

## บทความวิจัย

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## บทคัดย่อ

ปัจจุบันการเรียนการสอนหรือการศึกษาในสาขาการพัฒนาทรัพยากรมนุษย์ในประเทศไทยพัฒนาการมายาวนานโดยประสานความร่วมมือระหว่างวงการวิชาการและนักปฏิบัติเป็นเวลาราว 20 ปี อย่างไรก็ตาม การออกแบบและปรับปรุงเนื้อหาของ การเรียนการสอนให้สอดคล้องกับบริบทและความต้องการของผู้มีส่วนได้ส่วนเสียกลุ่มต่างๆ นั้นย่อมส่งผลให้คุณภาพการเรียน การสอนดีขึ้น อีกทั้งยังเป็นการส่งเสริมผู้จบการศึกษาที่มีคุณภาพตรงตามความต้องการของตลาดแรงงานและสังคม รวมถึงสร้าง ความเข้าใจเกี่ยวกับความต้องการของผู้มีส่วนได้ส่วนเสียอีกด้วย การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อนำเสนอความต้องการที่มีต่อ การจัดการเรียนการสอนด้านการพัฒนาทรัพยากรมนุษย์ในระดับบัณฑิตศึกษาในประเทศไทย การศึกษาใช้ระเบียบวิธีวิจัยแบบ ผสมผสานระหว่างการวิจัยเอกสาร การวิจัยเชิงคุณภาพ และการวิจัยเชิงปริมาณ โดยขั้นตอนแรกคือทบทวนวรรณกรรมเกี่ยวกับ หัวข้อรายวิชาในหลักสูตรสาขาการพัฒนาทรัพยากรมนุษย์ในประเทศไทย และสัมภาษณ์ผู้มีส่วนได้ส่วนเสียของหลักสูตร แล้ว จึงพัฒนา แบบสอบถามสำหรับการเก็บข้อมูลเชิงปริมาณจากกลุ่มตัวอย่างซึ่งเป็นผู้มีส่วนได้ส่วนเสียกับหลักสูตรโดยใช้วิธีการ วิเคราะห์ค่าเฉลี่ยและการตัดแยกปัจจัยเชิงสำรวจ พบว่าหัวข้อเนื้อหาสามารถแบ่งออกเป็น 10 หมวดหมู่ ซึ่งครอบคลุมถึงหมวด ความรู้ด้านการพัฒนาทรัพยากรมนุษย์ในระดับต่างๆ อาทิระดับบุคคล ระดับองค์กร และบริบทนานาชาติ ความรู้ด้านการบริหาร ทรัพยากรมนุษย์ ความรู้ด้านระเบียบวิธีวิจัย ความรู้ด้านทฤษฎีฐานรากในการพัฒนาทรัพยากรมนุษย์ ความรู้ด้านการจัดการ ทางธุรกิจ และความรู้ด้านจริยธรรม ซึ่งสอดคล้องกับการทบทวนวรรณกรรมและมาตรฐานคุณวุฒิวิชาชีพด้านทรัพยากรมนุษย์ ในประเทศไทย งานวิจัยนี้ได้ให้ข้อเสนอแนะเกี่ยวกับผลลัพธ์การเรียนรู้ที่คาดหวังของหลักสูตร HRD รวมทั้งแนวทางการออกแบบ พัฒนา และประเมินหลักสูตรเพื่อให้ตรงตามต้องการของผู้มีส่วนได้ส่วนเสีย

**คำสำคัญ :** การพัฒนาทรัพยากรมนุษย์, HRD, อุดมศึกษา, การศึกษาด้าน HRD, หลักสูตร HRD, โปรแกรม HRD, ประเทศไทย

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# Needs in Human Resource Development Education at the Graduate Level in Thailand

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## Abstract

The educational programs in Human Resource Development (HRD) in Thailand have operated for more than 20 years, with a partnership between scholars and practitioners (McLean & Akaraborworn, 2014). As the quality of educational programs requires the content to be up-to-date and suitable for current situations (Kuchinke, 2007; Sritanyarat & Russ-Eff, 2016), this paper provides an understanding of the needs in HRD Education at the graduate level in Thailand. A review of literature and interviews with HRD education stakeholders were performed to develop the questionnaire. Further, a survey was performed with various stakeholders. It was found that the most needed areas in HRD education were communication, talent management, consultation, and organizational culture. Exploratory factor analysis categorized the subject areas into ten groups, including human resource development in different contexts, such as individual level organizational level, and international context, human resource management, research methods, business management, theory-based courses, and ethics. The results of this study aligned with the literature, as well as Thailand's HR professional standards. This paper reveals the expected outcomes of HRD programs and offers implications for designing, improving, and evaluating curriculum of the HRD programs according to the needs of various stakeholders.

