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

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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.



OBJECTIVE

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?

RESEARCH 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



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.



METHODOLOGY

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.



METHODOLOGY

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.



RESULTS AND FINDING

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.



RESULTS AND FINDING

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

Job Performance = 4.158 +.0482(Career development) +.365(Training and Learning) +.300 Employee Engagement) +.144(Cross-Culture Competence)



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.



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