into four aspects, namely 1) the operational aspect, which is the perceptions of staff based on the advice and assistance with performance received from administrators or supervisors. 2) The aspect of knowledge and career advancement opportunities, which is the perceptions of personnel regarding opportunities for self-development provided by the organization in order to advance in their careers. 3) The aspect of empathy, which is the perception that the organization has an interest in employee well-being and helps to solve the problems that are obstacles to performance. 4) the aspect of appreciating the value of performance, which is the perception of personnel regarding the organization and its leaders in terms of acceptance and participating in conducting work, including empathy when work is performed incorrectly.

From the literature review, it is possible to summarize that organizational support is defined as the perceptions of staff resulting from receiving advice, recommendations, guidelines, and assistance and seeing the value of research for the development of work. Organizational support that is related to research for routine work development has three components (Eisenberger et al., 1986), namely 1) providing advice and assistance with research budgets; 2) promotion of career advancement based on conducting research; and 3) promotion and appreciation of the value of conducting research. Based on the existing literature, this study hypothesized that:

H1: Organizational support has a positive direct effect on research behavior for routine work development through attitudes toward research.

Research Administrative System

The research administrative system applies the concept of the *high performance work system*, which was influenced by important basic theories, namely the theory of the resource-based view of the firm (RBV) (Barney, 1991) and the theory of ability, motivation, and opportunity (AMO Theory) (Appelbaum et al., 2000), in which the practices for high performance involve stronger incentives related to human resource management activities with the target to raise the level of the behaviors and performance of the staff. The related research work supporting the concept of the *high performance work system* with work behavior (Abbasi et al., 2020; Kehoe & Wright; 2013, Shi & Cao, 2022). Zhang et al. (2014) determined that the activities involved with the high performance work system comprise 1) recruitment involved with the implementation of work with the aim to motivate the applicants that have knowledge, ability and positive attitudes directly based on the need to participate in work. 2) Training, which is the process of systematic knowledge management in order to create or increase knowledge, skills, ability and attitudes in order to improve the efficiency of performance. 3) Compensation, which includes the expenses that

organizations pay to workers in order to reward performance based on duties and responsibilities. 4) Participation, which involves allowing staff to participate in determining the guidelines for human resource management. 5) Job security, which is the feeling that staff have towards the stability of their jobs and sustainability of their career.

From the document review, it is possible to summarize that the research administrative system is defined as the practices of organizations involved with activities that support and promote research for the development of routine work. The development of skills, knowledge, and ability as well as the creation of opportunities and motivation in research for routine work development can be applied to the advancement of careers and improvement of routine work and the solving of related problems. The research administrative system has three components (Chuayounan, 2016), namely 1) training in order to increase knowledge, skills and ability related to research for the development of routine work. 2) Job security involved with the perceptions that staff have toward advancement in careers based on the results of research on routine work development. 3) Compensation related to financial rewards that organizations pay to staff to improve work with research and include additional rewards other than money. Based on the existing literature, this study hypothesized that:

H2: The research administrative system has a positive direct effect on research behavior for routine work development through the attitudes toward research.

Attitudes Toward Research

Attitudes are indicators that show behaviors comprising beliefs, feelings, and tendencies to exhibit behaviors, and most psychologists have the opinion that attitudes are tendencies that will cause behaviors. There are two types/ directions of attitudes (Brief, 1998), namely 1) positive attitudes, which are defined as when a person has the feeling of preference toward something; and 2) negative attitudes, the meaning of which is directly opposite to that of positive attitudes. If person have attitudes that are different from each other, inevitably there will be behaviors and actions that differ as well. Related research work that supports the concept of attitudes with work behavior (Nirojan, 2021; Purba et al., 2022; Subbarayudu et al., 2021) in which attitudes have three components, namely 1) the cognitive Component, which is the perception of a person related with how much benefit something has and their cognition of that stimulus as the reason to consider and evaluate it; 2) The affective component, which is the emotional feelings that correspond with the first component, which is to say that if a person believes that something has a benefit, that person will be satisfied; however, if that person has a belief and opinion that the thing is not beneficial, that person will not like it; 3) The behavioral intention component, which is when personnel have the cognitive component and the feeling toward that thing, and subsequently, the person will show the inclination to behave or respond to the stimuli in directions that either support or reject it, both of which occur with emotional feelings.