**Keywords :** human resource development, HRD, higher education, HRD education, HRD curriculum, HRD programs, Thailand

## Introduction

Human resource development (HRD), along with organization development (OD), receives extensive attention by both scholars and practitioners in Thailand. The concept of HRD was added to the third national economic and social development plan (School of Human Resource Development, National Institute of Development Administration, 2013). The sixth national economic and social development plan (2540-2544 B.E.) had emphasized Thais' potential development in order to improve their competencies and skills in work that could reflect on economic and social development in today's rapidly-changing society (National Economic and Social Development Board, 2008). According to the plan, many academic institutions are interested in developing and offering HRD curricula. McLean and Akaraborworn (2014) researched HRD education in Thailand from 1992 to 2014 and found that there were 14 programs in both public and private institutions that were certified by the Office of Higher Education Commission, consisting of one program in the undergraduate level; five programs in the master's degree level; and eight programs in the doctoral degree level.

HRD education in Thailand has been operated for more than 20 years and has a strong partnership between scholars and practitioners (McLean & Akaraborworn, 2014). However, changes in economic, social, and cross-cultural collaboration have had an extreme effect on education. Therefore, education programs need to adapt to serve the needs of society, which are the actual customers of the educational system. At present, the gaps between scholars and practitioners continue to increase (Kuchinke, 2007), and

the quality of educational programs requires content and subjects that are up to date with and suitable for current situations and the environment (Sritanyarat & Russ-Eft, 2016). Therefore, curriculum of the educational programs should be designed and structured to serve social situations and stakeholders' needs to achieve high quality. Despite the needs to advance the field of HRD in Thailand, and the needs to continuously develop the curriculum of the educational programs, there has been limited input to inform about what needs to be focused in the curriculum of the educational programs. The study of the needs for HRD education intend to help the education institutions deliver high-quality programs and graduates for the society, and to communicate with all stakeholders, including students, stakeholders, and prospect students, as well as to involve HRD programs in order to understand their needs and to attract them to the institution. In order to serve the previously-mentioned purposes, the research question of this study is: *What are the needs in HRD education at graduate level in Thailand?* This study chose the context of graduate level because of the nature of research influences in teaching and learning. Graduate students and undergraduate students hold different focus in learning. Graduate students often focus more on their career development. Undergraduate students have less focus regarding this matter. When they did not share the same focus, this study chose the graduate level context for a potential in advancing the field of HRD in Thailand.

## Literature Review

### Definition of HRD

There is no absolute meaning of HRD. The foundation of HRD in Thailand came from the concept in the United States (McLean & Akaraborworn, 2014). Nadler's (1970 as cited in McGuire, 2010) definition of HRD is one of the well-known concepts. HRD, in his perspective, is a process that is well-designed and organized in order to change human behaviors in a certain period of time. In his definition, there were no details of the activities that could help change behavior, expected behaviors, or the expected results from the changed behaviors. McLagan (1989 as cited in McGuire, 2010) provided details of the process in behavioral changes. She defined HRD as the integration of training and development, career development, and organizational development that could help improve human and organization effectiveness. This definition provides not only the types of activities but also specifies the expected outcomes of HRD. Nadler and Nadler's (1992) definition of HRD activities comprised 3 dimensions, as that of McLagan (1989 as cited in McGuire, 2010), yet there were different in terms of detail. Nadler and Nadler's (1992) definition consisted of training (learning activities supporting improvement in one's present work) (Garavan, 1997; Nadler & Nadler, 1992); education (learning activities supporting improvement in future work) (Garavan, 1997; Nadler & Nadler, 1992); and development (learning activities that do not focus on the work itself, but prepare learners for learning and changes in the future) (Nadler & Nadler, 1992). In addition, Watkins and Marsick (1997, as cited in McGuire, 2010) discussed the idea that

HRD is not limited to training, career development, or organizational development, but also includes adult learning activities such as coaching and mentoring (McGuire, 2010). From McLean and McLean's (2001) perspective, HRD has a broad scope that can cover the process, expectations, and outcomes of human development in an individual, team, organization, community, nation, or in humanity at large. In the Thai context, Na Chiangmai (1998) defined HRD as a process that involves many stakeholders in order to develop the competencies of the individual, the organization, and the community through organizational and community development in order to achieve individual, organization, and community goals efficiently and effectively in a harmonious way.

In summary, HRD can be viewed according to many aspects, from purpose to process and stakeholders. HRD activities can define differently; however, HRD's purposes have always been connected with the development of social units, and trying to yield better outcomes or effectiveness.

### HRD Education

*HRD Education in Developing Countries.* McLean and Akaraborworn (2014) studied HRD education in developing countries by using Thailand and Malaysia as cases. They found that there was more than one institution that provided HRD education in Thailand, and the curricula were more established compared with those of other developing countries. There were more than 30 HRD related programs in at the bachelor, master, and doctoral degree level under different names and different faculties. On the research side, there was collaboration between researchers and

practitioners, academic seminars, and more than five HR journals. However, HRD education in Thailand has to expand its knowledge to neighbour countries, such as the ASEAN countries, and build theories that could be bridged with practices in the Thai context.

*HRD Education in the United States.* The field of HRD has been growing. Kuchinke (2002) studied HRD education in the United States and found that there were 55 HR-related programs under different names and different faculties. This was similar to the situation of the HRD programs in Thailand that the number of enrolments in after-hours programs was increasing, which was also consistent with the situation in Thailand (McLean and Akaraborworn, 2014).

