ผลกระทบของการบริหารทรัพยากรมนุษย์ในทางปฏิบัติ เอกลักษณ์เฉพาะด้านปัจจัยนำเข้าและกระบวนการ วัฒนธรรมองค์กรต่อผลการดำเนินงานของคณะบริหารธุรกิจ กรณีศึกษาข้อมูลจากผู้บริหารและคณาจารย์ของคณะบริหารธุรกิจไทย

THE EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES, UNIQUE PROPRIETARY INPUTS AND PROCESS AND ORGANIZATIONAL CULTURE ON BUSINESS SCHOOL PERFORMANCE: A CASE STUDY ON MANAGEMENT AND INSTRUCTORS OF THAI BUSINESS SCHOOLS

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บทคัดย่อ

การศึกษานี้มุ่งค้นหาปัจจัยที่ส่งผลกระทบต่อผลการดำเนินงานของคณะบริหารธุรกิจไทย โดยเก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างผู้บริหารและคณาจารย์ของคณะบริหารธุรกิจจำนวน 466 คน ใช้โมเดลสมการโครงสร้าง เพื่อดูความสอดคล้องของโมเดล ใช้โปรแกรมวิเคราะห์โครงสร้าง AMOS เพื่อยืนยันโครงสร้างตัวแปรแฝงของผลการดำเนินงานของคณะบริหารธุรกิจผ่านการวิเคราะห์การยืนยันความสอดคล้องของปัจจัยที่ศึกษา

ผลการวิจัยพบว่าโมเดลที่วัดผลมีความสอดคล้อง โดยใช้วิธีการวิเคราะห์ปัจจัยที่ศึกษาแบบ exploratory factor analysis และวิเคราะห์สหสัมพันธ์ในการระบุถึงปัจจัยที่มีผลกระทบต่อผลการดำเนินงานของคณะบริหารธุรกิจ ผลการวิจัยแสดงปัจจัยที่มีผลกระทบต่อการดำเนินงานของคณะบริหารธุรกิจมากที่สุด คือ วัฒนธรรมขององค์กร โดยปัจจัยทุกองค์ประกอบ (การบริหารทรัพยากรมนุษย์ในทางปฏิบัติ เอกลักษณ์เฉพาะด้านปัจจัยนำเข้าและกระบวนการ และวัฒนธรรมองค์กร) มีผลกระทบต่อผลการดำเนินงาน ทั้งนี้ ค่า R^2 ของโมเดลเท่ากับ 0.376 นั่นคือโมเดลโครงสร้างของงานวิจัยนี้สามารถอธิบายและพยากรณ์ผลการดำเนินงานของคณะบริหารธุรกิจไทยได้ร้อยละ 37.6 ของคณะบริหารธุรกิจ ข้อค้นพบดังกล่าวจะเป็นประโยชน์ต่อผู้บริหารมหาวิทยาลัย คณาจารย์ และหน่วยงานกำกับภาครัฐในการจัดการมหาวิทยาลัย

คำสำคัญ: ผลการดำเนินงานคณะบริหารธุรกิจ การบริหารทรัพยากรมนุษย์ในทางปฏิบัติ เอกลักษณ์เฉพาะด้านปัจจัยนำเข้าและกระบวนการ วัฒนธรรมองค์กร

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Abstract

This study aimed to investigate the factors affecting Thai business school performance. Data were collected from a sample of 466 faculty members of Thai business schools, by using the structural equation modeling (SEM). In order to obtain the good fit model, the AMOS (analysis of moment structures) program was employed to construct the measurement models in confirming the latent variable of the business school performance model through the confirmatory factor analysis. The research findings indicatd that the measurement models were fit models, the exploratory factor analysis and regression analysis were utilized to specify the factors affect of business schools performance. The results showed that the most significant factor that affect Thai Business school performance was organizational culture and all factors (human resource management practices, unique proprietary input and process, organizational culture affected affect to business school performance. The R^2 of the model is 0.376. This mean that explanatory variables of this model were able to explain and predict business school performance by 37.6%. These findings will contribute to university executive officers, faculty members and government agencies for business school management.

Keywords: business school performance, human resource management practices, Unique Proprietary Input and Process, organizational culture.

Introduction

1. Statement and Significance of the Problem

Office of the Higher Education Commission (OHEC, 2014) stated that higher education is the highest level of the education and thus requires knowledgeable and skillful instructors with deep insights in their academic fields in order to perform the crucial mission of the institution, namely graduate production. They must also conduct research to keep up with academic advancement and develop the body of knowledge. Hence, the institution should have instructors with academic qualifications in suitable proportions to carry out its missions or emphases.

