

The Structural Equation Modeling of Human Resource Development Affecting Internationalization of Private Schools

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Abstract

The purposes of this study were to develop and examine the goodness-of-fit of the model of Human Resource Development factors affecting the Internationalization of Thai private schools developed by the researcher with empirical data. There were 658 samples of research conducted from private schools in Thailand. The factors were found as a result from thorough literature review and were confirmed by 5 academic experts through in-depth interview. The findings showed that 1) there are 4 key factors of Human Resource Development; (1) Knowledge Management (2) Strategic Human Resource Management (3) Diversity Management and (4) Learning Partnership and 2) there are 5 key factors of Internationalization of Thai private schools; (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding Students' International Experiences (5) Harnessing Technology to Expand International Network. Multi-stage random sampling were used to analyze the data. The results showed that a Structural Equation Modeling of Human Resource Development factors affecting Internationalization of Thai private schools was consistent with the empirical data.

Keywords: Human Resource Development, Internationalization, Private Schools, Mixed Method Approach

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Introduction

In the present world where rapid changes to the competitiveness of human talent together with the use of more advanced technology is posing challenges to Thai Education Administration system in order to follow the society of international standards. Globalization in the 21st century has forced organizations to change especially in the education sector where the impact has been vast because it prepares for the new generation to become world citizens in the new era. World citizens need to be equipped with handling of the connection between countries or regions through the use of internationalized knowledge and skills which was taught under the local education system to adapt to others understanding in an international awareness. So schools needed to have adequate human capital or human resource to create students to prepare for new globalized environments where the evolution of change happens through data and technology that is far-reaching and rapidly changing. Moreover, the changes affect the world's education, economy and culture sections through more effective communication means with the use of English language to conduct business in the current international capitalist and political world.

Today's educational system is a system that has been integrated through the control in achieving objectives that connects knowledge to each other wherever the knowledge may come from. Furthermore, organizations bring understandings and knowledge from various sources to further develop into new knowledge. These knowledge consist of knowledge from the people within that organization that is the new education system that has been implemented in today's world overpassing the barriers of culture and creating new identity of internationalization. The uniqueness of the new creation is called 'Borderless Education' where it is defined as the administrative functions comprises of Vision, Discipline and Geography. Borderless Education is aligned with Cross-Border Education where the difference is that Cross-Border Education doesn't restrict one to seek knowledge in another area where Borderless Education insist on border areas but acknowledges knowledge in those areas. Both words have been used in 21st century education that uses online education technology or E-Learning as the main method so that Geographic challenges no longer poses a threat to seeking new knowledge. The role of educational administrators is to relax rules, regulations and responsibilities, maintain quality control, allocate sufficient budget and support the use of E-Learning in schools to further develop Borderless Education. So, Internationalization has become to main part to support Borderless Education where locally, internationalization is used in terms of integration and creating new knowledge where students use Borderless Education as means to find out new knowledge which eventually would lead to a life-long internationalized education that is continuous. The learning process of this has 3 main functions which are data, process and results where the best results reflect the need of the society. The benefits of creating an internationalized school was inspired to push students to develop themselves as world citizens whose capable of having an internationalized thoughts, understanding of culture and problems that arises in other countries. World citizens are capable of developing networks that could develop in social and emotional skills. The schools are henceforth capable of maximizing revenue as internationalized curriculums are value-added services in which extra funds are available to further develop the school into a sustainable organization (Hayle, 2008). The positive thoughts of turning a localized school into an internationalized school is to develop its own curriculum to match global needs and to improve efficiency. The

personnel and students in developing countries will benefit greatly from an international point of view where internationalized schools personnel will create new cultures, cultures which are more modern and global. Furthermore, it will create diversity to the existing culture and to the stakeholder within the community which will intern, improve the nation as a whole. The change of thoughts, missions, visions and policies within the school will happen from personnel and students to change the behavior in the society and to understand the world society in order for them to be able to adapt to the 21st century world.