Kuchinke (2002) found that HRD education should include instructional design, instructional delivery, evaluation, adult learning theories, needs and performance analysis, history and philosophy of HRD, instructional technology, organization development, HRD consulting, management of HRD, organization theory and behavior, organizational learning and learning organization, computer applications in HRD, principles of business, industry and management, teams and group dynamics, change management, diversity and multicultural HRD, instructional media, distance learning, career development, strategic HRD, psychological dimensions in HRD, facilitation, communication in HRD, organization analysis, leadership development, international HRD, action learning and action research, economic dimensions of HRD, HRD and educational policy studies, and quality management.

Moreover, Hite and McDonald (2010) and McDonald and Hite (2010) suggested that HRD

education should provide diversity management skills to students, who would be HRD practitioners in the future. Those skills include acknowledging different behaviors, finding others' strengths, acknowledging and controlling biases, avoiding jumping to biased conclusions, performance-based management, and leadership development for diversity in the organization (Kormanik and Rajan, 2010).

#### HRD Education in Thailand

McLean and Akaraborworn (2014) studied HRD in higher education in Thailand and found that there were 14 programs in seven institutes. Apart from human resource development, titles of those programs contain the terms organization development, human capital management, HRD administration, educational leadership, Human and Community Resource Development, and Industrial Business and Human Resource Development. These programs are under either the department or school of business administration, education, or human resource development directly.

Most of the HRD programs aimed to produce graduates that have three major characteristics: (1) to be knowledgeable and skilful in the human resource development area; (2) to be moral and ethical in terms of professional requirements; and (3) to exhibit leadership qualities. In addition, the doctoral HRD programs aimed to create research-based knowledge in the field.

#### Human Resource Trends

The trends in the field of human resources reflect changes that researchers and practitioners should be concerned about. They also affect teaching, learning,

and the design of education programs. Studies of human resource trends have done both at international and national levels.

*Human Resource Trends in International level.*

The Society for Human Resource Management (2015) proposed five key trends that impact the field of HR. First, demographic shifts have affected human resource management drastically. The following could be considered as those shifts: 1) developed countries have reached the stage of an aging society, 2) labor transfer between countries, and 3) the workers in generation Y have different needs and sources of motivations from senior workers. Therefore, the compensation and benefits in organizations have tended to become more flexible and provide more opportunity for women, veterans, and people with disabilities. Secondly, technology can reduce the quantity of work for mid-skilled workers, resulting in less employment. As those that lose the job are overqualified to work at a lower level, there could be an issue of unemployment. This situation also causes a decrease in engagement, retention, and overall production. Thirdly, there is a gap between the education system, graduates, and employment. Graduates are not well-prepared for work in terms of either technical or soft skills, especially in the area of STEM (Science, Technology, Engineering, and Math). Fourthly, globalization, due to technological advancement, affects organizations—there will be more international employees, suppliers, talents, and leaders in organizations that are facing challenges in managing these changes. Lastly, crowdsourcing has become a new model of hiring; people, including students, housewives, and retirees, can work anywhere

and at any time. Organizations and start-ups need to adapt their task decomposition in order to support crowdsourcing.

In order to respond to those changes, Akaraborworn (2011; 2014) studied human resource trends in nine dimensions: workforce planning, recruitment and selection, training and development, career development, employee relationships, performance management, compensation and benefits, organization development, and corporate social responsibility (CSR). One important finding was that the majority of employees that stayed with a company for a long period of time and may be in top positions were retiring; thus organizations emphasized succession planning, employee shortage planning, and generation gaps. Organizations increasingly have placed an interest in diversity management in terms of generations, nations, culture, and genders. More women have tended to be employed in positions traditionally given to males. In addition, health and the environment have become an issue in the HRD field including employee relation, compensation, and CSR. Organizations have also emphasized environmentally-friendly activities, taking care of people with disabilities, and employees' health and safety environmental activities. The trend of a happy workplace was found to increase as well as the high performance and healthy organization. Competencies that are more expected were soft skills due to generational diversity and technology. HRD has tended to place its interest on developing people, not only regarding work-related skills but also soft skills, such as teamwork, analytical thinking, positive thinking, and so on. On the other

hand, performance management is still focused on the individual, as well as team performance and performance-based pay, in order to establish the high performance organization. Moreover, HRD has had to include technology in its functions.

*Human Resource Trends in Thailand.* In addition to research, the Personnel Management Association of Thailand (PMAT) and the Thailand Professional Qualification Institute (TPQI) developed HR professional standards that certify human resources practitioners in Thailand. This was the effort from the practitioner's perspective to advance the field of HRD in Thailand. This standard is called the HR Occupational Standard Model and comprises two main sections, namely: 1) HR expertise competencies, including HR concept and strategy, attraction and selection, remuneration management, employee relations, learning and development, workforce planning, performance management, career management, and organization development, and 2) HR professional practices, including ethical practice, analytical thinking and innovation, ICT and digital skill, developing self and people, communication and media literacy, collaboration, team and leadership, change management and partnering, and diversity management (Thailand Human Resources Certification Institute, 2016).

In conclusion, according to the literature, HRD programs should consider diversity issues (e.g. age, nation, and competencies), technology that could improve the effectiveness of human resource work, and the expectation of employers toward graduates in terms of knowledge and soft skills that could serve the labour market in the future.

