NEED SKILLED FOR DEVELOPING THE OFFICERS OF HUMANITIES AND SOCIAL SCIENCES, SUAN SUNANDHA RAJABHAT UNIVERSITY,THAILAND.

[1]HUSTAYA NUALSUWAN, [2]MARNDARATH SUKSANGA, [3]BUABUTTRI SIRIWAT

[1,2,3] Department of Humanities and Social Sciences, Suan Sunandha Rajabhat University, Thailand.
E-mail: hustaya.nu@ssru.ac.th

Abstract- The article aims to study the need skilled for developing the officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The results can help enhance improve skill of officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. Using the quantitative method. Preliminary sample data (N=44) collected from officers are working at Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The sample of this study was 44 personnel, consisted of 6 management level and 38 practitioner level. A questionnaire with a Likert typed-scale has been used for data collection. SPSS software and data analyses included descriptive statistics included measurements of frequencies, percentages, means, and standard deviations. The results indicate that, important skills for management level of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University are consisted Communication skill, Problem solving skill, Planning & organizing skill and Technology skill. And the results of important skills for practitioner level of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University is Analysis thinking skill. So, it requires special attention of the policymakers and institutes.

Keywords- need skilled, developing, officers.

I. INTRODUCTION

In addition to focusing on the management and technology, many organizations have turned their attention to improving organizational performance significantly. Organizations need access to the globalization for globalization has the potential to help improve employment outcomes. In order for this to be successful, it needs to improve three operational aspects: quality of work, speed and innovation, including the ability to bring a product or service in the market [1].

Human resource development has often been viewed as a cost rather than an investment. This is, however, certainly changing in organizations today, but not as fast as could be expected. One of the main reasons is that it is difficult to show a causal link between HRD and organizational success. It is difficult to show a payoff from HRD in the short term, and HRD performance indicators are difficult to define precisely. Personal development is a lifelong process. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.

Conventional 'training' is required to cover essential work-related skills, techniques and knowledge, and much of this taking a positive progressive approach to this sort of traditional training. Training and development guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations The reason for this is that in terms of training, and development, what's good for people is good for the organizations in which they work– what's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too [2].

Today, employers in every organization emphasize the need for employees with certain foundational skills. Because employee performance is tightly related to organizational performance [3]. Thus, skills required for performance influences employee performance and then to organizational performance. The results of this study can help enhance improve skill of officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

II. OBJECTIVE

To study the need skilled for developing the officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

III. LITERATURE REVIEWS

3.1 Definition of Human Resource Development.

For many people HRD is synonymous with organizing training courses in the workplace. That is part of HRD, but there are also broader and deeper concerns. This introductory module will describe the key concepts and core processes associated with HRD in work organizations. The central terms that need to be defined here are:

- HRD and the HRD process;
- the three dimensions of HRD: cognitive capacity, capability and behaviour;
- performance management;
- human resource management.

3.2 Individual based development activities.

3.2.1 On the job development activities.

Personal competencies can be developed on-the-job or through means closely linked to the job. This can

be organized via 1) familiarization, 2) development through work: challenging job assignments, job rotation, stand-ins, job enrichment, 3) development through projects: special projects, development projects, 4) development through steering: coaching, tutoring, and mentoring, and 5) action learning [4].

1) Familiarization.

Familiarization is about transferring organizational knowledge to new employees. The goal is to transfer as much of the organization's knowledge to the new employee so that he or she can contribute fully to the organization's efforts as soon as possible.

2) Development through work.

Challenging job assignments are a potent form of human resource development. International assignments are just one example. They can also be a part of different kinds of development programs. Job enrichment provides employees a wider range of work. This challenges them to develop their competencies and also benefit from them.

Deputizing is also a practical way to promote the development of in-house skills.

Job rotation programs are a type of experiential learning in which employees are assigned to work in a variety of different sub-units of the organization for limited periods of time for developmental reasons.

3) Development through projects.

Projects and development undertakings offer excellent development opportunities for employees. The groups involved are often cross-organizational, which allows for a natural transfer of knowledge across functions and units. Projects promote a comprehensive understanding of the organization, and also allow personnel to gain practice in their managerial skills. Indeed, projects promote career development while functioning as efficient grounds for professional development.

4) Development through steering.

In the last two decades there has been a marked interest in the use of formal mentoring programs to facilitate human resource development.

Coaching involves practical, goal-focused forms of one-on-one learning, and ideally behavioral change. It is typically defined as a committed, long-term relationship in which a senior person supports the personal and professional development of a junior person.

Job counseling aims to improve the professional skills of those involved, their personal growth, and also their ability to manage problem situations at work. Job counseling is used especially in jobs involving personal relationships. Job counseling can also be used to promote wellbeing at work [5].

