

THE TRAINING NEEDS OF DUSIT THANI COLLEGE's SENIOR STUDENTS

ความต้องการในการฝึกอบรมของนักศึกษาชั้นปีที่ 4 วิทยาลัยดุสิตธานี

◆ Praweena Kasai

Associate Dean for Planning & Development, Faculty of Hospitality Industry, Dusit Thani College
ประวีณา คาใจ

รองคณบดีฝ่ายวางแผนและพัฒนา คณบดีสาขาวรรบทริการ วิทยาลัยดุสิตธานี, E-mail : praweena.ka@dtc.ac.th

Abstract

This research aimed to study the training needs for career preparation of Dusit Thani College's senior students both generic and specific training as classified by their fields of interest and the preferred training style, place and the length of time of the training program.

This study was a survey research. A sample group was senior students of Dusit Thani College. Descriptive statistics was applied to calculate for frequency and percentage to analyze personal data of the respondents, training program, and desired training style. The total numbers of students responding to the survey were 209 respondents; of which, 103 were male students and 106 were female students. The most desired business field that Dusit Thani College's students would like to join was being a business owner, from 70 respondents or 33.49 percent of total respondents, followed by working in Hotel Resort & Spa business, from 64 respondents or 30.62 percent. The students showed their preference for the following training programs from the following categories: training programs that most corresponded to students' interest in English and ASEAN languages were Basic English Conversation course, from 137 respondents or 65.55 percent, followed by English for Job Application and Job Interview course, from 122 respondents or 58.37 percent. Training programs that most corresponded to students' interest in computer skills were Video Clipping Program course such as Adobe Premiere, Sony Vegas, Windows Movie Maker, from 114 respondents or 54.55 percent, followed by Social Network and Social Media for Career course, from 91 respondents or 43.54 percent. Training programs that most corresponded to students' interest in job application were Personality Development for Professionals course, from 133 respondents or 63.64 percent, followed by Preparation Techniques for Job Interview course, from 107 respondents or 51.20 percent. Training programs that most corresponded to students' interest

in conducting a business and working abroad were Preparation for Working Abroad course, from 144 respondents or 68.90 percent, followed by Small and Medium Enterprise Establishment course, from 84 respondents or 40.19 percent. Training programs that most corresponded to students' interest in thinking process were Creative Thinking course, from 145 respondents or 69.38 percent, followed by Critical Thinking course, from 77 respondents or 36.84 percent.

Moreover, the preferred training style was classroom-based training over one day period during the special session, on weekdays only. The preferred training room was theater room at Dusit Thani College.

The researcher recommended a further study on this topic in comparison with other institution in order to analyze what the supplement training course is needed.

Keywords : Senior Students, Training, Training Needs, Training Program, Training Style

บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อ ศึกษาความต้องการในการฝึกอบรมเพื่อเตรียมความพร้อมในวิชาชีพ ของนักศึกษาชั้นปีที่ 4 ทั้งในภาพรวมและจำแนกตามธุรกิจที่นักศึกษาสนใจร่วมงานด้วยและศึกษารูปแบบการจัดหลักสูตรฝึกอบรมที่เหมาะสมกับนักศึกษาชั้นปีที่ 4

การวิจัยนี้ เป็นการวิจัยเชิงสำรวจ โดยเก็บข้อมูลจากกลุ่มตัวอย่างนักศึกษาชั้นปีที่ 4 วิทยาลัยดุสิตธานี จำนวน 209 คน โดยใช้สัดสี่เชิงพรรณนาในการประเมินผล ซึ่งผลการสำรวจพบว่า ประเภทของธุรกิจที่นักศึกษาสนใจร่วมงานด้วยในอนาคต มี 2 กลุ่ม คือ ธุรกิจส่วนตัว และธุรกิจโรงแรม รีสอร์ท สปา โดยหลักสูตรฝึกอบรมที่นักศึกษาสนใจเข้าร่วมมากที่สุดในด้านต่าง ๆ มีดังนี้ หลักสูตรสอนภาษาอังกฤษเบื้องต้น หลักสูตรโปรแกรมตัดต่อวิดีโอ หลักสูตรบุคลิกภาพที่ดีเพื่อการทำงานอย่างมืออาชีพ หลักสูตรการเตรียมความพร้อมเพื่อทำงานในต่างประเทศ และหลักสูตรการคิดอย่างสร้างสรรค์ ซึ่งธุรกิจที่นักศึกษาสนใจเข้าร่วมในอนาคตมีผลต่อความต้องการในการเลือกหลักสูตรฝึกอบรมเพียงเล็กน้อย