This study applied a method called structural equation modeling (SEM) which offers advantages over multiple regression analysis (Schneider & Smith, 2004). By utilizing SEM with the AMOS program (Analysis of Moment Structures). The proxy of human resource management practices and other latent variables for searching the factors effect on business school performance. Measuring the latent variables from many observed variables in a multicollinearity problem. Also factor analysis was applied to reduce the number of variables by summarizing information contained in a large number of variables into a factor.

Besides, there were only a few empirical research that provided evidence of the human resource management practices, organizational culture and Thai business school performance. To the knowledge of the researcher there were no results in recent literature regarding the effect of human resource management practices, Unique Proprietary Input and Process, organizational culture on business school performance. Therefore, the aim of this study was to investigate the effect of human resource management practices, Unique Proprietary Input and Process, organizational culture on Thai business school performance. Which is useful for not-only business school executive officers, faculty members but also government agency and the other users of business school performance improvement.

2. Purposes of the study

The purpose of this research was seeking the factors influencing business school performance of Thai business school. The researcher attempted to find the effects of some important factors such as human resource management practice, Unique Proprietary Input and Process, organizational culture on business school performance of Thai business school. The aim was to emphasize how important these factors were in Influencing the only dependent variable of the study, which was business school performance. The research objectives of this study were as follows:

1) To analyze the degree of importance level of factors (human resource management practices, Unique Proprietary Input and Process, organizational culture).

2) To investigate a significant effect of human resource management practices on business school performance.

3) To evaluate a significant effete of Unique Proprietary Input and Process on business school performance.

4) To evaluate a significant effect of organizational culture on business school performance.

3. Research Questions and Hypotheses.

Research Question: 1. Is there any significant effect of human resource management practices on business school performance?

Research Hypothesis:

H1: There is significant effect of human resource management practices on business school performance.

Research Question: 2. Is there any significant effect of Unique Proprietary Input and Process on business school performance?

Research Hypothesis:

H2: There is significant effect of Unique Proprietary Input and Process on business school performance.

Research Question: 3. Is there any significant effect of organizational culture on business school performance?

Research Hypothesis:

H3: There is significant effect of organizational culture on business school performance.

The findings by this research could be used by executive officers, faculty members, government agency for creating superior business performance of Thai business school.

Good human resource management practices lead to earn best practice award that would be benefit to business school themselves and others.

Strong Unique Proprietary Input and Process generate competitive advantages of the business school.

Organizational culture values to create teamwork in performing superior business school performance.

4. Scope of study

According to this study, the researcher tried to seek and analyze the relationship between factors based on conceptual framework to find factors influencing business school performance of Thai business school. The researcher based this study on earlier understanding of the nature of research problems. A descriptive method was selected for this research to collect related data and information. To gather primary data, 600 questionnaires were distributed among faculty members who currently work in Thai business school.

5. Definition of Terms

The term in this section was the terms that directly related in and be used throughout this dissertation.

Human resource management practices. HRM practices defined as a system that attracts, develops, motivates, and retains employees to ensure the effective implementation and the survival of the organization and its members. Beside, HRM practice is also conceptualized as a set of internally consistent policies and practices designed and implemented to ensure that a firm's human capital contribute to the achievement of its business objectives. Also HRM practices can be view as a set of practices used by organization to manage human resource through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage.

Unique Proprietary Input and Process. Proprietary is a term that means something that is confidentially owned controlled and shows sole and private ownership without any other party coming so proprietary input and process means an input or process that confidentially owned and show private ownership.

Organizational culture. Organizational culture defined as a complex set of values, beliefs, assumptions and symbols that define the way in which firm conducts its business.

Business school performance. Business school performance defined as the work related activities which been expected by business school management and how well the activities were executed.

