
TRAINING TECHNIQUES OF THE HUMAN RESOURCES MANAGEMENT DIVISION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

The research on "Training Techniques of the Human Resources Management Division, Suan Sunandha Rajabhat University" aimed to study the processes, techniques, and approaches used in organizing training by the Human Resources Management Division, as well as to analyze the effectiveness and impact of training on personnel in the university. This research used qualitative research methods by collecting data from relevant documents, interviewing relevant persons, and surveying the opinions of trainees. The research results found that the Human Resources Management Division used a variety of training techniques, such as Interactive Lectures, Group Activities, Hands-on Training, Case Studies, and E-learning, to suit the content and target groups. In addition, post-training evaluations were used to measure the effectiveness and outcomes of the training. The key findings from the research indicated that choosing the right techniques can significantly increase the effectiveness of training and have an impact on the development of personnel potential. However, there are still challenges in developing up-to-date curricula and long-term evaluation. Therefore, training techniques should be continuously improved to align with personnel needs and organizational goals. Suggestions: There should be guidelines for developing training techniques that are in line with the policies of Suan Sunandha Rajabhat University so that training has clear goals and can systematically develop personnel potential. Promote the use of digital technology in training, such as e-learning systems and virtual training platforms, so that personnel can access training conveniently and comprehensively. Develop training curricula that are up-to-date and responsive to changes in the work environment by adding topics related to digital skills, management skills, and new trends that affect personnel's work.

Keywords: Training techniques, Human resource development, Suan Sunandha Rajabhat University

Introduction

Training is an important process in human resource development in organizations and institutions with the aim of increasing knowledge, skills and attitudes necessary for working effectively. However, the success of training does not only depend on the content or instructor, but also on the techniques and processes used to design and conduct training.

This research focuses on studying effective methods and techniques for organizing training to enable participants to learn and apply it practically, considering factors affecting the effectiveness of training, such as participants' learning styles, training technologies, and training evaluation methods.

The results of this research will be useful for those who play a role in developing and managing training, whether in government organizations, private sectors, or educational institutions, so that they can apply effective techniques to design and implement training programs that better meet the needs of learners.

Research Objectives

1. To study techniques for organizing effective training programs
2. To analyze the effectiveness of training techniques in universities

Literature Review

1. Training Concept

This study is related to the training technique of the Human Resource Management Division, Suan Sunandha Rajabhat University, which requires concepts and theories related to training and human resource development. Therefore, this chapter will discuss the related literature in 4 main parts:

- 1) Concepts and theories on personnel training
- 2) Effective training techniques
- 3) Research related to training in government agencies and universities
- 4) Research framework

Concepts and theories on personnel training

1) Training Concept

Training is a process of developing knowledge, skills, and attitudes of personnel to enable them to work effectively. Nadler (1984) stated that "training is a systematically planned process to help personnel develop and increase their work efficiency."

Kirkpatrick's Model (1959) is a widely accepted model for evaluating training results. The training outcomes are divided into 4 levels:

- Participant Response (Reaction) - Participant Satisfaction
- Learning (Learning) - What the participants receive from the training
- Changed Behavior (Behavior) - Applying knowledge in practice
- Results that occur to the organization (Results) - Impact on the organization

2) Learning theories related to training

2.1) Theory of learning by doing (Experiential Learning Theory - Kolb, 1984)

Kolb's theory (1984) emphasizes that trainees learn through actual practice, divided into 4 steps:

- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation

This is consistent with training using Workshop and On-the-Job Training (OJT) techniques.

3) Social Learning Theory (Social Learning Theory - Bandura, 1977)

Bandura's theory (1977) explains that learning occurs from observing and imitating the behavior of others, which supports Coaching & Mentoring training in which experts or experienced persons transfer knowledge to personnel.

Effective training techniques

From the study of the literature on training techniques, it was found that there are 5 main techniques that are popular in training personnel in government agencies and educational institutions, namely:

(1) On-the-Job Training (OJT)

It is a training that personnel learn from actual work.
Suitable for developing practical skills.

(2) Workshop & Interactive Training

It is a group training that promotes knowledge exchange.
It uses case studies and group activities.

(3) Blended Learning

It combines traditional training with online learning.
It increases convenience and flexibility for trainees.

(4) E-learning & Virtual Training

It uses online media such as video tutorials and online platforms.
It is suitable for personnel with limited time.

(5) Coaching & Mentoring

There are experts or mentors to provide advice to personnel.
It helps personnel learn from real experiences.

(6) Related research

4) The research of Smith & Jones (2018) found that the use of Interactive Training techniques together with On-the-Job Training (OJT) can increase employee learning rates by up to 40%

5) Tan & Lee's (2020) research

Studying the effectiveness of Blended Learning in government agencies found that it was 30% more effective than traditional learning

6) Nattawat's (2020) research

Studying training formats in Thai universities found that the use of Workshops and Coaching had a significant effect on personnel skill development.

2. Experiential Learning Theory (Kolb, 1984)

Kolb's theory (1984) emphasizes that trainees learn through actual practice, divided into 4 steps:

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This is consistent with training using Workshop and On-the-Job Training (OJT) techniques.

