



A SELF-DEVELOPMENT MODEL FOR PERSONNEL AT MAHAMAKUTA RAJAVIDYALAYA FOUNDATION UNDER ROYAL PATRONAGE*

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ในพระบรมราชูปถัมภ์



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Abstract

Objectives of this research were: 1. To investigate the current state and challenges of self-development among personnel at the Mahamakuta Rajavidyalaya Foundation Under Royal Patronage (MRFURP) 2. To construct a model for personnel at MRFURP, and 3. To propose a self-development model for personnel at the MRFURP for evaluation of appropriateness and feasibility for organizational implementation, conducted by the mixed-methods. Data were collected through questionnaires administered to samples of 55 employees and staff members, in-depth interviews with 20 key informants who were senior-level personnel, and focus group discussions with 9 participants who were qualified experts with specialized knowledge in human resource development.

The findings revealed that: 1. Personnel exhibited varying levels of self-development practices according to age, income, and work experience. Three key dimensions of challenges affecting personnel self-development were identified: organizational climate, self-awareness, and self-actualization needs. 2. A model for personnel at MRFURP comprised six components: learning from mistakes, accepting

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and adapting to technology, beginner's mind, wellness, open-mindedness, and flexibility. These components were intended to enhance work efficiency and promote sustainable organizational development. 3. The model of personnel self-development for MRFURP was both appropriate and feasible for organizational implementation. The research findings aligned with self-development theories and related studies both domestically and internationally, particularly regarding factors influencing personnel self-development and the six essential self-development processes that were discovered. The model encompassed various theoretical frameworks including self-development theory, experiential learning, technology acceptance, personality psychology, hierarchy of needs, double-loop learning, self-diagnosis, open-mindedness concepts, holistic development approaches, and psychological safety principles. This research underscored the significance of strategic personnel development planning and provided a framework for preparing human resources for future organizational advancement.

Keywords: Self-Development; Development Model; Personnel of MRFURP

บทคัดย่อ

บทความวิจัยนี้มีวัตถุประสงค์เพื่อ 1. ศึกษาสภาพและปัญหาการพัฒนาตนเองของบุคลากรมูลนิธิมหามกุฏราชวิทยาลัย ในพระบรมราชูปถัมภ์ 2. สร้างรูปแบบการพัฒนาตนเองของบุคลากรมูลนิธิมหามกุฏราชวิทยาลัย ในพระบรมราชูปถัมภ์ และ 3. เสนอรูปแบบการพัฒนาตนเองของบุคลากรมูลนิธิมหามกุฏราชวิทยาลัย ในพระบรมราชูปถัมภ์ การวิจัยนี้ใช้ระเบียบวิธีวิจัยแบบผสม ใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูลจากกลุ่มตัวอย่างพนักงานเจ้าหน้าที่ จำนวน 55 คน สัมภาษณ์เชิงลึกระดับเจ้าหน้าที่อาวุโส จำนวน 20 คน และสนทนากลุ่มโดยผู้ทรงคุณวุฒิที่มีความเชี่ยวชาญด้านการพัฒนาทรัพยากรมนุษย์ จำนวน 9 คน

ผลการวิจัยพบว่า 1. บุคลากรมีสภาพการพัฒนาตนเองแตกต่างกันตามอายุ รายได้ และประสบการณ์การทำงานในองค์กร มีปัจจัยที่ส่งผลต่อรูปแบบการพัฒนาตนเองของบุคลากร 3 ด้าน ได้แก่ ด้านบรรยากาศองค์กร ด้านการมองเห็นตัวตน และด้านความต้องการ 2. รูปแบบการพัฒนาตนเองของบุคลากรมูลนิธิมหามกุฏราชวิทยาลัย ในพระบรมราชูปถัมภ์ ประกอบด้วย 6 ประการ คือ การเรียนรู้จากข้อผิดพลาด ยอมรับและปรับตัวให้ทันเทคโนโลยี พร้อมรับการพัฒนา ใส่ใจสุขภาพ เปิดใจรับฟังความคิดเห็น และการเรียนรู้แบบยืดหยุ่น ให้เกิดประสิทธิภาพในการทำงานของบุคลากรและพัฒนาองค์กรอย่างยั่งยืนต่อไป และ 3. รูปแบบมีความเหมาะสมและมีความเป็นไปได้ที่จะนำไปใช้ในองค์กร ผลการวิจัยสอดคล้องกับทฤษฎีการพัฒนาตนเองและงานวิจัยที่เกี่ยวข้องทั้งในและต่างประเทศ ทั้งในส่วนของปัจจัยที่ส่งผลต่อการพัฒนาตนเอง



