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RESEARCH ARTICLE

HUMAN RESOURCE MANAGEMENT AND QUALITY ASSURANCE OF INTERNATIONAL AND ENGLISH PROGRAM SCHOOLS, CENTRAL THAILAND

Loralyn Sandoval De Luna

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Abstract

The aim of this study is to examine Human Resource Management, its practices, perceived organizational support and employee outcomes in International and English Program schools in Central Thailand. A survey questionnaire was answered by 153 administrators and teachers who participated in this study and examined the levels of HRM and Quality Assurance and their relationship with each other. Besides this, Quality Assurance in Thailand in the respective schools included was discussed using secondary data from the Office of the National Education Standards and Quality Assessment's (ONESQA) third round cycle of external assessment. Results showed younger employees' view of Human Resource Management significantly differed from their older colleagues. It was also found that Human Resource Management is not a determinant in Teacher Performance. The Quality Assurance of schools included was found to be at a good level. Results also showed that there is a weakly positive correlation between Human Resource Management and Quality Assurance which is not significant. An intervention program was recommended to increase the level of HRM practices and Quality Assurance of schools in Central Thailand.

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Introduction:-

Chapter 1

The success of any institution depends on its people. Human resource, the people manning and working for an organization, has a hand in sustaining growth and ensuring success of any institution. In today's competitive environment, employees are the biggest assets for any organization (Sarkar, Mukhopadhyay, and Ghosh, 2011). In addition, Jiantreerangkool and McLean (2015) emphasized that human resources are the most valuable as assets that create company success or failure. It is therefore imperative that Human Resource Management (HRM) create and manage conditions that will likely result to systems that contribute to the organization's climate (Ibrahim and Dickie, 2010).

Heathfield (2017) defined Human Resource Management as "the function within an organisation that focuses on the recruitment of, management of, and providing direction for the people who work in an organization. Chuang, Chen and Chuang (2013), in their research, suggested that human resource management practices have a positive effect on organizational social capital.

Effective human resource management policies are essential to the success of organizations in all sectors of the economy. Each stage of the human capital pipeline— attracting, selecting, developing, and retaining talent—is an

opportunity for organisations to strengthen the quality of their workforces (Papay and Kraft, 2016). Heathfield (2017) likewise defines Human Resource Management as such part of organization that deals with compensation, hiring, [performancemanagement](#), organisation development, safety, wellness, benefits, employee motivation, communication, administration, and training. With such investment on the part of any institution, it is but normal that companies recruit and select talented people, develop them, manage their performance effectively, compensate and reward and retain the strongest performers (Stahl, et al, 2012). Similarly, global talent management, a stream stemming from international human resource management is an effort to attract, select and retain key talented employees (Scullion and Holdings, 2011).

The changing environments and trends have posed challenges on how human resource management practitioners attract and retain the employees they choose (Scott-Ladd, et. al, 2010). It has become clear that the most important organizational asset is the people, especially in knowledge-intensive organizations. There lies the future competitiveness and prosperity of an organization. Therefore, the human resource department has assumed a central role and is increasingly becoming a strategic business partner in organisations, (Nillson, 2011; Lesson and Karreman, 2007). Baker (2009) attributes that a pervasive culture of education has the capacity to reconstitute the foundations of society with a legitimate capacity to revamp work and its central components such as ideas about human abilities and productivity, new organizations and management, professionalism and expertise, and the emerging educated workplace. In the field of personnel economics, the potential for improving workforce quality through effective hiring practices is broadly supported (Goldhaber, Grout and Huntington-Klein, 2014). In addition, they stated that HRM has a hand in steering hired personnel into the goals of the organization. Consequently, there are many more factors that HR has to deal with such as political conditions and social, technological and economic changes (Roongrerngsuke, 2010).

Organizational innovation can also be increased as it has a direct relationship on Human Resource Management practices such as performance appraisal, career management, training, reward system, and recruitment (Tan and Nasuridin, 2011). Sing and Kassa (2016) also stated that there are several dimensions in the HRM practices that should support an organization such as human resource planning, recruitment and selection, training and career development, performance management and compensation and employee relations. Effective Human Resource Management goes beyond just utilizing employees for organizational benefits; rather it is what gets things done (Koc, 2010).

Among the goals of Human Resource Management is primarily supporting the organization in achieving its objectives through strategies that contribute to high performance and ensure that the organization has the right people it needs—skilled, talented and engaged (Armstrong and Taylor, 2015; O’ Riordan, 2017). HRM practices also pave the way for a smooth employer-employee relationship. Commonly cited reasons for poor performance directly points to difficulty in human resource management (Kokkaew and Koompai, 2012). Heathfield (2017) supported this idea with likening Human Resource Management to a balancing act that serves as a link between the stakeholders. Since the school is an organisation of complex activities which are carried out by people and are coordinated by different persons, (Allen, 2015), in educational institutions, the stakeholders are the parents, teachers, the employers or owners, administrators, staff and the students.

Human Resource Management strategies if effectively utilized may become a source of developing a transparent performance management system, a collaborative and cooperative environment in the schools and of promoting teachers’ efficiency in the areas of knowledge, values, skills and development as professionals as well as enhancing a school’s productivity and improving its overall performance (Hashimi, 2014). Likewise, Santiago and Benavides (2009) stated that the complex interrelationship of personnel and career development and school improvement requires that the evaluation, management, and improvement processes are embedded and integrated in a system of school quality assurance. Myung, Martinez and Nordstrum (2013) stated that to build a stronger teacher workforce, a thoughtful orchestration of multiple processes which work together in a human capital system is required. Likewise, Delery and Gupta (2016) found that HRM practices enhance organizational effectiveness, and provide support underscoring the value of theory driven methodological approaches. They also found that the HRM system which comprises practices that ensure selectivity in staffing, performance-based pay, and enhanced employee opportunity through participation in decision-making will eventually result in higher levels of organizational effectiveness. Additionally, the effects of other combinations of these practices varied, (Delery and Gupta, 2016).

According to Rurkhum (2011), Human resource practices in Thailand were started with an informal and simple approach, and are likely to adopt western knowledge because of the influence from globalization. Human Resource Management practices in Thailand vary, as in any other country or institution particularly on the management of foreign teachers. The necessity for schools to implement human resources management (HRM) is increasingly acknowledged. Specifically, HRM holds the potential of increasing student outcomes through the increased involvement, empowerment and motivation of teachers, (Runhaar, 2016). According to Loeb, Beteille and Kalodrigues, 2012, effective schools emphasize the importance of quality teaching force. Henard and Roseveare, 2012, emphasized that a lot of processes point to the need of new teacher profiles such as the expansion of higher education, increased emphasis on students' learning outcomes and the advent of new pedagogical approaches – and new pedagogical opportunities afforded by technology. These include pedagogical competencies. With the kind of learners that we have today, teachers are expected to be so much more than the traditional. Teachers are expected to be engaged, knowledgeable, flexible, integrative in new technologies and multitasking in the discipline of teaching, all of which eventually point to what schools aim for—high student achievement. Teacher quality is an important factor in improving student achievement. As such, policymakers have constructed a number of different credentials to identify high quality teachers (Chu et al., 2015). Human Resource Management of foreign teachers in Thailand is no easy feat especially due to the nature of the job market. The management of foreign teachers has been approached in a variety of different ways, partly because of the different attitudes towards accepting foreigners that can be found (Walsh, 2013).

A study about competence development in Thailand by Sunthonkanokpong, Jitgarun and Chaokumnerd (2011) mentioned that developing competence among workers is integral to human resource development. This competence and adherence to standards delineates quality assurance which ties the differences of each institution. Human Resource is linked with total quality as explained in the AACC concept which is A-alignment, A-authority, C-capability and C-commitment. Alignment is when employees know of the goals and visions of the organization; authority is when employees are given autonomy to meet the quality of work they need to achieve; capability is for enhancing and developing individuals and commitment is for the useful retention of employees for regularity in organizational operations (VanDevender, 2011; Gul, et al., 2012).

Bucki (2017) attested that quality assurance is indeed a methodology used in the development of products or services which in turn ensures a level of quality in production. According to Europaeu (2017), quality assurance involves the review of educational programmes in a systematic manner which includes processes to maintain and improve their quality, equity and efficiency. While the design of quality assurance mechanisms (tools, processes and actors) varies across national perspectives, their common objective is to improve teaching and learning. The ultimate goal of which is to support the best outcomes for learners. School systems and schools are all focused on this objective. Hassan (2010) emphasized that as organizations try to provide quality assurance from ISO certification, the importance of people management through better HR management assumes greater significance. As stated by Abu Teir and Zhang (2016), in order to reach high competitive advantage at national and international levels, the development of educational institutions requires the human resource development concerns to be institutionalized.

It is always educational quality which is the most important goal for managing the educational system of the nation that expects schools are proficient and prepared to evenly and thoroughly provide an educational service to its people. The education that they receive must be up to standard to be able to satisfy all requirements for people in the local community properly and effectively. This very reason made Thailand to reform its educational system for the first time (1999 – 2008) with the aim of improving the system, (Ajprua, Wongwanichand Khaikleng, 2013). Thus, a comprehensive program of quality assurance was launched which aims to draw and adapt the best international practices in education which will meet the particular needs of the Thai education system and Thai society (Harman, 2015). While private institutions enjoy a certain degree of autonomy, they follow the same rules for assessment set by the Office of the National Education Standards and Quality Assurance and the Office of the Basic Education Commission under the Ministry of Education the same as those government institutions of education. This requires preparation of annual reports or self-assessment reports (SAR) to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational quality and standards and providing the basis for external quality assurance (Chaisang, 2018).