## Methods and Methodology

This research used sequential exploratory mixed method design (Creswell & Creswell, 2015) for developmental purpose (Greene, Caracelli, & Graham, 1989). Each step was performed in sequence. The results were concluded only after the final step was completed.

### Step One: Literature Review

The first step was to review documents regarding fourteen HRD education programs in Thailand based on McLean and Akaraborworn's (2014) study. In this step, qualitative data were collected, using data-driven coding technique, to develop a list of subjects and courses that are provided in the present. The findings of this step were integrated with those of the second step to develop questionnaire.

### Step Two: Interview

The second step was interviews with stakeholders to collect information about the needs of human resource and organizational development education in Thailand. In this case, these needs could be new subjects and courses that have never been taught in Thailand or that have not been taught in the past. Apart from the literature review, interviews were one of the methods used in the triangulation in order to ensure the trustworthiness of information (Glesne, 2011). Interviewees were purposively selected (Cooper and Schindler, 2006) based on Kuchinke (2001) including: (1) employers that are practitioners in the HRD field (middle or top management) that recruited graduates in HRD programs and that can provide a labor market perspective; (2) lecturers in HRD education that can provide academic perspective; and (3) graduates of HRD programs that can apply their knowledge and

skills at works. Eleven interviewees were interviewed to reach data saturation. Qualitative data from the interviews were analyzed by inter-rater approach to develop coding system and to conclude the results of the interviews.

When put together the subject areas emerged from the interviews with data from the literature review of 14 HRD programs in higher education in Thailand, 60 subject areas of HRD programs emerged as can be seen in Table 1. The detailed interview results were not included in the report as of the agreement with all interviewees not to reveal the interview results. To ensure the trustworthiness of the findings, inter-rater approach was performed in this step too.

#### Step Three: Questionnaire

The last step is a quantitative method. The questionnaire, which was developed based on the content analysis of the literature review and interview data, comprised of three parts: 1) 5 items of personal information; 2) 60 items of needs in HRD education at the graduate level in Thailand using a 5-level Likert-type scale; and 3) 60 items on the effectiveness of HRD education at the graduate level in Thailand using a 6-level Likert-type scale, where the respondents could choose cannot evaluate as an answer. A pilot test was conducted with 30 stakeholders involved in HRD education at the graduate level in Thailand. Cronbach's alpha coefficient was 0.963 for the needs and 0.969 for the effectiveness of HRD education at the graduate level in Thailand.

Based on Green (1994) and Tam (2001), the stakeholders in higher education were lecturers/instructors, officers in educational institutions, students,

related government sectors, and assessors from various organizations. Moreover, this research included needs from the employers' perspective. Therefore, the size of the population could not be estimated. According to Krejcie and Morgan (1970), assuming the population of 1,000,000, the possible sample size was 384. Thus, 500 questionnaires were distributed in hard copy and electronic file to stakeholders, including lecturers/instructors, officers in educational institutions, students, including current students and people that are interested in HRD education, government sectors, and assessors from various organizations, employers, and HR-related associations. The number of respondents was 440 (88%) comprised of 21 lecturers (4.8%); 48 current students (10.9%); 32 alumni (7.3%); 5 employers (1.1%); 225 HRD practitioners (51.1%); 86 people that were interested in HRD programs (19.5%); 11 officers in program controlling, monitoring, and evaluating (2.5%); and 12 not stating their roles as stakeholders (2.7%).

Descriptive statistics, including percentage, mean, and standard deviation, were used as well as exploratory factor analysis to study the relationship between subjects, in this case to uncover the potential of grouping subject areas in manageable means for curriculum development. The minimum loading for the exploratory factor analysis was 0.40 according to Hair et al. (1998). A t-test analysis was conducted to compare the needs between different stakeholders.

#### Limitations

This study exhibited three main limitations. First, the questionnaire respondents were mostly HRD practitioners (51.1%). That could have affected the



overall opinions. An explanation could be that many respondents have multiple roles, such as being students and graduates that work in the HRD field. This study asked the Respondents to choose one perspective to provide their answers. That could have resulted in such a proportion of respondents. However, the data from this group can be analyzed in terms of the practitioners' perspective clearly. Second, this study focused only on education at the graduate level and did not cover other branches of education that could be involved with HRD, such as human resource management, industrial psychology, and so on. Undergraduate or bachelor degree programs were not included either. The reason was that there are differences between the undergraduate and graduate level, and therefore the findings of this research did not cover programs and content for the undergraduate level. Finally, this study focused only on HRD education in Thailand without including national diversity. However, the interviewees and respondents worked in both Thai and multinational organizations at the international level. Though there was a difference in types of organization, this research was mainly focused on the Thai context.

## Results

The results regarding the needs in HRD education at the graduate level in Thailand are shown in the table below.