ของบุคลากรและการพัฒนาตนเอง 6 ประการที่ค้นพบ ครอบคลุมทฤษฎีการพัฒนาตนเอง การเรียนรู้จากประสบการณ์ การยอมรับเทคโนโลยี จิตวิทยาบุคลิกภาพ ลำดับความต้องการ การเรียนรู้แบบวงจรคู่ การวินิจัยตนเอง แนวคิดการมีจิตใจเปิดกว้าง แนวคิดการพัฒนาแบบองค์รวม และแนวคิดความปลอดภัยทางจิตใจ จากการศึกษาวิจัยทำให้ทราบถึงความสำคัญของการวางแผนการพัฒนาบุคลากร และนำรูปแบบการพัฒนาตนเองของบุคลากรไปใช้ในการเตรียมความพร้อมเพื่อพัฒนาบุคลากรในอนาคตต่อไป

คำสำคัญ: รูปแบบการพัฒนา; การพัฒนาตนเอง; บุคลากรมูลนิธิ

Introduction

Traditional lifestyles are fading globally as innovation and technology increasingly shape daily life, especially in Thai society. These changes force people to adapt and develop to survive. Public and private organizations recognize that workforce development is essential for adaptation, with each having unique development needs. Foundations drive social development and lifelong learning. In Thailand, there are numerous foundations and charitable organizations that can be classified into various categories according to their objectives, such as public charity, religion, arts, science, literature, education, or other public benefits (Department of Provincial Administration, Ministry of Interior, 2013). Foundations differ significantly from profit-driven organizations in structure, culture, and decision-making, requiring tailored self-development models.

The MRFURP, established in 1893, is a non-profit organization that manages beneficial assets and promotes Buddhist teachings. The foundation prioritizes developing ethical, skilled personnel committed to its mission. However, with diverse staff across various age ranges, it lacks appropriate self-development models tailored to foundation personnel, who differ from business employees in work characteristics, culture, and motivation. This has resulted in less effective personnel development. This requires tailored self-development models for diverse foundation personnel. However, individual self-development varies according to demographic characteristics, social conditions, and culture, resulting in different communication behaviors and selective information exposure patterns (DeFleur & Ball-Rokeach, 1989). Therefore, personnel development must consider individual differences. This research studies a self-development model for MRFURP's diverse staff, with findings expected to inform organizational development initiatives.



Research Objectives

1. To investigate the current state and challenges of self-development among personnel at the MRFURP.
2. To construct a model for personnel at the MRFURP.
3. To propose a self-development model for personnel at the MRFURP for evaluation of appropriateness and feasibility for organizational implementation.

Methodology

Research design and Sample Groups: This study employed a mixed-method research approach, collected data on self-development conditions and problems from 55 permanent staff members out of 81 total foundation personnel, plus 20 senior-level staff through purposive sampling. Focus group discussions were conducted with qualified human resource development experts to assess the feasibility and appropriateness of implementing the self-development model for MRFURP personnel. The research is presented as a descriptive summary report, presenting the current conditions and problems of self-development among personnel at MRFURP, the creation of a self-development model and the evaluation of its implementation.