The Office of the National Education Standards and Quality Assessment was established in the year 2000 by Royal Decree to (1) help educational institutions understand and correctly operate the quality assurance system, (2)

produce educational quality accreditation results and (3) raise the educational quality standards concerning outputs, outcomes and impacts rather than processes. These also take account of differences between educational institutions (Onesqa, 2013). Among the objectives, the mandates of ONESQA follow the provision of education in all levels as stipulated in the National Education Act. ONESQA reports to parent organizations under which a school operates within the Ministry of Education. A private secondary school operates under the Office of Private Education Commission which envisions to have all private education institutions in Thailand to operate in the equivalent standard quality as those of in the international (Opec, 2018). ONESQA is also a full member of ASEAN Quality Assurance Network which means that is a national quality assurance agency responsible for external evaluations for quality assurance of educational institutions within the country. The third cycle of ONESQA's external quality assessment for basic education was completed in 2015. Upon completion of assessment, schools which have been assessed may be awarded a Quality Accreditation with a descriptive level of very good, good or fair with at least a score of 80 points or the 10 out of 12 indicators rated as "good". Because of ONESQA requirements, schools file and complete Self-Assessment Reports on different areas of quality such as student or learner quality, administrative and instructional provision. Self-Assessment Reports (SAR) are part of the internal quality assurance measures which are regulated by parent organizations such as Office of the Basic Education Commission (OBEC) for government schools and Office of the Private Education Commission (OPEC) for international and English program schools.

The fourth round of quality evaluations of ONESQA started only in August 2018 after a two-year-delay due to the several internal problems which included the vacant directorship post for a year. Since heavy criticism was received due to the turn out of the last cycle which, to the education circle, provided nothing important to improve education quality and only burdened teachers in preparation of detailed documents resulting to missing school hours, a revamp in assessment is issued. There is no score or indicator to gauge educational institutions if they pass or fail. Under the new assessment system, educational institutions will be divided into five groups which are developing, moderate, good, great and excellent, based on their resources and facilities such as the number of teachers working in the school, the quality of library services, internet speed, (Mala, 2018) to name a few.

There are three key points which will be determined in the new Self-Assessment Report which will be written by the school executives. The first point is the level the school thinks it is at; the second provides the evidences to support point 1 and the last key point is the development plan to allow the school to reach a higher level of quality. ONESQA maintains that the agency exists to assess for continuous improvement and has over the years signed memorandum of agreements between different international agencies to keep abreast of relevant processes to maintain educational quality protocols. It has also strengthened its basis for accepting and training assessors to enhance ethics, overcome limitations and maintain an amicable relationship among educational institutions and increase awareness of quality standards as a way of its response to the agency's social responsibility. These core values are illustrated in an officially released book *A Glimpse of ONESQA* in 2017.



Figure 1.:- A Glimpse of ONESQA book cover showing the agency's core values.

Other external international accrediting bodies which denote quality assurance of educational institutions include Western Association of Schools and Colleges (WASC), New England Association of Schools and Colleges (NEASC) and Council of International Schools (CIS) which at a glance are among the most popular affiliations of international schools in Thailand based on the directory of International Schools Association of Thailand (ISAT). Initially established in 1994, ISAT serves as a body that strengthens its members by promoting high standards of educational quality, ethical practices and student learning (Isatong, 2018). International schools and English program schools have the option to undergo accreditation from an internationally recognized agency. According to Kuruzovich (2016), International schools in Bangkok began to appear at a rapid pace, and the Ministry of Education (MOE) has currently granted licenses to approximately 170 schools across Thailand. At least four to five new international schools continue to open annually, while existing schools expand with additional campuses and facilities. In short, Bangkok has become one of the largest international school markets in the world, and continues to be one of the most attractive destinations for expatriate teachers. The International Schools Association of Thailand (ISAT), while not overseeing school curriculum, mandates all member schools to be accredited by ONESQA and highly encourages international accreditation such as the Western Association of Schools and Colleges (WASC) or Council for British Teachers (CfBT) (Haeg, 2015). Some accrediting agencies award levels of excellence such as the ISQM (International Schools Quality Mark) from CfBT in terms of bronze, silver or gold.

Although WASC is an accreditation initially intended for those located in the United States, this organization has extended its membership to a limited number of institutions that share those standards, values and qualities that define the WASC community. Schools intending to seek membership are expected to have met the criteria making WASC Accreditation status a milestone requiring extensive and substantive preparation. WASC gives a 6-year accreditation with mid-cycle visits and re-assessment upon submission of self-study reports. In the list provided by the International Schools Association of Thailand website, 36 of its members are fully accredited by WASC.

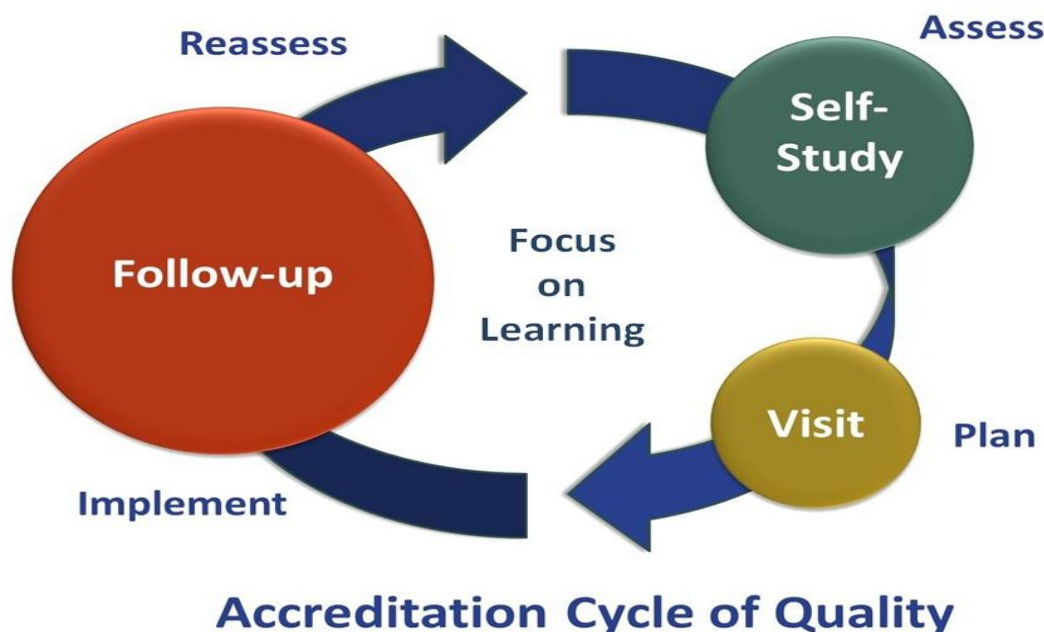


Figure 2:- Western Association of Colleges and Universities (WASC) Accreditation Cycle of Quality.

ISO 9001:2015 is a certification given by the International Organization for Standardization (ISO) that specifies requirements for a quality management system when an organization aims to demonstrate consistency in provision of services and products and enhance customer satisfaction and assurance of conformity to regulatory requirements. As stated by Isoorg (2018) all the requirements of ISO 9001:2015 are generic and are intended to be applicable to any organization, regardless of its type or size, or the products and services it provides. To date, in the ISAT list, only Ramkhamhaeng Adventist International School (RAIS) located in Bangkok has specified ISO 9001:2015 Certification as part of its accreditation licenses (Isatorth, 2018).

However, Pootrakul (2014) mentioned that on the subject of education quality, there are many components regarding the issue of viewing the school as a system. Leadership, the teachers, and the students alone are not absolute answers that lead to education quality solutions.

Theoretical Framework

This study is based on Contemporary Human Capital Management Theory highlighting the premise of the significance of human resource management as schools try to provide quality assurance in their respective organizations. McCracken, et.al. (2017) mentioned that in order to cultivate and develop human capital, an organisation must be able to identify and measure how more recent initiatives impact its development in organizations and that to support the overall strategy of an organization, the HR must develop its own strategies and activities to set competitive advantage (Rodriguez, 2017).

The Contemporary Human Capital Management Theory's premise as discussed by McCracken, et.al (2017) aligns employee training, mentoring, opportunities for learning, career planning and employee development, motivation and engagement through rewards systems, and selection and retaining talent as some of the micro-foundations of human capital. Thampoe and Srinivasan (2011) stated that Human Resource Management practices are significant predictors of outcomes such as behaviour of satisfaction and organizational commitment. Zaria (2017) also maintains that it should also be remembered that the major premise of staff or human resource management in schools is that the end results of the educative process will be determined by the effectiveness of the school teachers.



Figure 3:- HRM factors impacting organizational performance (Sidharth, Matthew and Ghosh, 2016).

According to Pootrakul (2014), education is long regarded as a key mechanism in improving the quality of life and thereby affects the nation's growth as a whole and if primary and secondary education, which is the backbone of education, fails to provide the quality it deserves, then higher education quality is almost impossible to achieve.

According to Thailand Regulatory Fact Sheet released by Australia Education International (Internationaleducationgovau, 2013), there are approximately 37,494 schools in Thailand, about 683,568 teachers and about 12 million school students. In 2017, it was estimated that a total of 60,103 educational institutions will be included in assessment by 2020 (ONESQA, 2017). To provide education relevant to local needs, Thailand's Basic Education is decentralized into educational service areas, thus the four-region system. International Schools use

foreign curriculum from the United States, United Kingdom, Switzerland, Australia and Singapore to name a few. English Program schools are also called Bilingual Schools and offer the Thai National Curriculum or the Basic Education Core Curriculum of 2008, which provides direction in all levels of basic education (Actacth, 2008), in the English language. However, the Thai National Curriculum mandates that some subjects be taught in Thai, for example, Thai History, and this makes the English Program Schools “effectively bilingual” in nature. Government schools also provide Intensive English Program which also follows the same principle.