The problem with the current education system leading towards internationalization in Thailand is the lack of cooperation. The indicators of educational administration leading to a Knowledge-Based Economy is still in need of major improvements where current citizens need to face the challenges of capitalism. The order of business in Thailand and people whom seek profit overlook the deteriorating of natural resources and environment. This can be seen from unforeseen natural disaster that reflected in the new generation to face challenges that has never seen before. With this, there are many countries around the world including Thailand needing to follow an internationalized guideline to help the new generation become world citizens. Thailand has initiated an educational transformation in 2009 where the focus of the system is involved with life-long learning together with adapting skills to blend into society and internationalized culture. Teachers in schools are crucial to passing on the knowledge to these learners to help them develop themselves and become professional teachers focusing in internationalized studies. The educational administration system involves objective to serve an internationalized purpose where skilled human resources are necessary to achieve this especially teachers that has the traits of internationalized skills. This will be measured by the outcome of the students where teachers play a huge role in designing curriculum and activities to achieve goals. Moreover, the problem with human resource management in private schools in Thailand involves the lack of efficiency and effectiveness, tiredness from working in a bureaucracy society which intern leads them to not fully function at full capacity. The teachers with enthusiasm are drawn into the boredom of standardized national curriculum which makes the quality of the education system as a whole worsened. So from time to time, this needs to be boosted.

School Administrators and personnel play a key role in leading policy of the schools to practice where the personnel sees the importance of change in order to create understanding, moral, ethics by following the transformation tools to achieve efficiency. The efficiency is created in classrooms where modern techniques are used in various methods where modern methods is the key component in order to affect the efficiency towards improving efficiency. The development of human personnel in schools are therefore the heart of the solution in tackling inefficiency. The human personnel or human resource is the key organizational resource to drive an organization to sustainable development through the use of increase in rules and regulation in order to manage human resources. In modern era, management policies focuses organizational development through new human resource guidelines to specialize personnel in their work area to help increase organization values which was set by administrators. In the past, an organization focuses on changes and job rotation to get personnel to multi-function however, in the modern era, organizations focuses on personnel to specialize in their job and achieve highest efficiency in order to solve solutions with challenging with integration techniques. Modern day Human Resource

Development tends to use organizational level visions from created from within with the purpose to stabilize the survivability of the organization. Human Resource Management therefore tends to focus on recruitment and selection of panel of personnel to use compensation to enhance organizational ability and to maintain/stimulate staffs within the budget set by administrators. The Human Resource Management policies tend to consider organizational efficiency. Managing human personnel is the fundamental aspect of management with key objectives to enhance efficiency in jobs. In schools, coordination of school activities of personnel to increase quality of students is the key objective. To improve the quality of education of students in schools, the management of human resource is therefore the procedure to stimulate personnel to highest efficiency from the first day of recruitment and create a culture to lead these personnel to efficiency operate in roles involving the school.

Solution guidelines in improving efficiency plays a key role in management where the human resource is the key resource in transforming the organization to optimum efficiency and effectiveness. If the personnel has no key skills and are not motivated enough, the development process can never happen. Systems in all levels of education only relies on the use of human personnel to perform operations where teachers in schools are key resource mechanism to truly operate the school towards optimum efficiency. The key factors to drive policies towards success in terms of performance in classrooms where teachers are the interpreter of curriculum and to execute that knowledge with concern of the school's image. The design of the curriculum and teaching techniques are the school's culture in which sustainable development of these techniques are to be constantly improved through teachers. So, teachers are the most important resource in the school. They are the key components and indicators to help the school towards optimum efficiency where the lack of teachers and teachers' management and development will affect the delivery of students' quality which will in turn become the downfall of the school. So, after successfully recruiting new teachers, the school must have Human Resource Development guidelines where the procedure of the development is to enhance knowledge, skills and capability of teachers. The initialization of development happens through educating teachers. It is the key strategy of human development where enhance opportunities are given through learning new skills and knowledge through various training methods. Such development will happen though realization of global dynamics. The factor of initialization including change of technology will lead to creating balance to sustainable internationalization development. The creation of new internationalized networks, training and exchange of knowledge in the international professional communities from other countries will change the context of school's development plans to a higher standard.