นอกจากนี้ ผลการศึกษายังพบว่า รูปแบบการอบรมที่นักศึกษาชอบมากที่สุด คือ การอบรมแบบชั้นเรียน ระยะเวลาในการอบรมตลอดหลักสูตรที่เหมาะสมมากที่สุด คือ การอบรมแบบ 1 วัน/สัปดาห์ (จบทรัพยาภรณ์ใน 1 วัน) สำหรับช่วงเวลาที่适合ในการอบรมมากที่สุด คือ วันจันทร์ถึงวันศุกร์ เวลา 09.00 - 16.00 น. นอกจากนี้ ช่วงเดือนของการอบรมที่นักศึกษาสนใจมากที่สุด คือ เดือนพฤษภาคมถึงเดือนธันวาคม ซึ่งเป็นภาคการศึกษาพิเศษ และสถานที่ที่เหมาะสมในการอบรมมากที่สุด คือ ห้อง 2201/2202 (ห้องประชุมใหญ่)

ผู้วิจัยเสนอแนะให้ศึกษาหัวข้อดังกล่าว ในเชิงเปรียบเทียบกับสถาบันการศึกษาอื่น ๆ ที่มีหลักสูตรอุตสาหกรรมบริการ เพื่อเป็นประโยชน์กับการเตรียมความรู้ ทักษะที่นักศึกษาต้องการอนาคตหนึ่งจากหลักสูตร

คำสำคัญ : นักศึกษาชั้นปีที่ 4 การฝึกอบรม ความต้องการในการฝึกอบรม โปรแกรมการฝึกอบรม รูปแบบการฝึกอบรม

Introduction

Human resource is considered as one of the important inputs affecting organization's efficiency and effectiveness. Nowadays firms pay more attention to human resources as it can add value to organizations through training and development process within the organization. Students, who are graduating and entering into a career market in the future and accordingly a part of human resources within the organization, should therefore have been educated and trained to develop their knowledge, skills, and attitudes for future career readiness.

In order to benefit the country's development, an establishment of Dusit Thani College was based on the concept of providing education to develop the country's human resources to have high competencies. Dusit Thani College therefore set its objectives to produce highly competent graduates who acquire first-rate professional skills, creativity and innovative outlooks. In addition to learning within their professional fields as structured by the four-year Bachelor's degree program curriculum, students also have internship opportunities with actual organizations for 1,000 hours to enhance their professional skills to meet the needs of career market. (Dusit Thani College, 2009: 18)

Nevertheless, a result was not entirely as expected by Dusit Thani College. A report on a job status of the 12th graduate from year 2011, as conducted by Students Affairs Division, has shown that currently 85.8% of Dusit Thani College's graduates have already been employed. If sorted by Department, graduates from Thai-program Culinary Arts and Kitchen Management hold the highest number of being employed, which is 92.1 percent, followed by 91.1 percent of international-program Culinary Arts and Restaurant Management, and 82.4 percent of Thai-program Hotel & Resort Management respectively. Job categories of Dusit Thani College's graduates were as follows: 66.7 percent were employees of domestic firms and private organizations, 16.3 percent were employees of international firms and private organizations. Skills and competencies that assisted the graduates to receive job offers were as follows: 48.3 percent from foreign languages, 27.2 percent from other skills, for example, cooking, service, and personality, and 11.0 percent from computer skills. Reasons why graduates did not work were that they could not find the preferred job, 100 percent. Moreover, additional comments

suggested that DTC graduates were more interested in working abroad than year 2010 from 14.2 to 16.3 percentages. As well, more firms abroad are continuously willing to recruit DTC graduates, especially from Culinary Arts and Restaurant Management program. In addition to the graduates' competence and good personality, foreign language skill was also a factor to acquire job abroad.

Werner and DeSimone (2009: 10) explained that training is one type of personnel development activities aiming to develop knowledge, competences, skills, and attitudes until the individual behavior has changed. Accordingly, trainings that meet the need of trainees will benefit their development the most. Assessing the training needs therefore is a vital and first step of training process to achieve the highest efficiency and effectiveness. As a result, the researcher was interested in studying the training needs of the 4th-year students to equip them with knowledge and professional skills that will lead to higher chance of employment in the future. Students who desire to work in different fields of businesses may need different trainings. The researcher as an instructor of HM4501 Human Resource Management and Development in Hospitality Industry will use a finding from this study to organize "Training program" activities that match the need of Dusit Thani College's 4th-year students who are graduating and looking for a job in the near future. As a result, they will acquire knowledge and competence from joining this training program in order to prepare for their professions.