Research Instruments: 1. This research employed a questionnaire measuring opinions on self-development conditions and problems among MRFURP crew, comprising 109 items divided into: personal demographic data of respondents, opinion levels regarding self-development conditions and problems using a 5-point Likert scale (Likert, 1932), and open-ended suggestions about self-development conditions and problems. 2. Structured interviews regarding self-development conditions and problems of MRFURP personnel for in-depth interviews with senior staff who have worked with the foundation for at least 1 year and received promotions or higher responsibilities, plus opinion questionnaires to confirm responses from the original sample group. 3. Focus group discussions with human resource development experts having at least 5 years of expertise, divided into 3 groups: academic HRD specialists, HRD and manpower planning experts, and MRFURP administration specialists. 4. Assessment forms for evaluating the appropriateness and feasibility of the self-development model using a 5-point Likert scale



The research follows these research procedures and utilizes the following research statistics for content analysis:

Phase 1: Current self-development conditions and problems of MRFURP personnel were studied through literature review and analysis. Data were synthesized to construct a 5-point Likert scale questionnaire, validated by three experts using Index of Item-Objective Congruence ($\text{IOC} > 0.5$). The questionnaire was administered to 55 participants and analyzed using descriptive statistics (frequency, percentage, mean, standard deviation). In-depth interviews with 20 senior staff used structured forms, integrated with theoretical data through content analysis and frequency distribution tables. Responses were confirmed via a validated 5-point Likert scale questionnaire ($\text{IOC} > 0.5$) administered to the same sample and analyzed using descriptive statistics, including frequency distribution, percentage, mean, and standard deviation. Phase 2: The self-development model for MRFURP personnel was constructed by synthesizing responses and conducting focus group discussions with 9 HR development experts (minimum 5 years' experience) across three groups: academic HR specialists, workforce planning experts, and MRFURP management experts. Phase 3: The self-development model for MRFURP personnel was proposed by evaluating implementation appropriateness and feasibility through 9 HR development experts with minimum 5 years' experience.

Results

Analysis of the model of personnel self-development for MRFURP revealed the following:

1. Current conditions and problems of self-development among MRFURP personnel

Table 1 Mean and standard deviation of opinion levels regarding the conditions and problems of self-development among MRFURP Personnel

Self-Development Conditions and Problems among MRFURP Personnel	Opinion Levels		
	$\bar{X}$	S.D.	Interpretation
Self-development conditions of MRFURP personnel	3.92	0.480	High
Self-development problems of MRFURP personnel by dimension:			
self-actualization needs dimension	3.97	0.585	High



Table 1 Mean and standard deviation of opinion levels regarding the conditions and problems of self-development among MRFURP Personnel (Next)

Self-Development Conditions and Problems among MRFURP Personnel	Opinion Levels		
	$\bar{X}$	S.D.	Interpretation
motivation and expectation dimension	3.64	0.662	High
self-awareness dimension	4.02	0.513	High
organizational climate dimension	3.83	0.674	High
organizational management dimension	3.76	0.686	High
Total	3.84	0.567	High

From Table 1, foundation personnel of MRFURP demonstrate varying self-development conditions according to age, with the most prevalent overall self-development behaviors including immediate correction of mistakes to ensure accuracy, acceptance of agreements and willingness to listen, and maintaining personal health to avoid illness during work periods. Regarding personnel self-development issues in the foundation, three factors were found to influence personnel self-development patterns: organizational climate, self-awareness, and self-actualization needs. In-depth interviews with senior staff revealed that MRFURP personnel exhibit different self-development conditions according to income and organizational work experience, with the most prevalent overall self-development behaviors including continuous learning through work corrections, increased learning when assigned new tasks or additional responsibilities, and openness to accept personal mistakes or areas for improvement. Concerning self-development problems among foundation personnel, factors influencing personnel self-development patterns were identified as self-actualization needs.

2. The results of developing a self-development model for Personnel of MRFURP consist of components including variables and factors affecting personnel self-development patterns (Input), resulting in foundation personnel developing themselves in 6 aspects (Process), leading to the emergence of work efficiency among foundation personnel (Output) and high performance of MRFURP (Outcome). The personnel self-development will be continuously improved and modified through feedback data (Feedback) to achieve stable and sustainable development, as illustrated in Figure 1.