From the literature review, it could be summarized that attitudes toward research are defined as the beliefs and feelings, and there is a tendency of staff perform actions, which are related to research for the development of routine work having three components (Brief, 1998), namely 1) the cognitive component on research for routine work development that has advantages; 2) emotional feelings that are related to affection toward research for the development of routine work; and 3) readiness to show behaviors that is based on the beliefs and feelings resulting from the benefits and satisfaction regarding research for routine work development.

Conceptual Framework of the Research

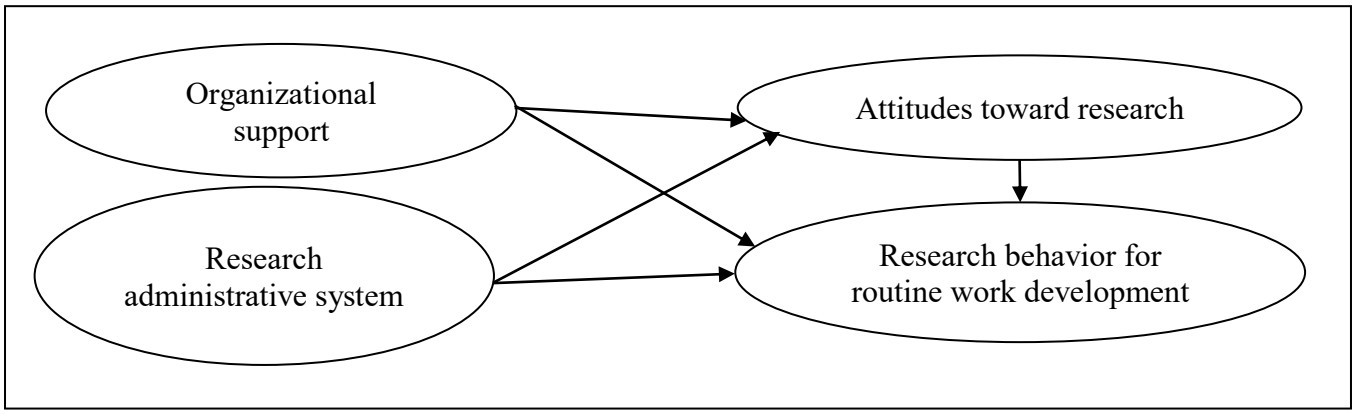
This research applies the concept of organizational ecology that influences human behaviors of Hitt et al. (2007) related the ecological theory of human development of Bronfenbrenner (1979) that organizational ecology influences behaviors, in which the units starting in order from the smallest are the factors of person, groups, sub-units and organizations. This concept of Hitt et al. (2007) is in line with the

concept of analysis of organizational behavior of Robbins and Judge (2018), namely that the study on behaviors in organizations that comprises behaviors of the personal level, group level and organizational level, which are correlated and have influence on each other.

The researcher work examined attitudes toward research as mediator variables because, based on the interactionism theory, attitude variables are psychological states. (Tett & Burnett, 2003; Bhanthumnavin, 2007). Therefore, from the review of documents and related research work, the correlations of the variables could be summarized and the conceptual framework of the research was created as see in Figure 1.

Figure 1

Proposed Conceptual Framework



Method

Participants

The population of this research comprised the supporting staff who work with the universities in Thailand. Due to this research being an analysis of structural equation model with latent variables, the researcher therefore determined the appropriate sample group size. The estimation method of maximum likelihood was selected because it is a method that has consistency and efficiency, and it is independent from the measures (Bollen, 1989), where the size of the sample group is sufficient for analysis of the model. Using the concept of Schumacker and Lomax (2004), the number of samples to be analyzed per the number of observed variables was determined with a ratio of 10-20 : 1, or one observed variable per 20 samples. In this research study, there were 12 observed variables; therefore, the minimum size of the sample group was determined to be 240 participants. This data collection was conducted via an online questionnaire. Participants in this study were those who had conducted research within the previous five years, between 2017-2021. The questionnaires were distributed online and via the sharing of a link containing the questionnaire through supporting staff in the faculty of the university and the researcher through private messages to ask for collaboration to share the link to build connections with other universities. A total of 240 valid responses were collected during five months from December 2021 to April, 2022.