Walsh (2013) wrote that international schools are very popular among parents in Thailand because they exude confidence in the international level of educational standards that they provide. Bilingual schools are the schools of choice for those parents who wish their children to speak English well but not to forget their Thai heritage and culture. As the aspirational Thai middle class continues to expand, therefore, so will the demand for international school places also increase. Among other things, parents who send their children to international schools expect that upon completion of education, their children will gain language skills above average if not superior and other opportunities which will enable the students to develop self-confidence and command of the English language. It is therefore imperative that International Schools deliver the quality that they are known for. The prestige that comes with the affiliation with the accrediting agencies also becomes a marketing strategy for most. In this, human resource management becomes a crucial part of the accreditation process because at the heart of every school are teachers who deliver the education. As employees, teachers become a great asset to any educational institution. However, the effectiveness and efficiency of the employees may become reduced and the asset may transform to a liability if not evaluated and motivated properly (Sarkar, Mukhopadhyay, and Ghosh, 2011).

The diversity of the student populations in international schools (Jeannin, 2013; Taylor, 2018) and lately, bilingual schools call for diversity in the teaching population, given that English is the medium of instruction in most of these schools. The growing diversity in secondary schools and later in university and adult life stems from different trends such as globalization and students and teachers’ migration (Altbach, Reisberg, & Rumbley, 2009; Jeannin, 2013). Recruitment, induction, professional development and appraisal are areas in which particular challenges arise especially for the management system (Hayden and Thompson, 2008). Aiming for a stronger teacher workforce should be one of the most important responsibilities of school leaders and human resource personnel as teaching and learning are the core of schooling. Human Resource Management practices such as hiring, supporting and sustaining effective teachers are indispensable to high-achieving schools (Stronge and Hindman, 2012). Edwards (2015) said teaching performance plays a prime role in multi-diversity of education around the globe today. Teachers have to be skilled in preparing lesson plans, teaching techniques, student/teacher relationship and classroom management.

Quality teachers matter for student performance and thereby student success as an individual and the school as a whole. This notion has long been established amidst all evaluation strategies and provision of continuing professional education to augment teacher quality. According to Rudnick, 2015, while there are numerous factors that policymakers have implemented to improve academic performance among students and schools, research has shown that teacher quality plays a large role in influencing student outcomes. In addition, Jacob, (2016) said over the past two decades, researchers have confirmed what many children and parents always believed—the individual classroom teacher is the key to a successful education. Research has documented the vast difference in student learning between classrooms with an effective teacher and those with an ineffective one. Teacher evaluation systems are different for every institution. However, the fact remains that all teachers, foreign or local, are evaluated and given a performance rating at least once a term. There is a critical role of performance rating threshold in summative teacher evaluations (Steinberg and Kraft, 2017). Overall performance rating in a school’s teacher evaluation system was intended to improve teacher quality through providing feedback and support and retaining the most effective teachers (Napedu, 2015). HRM practices in Thailand involve VISA assistance, health insurance, mentorship and evaluation related to hiring foreign teachers. Mentorship and correct placement or assignment directly or indirectly affects classroom success of the hired personnel. Other HRM practices include provision of continuing professional education opportunities. As part of management procedures in the academic affairs, De Luna (2016) suggested provision of continuing professional education of teachers in using technology as part of an intervention program to improve delivery and mastery of teaching reading comprehension to students. Walter and Briggs (2012) stressed the importance of additional professional learning in teacher development. Teacher incentives include but are not limited to monetary compensation and career advancement. The type of schools also matter in this area. According to Meador (2017), prospective teachers applying for a position in a private school should know the differences

between public and private schools that will impact how they do their job because understanding those differences is important whether a teacher would land opportunities and have access to incentives.

Supporting employees is also at the forefront of the human resource capital framework that HRM has to address. Data gathered by Mayes, et.al. (2016) suggest that hiring, training, and compensation, which are common HR practices, predict POS. One aspect of a positive and supportive organizational environment is an employee's Perceived Organizational Support (POS). This employee attitude is deemed by many organizations as valuable, as is evidenced by the many programmes they invest in to develop the POS of their employees, (Riggle, Edmondson & Hansen 2009). ឥឡូវនេះ (2018) in examining POS among teachers in the Cambodia-Thai border found that POS has a direct and indirect positive effect on teacher satisfaction resulting in attachment.

Inwood (2014) mentioned that teachers are measured not only through the student's evaluation but also through other factors affecting teaching performance. However, student achievement is perceived to be an important indicator of instructional provision quality management.

After Human Resource Management practices and Perceived Organisational Support, the third dimension of focus is the HRM Employee Outcomes. Desirable outcomes of effective human resource management are organizational citizenship behaviour or the behaviour which refers to anything that employees choose to do, spontaneously and of their own accord, and which often lies outside of their specified contractual obligations, (Zhang, 2011); employee behaviour towards work and job satisfaction, engagement and attitude towards colleagues and authority and commitment to the organization. These organizational outcomes of employee satisfaction link HR practices and performance (Vermereen, et. al, 2014). In addition, Ybema, van Vuuran and van Dam (2017) found that satisfaction with personnel's employability was higher as organizations reported more implemented HR practices as these practices were used more often, and as employees participated more in the implementation of HR practices in the organization.

To sum, in educational institutions or anywhere else, effective human resource management is necessary to gain true competitive advantage in the marketplace, (Noe, Hollenbeck, Gerhart and Wright, 2010), and an absolute essential if an institution is to gain steady foothold in terms of quality assurance in a place, such as Thailand, that is teeming with schools hoping to do the same.

Accreditation, according to Opeedgov (2018) is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. It is tantamount to saying "quality assurance". The goal is to assure the public or stakeholders that an accredited institution provides education with acceptable levels of quality. The educational institutions' responsibility for assessment and evaluation is directly linked to Thailand's educational quality assurance system, which consists of both an internal and an external quality assurance program. Doyle (2017) recognized the value of in utilizing an external framework to provide structure in meeting quality assurance goals. All affiliated agencies and schools are required to have an internal quality assurance system as part of a continual educational management process, and they must submit an annual report to the local education authority; local education authorities report up to the Ministry. A pride of the Ministry of Education is that Thailand has a well-developed, government-supervised, private sector to assist in providing education to its citizens. Private schools generally are known for providing a higher level of education than government schools. Students attending these schools usually achieve a high level of education and are more likely to continue on to renowned international universities (Moego, 2015). As part of its external assessment system, in 2000, Thailand established a quality assessment process that falls under the responsibility of the Office for National Education Standards and Quality Assessment (ONESQA) (ONESQA, 2015). The government ensures the quality of learning institutions through accreditation with ONESQA due to the monitoring of the achievement of the learning outcomes of each school and external assessment processes placed by the agency.

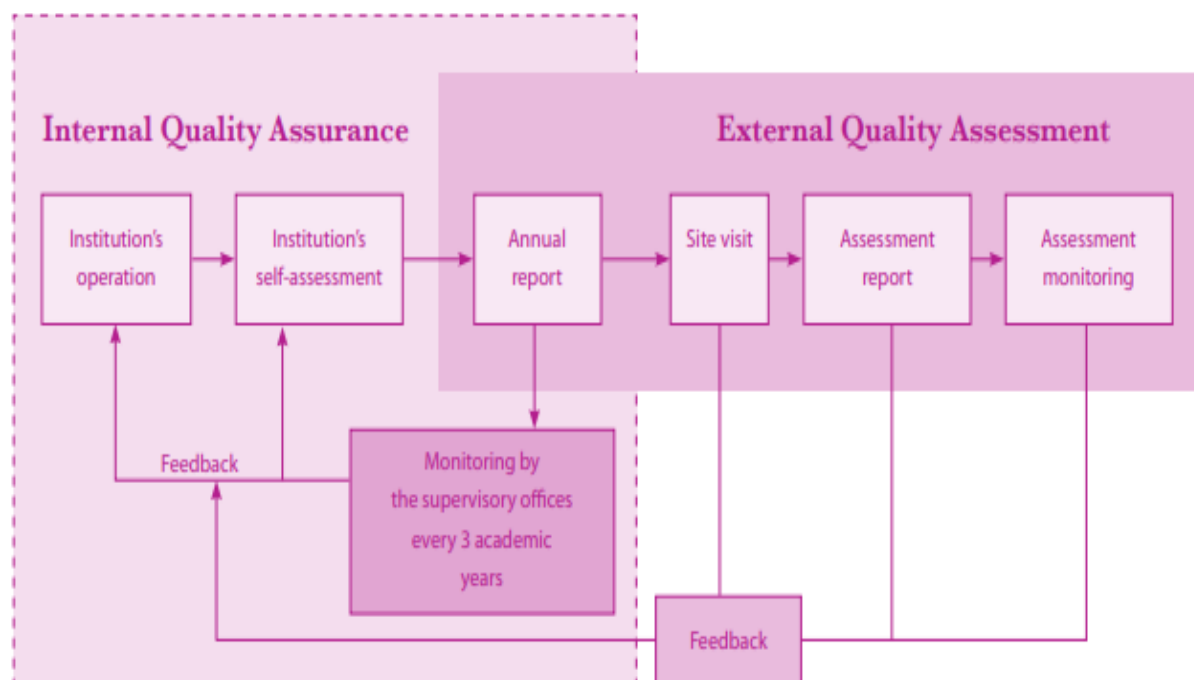


Figure 4:- The relationships between the internal quality assurance and external quality management (Onesqa, 2013).

To date, the latest publication of ONESQA on its directives about the external quality assessment of schools was during the third-round of its monitoring cycle. During this time, the indicators were divided into three groups which were the Basic indicators, Identity indicators and Social Responsibility indicators. These indicators also show achievements which are aligned using the Ministry of Education standards in Educational Management Achievement, Student-centered classroom management, Internal Quality Assurance, and Educational Administration.

Basic indicators are those that concern student quality and provision of student centered learning environments. Outcomes of student achievement are also measured here. Teacher quality is also assessed through these outcomes in the basic indicators through the Self-Assessment Report as part of the internal quality assessment. Identity indicators are those that concern mostly of educational administration and management focusing on student quality and provision of student-centered classroom management through quality teacher performance. Social responsibility indicators are those concerning management practices and inclusion of projects that follow the principles of national education provision that contribute to the quality of the school thereby affecting the society as a whole. Schools were rated in a point system after the indicator points were calculated. Preparation of these documents in support of the indicators take about 9 of the 200 schools days per year for teachers and educators to prepare, (Mala, 2018).