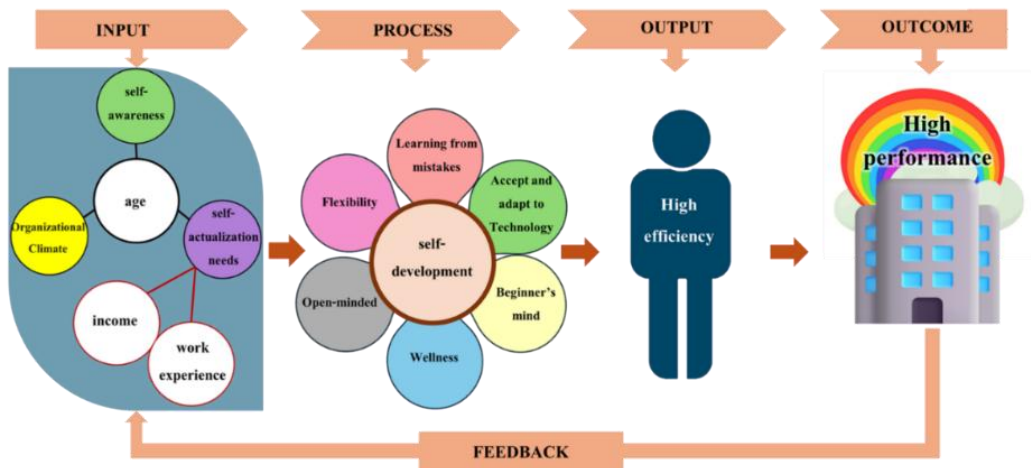


Figure 1: Self-Development Model for Personnel of MRFURP

The self-development model for MRFURP personnel can be explained as follows:

2.1 Input: MRFURP personnel exhibit different self-development patterns according to age, income, and work experience, with three key factors significantly influencing self-development: (2.1.1) The Organizational Climate encompasses three critical dimensions: (i) a sense of belonging, which fosters love and attachment to the organization; (ii) platform opportunity, which provides opportunities for personnel to demonstrate their potential and opinions; and (iii) learning environment, which promotes continuous learning and self-development among personnel. (2.1.2) Self-awareness comprises a growth mindset, believing that abilities can be developed through effort and learning; shared success, reflecting emotional maturity and serving as a foundation for development; and social connection, which facilitates effective collaborative learning with others. (2.1.3) Self-Actualization Needs include self-compassion, enabling personnel to work happily and grow in their professional roles; self-value, leading to acceptance and organizational contribution; and living standards, serving as crucial motivation for personnel to develop themselves for life security. For senior-level MRFURP personnel, a more specific and profound needs dimension factor was identified, including personal growth arising from awareness of the necessity for continuous self-development; management excellence, creating positive pressure to maintain



excellence through self-development; and purpose-driven development, motivated by clear goals and opportunities for work-based learning.

2.2 Process: MRFURP personnel undergo six essential self-development processes: (2.2.1) Learning from mistakes - emphasizing the utilization of mistakes for self-development and professional improvement. (2.2.2) Accept and adapt to Technology - demonstrating the ability to learn technology and develop new work systems, including adaptation and application of emerging technologies. (2.2.3) Beginner's mind- maintaining the belief that one can always develop and improve. (2.2.4) Wellness- focusing on health maintenance for optimal work performance. (2.2.5) Open-minded- relating to accepting and utilizing feedback and suggestions for professional benefit. And (2.2.6) Flexibility- representing the ability to learn new things and adapt to various work-related challenges within the organization.

2.3 Output: These six self-development processes lead to enhanced work efficiency among foundation personnel and support the foundation in achieving its goals effectively.

