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The Development of Human Resources at Suan Sunandha Rajabhat University

Chintana Dumrongsuntithum¹ and Narumon Chomchom²

¹ Language Institute, Suan Sunandha Rajabhat University, Thailand

² College of Innovation and Management, Suan Sunandha Rajabhat University, Thailand

E-Mail: ¹chintana.du@ssru.ac.th, ²narumon.ch@ssru.ac.th

Abstract

This study examined the current status and strategies for human resource development at Suan Sunandha Rajabhat University, focusing on enhancing personnel potential in academic competence, professional skills, and ethical standards in alignment with the university's mission to produce high-quality graduates. Employing a descriptive research design, data were collected from 400 participants selected from a total population of 1,986 academic and support staff through structured questionnaires. Analyses utilized percentages, means, and standard deviations.

Findings indicated that the university places primary emphasis on academic and professional skill development, alongside initiatives promoting information technology proficiency, language abilities, and teamwork culture. Nonetheless, limitations were observed regarding budget allocation, continuity of programs, and equitable access to development activities. Analysis of workplace factors revealed that staff rated training programs, further education support, development planning, performance evaluation, and motivational systems highly, with the highest confidence in instructor expertise and evaluation's role in fostering motivation. However, post-training follow-up, scholarship coverage, skill diversity, and alignment of rewards with performance were identified as areas requiring improvement.

The study recommends implementing a systematic and continuous strategic plan for human resource development, integrating training, research, and skill enhancement responsive to socio-economic changes, and establishing robust monitoring and evaluation mechanisms to sustain professional growth and organizational effectiveness.

Keywords: Development, Human Resources, Suan Sunandha Rajabhat University

1. Introduction

Human Resource Development (HRD) plays a vital role in enhancing institutional effectiveness and competitiveness in the modern era. Within higher education, HRD contributes to improving academic quality, professional competency, and organizational adaptability in response to global and technological changes. Suan Sunandha Rajabhat University (SSRU) recognizes the importance of strengthening its human capital faculty, staff, and students to align with digital transformation and the knowledge-based economy. Developing personnel capabilities through continuous training, digital skill enhancement, and strategic management is essential to achieving sustainable institutional growth. Therefore, this study aims to examine the

current state and strategies for human resource development at SSRU to promote long-term excellence and competitiveness in the 21st century.

1.1 Research Background and Significance

Human Resource Development (HRD) is a key driver of organizational excellence and competitiveness in the 21st century, particularly within higher education. Suan Sunandha Rajabhat University (SSRU) recognizes the importance of developing its human capital faculty, staff, and students to align with digital transformation and the knowledge-based economy. In response to global challenges such as technological disruption and labor market demands, SSRU emphasizes capacity building through continuous training, digital skill enhancement, and strategic management. Effective HRD not only improves institutional performance but also strengthens the university's sustainability and global competitiveness in an era of rapid change.

1.1.1 Related Theories and Concepts

The conceptual framework of this study is grounded in the following key theories and concepts related to Human Resource Development (HRD):

1. **Leonard Nadler's Human Resource Development Framework (1984)**

This framework defines HRD as a systematic and planned process designed to enhance individual and organizational competencies through **training, education, and development**. It emphasizes continuous improvement and adaptability as essential mechanisms for achieving institutional effectiveness and sustainability.

2. **Schultz's Human Capital Theory (1961)**

This theory posits that investment in education, training, and skill development enhances employee productivity, innovation, and long-term economic growth. It provides a foundational rationale for HRD as a strategic investment in human capital to improve organizational performance and national competitiveness.

3. **Strategic Human Resource Management (SHRM)**

SHRM focuses on aligning human resource practices with organizational goals to ensure that personnel development contributes directly to institutional success. It underscores the importance of integrating HRD into broader strategic planning and policy formulation within universities.

4. **The Learning Organization Theory (Senge, 1990)**

This theory highlights the role of continuous learning, knowledge sharing, and innovation in organizational growth. It supports the creation of an academic environment that encourages collaboration, adaptability, and intellectual development among university personnel.