Table 1:- Indicators for the third-round External Quality Assurance from the Office of the National Education Standards and Quality Assessment (Onesqa, 2013).

Group of Indicators	Indicator	Source of Assessment Data	Ministerial Standard
Basic Indicators	1. Good physical and mental health	Self-Assessment Report (SAR)	Educational Management Achievement
	2. Morals, ethics and good attitude		
	3. Enthusiasm for continuing learning		
	4. Development of thinking skills		
	5. Students' learning achievement	O-NET scores	Student-Centered
	6. Effectiveness of student-	Teachers' Performance	

	centered classroom management	Evaluation Documents Observation	Classroom Management
	7. Effectiveness of administration and development of the educational institution	Strategic Development Plan and Operation results Interviews, Observation	Educational Administration
	8. Development of internal quality assurance by educational institution and its parent organization	Internal QA by parent organization (OPEC/OBEC) on Human Resource Management system, Academic, Finance and general administration	Internal Quality Assurance/ Educational Administration
Identity indicators	9. Result of the educational institution's development of its philosophy, goals/vision, missions and objectives	Annual Reports Evidence of commendations	Educational Management Achievement
	10. Result of the educational institution's development plan based on its focus and strengths reflecting its identity		
Social Responsibility Indicators	11. Result of the educational institution's operations of special projects to promote the institution's roles	Project Summary Report Interviews, Observation	
	12. Educational institution's improvement and maintaining of standards corresponding to direction of the National Education Reform of the Second Decade (2009-2018)	Interview Institutional meeting reports and other documents	Educational Administration

Indicators were summarized into educational management achievement, student-centered classroom management and educational administration. International schools which were assessed through a joint visit with an international accrediting body of the school's choosing followed the simplified standards in Table 2.

Table 2:- Summary of Standards and Indicators for the Third-Round of External Quality Assessment in Thai Standards.

Basic Education Indicators	Weight
Educational Management Achievement	60
Student-centered Classroom Management	20
Educational Administration	20
Total	100

After the third round-cycle was finished in 2015, schools were directed to find ways to accomplish the goals and recommendations of the assessing team. This direction for improvement aims to develop quality and standard of an institution. After the third round cycle, more than 60,000 educational institutions were assessed including a total of 2,228 private educational institutions providing basic education operating under the Office of the Private Education Commission.

Table 3:- The External Assessment Result of Basic Education for the Third Round (Schools Under OPEC).

Table 17: The External Assessment Result of Basic Education for the Third Round (Schools Under 51 EC)									
Parent Organization	Accredited						Unaccredited		Total
	Very Good		Good		Total				
Office of the	No.	%	No.	%	No.	%	No.	%	

Private Education Commission	280	12.56	1201	53.88	1481	66.44	747	33.56	2228
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It was planned that in the fourth round of external quality assessment (2016-2020), there will be no re-assessment. However, there will be a monitoring process after the assessment by considering the result of the assessment. If the quality level is at the level of 'improvement required', the institution will be monitored within 6 months after the assessment. If the quality level is 'fair', the institution will be monitored within 1 year after the assessment. For the Fourth Round of External Quality Assessment (2016 - 2020), the assessment will focus on the quality of educational institutions by focusing on the overall performance of the institution, as well as, to facilitate the assessment process by using IT-based assessment. The external assessment will emphasize on verifying the institutions' internal assessment result, and EQA will be based on the parent organization's internal quality assessment standards and criteria, (Onesqa, 2017). Submission of Self-Assessment Reports to ONESQA will be through digital files and which will allow the assessors to systematically monitor the school's progress before the on-site visit and reporting.

A new assessment system has since been communicated as the first batch of schools started to be assessed in August 2018. The information system developed by ONESQA called Automated QA (AQA) is an online system that will facilitate the efficiency of ONESQA performance, the assessors and the institutions which is expected to be fully operational by the Fifth Round of EQA in 2021 (ONESQA, 2018).

Since the publication of the Third Round results, there has been developments regarding the Royal Thai Government's policy in the educational system that directly affects quality assurance. The program of 'Education 4.0' brings several changes such as assessing student learning outcomes. The quality criteria and standards should be decided by each individual educational institution and should be customized based on each institutional context. The purpose of EQA aims for development. Accordingly, for each institution to be able to support the national change, ONESQA's role needs to be able to tackle both developmental and transformational changes of quality assurance system.

Paradigm of the Study

The paradigm of the study shows the interaction of the profile variables and the process of Human Resource Management and the Quality Assurance of selected schools and projected outcome which is the improved Human Resource Management.

Input Process Output

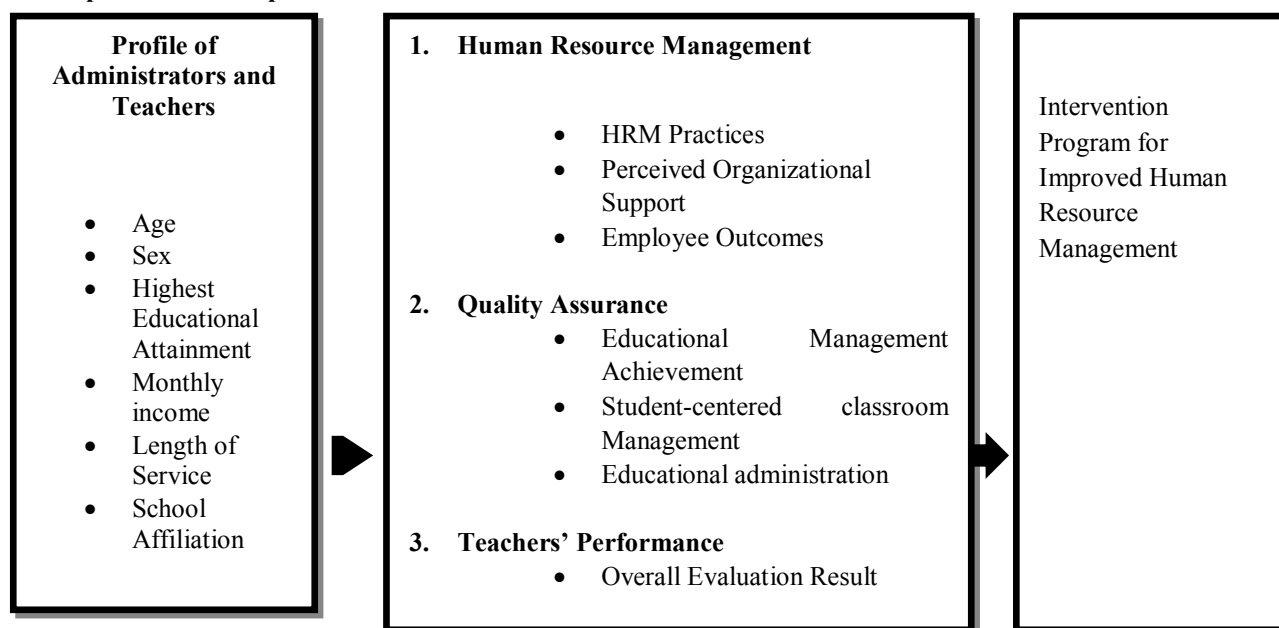


Figure 5:- Paradigm of the Study.

Statement of the Problem

This study sought to determine the Human Resource Management and Quality Assurance among selected Secondary International Schools and English Program Schools. It specifically sought to answers the following questions:

1. What is the profile of the respondents in terms of
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Highest Educational Attainment
 - 1.4 Monthly income
 - 1.5 Length of Service
 - 1.6 School Affiliation
2. What is the level of human resource management of secondary international schools in terms of:
 - 2.1 HRM Practices
 - 2.2 Perceived Organizational Support
 - 2.3 HRM Outcomes
3. Is there a significant difference between the level of Human Resource Management and
 - 3.1 Profile of Respondents
 - 3.2 Areas of Human Resource Management
 - 3.3 Teacher's Performance
4. What is the level of quality assurance of secondary International and English Program schools in the different areas?
 - 4.1 Educational Management Achievement
 - 4.2 Student-centered Classroom Management
 - 4.3 Educational Administration
5. Is there a significant difference between the level of quality assurance of secondary schools and the different areas?
6. Is there a significant relationship between the level of human resource management and the level of quality assurance in secondary international schools?
7. What intervention program is proposed to improve quality assurance in secondary international schools?

Hypotheses

1. There is no significant difference between the level of Human Resource Management and
 - 1.1 Profile of Respondents
 - 1.2 Areas of Human Resource Management
 - 1.3 Teacher's Performance
2. There is no significant difference between the level of quality assurance of secondary international schools and the different areas.
3. There is no significant relationship between the level of human resource management and the level of quality assurance in secondary international schools.

Chapter 2

Methodology:-

For this study, a quantitative analysis using the survey method for Human Resource Management was employed which is considered as the best way in answering questions through numbers and statistics (Suvey methodscom, 2017). Secondary data about quality assurance from the results of the third cycle External Quality Assessment of Office of National Education Standards and Quality Assessment (ONESQA) was also used.

Research Environment

This study focused on selected International and English Program Schools from Central Thailand Region.

The schools are all International or English Program schools providing secondary education located in Central Thailand Region under the four-region system (Hays, 2013). Three groups in the region (Greater Bangkok, Sub-Central, and Eastern) was represented by at least one province or area by random sampling except for Bangkok, which by default is automatically included. Each province was then represented by at least one school purposively selected for its ability to provide data and diverse faculty due to the program that it offers. The following information is from Sataban.com (2017) which features a Thai Schools Directory.

Table 4:- List of Schools Including the Province and Subgroups They Belong to in Central Thailand Region.