Finally, the result of Human Resource Development towards internationalization is the quality of students. Competencies of personnel at global level responses to the demand of workforces domestically and internationally. The ability for students as world citizens that can shift the labor force of the world is therefore pinnacle to teachings. The key skills of adaptation and the response to basic knowledge of global politics, economy, social, cultural and globalization through the shifting forces of information, technology and communication to create competitiveness. The implementation of education is the key mechanism in change. To share, help and collaborate Human Resource Development plans towards internationalization to

enhance students' skills through exchange of cross-cultural experiences in development of education and preparing them to wards universities and the labor market which must be the key mission for schools to set. So, private schools must use the Human Resource Development guidelines to enhance efficiency to match other schools globally where human resources are the key mechanism of the school. The purpose of these personnel is to execute the management guidelines to help the school creating personnel with the best talents to get through future challenges and provide solutions for students to prepare to the changing world. These personnel can support the education of students and develop the school's efficiency. Moreover, to make the step towards internationalization, global changes will bring new cultures of human resource where diversity will create new knowledge to students to equip them with further global skills. So the school must value and recognize this diversity to embed them into administrative procedures and guideline to create harmony in working environments which will result in the quality of students.

Literature Review

Scope of Literature Review

The scope of this study is to analyze and synthesize documents and research in relation to Human Resource Development and Internationalization of Thai Private Schools (Krishanachinda, 2019) which resulted in the following factors;

The components of Internationalized School that suggests that there are 5 major components which consist of;

1. Internationalized Personnel
2. Integration of Internationalized Curriculum
3. Pedagogy of World Languages
4. Expanding Students' International Experiences
5. Harnessing Technology to Expand International Network

The main components and indicators of Human Resource Development suggest that there are 4 main components of Human Resource Development which are;

1. Knowledge Management
2. Strategic Human Resource Management
3. Diversity Management
4. Learning Partnership

Research Objective

Based on the previous literature review above, the objectives of this research are as follows :

1. To examine the relationship between the key factors of Internationalized Private Schools in a structural relationship model.
2. To examine the congruence of the structural model with empirical data.
3. To examine the direct, indirect, and total effects of factors toward Internationalization in Thai Private Schools.

Research Methodology

The researcher adopts a 'Mixed Method' approach to gather and analyze qualitative and quantitative data from the research tools to explore the research problems. The researcher collects data to achieve sequential explanatory data collection process. The qualitative data was used from experts in the field of Education Administration to create research tools for collecting quantitative data. The quantitative data analysis forming a Structural Equation Modeling (SEM) was adopted from using various statistical data from the Confirmatory Factors Analysis (CFA) approach together with Path Analysis to complete the model in order to explain and interpret the finding of the gathered data (Creswell, 2014).

During the first phase, the researcher thoroughly reviews the literature review which was confirmed by 5 academic experts in the field of Educational Administration consisting of school administrator, leading organization personnel with excellence in Human Resource Development, university scholar, Ministry of Education policy maker and chairman of association of personnel management institute. The research tool in this step uses a semi-structured interview form as an inspection and open-ended questions to find additional information. The research were confirmed and verified by 7 experts recognized in the field of Human Resource Development and Internationalization of Thai Private Schools with a research tool was a 5 rating scale questionnaire confirming the key factors.