2.4 Outcome: When organizational personnel can work efficiently, several positive changes emerge. First, productivity and work quality increase significantly (high performance) as employees can perform tasks more rapidly, with greater accuracy, and reduced errors, enabling the organization to achieve goals more easily and quickly. Additionally, operational costs decrease due to more efficient use of time and resources, reduction of redundant work, and savings in problem-solving expenses. Finally, the organization develops enhanced competitive capabilities, improved customer responsiveness, distinctive product or service offerings, and rapid, efficient adaptation to market changes.

2.5 Feedback: The self-development model for MRFURP personnel leads to enhanced work efficiency and supports the MRFURP in achieving its goals effectively while generating a data feedback process for continuous evaluation and improvement. This creates a cyclical development process that utilizes feedback data as a driving force for systematic and efficient development.

3. The proposed personnel self-development model for MRFURP, as evaluated by the experts with a minimum of five years of experience in human resource development, exhibits both appropriateness and practical feasibility for organizational implementation. The experts provided improvement recommendations



across four dimensions: (i) the organizational climate dimension should promote positive psychology, (ii) participation, and technology utilization; (iii) the self-awareness dimension should emphasize mindfulness, positive attitudes, and good interpersonal interactions; (iv) the needs dimension should promote acceptance, learning, and self-worth recognition; and the self-development dimension should be evaluated through actual performance, develop mistake-learning skills, and embrace diverse work approaches. The experts emphasized that model implementation requires collaboration from all foundation departments and personnel.

Discussion

1. Current Conditions and Problems of Self-Development among MRFURP Personnel: MRFURP personnel show diverse self-development patterns based on age, income, and experience. Development is influenced by three factors: organizational climate, self-awareness, and personal needs. This reflects the unique foundation characteristics as a Royal Patronage non-profit. Personnel range from tech-savvy new generations to experienced Buddhist affairs seniors. MRFURP's distinctive work combines modern management with Buddhist values, creating diverse motivations including career advancement, spiritual development, and social contribution. The research findings indicating that age, income, and work experience influence personnel self-development align with several domestic research studies, including Pimthong (2020) study on factors affecting university personnel competency development, which found relationships between these variables and competency development patterns and levels; Phutachot (2019) research on human resource development in the digital age, which identified differences in learning and self-development according to demographic characteristics; and Akkarabawon & Akkarabawon (2018) study on human capital development strategies in the 4.0 era, confirming that such factors influence personnel needs and self-development patterns in Thai organizations. The organizational climate factors identified in this research align with Litwin & Stringer (1968) concepts regarding organizational dimensions affecting personnel behavior. Additionally, they correspond with international research by Cai (2019), who found that environmental conditions influence learning behavior changes,



and domestic research by Phuakiam (2022), which discovered that organizational climate could predict self-development among correctional hospital personnel, particularly emphasizing warmth and support as significant influences on self-development. The self-awareness factors discovered in this research correspond with Rogers (1951) Self-Concept theory, emphasizing the importance of self-acceptance. The needs factors align with Maslow (1970) Hierarchy of Needs theory, particularly at higher levels including self-compassion, self-value, and living standards, reflecting foundation personnel's profound self-development needs.

2. Self-Development Model for Personnel of MRFURP : MRFURP personnel undergo six self-development processes: 2.1 Learning from mistakes, which aligns with Boydell (1985) self-development concept, particularly in the stage of reflecting on things that happen. The research findings reflect the practical application of Boydell (1985) self-development cycle theory. MRFURP' personnels' learning-from-mistakes behavior also corresponds with Argyris & Schön (1978) Double-Loop Learning concept, emphasizing deep-level learning that not only corrects mistakes but also questions assumptions and fundamental beliefs leading to those mistakes, creating genuine and sustainable learning. 2.2 Accept and adapt to Technology aligns with Davis (1989) Technology Acceptance Model, explaining that technology acceptance depends on perceived usefulness and ease of use. This corresponds with Butdam (2017) research, which found that human resource development toward practical implementation using technology benefits requires developing human resources toward concrete implementation to maximize technology utilization in work. The research results demonstrate foundation personnel's readiness to learn and apply new technologies when supported by a learning-conducive organizational climate and flexible learning approaches. 2.3 The Beginner's Mind corresponds with the Shoshin concept in Zen philosophy, as Suzuki (1970) stated: In the beginner's mind there are many possibilities, in the expert's mind there are few, emphasizing maintaining a beginner's mind filled with curiosity, openness, and freedom from prejudice or preconceptions. Additionally, it clearly aligns with Dweck's (2006) Growth Mindset theory, believing that abilities and intelligence can be developed through effort, learning, and practice. The research demonstrates that foundation personnel believe they can always develop themselves, reflecting Learning Agility