Central Thailand		
Subgroup	Province	School
Greater Bangkok	Bangkok	English Program School
		International School
		International School
		International School
		International School
		English Program School
	SamutPrakan	International School
	Nonthaburi	English Program School
		English Program School
Sub-Central	Saraburi	International School
		International School
Eastern	Chonburi	English Program School

**Figure 6:-** Map of Thailand showing Central Thailand in the four-region division system.

Respondents

The respondents of this study were 153 teachers and administrators from the selected schools whose participation in this study was voluntary. Most of the respondents work in schools from Bangkok Metropolis which is the most congested area in terms of International Schools and English Program Schools. The matrix distribution of respondents by virtue of school area in the Central Thailand region is shown in Table 5.

Table 5:- Matrix Table of Respondents' Distribution by Area.

School Area	Frequency	Percent
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Bangkok	76	49.7
SamutPrakan	10	6.5
Nonthaburi	31	20.3
Saraburi	20	13.0
Chonburi	16	10.5
Total	153	100%

Even though nationality is not a variable in this study, the matrix Table 5 shows that Filipinos comprise most of the respondents at 78.4%, followed by British nationals, 6.5 %; Americans and other nationalities, each at 5.2% and Thais at 4.6%. This means that there is a strong presence of Filipinos in International and English program schools in Bangkok and other provinces. Wood (2009) mentioned that because the Philippines is one of the few countries in Asia where English is the main medium of instruction and the forefront of educational system, Thailand has been consistently importing Filipino teachers as an attempt by the country to augment the need for proficient English-speaking teachers in their schools.

Table 6:-Matrix Table of Respondents' Nationality.

Nationality	Frequency	Percent
Filipino	120	78.4
Thai	7	4.6
American	8	5.2
British	10	6.5
Others	8	5.2
Total	153	100%

Data Gathering Procedure

A letter of request was sent to school heads together with the approval form and the survey questionnaire through electronic mail. The letter contained information about the study and that teachers and administrative personnel were selected to participate in the study as respondents. Originally, twenty schools were chosen, however, only thirteen schools had returned a confirmation or had a respondent as participation in the survey is not compulsory. Upon approval, the questionnaire was facilitated by the school head, coordinator or administrator and the questionnaires were sent to the teachers. Retrieval was through EMS through the coordination of the researcher and the school. A period of three months was given for the survey. Retrieved data was recorded and analyzed using SPSS program. Schools which have been sent the letter of request and did not respond were not included as part of this study.

Data Gathering Tools

The data gathering tool for this particular research is a survey questionnaire adapted from Human Resource Management Practices and Their Outcomes: A Survey from Shodhganga (Inflibnet.ac.in, 2018) which was modified by the researcher to fit the research environment. The layout of the questionnaires was patterned from Dr. Sheryll Ann Castillo's research instrument used in her dissertation Personal and School Factors in Relation to Twenty-First Century Life and Career Skills as Mediated by School Engagement in the ASEAN Context: Towards a Proposed Model (Castillo, 2016).

The questionnaire employs the use of Likert Scale level of quality and used the description of mean values shown in Table 6. The questionnaire was reviewed by one methodologist/researcher, two school administrators and two Cambridge-certified hiring personnel from Bangkok, Thailand and two English Language faculty members from Nonthaburi Province. The recommendations from the reviewers were taken into account and the questionnaire was adjusted and edited accordingly.

Table 7:- Description of Mean Values.

Mean Value	Description
>4.50-5.0	Excellent
>3.50-4.50	Very Good
>2.5-3.50	Good

>1.5-2.50	Fair
1.0-1.5	Poor

The secondary data from the website of Office of the National Education Standards and Quality Assessment, which provides all their assessment results from the third cycle to be downloaded, was used for the external quality assessment of schools. ONESQA provides the results in Thai language and the data, which can be chosen and downloaded from a drop down menu was translated from Thai to English by selected secondary students of Bangkok Advent School, crosschecked and approved by a Thai language teacher.

Statistical Treatment of Data

Ensuring the reliable analysis of the data that will be gathered needs tabulation, encoding and analysis through SPSS. The data will be tabulated to determine frequency of the number of responses in analyzing the demographic data; the percentage as a descriptive type of statistics; Pearson correlation which investigates the influence of two variables with each other (r) to measure the relationship of human resource management to quality assurance of schools; t-test and Analysis of Variance (ANOVA) will also be employed to determine if the differences are true difference and not random effect.

Interpretation of secondary data analysis after indicator points have been tallied will use the scales provided by ONESQA in Table 8.

Table 8:- Description of Quality Level of an Educational Institution.

Areas of Quality Assurance	Quality Level Description					
	Excellent	Very Good	Good	Fair	Improvement Required	Urgent Improvement Required
Educational Management Achievement	60	50.00-59.99	40.00-49.99	35.00-39.99	30.00-34.99	0-29.99
Student-centered Classroom Management	20	18.00-19.99	15.00-17.99	13.00-14.99	10.00-12.99	0-9.99
Educational Administration	20	18.00-19.99	15.00-17.99	13.00-14.99	10.00-12.99	0-9.99
Total %	100 %	90-99.99	75.0-89.99	60.00-74.99	50.00-59.99	0.00-49.99

Chapter 3

Results And Discussions:-

Profile of Respondents

Table 9 shows the frequency of the profile of the 153 respondents who participated in this study in terms of age, gender, position, educational attainment, monthly income, length of service and type of school affiliation.

Most of the respondents are 31-40 years of age (44.4%) while 34.6% were 21-30 years old; 17.6% of the respondents belong to the 41-50 age group and 3.3% belong to 51 and above age group. Of the respondents, 98 were female (64.1%) while 55 were male (35.9%). Teachers comprise most of the respondents at 90.8% while 9.2% were administrators. Out of 153, 120 or 84.3% are college graduates, 13.1% are Masters' degree holders, 1.3% of the respondents hold doctorate degrees while on the other end of the spectrum, 1.3% are high school graduates, vocational course or teaching certificate holders.

The study also revealed that among the respondents, the monthly income of 38.6% fall within the 15,000-24,999 baht range; 11.8% earn 25,000-34,999 baht; 29.4% earn as much as 35,000-44,999 baht and 20.4% earn 45,000 baht and above monthly. Considering the length of service, most respondents or 45.8% have been employed in their respective institutions for less than 2 years while 19.6% have been serving for 3-5 years; 22.9% have been employed for 6-10 years and 11.8% have been in employed by the same school for more than 10 years. Among the respondents 24.2% come from International Schools located in Bangkok while 11.8% come from International Schools located in other provinces of Central Thailand. The respondents employed in English program schools in Bangkok comprise 25.5% while those from English program schools in other provinces comprise 38.6%.

This means that most of the respondents are college graduate female teachers, aged 31-40, who earn about 15,000-24,999 baht and who has been employed in province-located English program schools for 2 years or less.

Although Boyd, et al., (2013) find that employers demonstrate preferences for “teachers having stronger academic achievement, measured by having more than a BA degree,” according to Bond (2016), due to demand, many schools employ teachers who don’t qualify for work permit and make alternative arrangements due to the demand. This was affirmed by the results which showed that some schools opt to hire those without a Bachelor’s degree indicating that the teachers have some sort of certification to teach English, even though legal processes mandate that any undergraduate or those without a degree won’t be able to teach in Thailand and are generally not granted a work permit.

Table 9:- Frequency Table of the Profile of the Respondents.

Profile	Frequency	Percent
Age		
21-30	53	34.6
31-40	68	44.4
41-50	27	17.6
51 and above	5	3.3
Sex		
Male	55	35.9
Female	98	64.1
Position		
Administrator	14	9.2
Teacher	139	90.8
Highest Educational Attainment		
HS/Voc/Certificate	2	1.3
College	129	84.3
Master's	20	13.1
PhD	2	1.3
Monthly Income (Baht)		
15,000- 24,999	59	38.6
25,000-34,999	18	11.8
35,000-44,999	45	29.4
45,000 and above	31	20.3
Length of Service (Years)		
0-2 years	70	45.8
3-5 years	30	19.6
6-10 years	35	22.9
>10 years	18	11.8
School Affiliation		
International BKK	37	24.2
Int'l School-Other Provinces	18	11.8

English Program BKK	39	25.5
English Program Other Provinces	59	38.6
Total	153	100.0

Level of Human Resource Management

Practices

Table 10 shows the means and standard deviation of the level of Human Resource Management in terms of Practices in selection and recruitment, communication, compensation and remuneration, mentorship and placement.

Based on the sentences grouped to identify the quality level of the HRM practices of an educational institution, the overall mean is 3.487 which falls within the range 2.50-3.50 and is interpreted as Good. Interestingly, two items about compensation and remuneration received the highest and lowest scores. Item number 10 “Regular teachers are entitled to paid sick/emergency/personal leaves” received the highest mean of 4.124 with a descriptive value of Very Good; while item number 15 “Other extra paperwork/work given beyond my responsibilities are translated to financial incentives” received the lowest mean with 2.771 with a descriptive value of Good.

A study of Puangjakta and Winitwatanakhun (2014) stated that “HRM practices vary across school sizes, school types and school cultures”. In their study about teachers’ perception on Human Resource Management in a school in Prawet district, Thailand the “the lowest mean score fell in the compensation which is a reward for teachers in various forms”. This connotes that teachers and administrators perceive the level of Human Resource Management Practices in their particular institutions as good enough but not to the level where they can rate the practices as excellent.

Table 10:- Means and SDs of the Level of Human Resource Management in terms of Practices.