Table 1 Descriptive statistics on the needs in HRD education and the effectiveness of current HRD education at the graduate level in Thailand

Subject areas	Descriptive statistics on the needs				Descriptive statistics on the effectiveness of current HRD education			
	Mean	n	S.D.	Std .	Mean	n	S.D.	Std .
				Error Mean				Error Mean
1. Business and Entrepreneurship, Business Partnership	4.04	404	.901	.045	4.02	384	1.003	.05
2. Marketing and Project Selling	3.34	397	.934	.047	2.73	365	.96	.05
3. Process and Operation Management	3.91	401	.831	.041	2.91	386	.79	.04
4. Risk Management	3.84	402	.878	.044	2.83	383	1.02	.05
5. International Business Management	3.47	403	.936	.047	2.81	375	1.01	.05
6. Financial Management	3.56	400	.899	.045	2.78	371	.99	.05
7. Accounting for Management	3.48	399	.945	.047	2.80	370	1.05	.06
8. Career Development	4.29	400	.827	.041	3.04	395	1.01	.05

Subject areas	Descriptive statistics on the needs				Descriptive statistics on the effectiveness of current HRD education			
	Mean	n	S.D.	Std .	Mean	n	S.D.	Std .
				Error Mean				Error Mean
9.Talent Management	4.40	401	.782	.039	3.05	395	1.07	.05
10.Communication	4.41	400	.789	.039	3.20	397	1.02	.05
11.Consultation	4.34	398	.786	.039	3.04	395	1.07	.05
12.Critical and Systematic Thinking	4.28	393	.765	.039	3.02	379	1.06	.06
13.Diversity, multicultural HRD	4.27	396	.804	.040	3.00	386	1.04	.05
14.Organization culture	4.34	393	.801	.040	3.06	385	1.05	.05
15.Global HRD,International HRD	4.10	392	.866	.044	2.85	376	1.19	.06
16.HR Trends	4.26	388	.806	.041	3.11	379	1.11	.06
17.Economics for Human Resource Development,Human Capital	3.95	391	.856	.043	2.87	379	1.05	.05
18.Evaluation in HRD	4.33	391	.786	.040	3.09	385	1.05	.05
19.Group and Team Management	4.18	388	.784	.040	3.07	377	1.07	.06
20.Adult Learning Theories	3.80	388	.862	.044	2.86	374	1.07	0.55
21.History and Philosophy of HRD	3.43	392	.927	.047	2.80	379	1.088	.06
22.HRD Theories	3.77	391	.906	.046	3.07	384	1.063	.054
23.Organization Theory	3.71	393	.910	.046	3.10	388	1.05	.05
24.Compensation Management	4.28	392	.799	.040	3.27	388	1.068	.05
25.Industrial Relations, Employee Relations,Occupational Health and Safety	4.24	390	.863	.044	3.24	385	1.05	.04
26.Quality of Life	3.98	392	.893	.045	3.04	379	1.06	.05
27.Recruitment and Selection	4.19	390	.863	.044	3.29	385	1.06	.05
28.Management of HRD	4.27	393	.812	.041	3.32	387	1.07	.05
29.Tools in HRD	4.22	390	.825	.042	3.26	384	1.04	.05
30.Labour and HRD-Related Laws	4.26	393	.847	.043	3.31	386	1.03	.05
31.Job Evaluation	4.15	392	.829	.042	3.18	384	1.11	.06
32.Organization Architecture	4.11	388	.836	.042	2.89	378	1.04	.05

Subject areas	Descriptive statistics on the needs				Descriptive statistics on the effectiveness of current HRD education			
	Mean	n	S.D.	Std .	Mean	n	S.D.	Std .
				Error Mean				Error Mean
33.Human Resource Analytics and Information Systems	4.08	389	.841	.043	2.89	382	1.09	.06
34.Innovation in HRD	4.15	387	.855	.043	2.94	375	1.11	.06
35.Internship	3.60	389	.954	.048	2.86	375	1.03	.05
36.Leadership Development and Management	4.22	389	.823	.042	3.13	386	1.05	.05
37.Mentoring and Facilitating	3.97	390	.881	.045	2.87	385	1.10	.06
38.Community Development,Sustainable development	3.60	390	.895	.045	2.80	374	1.04	.05
39.National Human Resource Development,Social and Education Development	3.75	390	.914	.046	2.84	372	1.06	.06
40.Organization Development	4.18	391	.827	.042	3.17	386	1.02	.05
41.Change Management	4.15	388	.824	.042	3.08	382	1.05	.05
42.Organizational Learning, Learning Organization	4.12	391	.852	.043	3.10	385	1.07	.05
43.Knowledge Management	4.05	391	.879	.044	3.11	387	1.06	.05
44. Performance Management	4.20	390	.866	.044	3.14	389	1.08	.06
45.Organization Behavior	4.05	389	.857	.043	3.23	388	1.08	.06
46.Psychology	4.05	390	.874	.044	3.16	378	1.04	.06
47.Quality Management	3.89	389	.898	.046	3.03	377	1.06	.06
48.Research -Independent Study, Thesis, Dissertation	3.65	390	1.019	.052	3.08	385	1.06	.05
49.Research Methods and Methodologies	3.67	389	.997	.051	3.06	384	1.10	.06
50.Seminar	3.65	388	.941	.048	3.16	386	1.07	.05