5) action learning

Action learning is an approach which combines formal training with learning from experience. It refers to a variety of development approaches in which employees use issues from their own companies as the basis for learning [4].

3.2.2 Development processes outside every-day work [4].

In addition to developing personal competencies by means of work related assignments as presented above, personal competence development is also often supported by methods that require employees to stop working for a period of time or that take place fully outside the workplace.

Development activities outside the workplace include lectures and information sessions, short and long training programs, education programs (for example an MBA), benchmarking, study trips and visits, and self-managed learning.

3.3 Faculty of Humanities and Social Science, Suan Sunandha Rajabhat University [6].

Faculty of Humanities and Social Science has been developed along with Suan Sunandha Rajabhat University. Initially, Faculty of Humanities and Social Science was not divided as department. Teachers attached to Department of Humanities and Social Science are responsible in teaching several important courses in the educational curriculum. In B.E.2518 (1975), there was the Act enacting all teacher's colleges to transform into academic colleges; therefore, Department of Humanities and Social Science was founded by opening for teaching in diploma degree, Bachelor's Degree: (4 years) and Bachelor's Degree (2 years) (Post-diploma). For field of studies, the faculty had 3 major subjects, namely Thai language, English language and social studies. After that, in the year of B.E. 2527 (1986), the curriculum was improved and the curriculum of liberal arts was opened for teaching in 2535 (1992). "Department of Humanities and Social Science" was transformed into "Faculty of Humanities and Social Sciences" in according with the Rajabhat Institute Act and the position of "Chief of Department" was changed to "Dean"; the faculty supervised 11 departments. Later, in the year of B.E. 2542 (1999), a structure of the departments was changed to be programs according to curriculum for producing undergraduate students, total 11 programs and in the year of B.E. 2543 (1987), Programs of Liberal Arts, Dance, Drama and Music were separated to establish as Faculty of Liberal Arts. Faculty of Humanities and Social Science, therefore, had the programs opening for teaching in Bachelor's Degree (4 years), departments of educations and art, total 7 programs.

As, in the present time, the needs of personnel possessing foreign language skills are increased, both in public sector and private sector. All the time from the past, the faculty has opened Japanese Language and French Language and Chinese language subjects all of which are elective subjects of Tourism Industry Program, Business English Program and English Program, all of which were interested by students every year. In the academic year of B.E. 2545 (2002), therefore, the faculty improved potential of Japanese Language Program and Chinese Language Program consisted of the curriculum, lesson plans, teachers,

media, lecturer source and field experience by opening "Japanese Language Program" and "Chinese Language Program" in Bachelor's Degree (4 years) in the academic year of B.E. 2546. Moreover, the faculty received academic cooperation with Yunnan Normal University, PRC in establishment of Chinese Language and Culture Center by holding official opening ceremony on June 10, 2002; the faculty opened Chinese Language Training Curriculum for faculty of teachers and interesting persons. In addition Yunnan Normal University provided cooperation with SSRU in making lesson plans "Chinese Language Program" in Bachelor's Degree (4 years). In the academic year of B.E.2546 (2003), SSRU signed in academic cooperation in providing education for students of Yunna Normal University (Joint Venture 2+2 Bachelor's Degree Program) as the students would study at Yunna Normal University for 2 years and other 2 years would study at SSRU in the Tourism Industry Program, Faculty of Humanities and Social Science. The aforementioned Chinese students started studying in Tourism Industry Program in 1st semester, academic year of B.E, 2548 (2005) henceforth. Furthermore, in academic year of B.E.2547 (2004), the faculty developed the curriculum and opened for teaching in Bachelor's Degree (4 years), namely Cultural Management, fields in the academic year of 2548 (2005) : Hotel and Lodging Business Management, Geography and Geo-Informatics and other 2 fields in the academic year of 2550 (2007): Social Innovation Management and Information Management; the Social Innovation Management opened for enrollment in semester 1/2007 and Information Management started opening for enrollment in semester 1/2008. In the academic year of B.E. 2554 (2011) the faculty opened Local Government (Curriculum of Public Administration).

In the year of B.E. 2555 (2012), the faculty developed 2 Master's Degree Curriculum, namely Master of Liberal Arts: Innovative Local Management and Chinese Teaching. All the past time, Faculty of Humanities and Social Science are responsible for management of lesson plans, General Education Courses for students of faculties, including teaching in major/specific subjects for students of faculty, total 13 fields. Bachelor's Degree: Programs in

1) Thai.
2) English.
3) Business English.
4) Japanese.
5) Chinese.
6) Public Administration
7) Tourism Industry and Hospitality and Hospitality Management.
8) Hotel and Lodging Business Management.
9) Geography and Geo-Informatics.
10) Social and Cultural Management.
11) Information management System.
12) Laws.
13) Police Administration

However, Nowadays, the social condition is changed into a competitive way; therefore, the faculty of Humanities and Social Science has to develop learning matter to keep the pace with globalization and to possess potential in service and education in standard level to be recognized in local and international stage [6].