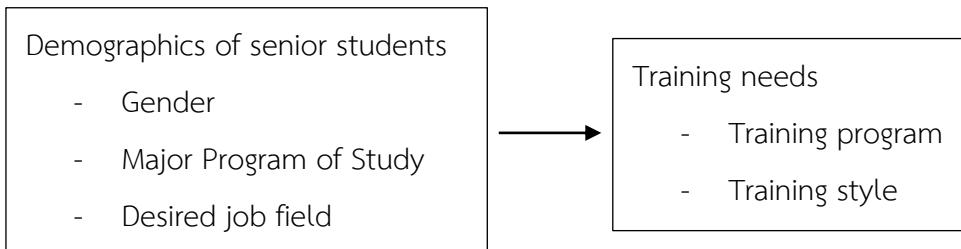
Research Objectives

This research aimed to study the training needs of Dusit Thani College's senior students to prepare them for their professions and to enhance more job offer opportunities. The research objectives of this study are as follows:

1. To study the training needs for career preparation of Dusit Thani College's senior students who were in Bachelor of Business Administration Program, both generic and specific training as classified by their fields of interest.
2. To study the training style that will be suitable for senior Bachelor of Business Administration Program students.

Conceptual Framework

The proposed conceptual framework for this research was indicated in a relationship below.



Definitions

This research defined several terms related to the study as follows:

“Senior students” means students who are studying in year 4 of semester 1, academic year 2012 in the Business Administration Program of Dusit Thani College, any majors.

“Training” means the process of systematic changing of behavior for individuals to acquire required knowledge, comprehension, and skills with positive attitudes toward any job functions within certain organizations or units.

“Training need” means an expectation or desire of individuals to develop the knowledge and skills in many areas to meet a job standard.

“Training program” means a program designed for training in specific skills.

“Training style” means proper date, time, place, and environment for organizing a training.

Literature Review

An ASTD-sponsored study by Pat McLagan sought to identify the HRD roles and competencies needed for an effective HRD function. This study depicted the relationship between HRM and HRD functions as a “human resource wheel”. The original HR wheel from McLagan identified three primary HRD functions: 1) training and development, 2) organization development, and 3) career development (Werner and DeSimone, 2009: 10).

Tananun (2008: 24-25) explained the four step process of training as follows;

1. Training need analysis which is used to address some need or gap within an organization.

A need can be either a current deficiency or a new challenge.

2. Design training program which is to determine the objectives of the program, developing lesson plan and materials, and select the most appropriate methods.

3. Implementation which is to deliver the program to the participants.

4. Evaluation which is to measure the effectiveness of the program.

Noe (2008: 90) state that Need Assessment refers to the process used to determine whether training is necessary. Need assessment involves organizational analysis, persona analysis, and task analysis.

Methodology

Population and Sample

This research aimed to study training needs for future career preparation, as a result, it focused on the senior students, both generic and specific training as classified by their fields of interest. Therefore, the population of this research were 4th-year Business Administration Program students, semester 1 academic year 2012 of Dusit Thani College, all majors, totaling 437 students.

Sample will be drawn from the population who were Dusit Thani College's senior students of all majors by using Random Sampling method. From Taro Yamane's sample size calculation formula, the sample size was 209 respondents.

Sampling Method

Since the researcher was an instructor of Strategic Management subject and Human Resource Management and Development in Hospitality Industry subject with which the students were senior students, therefore a purposive sampling method was used by selecting students from the researcher's classrooms.

Independent and dependent variables

Independent variables for this research were the demographics of senior students as follows:

- Gender: female and male
- Major program of study: Culinary Arts and Kitchen Management, Hotel & Resort Management, Tourism Management, MICE & Events Management, and Spa Management majors

Desired field to work with: hotel, resort, and spa business, restaurant business, tourism business, convention center, own business, and others

Dependent variables for this research were as follows:

- Training program: English/ASEAN languages courses, computer skills courses, job application courses, conducting a business and working abroad courses, and thinking process courses.

- Training style: training method, numbers of training days, month range, and place preferred for arranging the training.