Instruments

A questionnaire was used to gather data, and this included five sections. The first section was demographic data that includes gender, age, education and experience of work. The second to the fifth sections included scales for research behavior for routine work development; attitudes toward research; organizational support; and research administrative system**.** Items were measured using a 6-point Likert scale ranging from strongly agree (6 points) to strongly disagree (1 point). Negative questions had a point's scale that was the opposite.

Before the structural model assessment, all the required criteria should be satisfied; thus, the reliability and validity of the measurement model were measured as follows: The factor loadings, Cronbach's alpha (CA), composite reliability (CR) and average variance extracted (AVE). Firstly, factor loadings were calculated to check the indicator's reliability, in which the loadings should be above .70 and significant at the .05 level. Next, CA and CR were tested to assess the quality of construct internal consistency reliability, and the findings show that all of the metrics exceed the required threshold of .70. Lastly, convergent validity was measured by AVE and all values were above the accepted level of .50 (Hair et al., 2019). The scales used in the research are explained in detail.

Research Behavior for Routine Work Development (BEH) Scale

This scale was adapted from Boonpen (2007) and has a total of 15 items. It is comprised of the observed variables of behaviors before research (BEH_1), behaviors during research (BEH_2), and behaviors after research (BEH_3). The Cronbach's alpha (CA) was .88, composite reliability (CR) was .87, and the value of average variance extracted (AVE) = .94 was obtained from the analysis of affirmative components.

Attitudes Toward Research (ATR) Scale

This scale was self-developed from the concept of attitudes of Brief (1998) and has a total of 9 items. It is comprised of the observed variables of cognitive component (ATR_1), emotional feelings (ATR_2), and readiness to show behaviors (ATR_3). The Cronbach's alpha was .81, composite reliability (CR) was .85, the value of average variance extracted (AVE) = .84 was obtained from the analysis of affirmative components, and the coefficients of determination (r^2) values were equal to .68, .71 and .79, respectively.

Organizational Support (OS) Scale

This scale was self-developed from the concept of support from organizations of Eisenberger et al. (1986) and has a total of 15 items. It is comprised of the observed variables of providing advice and assistance conducting research (OS_1), promotion of career advancement (OS_2), and promotion and appreciation of the value of conducting research (OS_3) The Cronbach's alpha was .83, composite reliability (CR) was .91, the value of average variance extracted (AVE) = .88 was obtained from the analysis of affirmative components, and the coefficients of determination (R^2) values were equal to .71, .71 and .66, respectively.

Research Administrative System (RAS) Scale

This scale was adapted from Chuayounan (2016) and has a total of 8 items. It is comprised of the observed variables of training (RAS_1), job security (RAS_2), and compensation (RAS_3). The Cronbach's alpha was .84, composite reliability (CR) was .81, and the value of average variance extracted (AVE) = .82 was obtained from the analysis of affirmative components, and the coefficients of determination (R^2) values were equal to .59, .99 and .44, respectively.

Ethical Consideration

This research was considered and certified for research ethics in humans from the Human Research Ethics Committee of Phayao University, Thailand, on September 13, 2021 (research project no. UP-HEC2.1/018/64).

Results

This section shows the demographic data of participants, descriptive statistics and the path model analysis. Table 1 demonstrates the classification of participants. The sample of this study consisted of 240 supporting staff consisting of 48.0 % women and 52.0% men. The average education of supporting staff

were bachelor degree with the proportion of 43.0%, and 57.0% master degree. Respondents had experience of work 1-5 years were 10.0%, over 5-10 years were 47.0%, and while those had over 10 years were 43.0%.

Table 1
Demographic Data of Participants

Demographic Data	Frequency	Percentage
Gender		
Male	125	52.00
Female	115	48.00
Education		
Bachelor degree	102	43.00
Master Degree	138	57.00
Experience of work		
1 – 5 years	24	10.00
>5-10 years	114	47.00
>10 years	102	43.00

Assessment of Structural Model

The relationships among the groups of variables, it was indicated that each group of variables is statistically significantly correlated with each other in a positive direction. The correlation coefficient was in a range of .51 - .80 (see Table 2).

