

A Comparision of Human Resource Management between the Private and Public Universities in Bangkok, Thailand

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Abstract

The purposes of this creative research were to comparision of human resource management between the private and public universities in Bangkok, Thailand. The study found human resource management between the private and public universities in Bangkok were no difference.

Keywords: Human Resource Management, Private Universities, Public Universities

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Introduction

Nevertheless, this does not mean that the importance of human resources in all hierarchical levels in the organization will have to be ignored nor organizations will only attempt to minimize or cut the cost of human resource. In fact, more and more large-scale multi-national organizations in the private sectors are continuously seeking ways to better manage their human resources, especially those at the supervisory managerial level and to improve productivity and increase organizational effectiveness. Among multi-national organizations, one of the most fundamental ways to achieve this is through the successful adoption of the strategic approach to human resource management. Schneider specifically addressed the importance and costs of human resources by introducing an economic measure of productivity and organizational effectiveness. From a human resource management perspective, it can be argued that in order to solve the productivity problems in many organizations, the congruence between human resource systems and business strategies needs to be examined. And it is suggested that different strategies require different structures. So must human resource management suits a particular strategy. (Devanna, Fombrun and Tichy, 1982, 47)

In Thailand, attention during the late 1990s was paid to the development

of human resource strategies and policies, which served to promote the achievement of organizational objectives. However, numerous studies indicate that much organizational life and interaction is not directly related to achievement of organizational objectives. This discrepancy between formal objectives and behavior derives from a number of sources including the meanings people bring to organizational life, the operation of coalitions of competing groups often with interests different from those of stated organizational objectives, the competing social interests and power relations of groups in the social structure (Salaman 1981 ; Purcell and Ahlstrand, 1994) the nature of the process of decision-making which is sometimes not a rational exercise of wisdom, judgment and expertise, but one in which managers act out of habit or instinct (Marshall and Stewart, 1981, 274; Anthony, 1977, 62; Wrinkler, 1974, 210; Simon, 1960, 28) and also the nature of the implementation of policy involves the creation and maintenance of informal, social networks based on doing favors, nurturing professional reputations and controlling resources and information. (Kotter, 1996, 69-70)

Universities are the main organizations for higher education with their responsibilities for upgrading national intellectual quality, lifelong education and all achievements that succeed in producing high-level talents, where

teaching and learning are the principal goals of educational organizations. Ramkhamhaeng University (RU) and Sukhothai Thammathirat Open University (STOU) are two open distance learning universities in Thailand, in which distance education systems exploit the educational technology, media and methods of delivery instruction toward aspiring and adult students in remote areas, on the provision of educational equity and access.

Two open universities in Thailand employ the distance learning system to serve the education, namely Ramkhamhaeng University (RU) and Sukhothai Thammathirat Open University (STOU). Ramkhamhaeng University (RU) serves the distance learning system in

Objective

Comparision of human resource management between the private and public universities in Bangkok, Thailand.

Unit of analysis

The units of analysis are Ramkhamhaeng University undergraduate and graduate students and Sukhothai Thammathirat Open University undergraduate and graduate students at the regional campuses in the distance learning system.

The population studied will be from four types of firms and 259 questionnaires 30 selected companies will be sent to private business organizations in Bangkok. The number two hundred and

parallel form of education where both face-to-face classroom and self-study education are facilitated. Sukhothai Thammathirat Open University (STOU) serves the distance learning system in the distinctive form which based on individualized study or self-directed study.

Open learning systems will mostly benefit the majority of adult learners who are seen as self-directed, such systems will also benefit informal and formal methods of organizing the educational transaction. An open learning system suggests a creative mix of distance and conventional methods. In short, open learning systems represent the means of achieving a fully integrated form of 'living and learning'.

fifty nine was arbitrarily set up; primary concern the limitation of resources and time.

The stratification of the samples into four industry classifications was basically to take into consideration the structural differences, organizational structures or design configurations, namely machine bureaucracy, professional bureaucracy, the divisionalized forms and adhocracy proposed by Henri Minlzbcrq (1993, 163-282) were used as structural conceptual framework for classifying organizations in this research.

The following are some of the main differences among industry classifications:

1. Machine Bureaucracy-organizations in the retail and wholesale trade industry in

Thailand can be best described as machine bureaucracy. This is the structure closest to the one Max Weber first described, with standardized responsibilities, qualifications, communication channels, and work rules, as well as a clearly defined hierarchy of authority.

2. Professional Bureaucracy – business consultants and recruitment agencies are assumed to possess key characteristics of professional bureaucracies, that are standardization and decentralization at the same time, namely the standardization of skills. This structural configuration relies on the skills and knowledge of their operating professionals to function to produce standard services.

