

EXPLORING THE INFLUENCE OF HUMAN RESOURCE DEVELOPMENT ON JOB PERFORMANCE IN THAILAND EDUCATIONAL INSTITUTIONS

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ABSTRACT

This study investigates the impact of human resource development (HRD) initiatives on job performance in Thailand's educational institutions. Utilizing a comprehensive framework, the research explores the key factors influencing job performance, with a focus on career development, training, and learning. Academic staff perspectives are examined to discern the significance attributed to these factors. The findings reveal a high-level recognition of career development and training, highlighting their pivotal roles in fostering employee engagement and competence. The study contributes valuable insights into tailoring HRD strategies to enhance job performance, providing a nuanced understanding of the dynamics within the educational landscape in Thailand. This research aim to relationship between human resource development and job performance from 300 units of academic staff from Thailand educational institutions. The statistics used in the analysis were percentage, mean, standard deviation, Pearson correlation coefficient and multiple regression analysis. The result shown that career development, training and learning, employee engagement, and cross-culture competence is could jointly predict the job performance of Thailand educational institutions which was statistically significant. All the variables were able to explain the job performance of Thailand educational institutions when considering the multiple regression coefficient as a standard score, the equation is job performance = $4.158 + 0.0482(\text{career development}) + 0.365(\text{training and learning}) + 0.300(\text{employee engagement}) + 0.144(\text{cross-culture competence})$

Keywords: Human Resource Development, Job Performance, Educational Institution

INTRODUCTION

In the dynamic landscape of higher education, the symbiotic relationship between Human Resource Development (HRD) practices and job performance within universities is increasingly recognized as a cornerstone of institutional success. As universities strive to navigate the complexities of the 21st century, the multifaceted roles of faculty and staff demand a strategic and adaptive approach to talent development. This introduction sets the stage for an exploration of how HRD initiatives,

encompassing training programs, career development opportunities, and organizational support, significantly influence the effectiveness, motivation, and overall satisfaction of university professionals. In the academic realm, where the pursuit of knowledge intertwines with the responsibilities of teaching, research, and administration, HRD emerges as a crucial driver for individual and collective success. The contemporary university is a hub of diverse talents, where faculty members, researchers, administrative staff, and support personnel contribute to the institution's overarching mission. Nurturing these talents and aligning them with evolving educational paradigms and institutional goals are at the core of HRD's impact on job performance within university settings Lawless, A., Sambrook, S., & Stewart, J. (2012).

The relationship between HRD and job performance in universities is nuanced and dynamic. As academic institutions face unique challenges, ranging from rapid technological advancements to evolving pedagogical approaches and the need for heightened administrative efficiency, HRD emerges as a strategic lever for adaptation and resilience. This research endeavors to delve into this intricate relationship, aiming to uncover the ways in which HRD practices influence job performance and contribute to the overall excellence and innovation inherent in the academic mission. Human Resource Development, as applied to universities, extends beyond conventional training programs. It encompasses a spectrum of initiatives designed to empower individuals to excel in their roles, cultivate a culture of continuous learning, and align their professional aspirations with the broader goals of the institution. At the heart of this endeavor is the recognition that the development of human capital is not only an investment in individuals but a strategic imperative for the sustained success of the university. Training programs form a critical component of HRD initiatives in universities. These programs are designed not only to impart new skills and knowledge but also to adapt existing competencies to the evolving needs of academia. Whether in the form of pedagogical training for faculty, research methodologies for scholars, or administrative skills for support staff, these programs aim to enhance the professional toolkit of university personnel. The effectiveness of these training initiatives can be measured in the direct impact on job performance metrics, such as improved teaching methodologies, increased research output, or streamlined administrative processes. Davidescu, A. A. (2020), Bal, P. M., & De Lange, A. H. (2015), Viswesvaran, C., & Ones, D. S. (2000).