6. Conceptual Framework

This dissertation was study of Thai business school performance that effected by human resource management practice, Unique Proprietary Input and Process and organizational culture. (A case study on management and instructor of Thai business school)
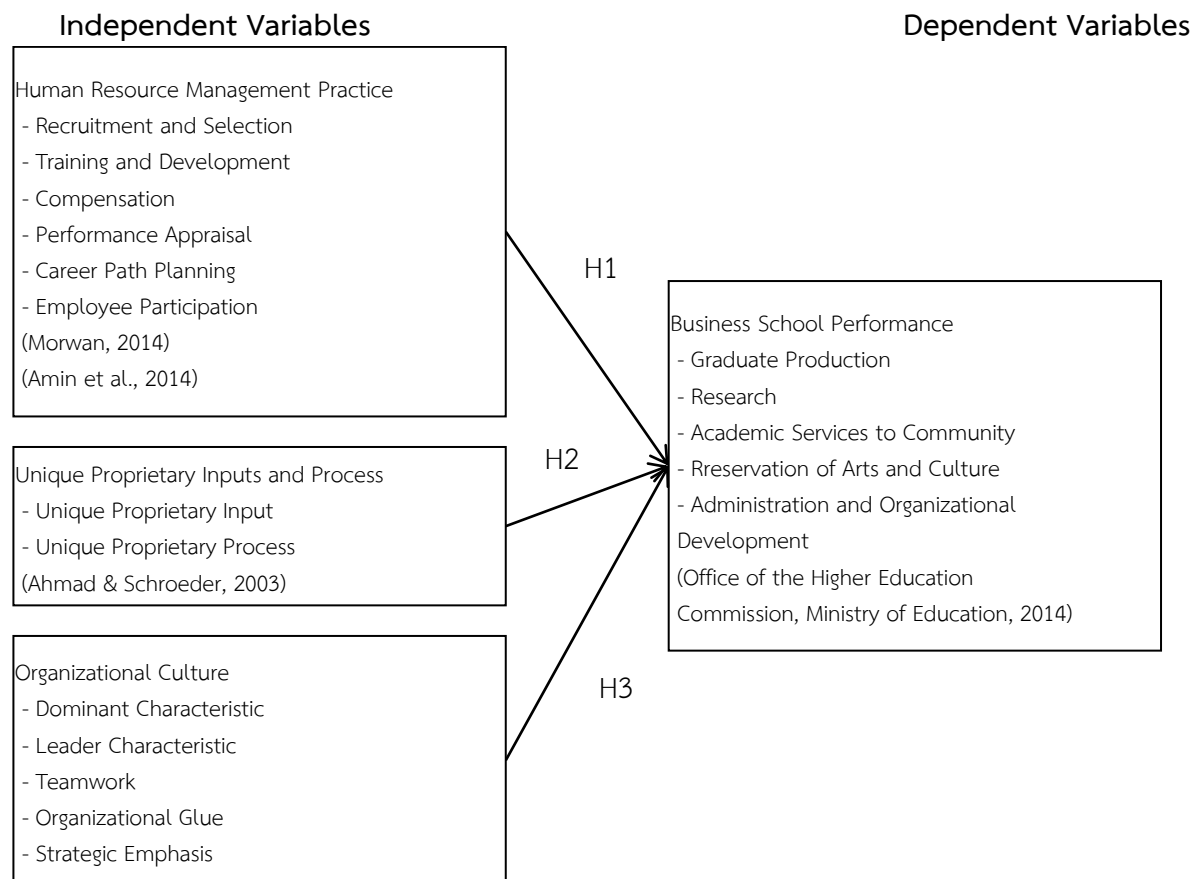
Independent Variables   **Dependent Variables**

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┌─────────────────────────────────────┐
│ Human Resource Management Practice   │
│ - Recruitment and Selection          │
│ - Training and Development           │
│ - Compensation                       │                 ┌──────────────────────────────────┐
│ - Performance Appraisal              │                 │ Business School Performance       │
│ - Career Path Planning               │   H1            │ - Graduate Production            │
│ - Employee Participation             │                 │ - Research                       │
│ (Morwan, 2014)                       │                 │ - Academic Services to Community │
│ (Amin et al., 2014)                  │                 │ - Rreservation of Arts and       │
└─────────────────────────────────────┘                 │   Culture                        │
                                                          │ - Administration and             │
┌─────────────────────────────────────┐                 │   Organizational                 │
│ Unique Proprietary Inputs and Process│   H2            │ Development                      │
│ - Unique Proprietary Input           │                 │ (Office of the Higher Education  │
│ - Unique Proprietary Process         │                 │ Commission, Ministry of          │
│ (Ahmad & Schroeder, 2003)            │                 │ Education, 2014)                 │
└─────────────────────────────────────┘                 └──────────────────────────────────┘

┌─────────────────────────────────────┐
│ Organizational Culture               │   H3
│ - Dominant Characteristic            │
│ - Leader Characteristic              │
│ - Teamwork                           │
│ - Organizational Glue                │
│ - Strategic Emphasis                 │
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Figure 1 Conceptual Framework

Literature Review

Office of higher Education Commission (OHER, 2014). Stated that higher education Institutions in Thailand have 4 main missions: (a) to produce graduates, (b) to conduct research studies, (c) to provide academic services to the society, and (d) to preserve arts and culture. Then the business school performance must over all 4 missions above and one more mission about administration and organizational development.