Subject areas	Descriptive statistics on the needs				Descriptive statistics on the effectiveness of current HRD education			
	Mean	n	S.D.	Std .	Mean	n	S.D.	Std .
				Error Mean				Error Mean
51.Special Topic Study	3.56	389	.911	.046	3.04	382	1.07	.06
52.Statistics	3.59	385	.920	.047	2.96	382	1.07	.06
53.Training and Development - Instructional Delivery	3.99	389	.897	.045	3.19	385	1.05	.05
54.Training and Development - Instructional Design	4.06	388	.890	.045	3.22	385	1.04	.05
55.HRD, Educational Policy Studies	3.82	388	.897	.046	3.12	378	1.03	.05
56.Strategic HR	4.22	389	.852	.043	3.14	384	1.05	.05
57.Project Management	3.88	388	.868	.044	3.02	384	1.02	.05
58.Ethics, Corporate Governance, Corporate Social Responsibility	4.13	389	.885	.045	3.11	382	1.06	.05
59.Foundation for Graduate Studies	3.61	391	.968	.049	2.96	385	1.07	.05
60.Foreign Languages	4.25	391	.933	.047	3.05	383	1.22	.06

It can be seen from the above table that the three most-needed areas in HRD education were: 1) communication (mean = 4.41), 2) talent management (mean = 4.40), and 3) consultation and organization culture (mean = 4.34). The mean score was categorized according to 5 levels: 1) most important (mean = 4.21-5.00); 2) important (mean = 3.41-4.20); 3) moderate (mean = 2.61-3.40); 4) not quite necessary (mean = 1.81-2.60); and not necessary at all (mean=1.00-1.80). All of the subjects were ranked in group 1 and 2, showing that they were perceived as important to the most important subject areas, except for marketing and project selling, which fell into group 3, showing that it was perceived as moderately important.

Furthermore, exploratory factor analysis was conducted in order to investigate the relationships between the subjects, which were categorized into 10 groups as shown below.

*Group 1 : HR Functions at the Organization Level (13 subjects) :* 1) Organization Development; 2) Organizational Learning/ Learning Organization; 3) Performance Management; 4) Knowledge Management; 5) Change Management; 6) Organization Behavior; 7) Organization Architecture; 8) Human Resource Analytics and

Information Systems; 9) Innovation in HRD; 10) Mentoring and Facilitating; 11) Strategic HR; 12) Leadership Development and Management; and 13) Tools in HRD.

*Group 2 : HR Functions at the Individual Level (11 subjects) :* 1) Consultation; 2) Communication; 3) Diversity/ Multicultural HRD; 4) Talent Management; 5) Critical and Systematic Thinking; 6) Career Development; 7) Organization Culture; 8) HR Trends; 9) Evaluation in HRD; 10) haviour Business and Entrepreneurship/ Business Partnership; and 11) Group and Team Management.

*Group 3 : Research, Research Methods, and Methodologies (10 subjects) :* Research Methods and Methodologies; 2) Special Topic Study; 3) Research - Independent Study/Thesis/Dissertation; 4) Seminar; 5) Statistics; 6) Foundation for Graduate Studies; 7) Community Development/ Sustainable Development; 8) Foreign Languages; 9) NHRD/ Social and Education Development; and 10) Project Management.

*Group 4 : Human Resource Management (6 subjects) :* 1) Recruitment and Selection; 2) Labor and HR-Related Laws; 3) Industrial Relations/ Employee Relation/ Occupational Health and Safety; 4) Compensation Management; 5) Management of HRD; and 6) Quality of Life.

*Group 5 : Business Management (6 subjects) :* 1) Financial Management; 2) Accounting for Management; 3) International Business Management; 4) Marketing and Project Selling; 5) Risk Management; and 6) Process management/ Operation Management.

*Group 6 : Human Development (4 subjects) :* 1) Training and Development - Instructional Delivery; 2) Training and Development - Instructional Design;

3) HRD/ Educational Policy Studies; and 4) Job Evaluation.

*Group 7 : Grounding Theories (4 subjects) :* 1) History and Philosophy of HRD; 2) HRD Theories; 3) Organization Theory; and 4) Adult Learning Theories.

*Group 8 : HRD-related Subjects (3 subjects) :* 1) Psychology; 2) Internship; and 3) Quality Management.

*Group 9 : Advanced HRD (2 subjects) :* 1) Global HRD/ International HRD; and 2) Economics for Human Resource Development/ Human Capital.

*Group 10 : Ethics : Ethics, Corporate Governance / Corporate Social Responsibility.*