Career development opportunities within the university setting play a pivotal role in shaping the trajectory of job performance. Universities, as knowledge-driven institutions, thrive on the expertise and continuous intellectual growth of their faculty and staff. HRD initiatives that provide avenues for career advancement, research funding, and leadership training contribute not only to individual satisfaction but also to the overall vibrancy and competitiveness of the academic institution. The ability to attract, develop, and retain top-tier talent is intricately linked to the presence of robust HRD mechanisms. Organizational support, another dimension of HRD, goes beyond individual development to create an environment that nurtures job performance. Supportive policies, transparent communication, and a culture that values diversity and inclusion all contribute to the well-being and job satisfaction of university professionals. A positive organizational culture, fostered through HRD, is conducive to collaborative research endeavors, effective teaching practices, and streamlined administrative processes, ultimately enhancing overall job performance. Tabiu, A., & Nura, A. A. (2013), Kareem, M. A., & Hussein, I. J. (2019).

As universities navigate the challenges of a rapidly changing educational landscape, the strategic integration of HRD becomes imperative. Beyond addressing immediate skill gaps, HRD initiatives need to be aligned with the long-term goals of the institution. This alignment requires a nuanced understanding of the unique challenges and opportunities within the academic context, where

the expectations on faculty and staff encompass not only disciplinary expertise but also adaptability, innovation, and a commitment to lifelong learning.

In conclusion, this research aims to unravel the multifaceted dimensions of HRD and its profound impact on job performance within university settings. By exploring the training programs, career development opportunities, and organizational support mechanisms, we seek to contribute valuable insights that can inform the strategic planning and implementation of HRD initiatives in the academic realm. As universities evolve to meet the demands of the future, understanding the symbiotic relationship between HRD and job performance is not only a scholarly endeavor but a practical imperative for institutions committed to excellence, innovation, and the holistic development of their human capital.

Research Question

1. What is the current situation of human resource development and job performance?
2. What is the relationship between human resource development and job performance?

OBJECTIVE

1. To understand the current situation of human resource development and job performance.
2. To explain the relationship between human resource development and job performance.

LITERATURE REVIEW

Human Resource Development (HRD) is paramount in shaping and optimizing employee performance within an organization. By offering training programs, workshops, and learning opportunities, HRD facilitates the continuous development of employees' skills and knowledge. This emphasis on skill enhancement ensures that employees remain adept in their roles and equipped to meet evolving job requirements. Moreover, HRD fosters a culture of continuous learning that positively influences motivation and engagement among employees. The provision of career development pathways and opportunities for advancement within the organization further bolsters motivation, encouraging employees to strive for higher performance levels. Additionally, HRD contributes to job satisfaction, as employees who perceive their development needs being met tend to be more content and committed to their work. Beyond individual benefits, HRD plays a crucial role in organizational effectiveness, enabling employees to adapt to changes, fostering collaboration and communication within teams, and promoting innovation. Ultimately, by investing in HRD, organizations not only enhance individual and collective employee performance but also strengthen their competitiveness and sustainability in a dynamic and ever-changing business environment.

Human Resource Development

Human Resource Development (HRD) refers to a comprehensive set of practices, processes, and strategies designed to enhance the skills, knowledge, abilities, and overall performance of an organization's workforce. It encompasses activities aimed at improving individual and collective capabilities, fostering learning and development, and aligning human resources with organizational goals. HRD involves various initiatives, such as training and development programs, performance management, career planning, mentoring, and succession planning. The goal of HRD is to create a

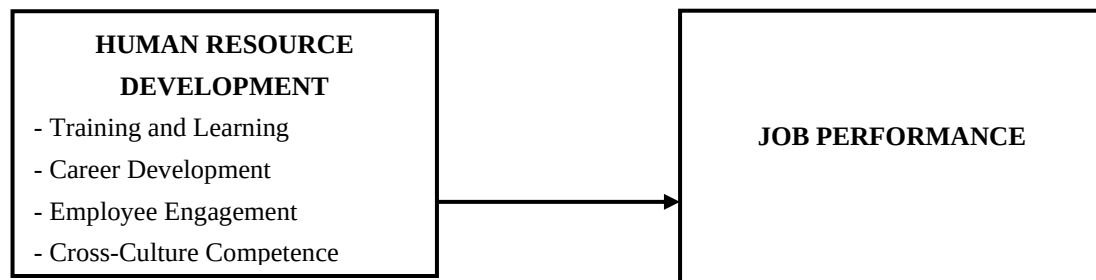
skilled, motivated, and adaptable workforce capable of meeting current and future challenges, contributing to organizational effectiveness, innovation, and sustained growth. Essentially, HRD focuses on maximizing the potential of human capital within an organization to achieve both individual and organizational objectives. Measuring Human Resource Development (HRD) involves assessing various factors that contribute to the growth, development, and effectiveness of the workforce. The measurement factors can be categorized into several key areas. Anwar, G., & Abdullah, N. N. (2021), Dirani, K. M., et al. (2020).