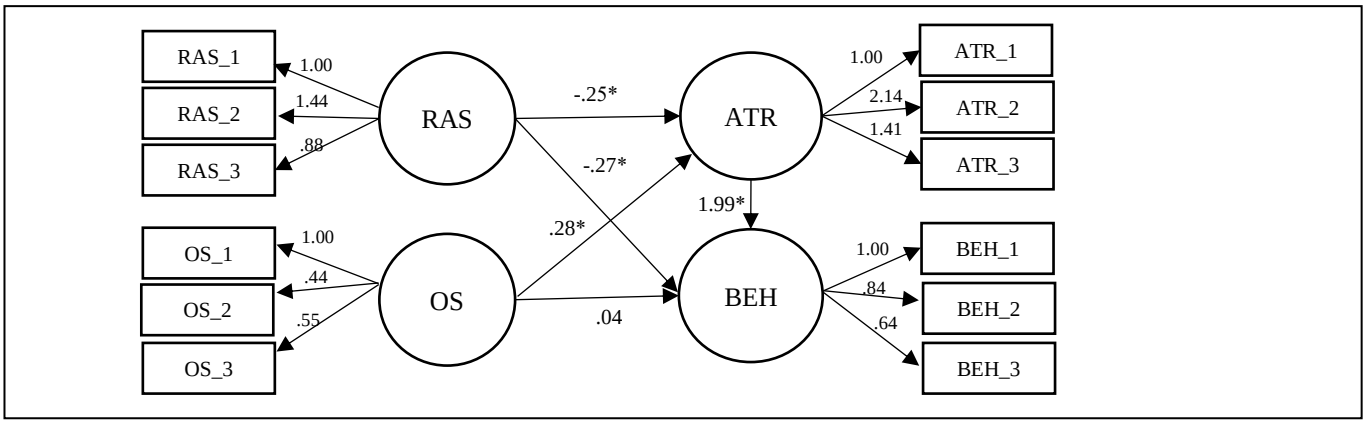
Table 2
Descriptive Statistics and Correlation of Constructs

	OS_1	OS_2	OS_3	RAS_1	RAS_2	RAS_3	ATR_1	ATR_2	ATR_3	BEH_1	BEH_2	BEH_3
OS_1	-											
OS_2	.71**	-										
OS_3	.68**	.68**	-									
RAS_1	.74**	.85**	.61**	-								
RAS_2	.68**	.55**	.55**	.76**	-							
RAS_3	.80**	.55**	.70**	.51**	.66**	-						
ATR_1	.48**	.44*	.31**	.26**	.03	.40**	-					
ATR_2	.58**	.22*	.41**	.25**	.28**	.50**	.69**	-				
ATR_3	.38**	.11	.16**	.02	-.04	.29**	.72**	.75**	-			
BEH_1	.38**	.39*	.51**	.13*	.04	.32**	.54**	.60**	.39**	-		
BEH_2	.33**	.14*	.43**	.11	.12*	.29**	.51**	.76**	.46**	.80**	-	
BEH_3	.096	.21**	.15*	.13*	-.03	-.04	.50**	.57**	.35**	.68**	.80**	-
Mean	4.00	3.93	3.61	3.34	3.43	4.38	4.73	4.42	4.77	4.53	4.56	4.56
S.D.	1.64	1.03	1.16	1.39	1.29	0.91	0.57	0.81	0.71	0.87	0.77	0.74

Note. $^{*}p < 0.05$, $^{**}p < 0.01$, OS_1 = providing advice and assistance conducting research, OS_2=promotion of career advancement, OS_3=promotion and appreciation of the value of conducting research, RAS_1=training, RAS_2 job security, RAS_3=compensation, ATR_1= cognitive component, ATR_2=emotional feelings, ATR_3=readiness to show behaviors, BEH_1= behaviors before research, BEH_2 = behaviors during research and BEH_3=behaviors after research

Figure 2

Structural Equation Modelling Analysis



Note. $^{*}p < 0.05$, BEH = behavior for routine work development, ATR = attitudes toward research, OS = organizational support and ATR = attitudes toward research