Data collection tools

Tool for collecting data was questionnaire with Nominal Scale data and consisted of 3 parts as follows:

Part 1: Personal data of the respondents, gender, major program of study, and desired job field that the students would like to work with after graduated; these were close-ended questions.

Part 2: Training program. Questions regarding the names of training programs which consisted of English/ASEAN languages courses, computer skills courses, job application courses, conducting a business and working abroad courses, and thinking process courses; these were close-ended questions.

Part 3: Training style. Questions regarding training method, numbers of training days, month range, and place; these were close-ended questions.

Steps in developing the questionnaire were as follows:

1. Study the literature review and related researches, as well as a report on a job status of Dusit Thani College's graduates, to formulate questions for the questionnaire to comply with the research objectives.
2. Assess content validity by having 3 specialists/ qualified persons specialized in verifying research tools to evaluate relevancy of questions with the conceptual framework whether they were clear, proper, and thorough or not.
3. Test collecting the data with the targeted group who corresponded to the definition, specifically 30 respondents, to confirm clarity of language used in the questionnaire.
4. Print out the actual questionnaire to be used for actual data collection.

Data Collection

Data collection was conducted during the first semester, academic year 2012 by following these steps:

1. The researcher distributed questionnaires to senior students who were in the researcher's classrooms.
2. Arrange date and time to collect data.
3. Collect data, the researcher collected it herself, during June to July 2012.

4. Verify a completion of returned questionnaires to be ready for data analysis.

Data Analysis and Statistics

This research analyzed the data by calculating the statistics as follows:

1. Descriptive statistics: calculating for frequency and percentage to analyze personal data of the respondents, training program, and desired training style.
2. Suggestions from respondents using open-ended questions, the researcher shall collect and further analyze the contents.

Research Results

Part 1: General information of the questionnaire's respondents

Students who responded the questionnaires were 103 male students or 49.28 percent and 106 female students or 50.72 percent. The highest number of respondents was 122 students or 58.37 percent from Culinary Arts and Kitchen Management major, followed by 70 respondents or 33.49 percent from Hotel & Resort Management major, 10 respondents or 4.78 percent from Tourism Management major, 6 respondents or 2.87 percent from MICE & Events Management major, and 1 respondent or 0.48 percent from Spa Management major.

Field of business that the respondents would like to work with the most was own business, from 70 respondents or 33.49 percent; followed by hotel, resort, and spa business from 64 respondents or 30.62 percent, restaurant business from 47 respondents or 22.49 percent, tourism business from 17 respondents or 8.13 percent and other fields of business, for example, convention center, aviation, export, government unit, and artistic business from 10 respondents or 4.79 percent respectively.

Part 2: Training program students desired to attend

Training program that most corresponded to students' interest in English and ASEAN languages was Basic English Conversation course, from 137 respondents or 65.55 percent, followed by English for Job Application and Job Interview course and ASEAN languages course such as Myanmar, Laotian, Cambodian, and Vietnamese languages, from 122 and 47 respondents or 58.37 and 22.49 percent respectively.

Training program that most corresponded to students' interest in computer skills was Video Clipping Programs course such as Adobe Premiere, Sony Vegas, Windows Movie Maker, from 114 respondents or 54.55 percent, followed by Social Network and Social Media for

Career course and Adobe Photoshop program course, from 91 and 79 respondents or 43.54 or 37.80 percent respectively.

Training program that most corresponded to students' interest in job application was Personality Development for Professionals course, from 133 respondents or 63.64 percent, followed by Preparation Techniques for Job Interview course and Information for Job Search course, from 107 and 78 respondents or 51.20 and 37.32 percent respectively.

Training program that most corresponded to students' interest in conducting a business and working abroad was Preparation for Working Abroad course, from 144 respondents or 68.90 percent, followed by Small and Medium Enterprise Establishment course and Business Plan course, from 84 and 58 respondents or 40.19 or 27.75 percent.

Training program that most corresponded to students' interest in Thinking process was Creative Thinking course, from 145 respondents or 69.38 percent, followed by Critical Thinking course and Logical Thinking course, from 77 respondents or 36.84 percent equally.

Part 3: Training Style

The most preferred training style of the respondents was classroom-based training, from 143 respondents or 68.42 percent; the most suitable period of training course was 1 day per week (to end a training within one day) from 115 respondents or 55.02 percent; the most suitable place for organizing the training was Theater room, from 87 respondents or 41.63 percent.