1. **Training and Learning:** Training Effectiveness: Evaluate the impact of training programs on employee skills, knowledge, and performance. Training Hours and Participation Rates: Measure the number of training hours per employee and the overall participation rates in training initiatives.
2. **Career Development:** Promotion Rates: Track the frequency and success rates of internal promotions. Succession Planning Effectiveness: Evaluate the readiness of potential successors for key roles.
3. **Employee Engagement:** Employee Satisfaction Surveys: Use surveys to measure overall job satisfaction and engagement levels. Retention Rates: Monitor employee turnover and retention rates.
4. **Cross-Cultural Competence:** Diversity and Inclusion Metrics: Measure the diversity of the workforce and assess initiatives promoting inclusion. Cross-Cultural Training Effectiveness: Evaluate the impact of training programs on cross-cultural competence.

Job Performance

Job performance refers to the effectiveness with which an individual carries out the duties and responsibilities associated with a specific job or role within an organization. It is a comprehensive evaluation of an employee's actions, behaviors, and accomplishments in relation to the expectations and standards set by the organization. Job performance encompasses both the quality and quantity of work, as well as the individual's ability to meet established goals and objectives. Factors contributing to job performance may include technical skills, interpersonal communication, problem-solving capabilities, initiative, and overall contribution to team and organizational success. Assessments of job performance are often conducted through various means, including performance appraisals, key performance indicators (KPIs), and feedback from supervisors, peers, and other stakeholders. Effective job performance is essential for the achievement of organizational goals and is a key aspect of talent management and employee development. In research, measuring job performance involves identifying and assessing specific factors relevant to the objectives of the study. The selection of measurement factors depends on the research questions, the nature of the job or occupation under investigation, and the overall goals of the research. Here are some common job performance measurement factors in research: Productivity Metrics: Quantitative measures of output, efficiency, or effectiveness in completing tasks or projects within a given time frame. Quality of Work: Assessment of the accuracy, precision, and overall quality of the work performed by individuals in their job roles. Goal Attainment: Evaluation of the extent to which employees achieve specific objectives, targets, or goals set for their roles. Time Management: Measurement of how well employees allocate and manage their time to meet deadlines and accomplish tasks efficiently. Loan, L. J. M. S. L. (2020). Ramos-Villagrasa, P. J., et al. (2019), Akdere, M., & Egan, T. (2020).

Research Framework



METHODOLOGY

Population and Sampling

The research focuses on academic staff from Thailand educational institutions who leaving in Bangkok, constituting a population that cannot be precisely determined. The researcher employed W.G. Cochran's (1953) formula, establishing a sample size of 300 units at a 95% confidence level, utilizing a multi-stage sampling method.

Data Collection

The research instruments employed for data collection comprised a tailored questionnaire aligned with the operational definition and characteristics to be assessed. To ensure the accuracy of research outcomes and the fulfillment of stated objectives, the researcher conducted a rigorous assessment of the questionnaire's validity and reliability. A preliminary pre-test involving 40 participants was administered, and the confidence check results indicated values ranging from 0.7 to 1.00 for each question and the overall questionnaire. Furthermore, the questionnaire successfully passed the content review conducted by the advisor. Consequently, it was determined that the questionnaires were suitable for collecting data.