The second phase uses a blueprint survey form as a research tool completed by 7 academic experts to compile together a 5-scale questionnaire survey form. The researcher then used the survey form confirmed by academic experts and uses a sample size of 658 private schools from a population of 4,463 private schools in Thailand (data from the Ministry of Education, Thailand). Each school received 2 sets of survey forms where the school director and a teacher are the survey participants making a total of 1,316 samples, the return rate was over 90%. The sample size was determined based on Hair (2010) proposed that suitable sample sizes depend upon the numbers of items available for factor analysis where proper ratio of samples is 20:1 or 20 samples per one parameter. Since there were 26 parameters in this study, the required sample size was at least 520 samples of schools since unit of analysis of this study was school. A multi-stage random sampling method was adopted where the population was classified in to equal provincial locations and uses a stratified random sampling to filter out smaller schools leaving only medium, large and extra-large school. Up on the multi-stage random sampling technique was utilized, the result of the sampling was topped up to 658 schools taken in consideration high non-response rate of around 45% (Baruch & Holtom, 2008).

After the qualitative data was analyzed using confirmation factors analysis and path analysis that affecting Internationalization of Private Schools were identified. This is followed by the analyzation of quantitative data using SEM in order to fit the model with empirical data. SEM adopts a set of complex model fitting statistics and influential path analysis to explain the relationship between variables. It implies a model of structure between the covariance and the observed variables. Confirmation factor analysis was used to validate the congruence of measurement model. Moreover, SEM directs around fitting the structural model by measuring the significance of the relationship between latent variables, which is accomplished through path analysis

(Kaplan, 2000) and CFA was used as a desirable validation stage preliminary to the main use of SEM to identify the causal relations among latent variables (Schumacker & Lomax, 2004).

Research Results

The findings of this study are presented in accordance with the research objectives stated above.

Quantitative findings of factors Affecting Internationalization in Thai Private Schools

Findings from the phase above there were five latent variables in the structural relationship model namely Internationalization in Thai Private Schools, Knowledge Management, Strategic Human Resource Management, Diversity Management, and Learning Partnership. Qualitative findings also indicated that there are 18 observable variables as shown in Diagram 1 below.

Subsequently, findings also showed that each latent variable has its factors as follow; Internationalization in Thai Private Schools (YYX) consisted of Internationalized Personnel (YA), Integration of Internationalized Curriculum (YB), Pedagogy of World Languages (YC), Expanding Students' International Experiences (YD) and Harnessing Technology to Expand International Network (YD). Knowledge Management (XAA) comprised of The Creation of Knowledge (XA1), The use of Knowledge (XA2), Learning Environment and Organization Culture (XA3) and The use of Technology to connect Knowledge (XA4). Strategic Human Resource Management (XBB) comprised of The Planning of Human Resource Management (XB1), Recruitment and Selection of New Personnel (XB2) and Professional Development and Assessment (XB3). Diversity Management (XCC) comprised of Valuing Diversity (XC1), Educating and Communication (XC2) and The Support of Diversity Management (XC3). Lastly, Learning Partnership (XDD) comprised of The Planning of Learning Partnership Management (XD1), The Dedication of Personnel (XD2) and Network Cooperation (XD3). It is noted that Strategic Human Resource Management (XBB) acted as Mediator Variable via Diversity Management (XCC) which is the only difference from the hypothesis model. Moreover, Diversity Management on its own does not have direct influence towards to Internationalization in Thai Private Schools (YYX).

Confirmatory Factors Analysis (CFA) was used to validate at the preliminary stage to identify the causal relationships among the latent variables. Findings related to factor loading values of all the latent variables for Internationalization in Thai Private Schools structural relationship model ranged from 0.226 to 0.695 are statistically significant at 0.01. Factor loading is an important statistical measuring relationship model showing how each variables are influenced by one another where the findings from empirical data had been taken into account.

The factor with the highest factor loading was Recruitment and Selection of New Personnel ($\beta = 0.994$, $R^2 = 0.989$). This second highest factor was Integration of International Curriculum ($\beta = 0.695$, $R^2 = 0.483$). The third variable with the highest factor loading was Learning Environment and Organization Culture ($\beta = 0.664$, $R^2 =$