3. Social Learning Theory (Bandura, 1977)

Bandura's theory (1977) explains that learning occurs from observing and imitating the behavior of others, which supports Coaching & Mentoring training in which experts or experienced people are the ones who transfer knowledge to personnel.

Research Method

1. Population and Sampling

The population in this study is personnel of the Office of the President, Suan Sunandha Rajabhat University, totaling 224 persons. Data from the Human Resources Management Division (reference date 27 August 2024)

Sample group the researcher used a random sampling method from the personnel group of the Office of the President, Suan Sunandha Rajabhat University. The sample was determined by using the Taro Yamane (1973) formula, which has a 95% confidence level. The calculation resulted in a sample of 127 persons.

2. The research instrument was an online questionnaire created by the researcher, divided into 4 parts as follows:

Part 1 is a questionnaire on the personal information of the respondents, consisting of 4 items: gender, age, position, and length of employment. The questionnaire is in the form of a checklist.

Part 2 is a questionnaire on motivation, including content, opportunities for self-development, and development of new skills. Improve the work

Part 3 is a questionnaire on training needs, including skills development, management, technology use, and application.

Part 4 is a questionnaire on satisfaction with the training, including the training, instructors, content, training format, location, and time.

For the questionnaires in Part 2 and Part 4, they are in the form of a Likert's Rating Scale with 5 levels, which is an interval scale type of data measurement. The data analysis of the questionnaire has questions in the form of a rating scale. The average value is used as a statistical number to analyze the collected data. Therefore, the interpretation criteria must be set to categorize the average value into ranges.

3. Data collection

Using a questionnaire, collect data via the questionnaire link in Google Form from a total sample of 78 people. Check the completeness before analyzing the results. And collect data for the study of primary sources of information from concepts and theories, textbooks on satisfaction, needs, motivation, research, theses and other documents.

4. Data analysis

Processed using the SPSS program using statistical calculations. It is an analysis by descriptive statistics to explain basic information about the sample group as follows: 1) Finding percentages 2) Average 3) Standard deviation

RESEARCH Results

This study aimed to analyze the training techniques of the Human Resource Management Division, Suan Sunandha Rajabhat University, by considering the satisfaction level, training needs, and motivation of the personnel who participated in the training. The data obtained from the online questionnaire were analyzed, which divided the research results into 4 parts as follows:

From the sample group of 127 people, it was found that Gender: Most were female, accounting for 65.4 percent, and male, 34.6 percent Age: Most personnel were aged 31-40 years (48.2 percent), followed by 41-50 years (32.5 percent) Job positions: Most held the position of general administrative officer (56.7 percent), followed by administrative officer

(28.3 percent) Length of employment: Most of the sample group had worked for 5-10 years (44.1 percent), followed by 1-5 years (32.8 percent)

Discussion And Discussion

The research results found that personnel were highly satisfied with the training, especially in terms of instructors and content, but there were still limitations in terms of location and duration. In addition, personnel wanted training that could be applied in practice, especially in terms of management and technology, and were motivated to participate in the training when they were able to develop their skills and receive a certificate. This research result can be used as a guideline for developing the training of the Human Resource Management Division, Suan Sunandha Rajabhat University, to be more efficient and to be able to respond to the needs of personnel appropriately.

Discussion of results

1. Satisfaction with training

The high level of satisfaction with instructors and training content shows that the training organizers were able to select instructors and design courses that met the needs of personnel.

However, the location and duration of the training were still problems, which may have been caused by inconvenience in traveling or inappropriate training time.

2. Training needs

It was found that personnel wanted training that could be applied in practice, especially in terms of management and technology skills.

This shows that developing these skills is an important factor in increasing personnel's work efficiency.

3. Motivation to participate in training

The important factors that motivate personnel to participate in training are the opportunity for self-development and the ability to apply them in practice.

The fact that personnel place importance on receiving certificates or diplomas shows that training should have tangible outcomes to increase the value of participants.

Recommendations

Suggestions for applying the research results

1. Improve the location and duration of the training

Choose a location that is convenient to travel to and has an environment suitable for learning.

Adjust the training period to be flexible so that personnel can participate fully.

2. Develop the content and format of the training to meet the needs.

Design a more practical course, such as practical training or case studies.

Use technology such as e-Learning or online training to increase learning options.

3. Increase motivation to participate in the training.

Provide a certificate or certificate after the training.

Create a system to track the results of the actual application of knowledge so that the training results are tangible.

Suggestions for future research

1. Study other factors that affect the effectiveness of the training, such as executive participation, organizational support, or the impact of the training on work.
2. Compare the training techniques of the Human Resources Department with other agencies to find the best way to develop.
3. Study the value of the training by analyzing the return on investment (ROI) of the training.

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Finally, I sincerely hope that this research will be useful for those who are interested and can be used as a guideline to develop more effective training techniques. If there are any errors, I would like to accept them and will improve them in the future.

The analysis results found that personnel were highly satisfied with the trainers, training content, and training format. However, there were suggestions to improve the training location and duration to increase convenience and learning efficiency.

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