Data Analysis

Statistics used in data analysis to answer the objectives of this research are descriptive statistical analysis used to describe the demographic characteristics of the sample, the statistics used were frequency and percentage, mean, and standard deviation. inferential statistical analysis is used to test hypotheses which used a simple Pearson Product Movement Correlation Coefficient analysis to test the correlation of two independent variables, and multiple regression analysis to test the influence of independent variables on dependent variables in the research conceptual framework.

RESULTS

Descriptive Analysis

The general information of sample group were academic staff from Thailand educational institutions who leaving in Bangkok, amounting to 300 samples. Most of them were male, 58.7%, age between 31-40 years old, 47.0%, status in marital, 49.25%, the highest level of education at the master's degree level, 45.5%, and monthly income average between 30,001-45,000 baht, 34.25% and domiciled in Bangkok and its vicinities at most 72.00%.

Descriptive data on the human resource development affecting the job performance in Thailand educational institutions, the overall factors are at a high level. If considering each aspect, the first is career development at a high level, followed by training and learning, job performance, employee engagement, and cross-culture competence.

Hypothesis Testing

An analysis of the correlation coefficient between all variables in the model was used Simple Pearson Product Moment Correlation Coefficient statistic, shown in Table 1.

Table 1: the correlation coefficient between all factors of the human resource development on job performance in Thailand educational institutions

Variable	Job Performance	Training and Learning	Career Development	Employee Engagement	Cross-Culture Competence
Job Performance	1				
Training and Learning	.503**	1			
Career Development	.367**	.611**	1		
Employee Engagement	.285**	.246**	.490**	1	
Cross-Culture Competence	.504**	.479**	.370**	.312**	1

* Significant level at .05 ** Significant level at .01

Table 1 shows the correlation coefficient between all factors of the adoption of social media innovations was found that the correlation did not exceed 0.80. All independent variables did not exceed the multiple correlation between the factors because of multicollinearity (Hair et al., 2010). Therefore, all independent variables can be used in stepwise multiple regression analysis, which is to bring the variables to predict in the model one by one.

The results of the analysis of human resource development affecting the job performance in Thailand educational institutions was shown in Table 2.

Table 2: The regression analysis between all factors of the human resource development on job performance in Thailand educational institutions

Variable	b	β	t	p-Value	Tolerance	VIF
Constant	4.158	-	9.254	.000**	-	-
Training and Learning	.365	.330	3.189	.000**	0.294	3.147
Career Development	.482	.479	4.007	.002**	.311	3.871
Employee Engagement	.300	.267	2.252	.001**	.351	3.658
Cross-Culture Competence	.114	.107	1.077	.000**	.260	2.783

** Statistically significant at the .01 level, maximum Eigen value = 3.956

$$R = .376, R^2 = .1419, S.E.=.401, F=6.698$$

The results of the correlation of all variables in the model shown that the highest value of VIF

(Variance inflation factor) was 3.871, which was not more than 5, while the lowest value of Tolerance was 0.260, which was not less than 0.2 and highest maximum Eigen value was 3.956 which did not exceed 10.0. The correlation value indicated not all independent variables were related which did not form multicollinearity. Then data was appropriate to use a multiple regression analysis (Hair, et al., 2010).

The result of regression analysis was found that the human resource development in the aspect of training and learning, career development, employee engagement and cross-culture competence can predict the job performance with a statistically significant value at $F=6.698$. When considering the multiple regression coefficients in the standard score form, it was found that the predictors with the highest multiple regression coefficients were career development ($\beta=0.479$), followed training and learning ($\beta=0.330$), employee engagement ($\beta=0.267$), and cross-culture competence ($\beta=0.107$). It can be created an equation for forecasting job performance in Thailand educational institutions.