HRM Practices	Mean	SD	Description
Our institution places the right person in the right job.	3.647	.830	Very good
Adequate and relevant information about the school and job is provided to the candidate at the time of recruitment.	3.777	.926	Very good
Selection of a candidate in our school is strictly based on qualifications.	3.575	.856	Very good
We have a structured (clear process) recruitment system	3.464	.980	Good
Our recruitment system is properly documented.	3.535	1.006	Very good
Required talent/people for a specific position is available in time.	3.575	.964	Very good
Interviews take care of technical as well as personality and attitude aspects of the candidate.	3.745	.921	Very good
Regular teachers are entitled to paid sick/emergency/personal leaves.	4.124	.927	Very good
Health or accident insurance benefits are available to regular employees.	3.967	1.047	Very good
A foreign teacher’s visa status is taken care of by a Human Resource personnel or school representative within a month after hiring.	3.915	1.117	Very good
New teachers are assigned a colleague as a mentor for routine school processes and professional development.	3.326	1.117	Good

There is a Handbook for Teachers given to every hired faculty.	3.470	1.287	Good
New teachers are given proper training in Thai culture and school policies	3.130	1.127	Good
Evaluations and assessment procedures are scheduled properly.	3.640	.990	Very good
Other extra paperwork/work given beyond my responsibilities are translated to financial incentives	2.771	1.279	Good
Opportunities are provided for Continuing Professional Education (CPE)	3.228	1.161	Good
The school supports professional upgrading.	3.248	1.131	Good
In our school we are given competitive pay.	3.026	1.282	Good
The HR department provides adequate feedback to the teacher on their rating and the decisions taken on their ratings.	3.098	1.162	Good
Overall	3.487	1.058	Good

Level of Human Resource Management Perceived Organizational Support

Table 11 shows the means and standard deviation of the HRM dimension Perceived Organizational Support with an overall mean of 3.488 with a standard deviation of 1.008. The overall mean has a descriptive value of Good. The statement “cultural diversity thrives in our organization” received the highest mean of 3.692 which is described as Very Good.

This means that employees perceive that they are generally supported and valued by their respective organizations. They perceive that their organizations recognize their contribution and care about their well-being to a midpoint level and that support for cultural diversity in educational institutions is highly appreciated by employees.

This is affirmed by Baran, Shanock and Miller (2012) who found that international and cross cultural issues are among the themes and developments in perceived organizational support. Furthermore, employees who feel support from their organisation feel their needs are being met by their organization (Colakoglu, Culha and Atay, 2010). In addition, Allen, et. al (2008) stated that employees see their employment as a reciprocal exchange relationship that reflects relative dependence and extends beyond a formal contract. Employees need to determine whether, and to what extent, an organization will recognize and reward their effort, support their socio-emotional needs, and help them on request. Veld and Alfes (2017) while following a positive perspective, explored how HRM may enhance employee well-being via a climate for well-being and increase level of efficiency.

Table 11:- Means and SDs of the Level of Human Resource Management in terms of Perceived Organizational Support.

Organizational Support	Mean	SD	Description
The school values our contribution to its well-being.	3.588	.956	Very Good
The school strongly considers our goals and values.	3.496	.980	Good
Our organization does not ignore complaints from its employees.	3.385	.946	Good
Our organization cares about our opinions.	3.405	1.102	Good
Our organization duly supports its employees facing any problem.	3.516	.918	Very Good

The organization cares for employees' general satisfaction at work.	3.405	.989	Good
Each employee is treated with genuine respect.	3.607	.974	Very Good
We are often asked by our supervisors to participate in decision making.	3.418	1.067	Good
Our organization promotes honest and open self-expression through considering our feedback.	3.385	1.013	Good
The top management believes that human resources are extremely important resources and they have to be treated properly.	3.470	.993	Good
Cultural diversity thrives in our organization.	3.692	.968	Very Good
There are incentives given to high performing teachers.	3.379	1.094	Good
We are given a chance to explain in cases of complaints.	3.522	1.045	Very Good
The school approves requests for additional facilities and equipment as long as they're within the budget.	3.568	1.080	Very Good
Over-all	3.488	1.008	Good

Level of Human Resource Management

Employee Outcomes

Table 12 presents the means and standard deviation of the level of Human Resource Management in terms of employee outcomes.

Based on statements grouped to show HRM outcomes of organizational citizenship behaviour, satisfaction and commitment, the overall mean is 3.702 which has the descriptive value of Very Good. Except for one, all statements received a mean score greater than 3.5 which translates to Very Good. The statement "I would be very happy to spend the rest of my career with this school" received a mean score of 3.440 which is equivalent to Good.

This indicates that the level to which employees are willing to commit and engage in working for the benefit of the organization is high.

It may be thought that employees satisfied with their job have a willingness to work on behalf of their organisation and a strong motivation to remain in their organisation and that employees who are satisfied with their organisation feel obligation to remain with their organisation due to the fact that they want to repay for the financial or moral support from their organisation, (Yang, 2010; Gunlu, et. al., 2010; Colakoglu, Culha and Atay, 2010). Furthermore, increasing employees' feelings of obligation to help the organization could also mean that an organization's success can be attributed to the employees' commitment and their focus towards achieving the organization's prime goals (Kalpana and Shibu, 2015).

Table 12:- Means and SDs of the Level of Human Resource Management in terms of Employee Outcomes.

Employee Outcomes	Mean	SD	Description
I help new workers, even when not asked to do so.	3.796	.816	Very Good
Whenever my school requires, I willingly stay at work till late.	3.927	.884	Very Good
I make suggestions for improvements.	3.802	.861	Very Good
I volunteer for things that are not part of the job.	3.644	.901	Very Good
Whenever a need arises I stand up to protect the reputation of	3.677	.865	Very Good

my school.			
I try to correct a faulty procedure or practice when possible.	3.671	.882	Very Good
I would be very happy to spend the rest of my career with this school.	3.440	1.059	Good
I enjoy discussing my school in a positive light with people outside of it.	3.736	.947	Very Good
This organization has a great deal of personal meaning for me.	3.671	.947	Very Good
I would not leave my organization right now because I have a sense of obligation to the people in it.	3.802	.920	Very Good
I would continue to work for this organization as it deserves my loyalty.	3.657	1.004	Very Good
I encourage my co-workers to work properly because the school deserves our best.	3.703	1.060	Very Good
I encourage my friends and other people I meet to send their children to the school where I work.	3.605	1.092	Very Good
Over-all	3.702	.941	Very Good

Differences in the Levels of Human Resource Management By Profile

Table 13 shows the Result of F and t-tests between the levels of Human Resource Management when Respondents were grouped according to profile. Sex, Highest Educational Attainment and Position showed computed p-values of 0.604, 0.499 and 0.644 respectively. Length of service has a p-value of 0.166 while Type of School has 0.450 and monthly income has 0.057. These values were higher than the .05 confidence level and are interpreted as not significant. On the other hand, the p-value of 0.039 resulted from the ANOVA between Level of Human Resource Management and Age.

This reveals that among the profile variables, Age demographic shows significant difference in Human Resource Management unlike the other profile variables.

Furthermore, Edgar and Geare (2018) said that even though not all demographic variables significantly impact employee attitudes towards HRM, it should still be a consideration for statistical analysis. Pahos and Galanaki (2018) stated that staffing effectiveness evolves according to employee demographic characteristics and should still be studied because this area has not been thoroughly elucidated to date.

Table 13:- Result of F and t-tests between the Levels of Human Resource Management when Respondents were Grouped according to Profile.

Profile	Test Used	F/t- value	p-value	Interpretation	Decision
Age	ANOVA	2.856	0.039	Significant	Reject Ho
Sex	t-test	.519	.604	Not Significant	Accept Ho
Position	t-test	.483	.644	Not Significant	Accept Ho
Highest Educational Attainment	ANOVA	.793	.499	Not Significant	Accept Ho
Monthly Income	ANOVA	2.566	0.057	Not Significant	Accept Ho
Length of Service	ANOVA	1.718	.166	Not Significant	Accept Ho
Type of School	ANOVA	.886	.450	Not Significant	Accept Ho

Since significant difference existed between the levels of human resource management when grouped according to age, Multiple Comparison Test was run using Least Significant Difference. Results are shown in Table 14.

Table 14 revealed that among the results of Multiple Comparison Test between the Levels of Human Resource Management when Respondents were grouped according to Age, the comparison between 21-30 against 31-40 Age Group had a p-value of 0.018 and is interpreted as Significant.

This means that the Levels of Human Resource Management differed significantly for the younger workers within the 21-30 Age Group as opposed to their older counterparts in the 31-40 Age group while the other age groups 41-50 and 51 and older showed no significant differences at all.

Bailey (2014) stated that younger workers bring their own HR-related challenges. Generation Y, or the millennials as they are sometimes known, have very high expectations of their employers, are focused more on the immediate future than the long-term and are keen to strike a positive work-life balance. Kooij, et.al. (2012) said that there is a "notion that the different conceptualizations of age have distinct effects on work-related attitudes. In addition, Aaltio, Salminen and Koponen (2014), mentioned that HRM research concerns the assumptions about the motives and commitment of the workforce in reference to the possible changing needs and different preferences that older employees may have compared to younger ones.

Table 14:- Result of Multiple Comparison Test between the Levels of Human Resource Management when Respondents were Grouped according to Age.

Age Groups Compared		p-value	Interpretation
21 – 30	31 – 40	.018	Significant
	41-50	.707	Not Significant
	51 and above	.055	Not Significant
31-40	41-50	.126	Not Significant
	51 and above	.318	Not Significant
41-50	51 and above	.096	Not Significant

Differences in the Levels of Human Resource Management By Areas of Human Resource Management

Table 15 shows the result of ANOVA between the Levels of Human Resource Management. HRM Practices has a mean of 3.487; Perceived Organizational Support has a mean of 3.488 while HRM Outcomes has a mean of 3.678 with an over-all mean of 3.551. The computed p-value is .050 which is interpreted as Significant.

This demonstrates that there is a significant difference in the levels of the areas or dimensions of Human Resource Management. Therefore, the null hypothesis that there is no significant difference among the dimensions of Human Resource Management is rejected.

Aktar and Pangil (2017) considered the role of POS on the link of HRM practices and employees' behavioural outcomes and found that POS acted as the full moderator between HRM practices and employee engagement. They also highlighted the significance of perceived organizational support in shaping reactions of employees regarding HR practices associated to employees' behavioural outcomes.

Table 15:- Result of ANOVA between the Levels of Human Resource Management.