0.440). The rest of the variables descending from factor loading statistics are as follow; The Planning of Learning Partnership Management ($\beta = 0.653$, $R^2 = 0.426$), Network Cooperation ($\beta = 0.608$, $R^2 = 0.369$), The use of Technology to Connect Knowledge ($\beta = 0.596$, $R^2 = 0.356$), The Planning of Human Resource Management ($\beta = 0.596$, $R^2 = 0.356$), Internationalized Personnel ($\beta = 0.564$, $R^2 = 0.318$), The Use of Knowledge ($\beta = 0.537$, $R^2 = 0.288$), The Creation of Knowledge ($\beta = 0.498$, $R^2 = 0.248$), The Dedication of Personnel ($\beta = 0.480$, $R^2 = 0.231$), Harnessing Technology to Expand International Network ($\beta = 0.474$, $R^2 = 0.224$), Expanding Students' International Experiences ($\beta = 0.435$, $R^2 = 0.189$), Pedagogy of World Languages ($\beta = 0.384$, $R^2 = 0.148$), Valuing Diversity ($\beta = 0.349$, $R^2 = 0.122$), Professional Development and Assessment ($\beta = 0.319$, $R^2 = 0.099$) Educating and Communication ($\beta = 0.208$, $R^2 = 0.043$) and the factor that had the lowest factor loading was The Support of Diversity Management ($\beta = 0.830$, $R^2 = 0.689$) respectively. As a result all the factors of the structural relationship model are found to be important factors for Internationalization in Thai Private Schools.

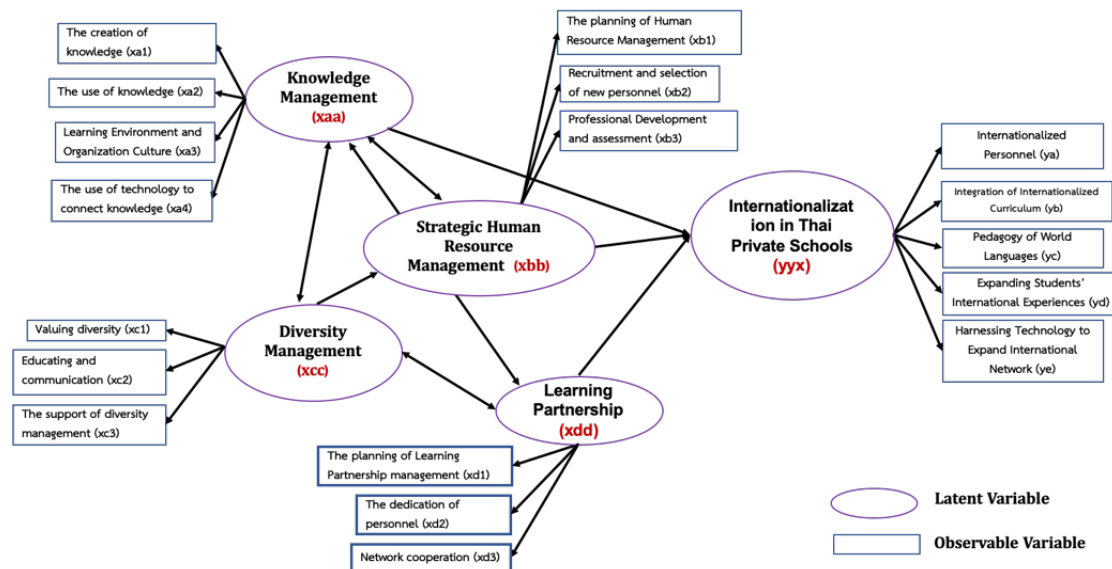


Diagram 1. Factors of Hypothesis Structural Relationship Model

Table 1. Factor loading and validity of latent variables and their related observable variables in the structural relationship model

Latent Variable	Observable Variable	Factor Loading		t	R ²
		(β)	B (SE)		
YYX : Internationalization in Thai Private Schools	YA : Internationalized Personnel	0.564	0.024	23.358**	0.318
	YB : Integration of International Curriculum	0.695	0.021	33.181**	0.483