Job Performance = $4.158 + 0.0482(\text{Career development}) + 0.365(\text{Training and Learning}) + 0.300(\text{Employee Engagement}) + 0.144(\text{Cross-Culture Competence})$

CONCLUSION AND RECOMMENDATION

Conclusion

Human Resource Development (HRD) significantly influences job performance within educational institutions in Thailand, with various factors operating at a high level. Career development emerges as the foremost aspect, followed by training and learning, job performance, employee engagement, and cross-cultural competence. Among these, academic staff accord career development the highest importance, recognizing its vital role in aligning individual aspirations with organizational goals. HRD, with a strategic emphasis on career development, fosters engagement, satisfaction, and retention by providing growth opportunities. This approach, encompassing training, mentorship, and skill-building initiatives, ensures that employees possess the competencies required for present and future roles. The impact extends beyond individual enhancement to contribute to a dynamic, skilled workforce, ultimately driving organizational success and competitiveness. Training and learning, identified as another crucial factor, play an indispensable role in enhancing job performance. These initiatives empower employees by imparting essential skills and knowledge, fostering adaptability and efficiency in their roles. Organizations, by cultivating a culture of continuous learning, guarantee that their workforce remains adept and responsive to evolving challenges. The investment in training not only enhances individual competence but also collectively contributes to organizational success. Employees equipped with up-to-date skills become catalysts for innovation, productivity, and overall effectiveness. The interplay between training, learning, and job performance becomes a strategic imperative in this dynamic landscape, ensuring a skilled, motivated workforce that positively impacts the organization's growth and competitiveness. These findings align with research by Jiang et al. (2012) and Kareem (2019), underscoring the pivotal role of training and learning in increasing job performance. The acquisition of relevant skills and up-to-date knowledge emerges as a linchpin for employee effectiveness. Corroborating this, Niati (2021) and Wahyuni (2021) emphasize the impact of career development on job performance, highlighting its role as a key motivational factor that energizes employees to achieve peak performance. The synergy between these elements reveals a comprehensive framework wherein career development, training, and learning collectively contribute to shaping a workforce that is not only competent but also motivated and adaptive to the evolving demands of the educational landscape. In the

context of Thailand's educational institutions, where the demands on academic staff encompass teaching, research, and administrative responsibilities, the significance of HRD becomes even more pronounced. A strategic focus on career development, coupled with robust training and learning initiatives, ensures that educators and support staff are equipped to navigate the multifaceted challenges of their roles. The educational landscape is dynamic, with advancements in teaching methodologies, technological integration, and globalized perspectives. HRD emerges as the guiding force that enables individuals to not only keep pace with these changes but also to proactively contribute to the growth and development of educational institutions.

The results of the analysis of human resource development affecting the job performance in Thailand educational institutions. It was found that conformity with career development followed by training and learning, employee engagement, and cross-culture competence could jointly predict the job performance in Thailand educational institutions which was statistically significant. The equation of predicting is $\text{Job Performance} = 4.158 + .0482(\text{Career development}) + .365(\text{Training and Learning}) + .300(\text{Employee Engagement}) + .144(\text{Cross-Culture Competence})$.

Recommendation

For future research on the impact of Human Resource Development (HRD) on job performance in Thailand, several avenues merit exploration to enhance understanding and inform practical interventions. Firstly, a longitudinal study tracking the long-term effects of HRD initiatives on job performance would provide valuable insights into the sustained impact and potential areas for continuous improvement.

Secondly, investigating the specific types of training programs and learning methodologies that yield the most significant improvements in job performance could offer tailored strategies for optimizing HRD efforts. Understanding the preferences and effectiveness of different training modalities would allow organizations to customize their approaches based on the unique needs of the Thai workforce.

Furthermore, examining the influence of cultural factors on the efficacy of HRD interventions in Thailand is crucial. Cultural nuances can significantly impact how individuals perceive and engage with development programs. Research exploring the alignment of HRD practices with Thai cultural values and expectations would contribute to the design of culturally sensitive and effective initiatives.

Lastly, exploring the role of technology in HRD for job performance in the Thai context presents an opportunity. Investigating how digital platforms, e-learning, and virtual training impact employee development and performance could offer practical insights for organizations navigating the digital transformation of HRD practices in Thailand's educational institutions. These recommendations aim to guide future research endeavors that will contribute to the refinement and optimization of HRD strategies for enhanced job performance in the unique context of Thailand.

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