For the analysis of structural model as see the Figure 2, the researcher used the goodness-of-fit measures with the harmonization index criteria of the model that are Chi-square Test: $\chi 2 < .05$, $\chi 2 / df < 3.00$, Goodness of fit index: GFI > .90, Adjust Goodness of Fit Index: AGFI > .90, Comparative Fit Index: CFI > .90; Root means squared error of approximation (RMSEA) ≤ .05, Standardized Root Mean Square Residual: SRMR ≤ .05, Normal fit index (NFI) > .90 and Tucker-Lewis Index (TLI) > .90 (Hair et al., 2016). The study has completed the model fit test as indicated by the parameters of $\chi^2 = 74.02$, $df = 42$, $P = .07$, $\chi^2/df = 1.76$, RMR = .01, GFI = .98, AGFI = .96, CFI = .99, and RMSEA = .04. Thus, researcher found a significant model fit for this study.

The results of the path analysis, as see in Table 3, indicate that organizational support (OS) has a significant direct effect in a positive direction on attitudes toward research (ATR) and the size of effect equal to 1.05, while the research administrative system (RAS) has a significant direct effect in a negative direction on attitudes toward research (ATR) and the size of effect equal to 0.63.

Regarding the overall effect of variables that have an impact on research behavior for routine work development (BEH), it was indicated that 1) organizational support (OS) has the highest overall effect on research behavior in order to develop routine work (BEH) with indirect effect in a positive direction and the size of effect equal to 0.87, whereas the direct effect was not statisticallly significant ($b = 0.04$, $P = 0.50$); 2) the research administrative system (RAS) has the lowest overall effect on research behavior for routine work development (BEH). This variable has the direct and indirect effect in a negative direction with statistical significance at the level 0.05 with the size of direct effect equal to -0.29 and the size of indirect effect equal to -0.50; and 3) attitudes toward research (ATR) has direct effect in a positive direction with statistical significance at the level 0.05 and the size of effect equal to 0.83.

Table 3

Result of Mediation Analyses

Attitudes Toward Research (ATR) as Mediator	Direct Effect (β)	Indirect Effect ($\beta i \times \beta j$)	Total Effect	Effect	Conclusions
RAS → ATR → BEH	-.29	-.50 (-.25 x .99)	-.80	Partial Mediation	Hypothesis accepted
OS → ATR → BEH	.07	.87 (.28 x 1.99)	.94	Full Mediation	Hypothesis accepted

Discussion and Conclusion

The objective of this research was to test the structural equation model of organizational support and the research administrative system that have an influence on the attitudes and research behavior for routine work development of the supporting staff. The results showed that organizational support does not have a direct effect on research behavior; however, there is an indirect effect resulting from attitudes toward research, while research administrative system has a negative effect on research behavior for routine work development that is both direct and indirect through the attitudes toward research.

The research results of hypothesis 1 indicated that organizational support has overall effect on research behavior for routine work development, whereas organizational support does not have direct effect on research behavior for routine work development. Both of these may be because the perceptions of support from organizations is the attitude of each person that has an impact on mood and satisfaction (Gilbreath & Benson, 2004), which in some cases, might not have direct results on work behavior. In addition, the research findings indicate that organizational support has an indirect effect on research behavior for routine work development through attitudes. This is because, if supporting staff recognize positive organizational support involving budgets for conducting research, providing advice, and arranging research consultants as well as the support and promotion of career advancement, it will cause them to have positive attitudes toward conducting research as well as sufficient and useful knowledge that is related with the research, and also cause staff to become confident and see the value and advantage of conducting research. This is in line with the research findings of Eisenberger et al. (2001), which indicated that the perceptions of support from organizations as the ability to respond to psychological and social needs of employees make staff feel that the organization is reliable and that they are ready to perform behaviors that are advantageous. In addition, it is also consistent with the research works (Beheshtifar & Zare, 2012; Suryosukmono et al., 2022; Yan et al., 2018; Zhang et al., 2022), the research findings of which mostly indicated that employees with higher levels of perceived organizational support are likely to have positive attitudes and behaviors. In addition, this research finding also supports the Interactionism model (Endler & Magnusson, 1976; Tett & Burnett, 2003; Walsh et al., 2000), which is the principal conceptual framework involved with the categories of causal variables in research studies on the causes of behaviors of humans, namely that people's attitudes are related with behaviors, as attitudes are effectd by the surrounding situational factors that facilitate or hinder the occurence of behaviors together with inherent psychological traits.