	YC : Pedagogy of World Languages	0.384	0.029	13.466**	0.148
	YD : Expanding Students' International Network	0.435	0.028	15.781**	0.189
	YE : Harnessing Technology to Expand International Network	0.474	0.026	17.892**	0.224
XAA : Knowledge Management	XA1 : The Creation of Knowledge	0.498	0.026	18.985**	0.248
	XA2 : The Use of Knowledge	0.537	0.025	21.170**	0.288
	XA3 : Learning Environment and Organizational Culture	0.664	0.022	29.967**	0.440
	XA4 : The Use of Technology to Connect Knowledge	0.596	0.024	25.057**	0.356
XBB : Strategic Human Resource Management*	XB1 : The Planning of Human Resource Management	0.596	0.037	16.138**	0.356
	XB2 : Recruitment and Selection of New Personnel	0.994	0.118	8.404**	0.989
	XB3 : Professional Development and Assessment	0.314	0.046	6.898**	0.099
XCC : Diversity Management	XC1 : Valuing Diversity	0.349	0.050	6.927**	0.122
	XC2 : Educating and Communication	0.208	0.037	5.570**	0.043
	XC3 : The Support of Diversity Management	0.122	0.036	3.358**	0.015
XDD : Learning Partnership	XD1 : The Planning of Learning Partnership Management	0.653	0.027	24.590**	0.426
	XD2 : The Dedication of Personnel	0.480	0.029	16.538**	0.231
	XD3 : Network Cooperation	0.608	0.027	22.555**	0.369

* Strategic Human Resource Management variable acts as a 'Mediator Variable' via Diversity Management variable

** $p < 0.01$

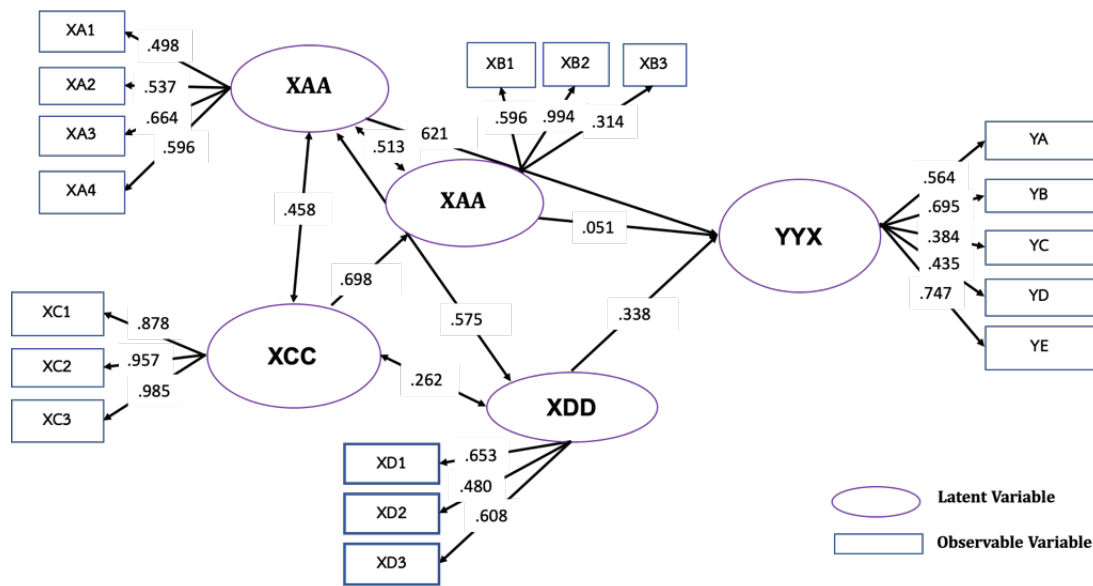


Diagram 2. The Effects of the Structural Relationship Model

Quantitative findings of congruence of the structural relationship model with empirical data

Findings from the correlations between the factors of Internationalization in Thai Private Schools could be assessed in the standard component score (β) which indicated significantly high and positive correlations at 0.01 (data accuracy at 99% confidence level) with the results are showed with comparable benchmarks as follow;

Table 2. Summary of Generally Accepted Model-Fitted Indices Compared with Benchmark.