Human Resource Management Practice and Performance

Previous studies have found that HRM practices have an effect on employee performance and competitive advantage of an organization (Guest, 2002; Wright et al, 1994, Balochi et al, 2010; Qureshi et al, 2010; Khan, 2010, Pfeffer (1994) identified 16 practices which can enhance a firm's competitive advantage such as employment, training and skill development, incentives, high wages, promotion among others. Meanwhile, Guest (2002) argued that the impact of HRM practices on organizational performance depends on the response of workers to HRM practices. If employees have a negative perception, organizational performance will be low and vice versa. Furthermore, Ekaterini (2010) reaffirmed the findings of Wright et al. (1994) that the nature of organization's human capital and the way it is managed can have an impact on employees and firm performance.

Similarly, Huselid (1995) established that the effectiveness of employees largely depends on the impact of HRM practices on employees' behavior.

Unique Proprietary Input and Process and Performance

Human resource as a unique source of sustained competitive advantage recent theoretical work in business strategy has given a boost to the prominence of HR in generating sustained competitive advantage. According to the resource-based view of the firm (e.g. Barney, 1986, 1991, 1995), firms can develop sustained competitive advantage only by creating value in a way that is rare and difficult for competitors to imitate. Although traditional sources of competitive advantage such as natural resources, technology, economies of scale, and so forth, create value, the resource-based argument is that these sources are increasingly easy to imitate, especially in comparison to a complex social structure such as an employment system. If that is so, human resource strategies may be an especially important source of sustained competitive advantage (Lado & Wilson, 1994; Pfeffer, 1994; Wright & McMahan, 1992).

Organizational culture and Performance.

Organizational culture. Organizational culture is generally seen as a set of key values, assumptions, understandings, and norms that is shared by members of an Organization and taught to new members as correct (Daft, 2005). It is argued that Organizational culture may be the critical key that managers can use to direct the course of their firms (Smircich, 1983).

The performance measurement system helps in improving organization association to achieve goals and objectives at an effective manner (Richardo, 2006). The strategic planning based upon development of goals and objectives help organization to focus non-financial otherwise known as intangible assets, while quality, performance and services linked with customers have financial nature, (Kaplan and Norton, 2011). The measurement of performance based upon financial and non-financial performance leads to competitiveness, (Chenhall, 2005).

Amin et al., (2014). Studied "The impact of human resource management practices on performance evidence from a public university". The purpose on this paper is to examine the impact of human resource management (HRM) practices on organizational performance. Design/methodology/approach. A total of 300 employees from a public university comprising of both academicians and support staff responded to the survey. The survey questionnaire had 46 items covering selected HRM practices and university performance. This study was employed factor analysis and correlation analysis

Findings the study has found that human resource practices recruitment, training, performance, appraisal, career planning employee participation job definition and compensation have a significant relationship with university performance. Research limitations/implications. The results come from a cross-sectional study which was done at

the convenience of the researcher. The application of the results to other universities must be done with maximum care. Practical implications. If the university is to increase its performance to higher levels, it should emphasize more on job definition training and employee participation. Some improvement needs to be done on the other HRM practices-recruitment, performance appraisal, career planning and compensation in order to increase their effectiveness on the university performance.

One of the key factor sustaining the interest in competencies in New Zealand as well as elsewhere is the fact that the nature of work is becoming more complex, skill requirements are overtaking the traditional distribution of ability in the workforce and creating a talent shortage (Markus et al, 2005). In a survey canvassing opinions of senior executives 80% believed that the ability to attract, select and retain the best people will be the primary driver of business strategy by the end of this decade (Chiabaru, 2000).

Ahmad and Schroeder. (2003) studied the impact of human resource management practices on operational performance recognizing country and industry differences. The findings of the present study offer important implications for several distinct trends observed in the business world today. Many organizations are going through globalization to take advantage of proximity to suppliers, customers and critical resources, such as human resources.