IV. METHODOLOGY AND DATA ANALYSIS

A. Population and Sampling

Preliminary sample data (N=44) collected from officers are working at Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. The sample was 44 personnel, consisted of 6 management level and 38 practitioner level.

B. Data analysis

The study employed qualitative method using questionnaire has been used for data collection. A convenient sampling design was used in this study. SPSS was used to perform the analyses to addresses the research questions. Data analyses included descriptive statistics included measurements of frequencies, percentages, means, and standard deviations.

V. RESULTS

The objective of this study is to find out the need skilled for developing the officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. For this purpose various tests are performed and results are summarized below:

Table 1: Personal data

Personal data	Management level		Practitioner level	
	N	%	N	%
Sex				
Male	3	50	16	42.1
Female	3	50	22	57.9
Age				
20 – 25 yr.	-	-	4	9.1
> 25 – 30 yr.	1	16.7	10	26.3
> 30 – 35 yr.	1	16.7	9	23.7
> 35 – 40 yr.	1	16.7	7	18.4
> 40 yr.	3	50.0	8	21.1
Work Experience				
< 1 yr.	-	-	3	7.9
1 – 3 yr.	-	-	4	10.5
> 3 – 5 yr.	-	-	5	13.2
> 5 – 10 yr.	6	100.0	20	52.6
> 10 yr.	-	-	6	15.8
Education level				
Higher than Bachelor's Degree	5	83.3	8	21.1
Bachelor's Degree	1	16.7	30	78.9

Personal data	Management level		Practitioner level	
	N	%	N	%
Below Bachelor's Degree	-	-	-	-

Table 2: The opinions about need skilled for developing the officers of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University.

List	Management level		Practitioner level	
	N	%	N	%
Communication	4.2	83.4	4.00	80.0
Problem Solving	4.2	83.4	3.9	78.4
Planning & Organizing	4.2	83.4	3.9	77.4
Technology	4.2	83.4	4.0	80.0
English Language	4.0	80.0	3.9	78.4
Work Process	4.0	80.0	3.9	78.4
Analysis thinking	3.7	73.4	4.2	84.2

CONCLUSIONS

The results indicate that, important skills for management level of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University are consisted below:

1) Communication skill: The ability to communicate effectively with superiors, colleagues, and staff is essential, no matter what organization you work in. Workers in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media.

2) Problem solving skill: The right skill set empowers managers to identify, face, and overcome various problems that might arise in the workplace. This first requires outstanding attention to detail. Top managers can spot emerging problems before they're apparent to everyone in the organization and identify the root of the trouble. Analytical skills are also important in management.

3) Planning & organizing skill: Knowledge of management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

4) Technology skill: Because the technology will become an ever-present factor in the workplace. That will create new challenges, conflicts, and opportunities related to skill building, workplace roles, data management, privacy, and others. Officer who is management level will need to understand technology enough to keep abreast of and anticipate emerging issues.

5)

And the results of important skills for practitioner level of Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University is Analysis thinking skill. Analysis thinking skill are kind of problem solving skill. They allow you to evaluate simple or complex problems. This skill incorporates many skills like attention to detail, critical thinking ability, decision making, and researching skills in order to analyze an question or problem and reach a solution.

ACKNOWLEDGMENTS

The author would like to express sincere thanks to Suan Sunandha Rajabhat University for kindness and support to this paper.

REFERENCES

[1] Panpuang, Unnop. (2013). Factors Affecting the Work Efficiency of Employees of Suan Sunandha Rajabhat University. Suan Sunandha Rajabhat University, World Academy of Science, Engineering and Technology, Vol:8(6).

[2] Vinesh. (2014). Role of Training and Development in an Organizational Development. International Journal of Management and International Business Studies, Vol:4(2), 213-220.

[3] Chan, Y.C.L and Lynn, B.E. (1991). Performance evaluation and the analytic hierarchy process. Journal of Management Accounting Research,3, 57-87.

[4] Ritva Laalso-Manninen and RiittaViitala. (2007). Competence Management and Human Resource Develment. Haaga-Helia University of Applied Sciences.

[5] Noe, R.A. (1991). Mentoring relationships for employee development. In: McCauley, C.D. & Van Velsor, E. (eds.) The Center for Creative Leadership, Handbook of Leadership Development. San Francisco: Jossey-Bass, 438–464.

[6] http://hs.ssru.ac.th.

★★★