Generally Accepted Model-Fitted Indices	Result	Benchmark*
Goodness-of-Fit Index (GFI)	0.957	>0.95
Relative Chi-Square (χ^2/df)	1.182	<2.00
P-Value (χ^2)	0.0856	>0.05
Comparative Fit Index (CFI)	0.993	>0.95
Tucker Lewis Index (TLI)	0.991	>0.95
Root Mean Square Error of Approximation (RMSEA)	0.012	<0.07
Standardized Root Mean Square Residual (SRMR)	0.024	<0.08

*Note : References from Kelloway (2015), Schumacker & Lomax (2004), Shama et al (2005), Steiger (2007) and Hox (2010)

The result of analyzation of the data together with the generally accepted benchmarks showed that The Structural Equation Modeling of Human Resource Development Factors Affecting Internationalization in Thai Private Schools were **consistent with empirical data**. This implies that the consistency of factors that affecting Internationalization in Thai Private Schools resulting in descending order would be

Knowledge Management, Diversity Management, Learning Partnership and Strategic Human Resource Management. In addition, observable variables of innovation performance was found to be at good level in descending order as such Recruitment and Selection of New Personnel, The Support of Diversity Management, and Educating and Communication of Diversity. Diagram 2 shows the effects of the latent and observable variables in The Structural Equation Modeling of Human Resource Development Factors Affecting Internationalization in Thai Private Schools.

Findings of the direct, indirect, and total effects of factors toward Internationalization in Thai Private Schools

All the latent variables were found to have significant direct and indirect effects toward Internationalization in Thai Private Schools. Table 2 shows the direct, indirect, and total effects of factors toward Internationalization in Thai Private Schools.

Table 3. Direct, indirect, and total effects of factors toward Internationalization in Thai Private Schools

Latent Variables	Influential Relationship toward Internationalization in Thai Private Schools (YYX)			Influential Relationship toward Strategic Human Resource Development (XBB)		
	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect	Total Effect
XAA : Knowledge Management	.621**	-	.621**	-	-	-
XBB : Strategic Human Resource Management	.051**	-	.051**	-	-	-
XCC : Diversity Management	-	.036**	.036**	.698**	-	.698**
XDD : Learning Partnership	.338**	-	.338**	-	-	-

** $p < 0.01$

Conclusion and Discussion

The findings of the empirical data was consistent with the hypothesis model which explained that the Structural Equation Modeling is aligned with empirical data. The findings also revealed that Recruitment and Selection of New Personnel, Integration of International Curriculum and Learning Environment and Organization Culture are the three most valuable variables judging from the statistical Loading Factor measurement. Also, Strategic Human Resource Management acted as Mediator Variable via Diversity Management. This implies that research findings that included Mediator Variable are considered to have higher influence towards the practice in organizations which in turn creates extra value to the research (Karatepe, 2013). It shows that the study of this research is modern enough to be implemented in the 21st century's world when developing policies in the organization (Jiang and Liu, 2017). Moreover, world citizens should be equipped with the Knowledge Creation as well as adaptable Human Resource policy through setting guidelines and developmental plans and put them into practice with a view towards sustainability (Panich, 2012).

Lastly, the success of Internationalization in Thai Private Schools in adopting Human Resource Development in Thailand will require 21st century skillsets to equip school personnel to handle the rapid transformation that the world faces. Private Schools feed on survival through Sustainable Development. To survive, the management needs to adopt a rigorous Human Resource policy as Human Resource is the most valuable resources of the schools and to be able to survive in today connected world, its personnel needed to be equipped with Internationalized skillsets in order to push the organization forward.

Recommendations

Recommendation for implementation

School administrators can apply this model to develop school principle and characteristic to improve their Human Resource Development plans/policies towards a more focused on internationalization.

Recommendation for future researches

Researchers can develop an approach for Developmental policy of Human Resource Development in relation to Internationalized Schools.

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