Areas of Human Resource Management (HRM)	Mean	F-value	p-value	Interpretation/Decision
HRM Practices	3.487	2.959	.050	Significant
Organizational Support	3.488			Reject Ho
Employee Outcomes	3.678			
Over-all	3.551			

Because of the existence of the significant difference, a Multiple Comparison Test was run using Least Significant Difference. Results are shown in Table 16.

The Result of Multiple Comparison Test between the Areas of Human Resource Management in Table 16 shows that HRM Practices and Perceived Organizational Support has a p-value of .991 which is not significant while HRM Practices and HRM Outcomes when compared against each other resulted to a p-value of 0.035 which is significant.

Perceived Organizational Support and HRM Outcomes showed a p-value of 0.036 which is also less than the 0.05 confidence level and is significant.

This means that when compared to the level of Employee Outcomes both HRM Practices and Perceived Organizational Support have significantly different levels implying that employee outcomes are rated higher than employer-related factors such as Practices and the POS.

Marescaux, De Winne and Sels (2012) stated that HR personnel “should be aware that merely implementing soft HR practices may not suffice.” Furthermore, they suggested that HR practices could affect basic needs satisfaction of employees and thereby affect HR outcomes. This is supported by Gavino, Wayne and Erdogan (2012) who mentioned that this feeling of employees being appreciated impacts their commitment to delivering high-quality service.

Table 16:- Result of Multiple Comparison Test between the Levels of Human Resource Management.

Areas of Human Resource Management (HRM) Compared	p-value	Interpretation/Decision
HRM Practices and Perceived Organizational Support	.991	Not Significant
HRM Practices and Employee Outcomes	.035	Significant/ Reject Ho
Perceived Organizational Support and Employee Outcomes	.036	Significant/ Reject Ho

Differences in the Levels of Human Resource Management

By Teacher Performance

Of the 153 participants, 51% had a rating which falls within 90-100, 7.2% 25.5% were graded within the 80-89 range and 7.2% had a performance rating of 70-79 as shown in Table 16 Performance Rating of Respondents. Eight respondents answered not applicable and 17 did not respond to this question due to various reasons such as personal decision and unavailability of data.

Table 17:- Teachers' Performance Rating.

Performance Rating	Frequency	Percent	Interpretation
70-79	11	7.2	Good
80-89	39	25.5	Very Good
90-100	78	51.0	Excellent
Not Applicable	8	5.2	
Did not respond	17	11.1	
Total	153	100.0	

The study revealed that the level of Human Resource Management is the same for teachers who received a rating of 70-79 which is described as Good, teachers who received 80-89, described as Very Good and teachers whose performance rating is 90-100, described as Excellent as Table 16 Result of ANOVA between the Levels of Human Resource Management by Teacher Performance shows a computed p-value of .332 which is not significant.

This means that the result of a teacher's overall performance is not enhanced by Human Resource Management. Therefore, the null hypothesis which states that there is no significant difference between the level of Human Resource Management and Teacher's Performance is accepted.

This also affirms the study of Hashimi, 2014, whose result showed that the trend that current practices of HRM by the educational leaders at (CBE) schools are not effective to an extent where it improves teachers' efficiency.

Table 18:- Result of ANOVA between the Levels of Human Resource Management by Teacher Performance.

Teacher Performance	Mean	F-value	p-value	Interpretation/ Decision
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70-79	3.348	1.148	.332	Not Significant
80-89	3.475			Accept Ho
90-100	3.676			
Not Applicable	3.761			

Level of Quality Assurance

Table 19 shows the means and standard deviation of the Levels of Quality Assurance in terms of Educational Management Achievement, Student-centered classroom management and educational administration of secondary International and English program schools in Central Thailand which participated in this study.

It is revealed that in terms of Educational Management Achievement, the mean is 50.63% out of 60% which is described as Very Good. In terms of Student-centered Classroom Management, the mean is 17.05 out of 20% which is described as Good while Educational Administration has a mean of 17.32 out of 20% described as Good. Overall, the 13 schools had an average rating of 85% which is also qualified as good.

This means that the schools included in this study passed the external quality assessment qualifications set by ONESQA and are among the accredited schools of Thailand.

Kuruzovich (2016) emphasized that though there is no standard way to measure the quality of an international school, multiple indicators can be examined to at least provide a general sense of how well any particular school performs in relation to others, and the benefits it provides to its teachers. However, Taylor (2018) said a good indicator of a school's quality is to check with which bodies it holds accreditation. In Thailand, external quality assurance is guaranteed by the aforementioned ONESQA.

Table 19:- Means and SDs of the Levels of Quality Assurance.

Aspects of Quality Assurance	N	Mean	Description	SD
Educational Management Achievement	13	50.63	Very Good	.96
Student-Centered Classroom Management	13	17.05	Good	.68
Educational Administration	13	17.32	Good	.78
Overall		85.00	Good	

Difference between the Aspects of Quality Assurance

Table 20 shows the result of ANOVA between the levels of quality assurance in different aspects with the p value at .442 which is interpreted as not significant.

This means that the variance among Educational Management Achievement, Student-centered classroom Management and Educational Administration is not enough to warrant any significance, therefore the null hypothesis which states that there is no significant difference among the aspects of quality assurance is accepted.

As stated by Onesqa (2017), the assessment processes ensure that the educational institution's council and the management executives comply with the Thai governmental laws and regulations. The external quality assessment reports precisely inform educational institutions of the level of the standard quality achieved by the assessed institutions.

Table 20:- Result of ANOVA among the Aspects of Quality Assurance.

Aspects of Quality Assurance	Mean	F-value	p-value	Interpretation/ Decision
Educational Management Achievement	50.63	.835	.442	Not Significant
Student-Centered Classroom Management	17.05			Accept Ho

Educational Administration	17.32			
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Relationship between Human Resource Management and Quality Assurance

This study revealed that there is a weakly positive correlation between Human Resource Management and Quality Assurance as shown in Table 21 which gives the r value at 0.108 and the p value at 0.726.

This means that the correlation between the two variables, although showing a positive linear relationship, in this case, is not significant and therefore the null hypothesis which states that there is no significant relationship between Human Resource Management and Quality Assurance of Secondary International and English Program Schools in Central Thailand is accepted.

This is contrary to the study of Mutiso (2010) which revealed a strong positive relationship between quality of service and performance management implying that better management of teacher performance would raise the quality of education service provided by teachers. However, Susilowati, et.al. (2012) explained that the belief that strategic human resource management results to better firm performance is thought to be rather conventional because of the numerous studies on the relationship between the two variables that have shown the inconclusive results. There are unknown factors called "black-box" between strategic HRM-firm performance relationships that need to clarify (Susilowati, et. al., 2012).

Furthermore, it is noteworthy to say that ONESQA, the independent accrediting body from which the data of Quality Assurance has been taken, has faced criticism from the Office of Higher Education Commission due to reports that the evaluation process did not adequately reflect the quality of schools, (Oxfordbusinessgroup, 2016). Moreover, the indicators provided by ONESQA show that Human Resource Management and teacher factor are graded among other factors under Educational Administration and Student-centered classroom management which are only a fraction of the 20% for the two indicators.

Table 21:- Result of Pearson r between Human Resource Management and Quality Assurance.

Variable Compared	r	Strength of Correlation	p -value	Interpretation/ Decision
Human Resource Management and Quality Assurance	.108	Very weak correlation	.726	Not Significant/ Accept Ho

Proposed Intervention Program

Enhancing sustainable employability is an additional policy of Human Resource Management that is proposed as part of the intervention program to increase the level of HRM. Sustainable employability to meet the demand for a longer professional career, retention of knowledge and skills and monitoring and addressing health issues of aging workforce is proposed. This will be through a healthy lifestyle program with activities that contribute to knowledge, proper diet, movement and facilitating acquisition of social security card in the Kingdom of Thailand to further support foreign employees as recognized workers who contribute to education and economic strength of the nation.

Chapter 4

Conclusions And Recommendations:-

Conclusions:-

1. Most of the respondents are 31-40 year-old teachers, female, college graduates, with a salary range of 15,000-24,999 baht; Filipinos, and have been employed for 0-2 years in their English Program institution located in Central Thailand provinces outside Bangkok.
2. Good HRM practices are in place with provision of paid sick, emergency and personal leave rated as a very good HRM practice. Moreover, the respondents feel adequately supported and appreciated by their organization as shown in the good quality level of Perceived Organizational Support (POS). The respondents also have a high level of commitment, organizational citizenship behaviour and satisfaction in their respective educational institutions.
3. Younger employees in the 21-30 age group's view of the quality of Human Resource Management of their schools significantly differed from their older counterparts in the 31-40 age group in that they have a lower

perception of Human Resource Management than the older respondents. Employee outcomes of organizational commitment, citizenship behaviour and satisfaction showed a significant difference when compared against HRM Practices and Perceived Organizational Support in that the dimension of Employee Outcomes is high even if the Practices and POS were rated slightly lower. The quality of Human Resource Management is not a determinant factor in Teacher's Performance.

4. Based on the assessment of the Office of National Education Standards and Quality Assessment, the schools included in this study have very good Educational Management Achievement, good Student-centered Classroom Management, and good Educational Administration with an overall quality level of good allowing them to be included in the roster of ONESQA accredited schools.
5. The level of Educational administration, educational management achievement and student-centered classroom management do not significantly differ in International and English program schools in Bangkok and other provinces in Central Thailand.
6. Human Resource Management, showing a weak positive correlation with Quality Assurance, is not a determinant of quality assurance of International and English Program Schools in Central Thailand.
7. An Intervention Program on sustainable employability should be employed to increase the quality level of Human Resource Management.