Table 2 Results of exploratory factor analysis on the needs in HRD education

Subject areas	Component									
	1	2	3	4	5	6	7	8	9	10
Organization Development	.731	.264	.270	.102	.083	.040	.129	.107	.103	.055
Organizational Learning and Learning Organization	.729	.242	.306	.159	.131	.098	.048	.107	.086	-.100
Performance Management	.706	.315	.191	.279	.044	.087	.099	.015	.006	-.054
Knowledge Management	.653	.250	.270	.218	.146	.133	.132	.170	-.003	-.048
Change Management	.646	.350	.351	.177	.041	.020	.006	.109	.032	-.007
Organization Behavior	.614	.266	.200	.239	.000	.210	.283	.164	.026	-.012
Organization Architecture	.604	.228	.117	.079	.128	.392	.204	-.038	.192	.126
HR Analytics and Information System	.531	.223	.121	.226	.119	.354	.265	-.051	.167	.236
Innovation in HRD	.526	.210	.279	.133	.061	.298	.216	.089	.244	.212
Mentoring and Facilitating	.504	.271	.292	.129	.137	.199	.070	.226	.057	.173
Strategic HR	.481	.326	.248	.211	.078	.462	.055	-.073	.014	.151
Leadership Management and Development	.448	.266	.140	.322	.232	.270	.145	.270	.046	.033
HRD Tools	.436	.344	.108	.411	-.042	.261	.198	.065	.132	.049
Consultation	.233	.751	.112	.159	-.012	.046	.108	.095	.040	.052
Communication	.143	.737	.068	.255	.103	.034	-.007	.187	-.122	.149
Diversity Multicultural HRD	.209	.704	.124	.100	.002	.094	.216	.060	.265	.073
Talent Management	.360	.658	.035	.255	.134	.130	-.014	-.062	.062	-.097
Critical and System Thinking	.254	.641	.134	.105	.194	.064	.215	-.026	.010	.160
Career Development	.252	.626	.176	.235	.179	.147	.056	-.240	.061	-.047
Organization Culture	.299	.624	.124	.215	-.024	.151	.105	.093	.294	.011
HR Trends and Issues	.177	.570	.139	.208	.028	.177	.161	.112	.364	.086
Evaluation in HRD	.216	.471	.186	.333	-.004	.245	.201	.021	.338	-.206
Business and Entrepreneurship	.350	.435	.098	-.118	.425	.142	-.016	.069	-.102	-.280
Group and Team Management	.171	.413	.258	.314	.107	.156	.303	.261	.208	-.090
Research Methods and Methodologies	.303	.086	.764	.051	.114	.109	.248	-.070	.080	-.092

Special Topic Study	.195	.125	.764	.126	.112	.211	.063	.105	.117	-.039
Research IS Thesis Dissertation	.328	.115	.763	.029	.129	.037	.214	-.050	.086	-.104
Seminar	.127	.237	.651	.207	.005	.236	.155	.189	.063	.042
Statistics	.207	.079	.649	.065	.120	.307	.112	-.003	.080	.065
Foundation for Graduate Studies	.166	.105	.644	.205	.164	.157	.210	.177	-.030	.284
Community Development and Sustainable Development	.411	.079	.534	.043	.207	.002	.214	.210	.060	.315
Foreign Languages	.005	.216	.509	.387	.134	.015	-.132	.108	.114	.379
NHRD / Social and Education Development	.423	.143	.452	.083	.155	.079	.266	.147	.248	.355
Project Management	.359	.161	.442	.120	.170	.398	.106	.109	-.061	.189
Recruitment and Selection	.202	.214	.122	.711	.077	.245	.150	.250	.046	-.036
Labour Law	.200	.199	.096	.706	.015	.139	.175	.005	.127	.232
Industrial Relations /Employee Relations /OHSE	.175	.261	.151	.695	.090	.118	.275	-.002	.022	.060
Compensation Management	.230	.247	.070	.620	.194	.201	.171	-.095	.065	-.026
Management of HRD	.355	.374	.122	.581	-.025	.186	.166	.145	.012	.044
Quality of Life	.125	.134	.290	.570	.242	.029	.139	.259	.086	-.004
Financial Management	.078	.016	.096	.225	.844	-.043	.000	-.040	.073	.018
Accounting for Management	.031	-.022	.075	.230	.798	-.057	.007	-.088	.193	.007
International Business Management	.036	.074	.195	.010	.766	.052	.015	.061	.155	.208
Marketing Selling	.113	.013	.084	-.118	.677	.072	.073	.375	-.127	-.194
Risk Management	.137	.353	.197	-.002	.580	.220	.159	.041	-.137	.143
Process Management and Operation Management	.172	.391	.048	.043	.521	.291	.214	.185	-.191	-.026
Training and Development: Instructional Delivery	.148	.156	.357	.249	.036	.718	.120	.187	.049	-.085
Training and Development:	.207	.182	.346	.237	.030	.715	.082	.135	.055	-.091

Instructional Design										
HRD Education Policy Studies	.313	.061	.329	.248	.075	.553	.234	.112	.087	.132
Job Evaluation	.443	.225	.095	.321	.081	.456	.235	-.049	.161	.180
History and Philosophy of HRD	.107	.086	.272	.252	.107	.132	.761	.111	.130	.091
HRD Theories	.215	.183	.249	.276	.023	.167	.726	.047	.130	.033
Organization Theory	.276	.213	.232	.277	.062	.174	.666	-.003	.009	.071
Adult Learning Theories	.170	.322	.290	.188	.074	.013	.539	.311	.093	-.114
Psychology	.278	.248	.093	.274	.113	.358	.117	.519	.083	.244
Internship	.284	-.011	.401	.187	.089	.161	.200	.495	.148	.005
Quality Management	.328	.090	.350	.232	.231	.167	.143	.479	.116	.132
Global HRD/ International HRD	.216	.407	.274	.119	.110	.089	.144	.111	.607	.132
Economics for HRD and Human Capital	.218	.299	.221	.182	.267	.095	.279	.078	.562	-.103
Ethics/ Corporate Governance/ CSR	.224	.252	.399	.320	.117	.121	.171	.119	-.118	.450