The research results of hypothesis 2 indicated that the research administrative system has overall effect on research behavior in order to develop routine work as the research administrative system has both direct and indirect effect in a negative direction. This may be because in the research administrative system, the aspect of training that provides knowledge related with research for the development of routine work, may not match the needs and the application to use it. Thus, from the interviews of supporting staff of an autonomous university, the reason supports this research finding possibly because each supporting staff may have different fundamental knowledge related with a wide variety of numerous research methodologies, including unclear policies and practices involved with the application of the research findings to use for career advancement. In addition, the research administrative system in terms of compensation has diversity and differences in the departments that each employee is affiliated with; therefore, the staff have attitudes that are opposite to the perceptions of the research administrative system. These research findings support the theory of planned behavior of Fishbein and Ajzen (1975), in which attitude towards the behavior is correlated with action. If a person has experienced the perceptions and understanding of stimuli or events inappropriately, it will result in negative feelings, disagreement and tendencies to exhibit negative behaviors. In addition, they are also in line with the research work of Othman and Suleiman (2013), the research results indicated that an organization cannot prosper well, succeed, grow or even survive without adequately addressing the issue of negative attitudes.

Additionally, the results of this research also indicated that the research administrative system has a negative effect on research behavior for routine work development This may be because organizations do not provide sufficient opportunities for staff to participate in determining policies or research administration guidelines in order to develop routine work, thereby causing the research administrative system to not match the requirements for implementation, which causes the research for routine work development to not achieve the targets. In contrast, there are many various research studies (Alqudah et al., 2022; Chambel & Castanheira, 2021; Wang et al., 2022) which confirm that, if organizations create and provide opportunities for staff to participate in determining the guidelines for human resource management and establish the training formats, methods and issues that match the needs in terms of research for the development of routine work, inevitably it will cause research behavior for routine work development that is efficient and effective.

Limitations

This research study has limitations related with the participants. Experience in research was the inclusion criteria for the participants to be able to answer the questionnaire and a question asking the respondents if they had done research was included which allowed the participants to consider themselves as having conducted or not having conducted research. Hence, a number of these participants may possibly have been personnel that have never conducted research for routine work development. Moreover, during the data collection, there were infections of COVID-19 in Thailand. Therefore, it was difficult to conduct an on-site survey and follow up the on the responses to the questionnaire. The researcher used online distribution and the sharing of a link containing the questionnaire through the collaboration of supporting staff, who were asked by the researcher to send this link to their associates in order to create connections with other universities.

Implications for Behavioral Science

This research study indicated that organizational support does not have a direct effect on research behavior; however, there is an indirect effect resulting from attitudes toward research. If supporting staff have a positive attitude toward organizational support, it will inevitably cause them to have efficient and effective research behavior for the routine work development. The organizational support involves the attitudes of staff gained from helping to raise the level of the behaviors that are advantageous for work and the organization (Eisenberger et al., 1986), and the attitudes are tendencies that will cause these behaviors. (Brief, 1998). Therefore, in the guidelines for the development and promotion of research behavior, organizations should support the factors that are conducive to the success of research.

The research administrative system has a negative effect on research behavior for routine work development that is both direct and indirect through the attitudes toward research. If the research administrative system does not support research behavior, the supporting staff will not create or increase their knowledge, skills, abilities and attitudes in order to improve the efficiency of their research behavior. The research administrative system involves stronger incentives to reach the targets to raise the level of the behaviors and performance of the staff (Shi & Cao, 2022). If personnel have attitudes that are different from each other, inevitably there will be behaviors and actions that differ as well (Brief, 1998).

Regarding future research directions, attitudes toward research are important mediator variables that are influenced by organizational support and the research administrative system for the development of routine work. In addition, they also have a direct influence on research behavior for routine work development. Thus, for research studies that are focused on research behavior in order to enhance routine work, experimental research programs to strengthen and improve attitudes toward research should be conducted.

Conclusions

This research indicated that the attitudes of university staff towards research are highly important factor that has a significant direct effect on research behavior for routine work development and is the mediator variable that has a significant effect resulting from the research administrative system and

organizational support. The findings of this research affirm that attitudes toward research have an effect on the research behavior for the routine work development of supporting staff.

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