Collectively, these theories provide a comprehensive foundation for analyzing HRD practices at Suan Sunandha Rajabhat University, ensuring that the study addresses both individual and

organizational dimensions of human capital development within a rapidly changing global context.

1.2 Research Objectives

1. To examine the current level of human resource development at Suan Sunandha Rajabhat University.
2. To compare the level of human resource development according to individual demographic factors.
3. To explore strategies for enhancing human resource development at Suan Sunandha Rajabhat University.

2. Literature Review

A recent empirical study by Wongleedee (2024) explored how employee morale influences staff competency at Suan Sunandha Rajabhat University. The authors conceptualized morale as comprising job satisfaction, motivation, workplace relationships, and managerial support. Their results show that employee morale significantly predicts competency levels among university staff. The findings highlight the importance of emotional and social factors in HRD within higher education. The study also aligns with HRD models that emphasize the interaction between individual attitudes and institutional support. The authors recommend morale-enhancing practices—such as leadership development and recognition programs—to improve staff capabilities.

2.1 Concepts of Human Resource Development

Human Resource Development is defined as a systematic process aimed at enhancing the knowledge, skills, and attitudes of personnel to improve individual performance, organizational effectiveness, and competitiveness (Swanson & Holton, 2021). At SSRU, HRD is viewed as a strategic tool to prepare faculty, staff, and students to adapt to rapid changes in the higher education environment. The primary objectives of HRD include strengthening competencies, supporting career development, improving operational efficiency, and fostering positive work attitudes and motivation (Noe et al., 2022).

Modern HRD encompasses multiple dimensions. Digital skills development ensures personnel are equipped to leverage information systems, artificial intelligence, and emerging digital tools effectively (OECD, 2019). Lifelong learning emphasizes continuous, self-directed education through formal, informal, and online modalities to foster adaptability (European Commission, 2020). Innovation development promotes creativity and problem-solving to enhance organizational competitiveness (Nguyen et al., 2020). Soft skills, including teamwork, leadership, and communication, are also critical to meeting contemporary labor market demands (World Economic Forum, 2020). Within the higher education context, HRD at SSRU focuses on developing faculty teaching, research, and technological skills, enhancing administrative staff capabilities, and preparing students for workforce readiness.

2.2 Theories and Conceptual Frameworks of HRD

HRD at SSRU is informed by contemporary theoretical frameworks that guide the design, implementation, and evaluation of development initiatives. Nadler's HRD framework emphasizes the integration of training, education, and development to build both technical and leadership competencies (Werner, 2021). Human Capital Theory posits that investments in personnel enhance productivity and long-term organizational value (Becker, 2020), a perspective that underpins HRD strategy at SSRU.

Adult Learning Theory, or Andragogy, highlights that adult learners benefit most from experiential, participatory, and application-oriented approaches (Knowles, 1984; Merriam & Baumgartner, 2020), which are applied in faculty and staff development programs. Motivation theories, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, further inform HRD by emphasizing the importance of recognition, career growth, and personal fulfillment in fostering engagement and performance (Herzberg, 2017; Noe et al., 2022). Competency-based HRD and strategic alignment ensure that HRD initiatives at SSRU are targeted, measurable, and aligned with institutional goals, promoting both individual and organizational excellence (Nguyen et al., 2020; Sirikul et al., 2021).

2.3 Empirical Studies on HRD

Empirical research underscores the critical role of HRD in enhancing institutional performance. Studies indicate that digital skills development through platforms such as Learning Management Systems (LMS) and virtual classrooms significantly improves teaching effectiveness and administrative efficiency (Nguyen et al., 2020; Thongmak, 2021). Innovation competencies, including critical thinking, complex problem-solving, digital literacy, and creative leadership, are strengthened through university-industry collaboration and work-integrated learning programs (World Economic Forum, 2020; Sirikul et al., 2021).