Research Instrument

The researcher collected data through designing a questionnaire based on previous studies and personal semi structured interviews with is representatives of Thai business schools in order to test the research hypotheses. The questionnaire contains three parts: demographic factors are added in the first part, the second part includes questions about the independent variables effect business school performance of Thai universities, the third involves questions about dependent variable, which is business school performance, (Hair et al, 2010) conceptualized scales measurement as carefully putting descriptors to show the range of answer to a particular question and additionally, scale point are defined as degrees that are designed to represent the answers. To analyze collected raw data after distributing 600 questionnaires in Thai universities responses were returned by 466 (77.67%) faculty members of Thai business schools are selected according to simple random sampling, descriptive analysis, contributory factor analysis and exploratory factor analysis are used for better understanding.

Likert scale by Zikmund (2003) has been defined as measuring the extent of respondents' agreement or disagreement or the extent of their positive or native responses toward particular question. Hence, the research based parts 1 and 2 on a five-point Likert scale to find how strongly the respondents agree or disagree with particular questions.

The validity of the questionnaire was confirmed by five professors to verify the accuracy in content which each item was evaluated a rating in 3 levels from 0 to 1 and the value of the IOC must by greater than 0.5. The result of the IOC was ranging from 0.9 to 1 in each item. The Cronbach's Coefficient Alpha is range between 0.722-0.945, which is greater than 0.7 (Hair et al, 2010). The research conducted reliability both pretest (n=30) and sample size of 466 faculty members of 30 business schools in Thailand.

Additionally, the research collected data by interviewing and analysis of the data from the 15 faculty members who have the management-position in several school of business administration. These is people represent the sample selected from the population with specific characteristic of having the experience on the management position in business school for more than 10 years. The main objective of this selection is to confirm the conceptual framework and the variables selected based on combination of the review of previous studies and knowledge from interviewing the sample. The topics of the interviewing will cover human resource management practice, Unique Proprietary Input and Process, organizational culture and business school performance.

Research Findings

The research objectives of this study are 1. To analyze the degree of importance level of factors human resource management practice Unique Proprietary Input and Process organizational culture to investigate a significant effect of human resource management practice to business school performance to valuate a significant – effect-of Unique Proprietary Input and Process to business school and to evaluate a significant of organizational culture and business school performance.

The effect on business school performance by human resource management – practice Unique Proprietary Input and Process or organizational culture are tested in this studies to analyze collected raw data after distributing questionnaires in Thai university and the responses were returned by management and faculty members of Thai business school are selected according to simple random sampling, descriptive analysis, factor analysis and exploratory factor analysis are used for better understanding. The summaries of findings are as follows.

To collect information on the personalities and characteristics of all respondents, the researcher applied specified demographic factors including questions about gender, age, highest education level, academic title, management title, education, institute, type of school, working experience.

Regarding the highest percentage in terms of demographic factors females with 68.2% are in majority of respondents, 35.8% of respondents are age between 31-40 years old, 70.8% of them are master degree graduates, 80.5% of them are lectures, 57.7% of the respondents are working for private university, 67.0% of the respondents are belong to

school of business administration and 27.7% of the respondents are experience between 5-10 years.

The degree of importance level of factors in term of the highest loading factor of human resource management practices was job evaluation 0.880 with R^2 0.77 belong to your organization pay salary on time. In term of the highest factor loading of Unique Proprietary Input and Process was unique proprietary process 0.904 with R^2 0.817 belong to organization is an international institution. The highest factor loading organizational culture is dominant characteristic 0.921 with R^2 0.848 belongs to your organization aims at achievement and job completion.

The summary of hypotheses testing are as follows.

Hypothesis one (H1): There is significant effect of human resource management practice to business school performance (factor loading 0.140)

Hypothesis two (H2): There is significant effect of Unique Proprietary Input and Process to business school performance (factor loading.316)

Hypothesis Three (H3): There is significant effect of organizational culture to business school performance factor loading 0.507 The results provided support for all Hypotheses.

The summary of faculty members opinions on Human Resource Management Practice, Unique Proprietary Inputs and Process, Organization Culture and Business School performance are as follows.

Management and faculty members of business school provided opinions on Human Resource Management Practices in recruitment and selection 53.33%, faculty members participate is 26.67% and training and development is 20%.

Management and faculty members of business school provided opinions by focusing on being international school 40%. Business school reputation, acceptance by international is 20%. Leader is a person of great vision, capability accepted by society is 20%. Scholarship provider, practice graduate production and student exchange program is 20%.

Based on management and faculty members opinion on organizational culture in the issues of organization dominant characteristic in 46.67%, teamwork in 33.33%, organizational glue 26.67% and strategic emphasis 26.67% respectively.