Recommendations:-

Based on the findings of this study, the researcher recommends the following:

1. A similar study should be conducted including nationality as a demographic variable and how demographic shifts affect HR strategies and employee outcomes in International and English Program schools in Thailand.
2. Mentorship program and Thai culture education must be included as orientation procedures for every newly hired personnel. This is to strengthen the Human Resource Management Practices and POS of the educational institution and to ensure that there will be a smooth transition for teachers every time there is a turnover.
3. Career planning for young and ageing employees should be mapped out by Human Resource Managers as they attempt to secure talent and contribute to the quality assurance of the school. As different needs and expectations arise due to employees diverse ages, educational management might put in place different HR practices or policies that can promote equality, organizational growth and support among colleagues. Practices must also be in place to recognize physical limitations of aging employees and how the educational institution can aid foreign employees who opt to retire from school employment as there is no limit to age in the workplace here in Thailand and there is generally no retirement benefits or severance pay granted after a certain number of years served in the school.
4. International and English Program Schools should continue to comply with the mandates of ONESQA and should try to increase their quality level by 2020. English Program schools are also encouraged to apply for an international accreditation.
5. Internal quality assurance measures should be in place regarding Human Resources under educational management and Student-centered Classroom Management. Documentation of the indicator data should also move towards automated QA in support of Thailand 4.0.
6. Even though the result of this study shows a weak correlation, Human Resources must continue to strengthen selection and retention of talent through policies that will support Quality Assurance of schools. As International and English Program schools have differing needs and values, the HR managers should see to it that human resources employees are aware of the expectations and the goals of the organization.
7. An Intervention Program on Enhancing Sustainable Employability is recommended for implementation to increase the level of Human Resource Management and Quality Assurance.

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Appendix A:-

Proposed Intervention Program on Enhancing Sustainable Employability as a Human Resource Management Policy

Rationale

Since quality HRM practices in recruitment and selection are in place, policies on sustainable employability as part of global talent management must be developed to avoid high employee turnover. In general, foreign teachers are viewed and managed with the short-term mind set as hiring foreign workforce is deemed temporary and that mobility and returning to their native land is a part of reality. However, since foreign teachers comprise a large part of the workforce of international and English program schools, it is imperative to consider retaining talent for the long term as teachers' deepening experience appears to translate into other student benefits as well, (Sawchuck, 2015). Papay and Kraft (2016) also emphasized that teacher quality is not something that's fixed. It does develop, and if you're making a decision about a teacher's career, you should be looking at that dynamic. A key to retaining global talent is to manage effectively and increase employee outcomes. It is critical to provide a systematic approach to retaining talented employees because a firm's talent represents one of the key determining factors in ensuring organisational sustainability and, in the long run organizational prosperity," (McDonnell, Hickey, Gunnigle, 2011).

Ybema, van Vuuren and van Dam (2017) said that "in order to stay in the workforce and become an older worker, it is important that employees work in a competent, motivated and healthy manner, whatever their age, and organizations are encouraged to develop evidence-based HR practices that support their workers' sustainable employability." This proposed intervention program aims to provide a structured approach in enhancing sustainable employability of foreign teachers as a Human Resource Management Policy.

Health improvement through lifestyle support is one aspect of enhancing sustainable employability. As the workforce ages, so will a number of age related diseases and conditions increase. To avoid absenteeism, early retirement, or employee mobility, the health aspect of employees need to be managed as well. This will ensure a

higher yield of quality service from teacher employees but will require This requires a joint commitment between both the employee and company with a dual approach in terms of flexibility and engagement, (Indavergroup, 2018).

As part of Sustainable Employability Policy, foreign teachers who are eligible may be supported through the provision of The Thai Social Security Card. The Thai Social Security covers pension plans and other benefits which are good motivation for foreign teachers to stay in employed in an educational institution because of the security it provides. Apart from the employer matching an employee's 3% salary contribution with another 3%, the government also contributes 1% monthly. The provision and acquisition of the Thai Social Security card decreases the need for foreign teachers to look for other jobs or go back home early in their working years because of security reasons when the time comes for them to retire. The health and well-being of individuals is an important factor in contemporary research which relates to the contextual development of (human capital) within organizations, (McCracken, et. al., 2017). As discussed, these activities if properly implemented may increase the level of HRM in terms of the dimensions of Practices, Perceived Organizational Support and Employee Outcomes.

Objectives:-

- Select and promote health practices within the workplace and school culture through provision of health seminars, workshops or scheduled employee physical workouts. In this line, international schools may also opt to provide free medical check-ups on after scheduled seminars.
- Facilitate acquisition of Thai Social Security Card for foreign employees which will provide employee benefits that are sustainable and insure financial support to employees after retirement, disability, sickness and maternity needs.

Methodology:-

The methods in the table below outlines the tasks needed to be undertaken to make the goals of the intervention program attainable such as healthy lifestyle promotion through health seminar and workshops and free salad day and hosting of school marathons. Also included are the activities which will make it possible for a foreign employee to obtain a social security card in Thailand and the roles of the Human Resource Department in ensuring that the steps and procedures are properly implemented.

Activities/Project	Strategies	Performance Indicator	Time Frame	Persons responsible
Select and promote health practices within the workplace and school culture	Healthy lifestyle promotion	Health seminar/ Workshop/ workouts	Once a term	Academic Head/ HR Manager
		Free Salad Day/ Vegetarian Day	Once a term	School Dietician/ Finance Manager
		School Mini marathons	Once a year	Health and PE Head / Academic head
Facilitate acquisition of Thai Social Security for foreign employees	Provision of Thai Social Security card for every renewed employee after two years of employment	Orientation of benefits and obligations of the Social Security Card	Upon contract renewal	HR Manager/ School Director/ Finance Manager
		Preparation of documents	Within 15 days upon contract renewal	
		Every employee with renewed contract after two years of	Within 30 days after submission of requirements	

		employment shall have a social security card		
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Budget

The budget will come from the school's annual budget for continuing professional education, cafeteria fees from different sources and registration fees of the marathon participants. Tabulated is the proposed budget allocation for the projects recommended as part of this intervention program. Costs may vary depending on the need and circumstance.

Activity/Project	Task	Budget	Person in charge
Select and promote health practices within the workplace and school culture	Health seminar	2,000 baht per seminar-workshop	Academic Head/ HR Manager/ Finance Manager
	Free Salad Day/Vegetarian Day	3000 baht	School Dietician/ Finance Manager
	School Mini marathons	10,000 baht	Health and PE Head Academic Head Finance Manager
Social Security for foreign employees	Orientation of benefits and obligations of the Social Security Card	None	Finance Manager/ HR Personnel
	Monthly Obligations	*3% gross monthly salary for employees *3% monthly payroll for employers	
Total		20,000 Baht/ Academic Year	*monthly fees for Social Security Card not included

Prepared by

LORALYN S. DE LUNA

Survey Instrument

Appendix B

Survey Questionnaire

<p>The questions below ask you to reflect upon the level of quality of the Human Resource Management of your institution.</p> <p>Please respond to the questions as accurately as possible, reflecting your own attitudes and behaviors in the tasks presented in each item.</p> <p>Please tick (/) the space corresponding to the number that best applies to your answer using the scale below. PLEASE DO NOT LEAVE ANY ITEM BLANK.</p> <p>RATING SCALE:</p> <p>5 EXCELLENT 4 VERY GOOD 3 GOOD 2 FAIR 1 POOR</p>						
A. Human Resource Management Practices (Hiring/Mentorship/Placement)						
1. Our institution places the right person in						

the right job.					
2. Adequate and relevant information about the school and job is provided to the candidate at the time of recruitment.					
3. Selection of a candidate in our school is strictly based on qualifications.					
4. We have a structured recruitment system					
5. Our recruitment system is properly documented.					
6. Required talent/people for a specific position is available in time.					
7. Interviews take care of technical as well as personality and attitude aspects of the candidate.					
8. Regular teachers are entitled to paid sick/emergency/personal leaves.					
9. Health or accident insurance benefits are available to regular employees.					
10. A foreign teacher's visa status is taken care of by a Human Resource personnel or school representative within a month after hiring.					
11. New teachers are assigned a colleague as a mentor for routine school processes and professional development.					
12. There is a Handbook for Teachers given to every hired faculty.					
13. New teachers are given proper training in Thai culture and school policies.					
14. Evaluations and assessment procedures are scheduled properly.					
15. Other extra paperwork/work given beyond my responsibilities are translated to financial incentives.					
16. Opportunities are provided for Continuing Professional Education (CPE).					
17. The school supports professional upgrading.					
18. In our school, we are given competitive pay.					
19. The HR department provides adequate feedback to the teacher on their rating and the decisions taken on their ratings.					
B. Perceived Organizational Support					
1. The school values our contribution to its well-being.					
2. The school strongly considers our goals and values.					
3. Our organization does not ignore complaints from its employees.					
4. Our organization cares about our opinions.					
5. Our organization duly supports its employees facing any problem.					

6. The organization cares for employees' general satisfaction at work.					
7. Each employee is treated with genuine respect.					
8. We are often asked by our supervisors to participate in decision making.					
9. Our organization promotes honest and open self-expression through considering our feedback.					
10. The top management believes that human resources are extremely important resources and they have to be treated properly.					
11. Cultural diversity thrives in our organization.					
12. There are incentives given to high performing teachers.					
13. We are given a chance to explain in cases of complaints.					
14. The school approves requests for additional facilities and equipment as long as they're within the budget.					
C. HRM Outcomes (Commitment, Behavior)					
1. I help new workers, even when not asked to do so.					
2. Whenever my school requires, I willingly stay at work till late.					
3. I make suggestions for improvements.					
4. I volunteer for things that are not part of the job.					
5. Whenever a need arises I stand up to protect the reputation of my school.					
6. I try to correct a faulty procedure or practice when possible.					
7. I would be very happy to spend the rest of my career with this school.					
8. I enjoy discussing my school in a positive light with people outside of it.					
9. This organization has a great deal of personal meaning for me.					
10. I would not leave my organization right now because I have a sense of obligation to the people in it.					
11. I would continue to work for this organization as it deserves my loyalty.					
12. I encourage my coworkers to work properly because the school deserves our best.					
13. I encourage my friends and other people I meet to send their children to the school where I work.					

Thank you very much for your participation!