3. The divisionalized Form-importers, distributors, joint ventures and/or manufacturers of various types of consumer product categories can be best conceptualized as the divisionalized form. The divisionalized form is a set of autonomous units, each typically a machine bureaucracy unto itself, coordinated by a central headquarters.

4. The adhocracy-the functions and structure of advertising agencies/firms in Thailand is best characterized as the adhocracy; a highly organic structure with little formalization of behavior. Key characteristics of this structural design are high horizontal differentiation, low vertical differentiation, low formalization, decentralization, and great flexibility and responsiveness.

Assumption

The assumption here is that education represents a special kind of learning, focusing on knowledge, skills and understanding. Learning that occurs in the natural societal context is rather different from what occurs in a formal teaching situation. As mentioned, education is a process most simply characterized as an interaction between teacher and student for the purpose of identifying, understanding, and confirming worthwhile knowledge. The transaction between teacher and student represents a mutually respectful relationship in order to gain knowledge.

Conclusion

In order to assess the learning satisfaction, the measurement was evaluated on the educational supports, the technological supports, and the educational costs and time spent. The educational supports include the curriculum, faculty, student, and service and staff supports. Technological supports involved the instructional delivery modes, the efficiency of the computer-mediated communication (CMC), human-computer interaction (HCI), and technological utilization.

The measurement of educational effectiveness dealt with the influential factors including the information technology (IT) capability of access, efficiency, and effectiveness. Moreover, the research also studied students' needs and learning barriers, the educational environment, as well as the students' personal information.

This study utilized factor analysis to examine the construct validity of the measurement scales and it also enables us to determine the weight of individual variable, and reduce the number of variables to a set of meaningful interpretation. Reliability was used to check the consistent of variables and the validity of constructs on the measurement scale.

Multiple regression was utilized to determine the causal relationship of the independent variables to the dependent variable. Path analysis was employed to examine the path both in direct and indirect relationships among variables with the standardized coefficient beta values in order to form the path diagram of the causal model.

According to the research results, the research found that the human-computer interaction (HCI) has strongly direct effect on increasing the RU graduate students' learning satisfaction as well as computer-mediated communication (CMC) and the educational supports (curriculum supports, faculty and service supports). This claimed that RU distant graduate students prefer to study with the teacher-student interaction mode, either via the teleconferencing (HCI) or interaction via computer (CMC) such as e-mail and Internet searching. For the STOU graduate students who are self-directed study students, the research indicated that the curriculum supports, the faculty supports with counseling, as well as the interaction with the teacher (HCI) such as telephone

and e-mail, are the factors strongly affecting on the students' learning satisfaction.

For the educational effectiveness, the variables such as IT efficiency, access and its effectiveness, learning evaluation, students' expectation and needs, are influencing the educational effectiveness to the RU graduate students as well as the number of dependents. While the IT efficiency, learning evaluation, context of instruction, and number of dependents affect the educational effectiveness to the STOU graduate students. We can conclude that the IT efficiency, learning evaluation and number of dependents are the major independent variables strongly direct affecting to increase the educational effectiveness to both RU and STOU graduate students.

The educational strategies of Ramkhamhaeng University (RU) and Sukhothai Thammathirat Open University (STOU) – in terms of distance learning and open learning system characteristics, media and instructional delivery modes, and academic and technological supports. Since there is no unique war of organizing and providing for distance education, we turn our attention to the concept of open learning systems and a provision of flexibility. The chapter also includes a history of knowledge, the various meanings of open learning and distance education systems and perspectives, and typology of institutions.

It is significant that Hirst utilizes the idea of objectification, whereas Paterson (1979, 69)

regards knowledge as objective and that all adult education is about the expansion of individual knowledge that is the acquisition of objective knowledge. While Hirst uses the term objectification, he actually appears to treat knowledge as if it is objective and he suggests seven kinds of knowledge : mathematics, the physical sciences, the human (social) sciences, history, religion, literature and the fine arts, and philosophy.

Knowledge is not a static entity; it is constantly growing and changing. Scheler (1980, 76) also suggested that there are seven categories of knowledge : myth and legend, knowledge implicit in natural language, religious knowledge, mystical knowledge, philosophical-metaphysical knowledge, positive knowledge of mathematics and the natural sciences, and technological

knowledge. The latter types of knowledge are regarded as artificial since they change “from hour to hour”. However, rapidly changing knowledge has a profound effect upon curriculum content especially in relation to the expansion of professional continuing education. Open learning systems are not equivalent to Open Universities or to distance education. Distance learning systems are largely concerned with reducing geographical barriers. On the other hand open learning systems are concerned with reducing geographical, socioeconomic and psychological barriers. Openness refers not only to maximizing access to education in terms of time and place, but also to supporting the learning process through choice of method and mode of communication.

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