Besides, management and faculty members provided opinions on business school performance by focusing graduate production is 33.33% administrator and organizational development is 26.67%, research is 20% and preservation of arts and culture 20% respectively.

Qualitative research results and literature review lead to take variables in to consideration quantitative.

Final full model fit results among structural model of factors the effect to business school performance with recommended value.
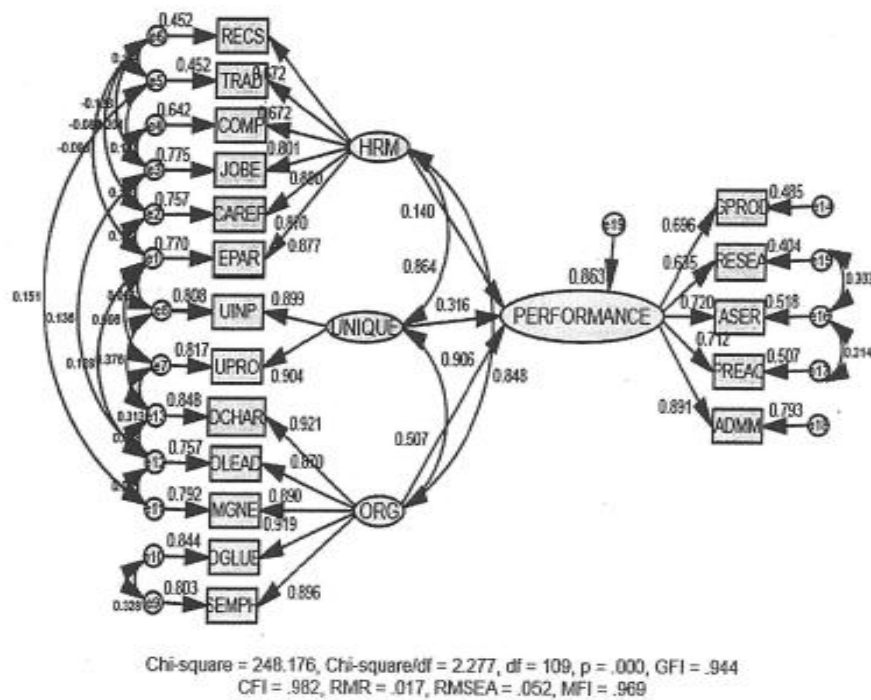
Chi-square = 248.176, Chi-square/df = 2.277, df = 109, p = .000, GFI = .944
CFI = .982, RMR = .017, RMSEA = .052, MFI = .969

Figure 2 Final measurement Full model of business school performance.

Table 1 Shows the comparison of full model fit results with recommended value based on after adjusted model

Index Referred to as	Recommended value	HRM Model value	Results
CMIN/DF (χ^2/df)	< 3	2.277	Fit
p-value (Absolute Fit Index)	> 0.05	0.00	Not-Fit
GFI (Goodness of Fit Index)	> 0.90	0.994	Fit
AGFI (Adjusted Goodness of Fit Index) (Relative Fit Index)	> 0.90	0.912	Fit
NFI (Normed Fit Index)	>0.90	0.969	Fit
CFI (Comparative of Fit Index)	>0.90	0.982	Fit
RMSEA (Root Mean Square Error of Appoximation)	<0.07	0.052	Fit
RMR (Root Mean Square Residual)	<0.05	0.017	Fit

Source: adapted from Hair et al (2010)

Figure 2 and table 1 indicated that the full model was met criteria for evaluation model. Seven type assessment indicators were fit standard with recommended value. These

are Chi-square (CMIN (x^2)) is 248.176, CMIN/DF (x^2/df) is 2.277, GFI is 0.994, AGFI is 0.912 NFI is 0.969, CFI is 0.982, RMSEA is 0.052 and RMR is 0.017. However p-value > .05 is not significant. Due to x^2 based on sample size. The greater sample size the higher x^2 that leading to incorrect result adjusted Index was made by appling CMIN/DF (x^2/df). is less than 3 (Bollen, 1989).

Empirical Results.

Hypotheses and Test of significance.