Collaborative networks enhance HRD outcomes by connecting universities with external partners, facilitating joint training, research, and curriculum design that respond to labor market needs (Srivastava & Agarwal, 2021). The COVID-19 pandemic accelerated the adoption of lifelong learning strategies, with online teaching and digital training improving faculty and student competencies (Bao, 2020; Ali et al., 2021). Within Thailand, research has highlighted that international research collaboration, AI adoption, electronic document management, and cooperative education programs contribute significantly to faculty development, administrative efficiency, and graduate readiness (Supakarn et al., 2021; Rajabhat University Central Group, 2022; Sureporn et al., 2023)

3. Methodology

3.1 Research Design

This study employed a quantitative descriptive research design to investigate factors influencing Human Resource Development (HRD) at Suan Sunandha Rajabhat University

(SSRU). The design focused on collecting structured data from personnel to assess perceptions and practices related to HRD, training, and staff development.

3.2 Participants

The sample comprised 400 personnel from SSRU, selected using Taro Yamane's formula (as cited in Yaowaret, 2008) with a 95% confidence level and a 5% margin of error. Participants included faculty members, administrative staff, and support personnel who represented various departments within the university.

3.3 Instruments

The study employed a **structured questionnaire** developed based on relevant HRD theories and previous research. It comprised two sections:

1. **Demographic Information:** Gender, age, education level, monthly income, and work experience (close-ended questions).
2. **HRD Factors:** 25 items measured on a 5-point Likert scale (1 = least, 5 = highest) to assess attitudes toward HRD and training programs.

3.4 Procedure

1. The finalized questionnaire was distributed to 400 SSRU personnel for data collection.
2. Participants completed the questionnaires anonymously, and responses were collected and checked for completeness.
3. Secondary data were collected from relevant literature, HRD theories, and prior research to support the analysis and interpretation of findings.

3.5 Data Analysis

Quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

1. Demographic variables were summarized using frequency and percentage.
2. HRD-related factors were analyzed using mean and standard deviation to determine the levels of perception and attitudes toward human resource development initiatives.

4. Results

Table 1: Summary of Research Results on Human Resource Development

Aspect	Overall Mean	Highest-Rated Item	Mean	Lowest-Rated Item	Mean	Key Insight
Training	4.47	Trainers have appropriate knowledge and experience	4.84	Post-training evaluation for continuous improvement	4.24	Staff value trainer expertise; evaluation follow-up is less emphasized

Aspect	Overall Mean	Highest-Rated Item	Mean	Lowest-Rated Item	Mean	Key Insight
Education Support	4.30	Encouragement to pursue higher education	4.58	Scholarship/support for further study	3.98	Organizational support exists, but financial aid may be insufficient
Development	4.36	Organization has a clear staff development plan	4.57	Development of diverse skills	4.16	Clear development planning; skill coverage may be limited
Performance Evaluation	4.54	Evaluation enhances motivation	4.76	Evaluation results used for development planning	4.28	Evaluation motivates staff; linkage to development plans needs improvement
Motivation and Rewards	4.46	Good reward system fosters organizational commitment	4.67	Reward system aligns with performance	4.18	Rewards and recognition strengthen engagement; alignment with performance could improve

5. Conclusion

The study concludes that:

1. Human resource development at Suan Sunandha Rajabhat University is perceived positively by staff, particularly in areas of performance evaluation, rewards, and training.
2. Reward systems, performance appraisal, and recognition significantly influence motivation and organizational commitment, consistent with Herzberg's (1959) motivation theory.
3. Some areas, such as linking evaluation results to staff development planning and providing sufficient scholarships, require further improvement.
4. Recommendations include continuous enhancement of reward systems, integrating performance evaluations with development plans, establishing formal feedback mechanisms, and promoting a culture of recognition to strengthen motivation and engagement.
5. Future research should expand samples, use mixed-methods approaches, and consider additional factors such as work-life balance, career progression, and longitudinal trends.

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