*Note.* Factor loadings < .4 are suppressed



The results regarding the effectiveness of current HRD education at the graduate level in Thailand were analyzed from the data collected using the third part of the distributed questionnaire. It was shown in table 1 that the three most effective subject areas were 1) business and entrepreneurship/business partnership (mean = 4.02), 2) management of HRD (mean = 3.32), and (3) labor and HR-related law (mean = 3.31). The mean score was categorized into five levels: (1) very effective (mean = 4.21 - 5.00); (2) effective (mean = 3.41-4.20); (3) moderately effective (mean = 2.61 - 3.40); (4) not quite effective (mean = 1.81 - 2.60); and not effective at all (mean = 1.00-1.80). Most of the subject areas were ranked moderately effective, while none of subject areas were ranked as not quite effective or not effective at all. The least effective subject area was marketing and project selling (mean = 2.73).

The post-hoc analysis which was the t-test analysis indicated that there was a difference between the needs and effectiveness of HRD subjects in preparing graduates for the labour market at the 0.001 significance level. It can be asserted then that the effectiveness of HRD education still did not meet the needs of stakeholders.

## Discussion

The results of this study reflected scope of HRD including the processes, expectations, and outcomes regarding individuals, teams, organizations, the community, or humanity. Also, the results affirmed the learning focus and the performance focus of HRD. The results could be considered aligning with the existing literatures about definitions of HRD proposed McLean and McLean's (2001), Watkins and Marsick's (1997 as

cited in McGuire, 2010), and Swanson's (1995).

According to the results presented earlier, distance learning and strategic HRD were not found, even they were presented in many literatures. That might have occurred due to the title of subject called human resource development tools that already included distance learning. Moreover, the title of strategic HRD was already the integration of 60 subjects in HRD in order to serve organization strategy. The integration also included business acumen, operation management, the human resource development technique, and soft skills development. Furthermore, the need for computer for applications for HRD was not clearly stated. It could be implied that this subject was a part of the human resource analytics and information system. Instructional technology was not found either. The explanation could be that this study revealed the area of training and development-instructional delivery and instructional design as related to instructional technology. The principles of business, industry and management were found in many subjects due to the separation of business into seven categories, namely; business and entrepreneurship/business partnership; marketing and project selling; process management and operation management; risk management; international business management; financial management; and accounting for management.

The results of this study and Kuchinke's (2002) suggestion, presented earlier, were in the same direction. This study seems to cover more details however of the subject areas. The findings also indicate that the evolution of HRD education developed into multi-disciplinary study.

The results covered both expectation from the academia and practitioners. According to the

HR Occupational Standard Model (Thailand Human Resources Certification Institute, 2016), almost every aspect of HR professional requirements were presented in the results, except 1) HR concept and strategy, which suggest that strategic HRD already covers the HR concept and strategy; 2) workforce planning, which is generally found in the human resource management field rather than HRD; and 3) developing self and people, which suggests that this competency is a part of many subject areas, such as analytic and systematic thinking, adult learning theories, training and development-instructional delivery and training and development-instructional design in HRD education. It could be concluded that the results of this study could respond to the needs of the practitioners at a high extend.

### Implication for Practice

First, as this research investigated the needs of HRD education at the graduate level in Thailand, the expected implications would be the design, improvement, and evaluation of HRD programs according to the needs of various stakeholders. Second, this study illustrated the exploratory factor analysis results that put 60 subject areas into 10 groups. HRD program directors or management could use this information in categorizing the subjects in their program in order to provide the necessary knowledge and skills that would serve the needs of the labour market. Finally, the findings of this study and HR professional standards have different focuses. Therefore, some of the competencies mentioned in the HR professional standards were not obviously stated in the findings. However, those competencies were found in some subjects according to this study. HRD program management could consider designing courses and

communicate the programs' focus and expected outcomes to people that are interested in the program, students, employers, and other stakeholders in order to provide common understanding about the program and related competencies required for HR professionals.

### Suggestions for Future Research

First, according to the analysis and discussion regarding the needs for HRD education in Thailand, stakeholders can be categorized into two major groups according to their needs: (1) direct stakeholders including lecturers, students, and alumni; (2) indirect stakeholders including employers, people that are interested in HRD programs, HR practitioners, and program monitoring, controlling, or evaluating officers (e.g. program director and quality assurance officer). In the future, researchers can investigate these needs more deeply, including their roles, needs, and expectations regarding HRD programs. Second, future research can be conducted at the undergraduate level in order to determine these needs and to make suggestions for the related programs. Moreover, comparative study can be conducted between the undergraduate and graduate level in order to integrate and support learning at each level in order to contributively develop the quality of graduates. Finally, research can be done in each country, especially in ASEAN countries, in order to compare stakeholders' needs in HRD programs as this could help with understanding needs at the international level. Furthermore, comparative study between types of organizations (e.g. public, private, or multinational level) could provide greater understanding of the needs of each organization, and HRD programs then could serve the needs of the market more accurately. ▲

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