Table 2 Analysis statistical test by means of regression analysis

Latent Variables	Observed Variables	Regression Weights				Standardized Regression Weights	
		Estimate	S.E.	C.R.	P	Estimate	R^2
PERFORMANCE	HRM	0.087	0.043	2.046	0.041**	0.140	0.140
	UNIQUE	0.200	0.059	3.363	***	0.316	0.316
	ORG	0.200	0.059	3.363	***	0.507	0.507
HRM	RECS	0.536	0.035	15.309	***	0.672	0.452
	TRAD	0.693	0.043	16.212	***	0.672	0.451
	COMP	0.822	0.038	21.688	***	0.801	0.642
	JOBE	1.026	0.041	24.835	***	0.880	0.775
	CAREP	0.964	0.035	27.166	***	0.870	0.757
	EPAR	1.000	-	-	-	0.877	0.770
UNIQUE	UINP	0.885	0.031	28.941	***	0.899	0.808
	UPRO	1.000	-	-	-	0.904	0.817
ORG	DCHAR	1.598	0.051	31.164	***	0.921	0.848
	OLEAD	1.820	0.067	27.017	***	0.870	0.757
	MGNE	1.535	0.053	29.056	***	0.890	0.792
	OGLUE	1.698	0.044	38.793	***	0.919	0.844
	SEMPH	1.000	-	-	-	0.896	0.803
PERFORMANCE	GPROD	1.000	-	-	-	0.696	0.485
	RESEA	1.167	0.090	12.959	***	0.635	0.404
	ASER	1.171	0.080	14.586	***	0.720	0.518
	PREAC	1.215	0.084	14.383	***	0.712	0.507
	ADMM	1.811	0.104	17.491	***	0.891	0.793

As indicated in Table 2 regression weights analysis results of exogenous variables. When consider regression weights of recruitment and selection (RECS λx = 0.672), Training and Development (TRAD λx = 0.672), Compensation (COMP λx = 0.801), Job Evaluation (JOBE λx = 0.880), Career Path Planning (CAREP λx = 0.870), Employee Participation (EPAR λx = 0.877), these belong to Human Resource Management Practices. Regression weights of

unique proprietary Input (UINP λx = 0.899), Unique Proprietary Process (UPRO λx = 0.904), which belong to Unique Proprietary Input and Process. Regression weights of Dominant Characteristic (DCHAR λx = 0.921), Organization Leader Characteristic (OLEAD λx = 0.870), Teamwork (MGNE λx = 0.890), Organization Glue (OGLUE λx = 0.919), Strategic Emphasis (SEMPH λx = 0.896) which belong to organizational culture.

Fore endogenous variable when consider regression weights of graduate production (GPROD λy = 0.696) Research (RESEA λy = 0.635) Academic Services to Community (ASER λy 0.720), Preservation of Arts and Culture (PREAC λy = 0.712) and Administration and Organizational Development (ADMM λy = 0.891)

Table 3 Show summary results of the effect on business school performance by human resource management practice, Unique Proprietary Input and Process and organizational culture

Dependent Variables	Effect	Independent Variable		
		HRM	UNIQUE	ORG
PERFORMANCE R^2 = 0.376	DE	0.140	0.316	0.507
	IE	0.000	0.000	0.000
	TE	0.140	0.316	0.507

DE = Direct Effect, IE = Indirect Effect, TE = Total Effect, * $p<0.05$, **$p<0.01$

As it was shown by the Table 3, The R^2 of the model was 37.6% this mean that explanatory variables were able to explain and predict business school performance by 37.6%

When consider effects of human resource management practices was 14.0%, Unique Proprietary Input and Process was 31.6% and organizational culture was 50.7% to business school performance.

Table 4 Summary of Results of Hypotheses testing

Hypothesis No.	Description	Results
H1	There is significant effect of human resource management practice to business school performance	Support
H2	There is significant effect of Unique Proprietary Input and Process to business school performance	Support
H3	There is significant effect of organizational culture to business school performance	Support

Conclusion and Discussion

1. Conclusion

The degree of importance level of factors, in term of the highest loading factor of human resource management practices is job evaluation. In term of the highest factor loading of Unique Proprietary Input and Process is Unique Proprietary Process. The highest factor loading Organizational Culture is dominant characteristic. The results provided support for all Hypotheses.

2. Discussion

1) Influence of Human Resource Management Practices (HRMP)

Human resource management practices showed significant effects on business school performance. It was found that the business school performance can be attributed to HRM practices including recruitment and selection, training and development, compensation, performance appraisal, career path planning, employee participation. This study is consistent with Amin et al., (2014), Chen et al. (2009), Khan (2010), Quaeshi et al, (2010), Rizor and Croucher (2009). The business school need to have an effective employee performance appraisal system and employees' performance. Appraisal should be done by right person who got involve in his or her job. Furthermore, performance appraisal should be guided by the performance management policy. Employee's performance should be assessed based on quantified standards and feedback be given to employees on their performance. (Amin et al., 2014), Besides, participation in decision making regarding their career plans will greatly enhance business school performance.