Discussions

This study of students' training needs was a process of identifying a gap between the actual state and the desired state of work operations to develop, improve, and change knowledge and skills to satisfy work objectives. As mentioned by Keerati Yotyingyong (2005: 49-50), the most desired training program on English and ASEAN languages development was Basic English Conversation course which was in accordance with a study by Sutham Areekul and others indicating that speaking for communication of the graduates was weak and numbers of graduates with good English skills were few (Kosee, 2011: Online). For training program that most corresponded to students' interest in computer skills was Video Clipping Programs course such as Adobe Premiere, Sony Vegas, Windows Movie Maker; whereas, a study by Pasu Decharin (2004) on the subject of desirable skills for future Thai labor found

that graduates must be able to use English well in their everyday life, as well as computer programs and high information technology at work.

Training program that most corresponded to students' interest in job application was Personality Development for Professionals course, this was in accordance with a study by Theerathat Kongjan (1998) regarding the training needs of Accor Group's employees that employee development should be consistent with individual experiences, for instance, an operation-level employee should be trained on service and personality.

Training program that most corresponded to students' interest in conducting a business and working abroad was Preparation for Working Abroad course. Reason why students were more interested in working abroad was external factor of the firms, namely external environment on social value, because the new generation prefers to work abroad and thus encourage students to be interested more in working abroad. (Kongjan, 1998)

Training program that most corresponded to students' interest in thinking process was Creative Thinking course. A study by Sutham Areekul and others (Kosee, 2011: Online) found that one problem concerning graduate's quality was a lack of academic creativity, indicating failure to follow up with new technology. Dusit Thani College's students therefore were interested in developing their creative thinking due to businesses nowadays, including service industry, compete with each other by creativity and differentiation.

Suggestions

1) *Suggestions on the use of research findings*

This research found that the most demanded training program by students was a development in English skills, particularly English Conversation. Dusit Thani College should therefore create a training program on English Conversation, in addition to its Bachelor of Business Administration programs, for the students before they graduate, to benefit students' future careers. Likewise, students also demanded a development of their computer skills on Video Clipping programs, such as Adobe Premiere, Sony Vegas, Windows Movie Maker, the most; whereas, the current Bachelor of Business Administration programs did not offer these courses. Therefore, Dusit Thani College should add these courses to its Business Computer subject for the students or organize a special training program on the topic for those who are interested to join. As to students' demands for training programs on Preparation for Working Abroad, Personality Development for Professionals, and Creative Thinking course, Dusit Thani

College is able to provide these courses to the senior students on various occasions such as Post-Orientation to prepare them for their professions.

2) *Suggestions for further study*

This research studied only the senior students of Hospitality Industry Faculty of Dusit Thani College. Next research should study the needs of students from other years for continuous improvement of their knowledge and career preparation or next research should study the need of Hospitality Industry Faculty students from other institutions, to compare training needs of Hospitality Industry Faculty students for further addition or improvement of school's curriculum.

References

Decharin, P. (2011). (Online) accessed from: <http://www.nidambe11.net/ekonomiz.htm>. Retrieved date: 28 March 2011.

Dusit Thani College. (2009). **Academic Student Handbook, Bachelor's Degree**, Dusit Thani College. Academic Year 2009.

Kongjan, T. (1998). **Employee Development and Training in Hotel Business: a Case Study of Accor Group Hotels**. Bangkok. Master's Degree Thesis, Ramkhamhaeng University.

Kosee, S. (2011). (Online) accessed from: <http://www.hu.ac.th/academic/article/100>. Retrieved date: 28 March 2011.

Noe, R.A. (2008). **Employee Training and Development**. USA: McGraw Hill.

Tananun, S. (2008). **Human Resource Development**. 3rd ed. Bangkok: TPN Press.

Werner, J.M. & DeSimone, R.L. (2009). **Human Resource Development** USA: South-Western CENGAGE Learning. 5th ed.

Yotyingyong, K. (2005). **Planning for Strategic Human Resources Development**. 1st ed. Bangkok : Mister Copy (Thailand) Company Limited.



Mrs. Praweena Kasai Master of Science in Human Resource Development at Pittsburg State University, USA. Pursuing Doctor of Philosophy Program in Human Resource and Organization Development at National Institute of Development Administration (NIDA). Current Position is Associate Dean for Planning & Development, Faculty of Hospitality Industry, Dusit Thani College.