2) Influence of Unique Proprietary Input and Process

The analyses show that Unique Proprietary Input and Process was significantly effect on business school performance. The researcher has strongly emphasized that unique proprietary of opportunity for business school in gaining competitive advantages. Management of business school should take files opportunity to evaluate. Their existing set of unique; well - known organization, academic skills, organization's environment, technology availability, capability of leader, faculty member responsibility, being international institution, study programs, quality certified internationally, internship program, practitioner graduate, exchange program and innovative business school. These make necessary changes to improve business school performance. Nevertheless, as the nature of work is becoming more complex, skill requirement are overtaking the traditional distribution of ability in the workforce and creating a talent shortage (Markus et al, 2005) Then Unique Proprietary Input and Process is crucial in consistence with Chiabaru (2000) in a survey canvassing opinions of senior executive, 80% believed that the ability to attract, select and retain the best people will be the primary driver of business strategy by the end of this decade.

3) Influence of organizational culture

The effect analysis revealed that most of organizational culture effect business school performance directly. This finding is important as it refines our understanding of the nature of organizational culture and business school performance. Also, this finding suggests that a business school executive officer should create a conductive organizational climate that fosters faculty member's commitment to the business schools. Being international/ globalization to take advantage of proximity to students and critical resource such as faculty by members. This study is in consistent with Ahmad and Schroeder (2003). According to this study most of the respondents pay attention to organization.

Culture in term of organization dominant characteristic which is organization aims at achievement and job completion with in consistent with Deal and Kennedy (1982) recognize the link between culture and organizational excellent performance. These cultural values and human resource development programs are consistent with organizational chosen strategies that led to successful organizations. Furthermore, this research found that most of the respondents preferred leaders are administrators have new idea and accept risks which is in consistent with Schneider and Smith (2004) argues that culture begins with leadership and passed on to the organizational members; it is seen as a set of forces that Shape and determine human behavior.

3. Limitation of the Study.

Semi-SEM was introduced in this study; then indirect effects of the variables could not be examined. The measurement model of human resource management practice, Unique Proprietary Input and Process, organizational culture were constructed with confirmatory factor analysis. The all model are good fit, while construct reliability of human resource management practice model was not high. It is recommended that in future studies, which utilize human resource management practice as variables, should continue to develop an appropriate and reliable measurement model of human resource management practice.

Some management and instructor have no time available to respond the questionnaires. Even, the researcher distributes questionnaires to public universities and private universities, but the respondent majority is private universities. By increasing the number of respondents of public universities, the researcher would attain more accuracy.

4. Recommendations.

(1) Recommendations for business school executive officers.

Executive officer serve as the model for subordinates. The spirit of an organization is created from the top. If an organization is great in spirit, it is because the spirit of its top people is great. Management which is the organ of society specifically charged with

making resources productive, that is with the responsibility for organized business school advance. This explains why a business school grew so fast and with so little opposition. That is the business school or university system must entrust it productive resource both human and material in management business school performance for new era. At the same time, the business school executive officers should realize Thai the faculty members require both autonomy and accountability in working for achieving high performance. Furthermore, appropriate training program for faculty members both academicians and support staff should be organized to continuously improve their skill in line with the development needs of the business school university and faculty members themselves. In addition, the business school executive officers should allow the faculty members to participate on decision making on issues which effect the faculty member.

(2) Recommendations for faculty members.

The most important work of the faculty members is to identify the changes that already happened. The important challenge in society is to exploit the changes that have already occurred and to use them as opportunities The faculty members should here work plan that includes focus, desired results and deadline submit to the boss.

(3) Recommendations for government agency or regulators

The result implies that the government agency should consider policies regulations in both macro and micro perspectives, invite university, both public and private universities to engage in government agency's project for being modern business school. At the same time the government agency especially the Office of the Higher Education Commission should encourage the university to have good organizational culture. Quality culture teamwork culture etc. by awarding the university that make university value increase.

(4) Recommendations for future research.

This study served to answer questions for business school performance only. It is recommended that in future research other school such as education, economics, agriculture etc. should also be considered.

Besides comparative study between Thai Business schools and other countries Business Schools could be made in the future.

Lastly, the measurement model of latent variables should be strongly considered and improved for future research. The measurement model of human resource management practice has a construct reliability of only 14% although it is fit further research should examine new variables for the latent variable such as executive's policies.

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