as a crucial competency in the digital age. 2.4 Wellness aligns with Boydell (1985) self-development component concept regarding health and physical well-being, emphasizing physical health development to support work performance. The research findings show that MRFURP personnel prioritize health maintenance for work efficiency, reflecting an awareness that good health is a fundamental component necessary for self-development in other areas. Additionally, it corresponds with Maslow (1954) Hierarchy of Needs theory at the physiological needs level, which must be satisfied before higher-level self-development can occur. Foundation personnel's wellness behavior demonstrates holistic development perspectives that encompass not only skill development or knowledge but also physical and mental health care as crucial foundations for sustainable development. 2.5 Open-minded corresponds with Rogers (1951) Self-Theory, particularly the Real Self concept, where Rogers believed that authentic personal development requires accurate and complete self-perception, with feedback from others serving as an important mirror for clearer self-understanding. Additionally, it aligns with Megginson & Pedler (1992) self-development concept of self-diagnosis, emphasizing the importance of accurate self-assessment. Effective self-diagnosis requires information from diverse sources, including constructive feedback and reception from others. The research findings demonstrate foundation personnel's willingness to listen to opinions and utilize them for work improvement, reflecting Psychological Safety (Edmondson, 1999) that enables individuals to receive feedback without fear of judgment or criticism. Finally, 2.6 Flexibility aligns with Bruner (1963) discovery learning theory and Kolb (1984) experiential learning theory. Research findings show foundation personnel's ability to learn, adapt to organizational challenges, and modify learning approaches according to situations, demonstrating cognitive flexibility essential for contemporary self-development.

3. Model Appropriateness and Feasibility : The refined self-development model for MRFURP personnel demonstrates appropriateness and feasibility for practical organizational implementation based on expert recommendations.



Body of Knowledge

The new knowledge generated from this research includes the following:

1. Foundation-Specific Model: An Input-Process-Output-Outcome-Feedback model tailored for foundations, with three input factors: organizational climate, self-awareness, and needs. 2. Six Self-Development Processes: Specific processes for foundation personnel that integrate traditional values with modern management. 3. Holistic Development: Self-development encompassing work, physical, and mental dimensions, unlike business organizations focused primarily on work efficiency. And 4. Iterative Development Cycle: Continuous cyclical development reflecting lifelong learning in foundation contexts.

This research expands self-development knowledge from general to non-profit contexts, creating frameworks for similar organizations.

Recommendations

1. Recommendations for Research Application: (1.1) Policy Level: (i) Develop personnel systems with Individual Development Plans (IDP) considering individual differences and three key factors: needs, self-awareness, and climate. (ii) Management should create supportive environments fostering belonging, capability demonstration, and learning to stimulate six self-development processes. (iii) Establish continuous monitoring for cyclical development and sustainable performance improvement. And (1.2) Operational Level: (i) Develop organizational Individual Development Plans (IDP) using the six self-development processes. (ii) Foster belonging and learning environments. (iii) Create training covering six aspects: mistake learning, technology adaptation, growth mindset, health maintenance, feedback skills, and learning agility. (iv) Establish recognition systems for continuous self-developers.

2. Recommendations for Future Research : (i) Compare self-development models across similar organizations to validate findings (ii) Experimentally test the model measuring changes in six aspects and long-term efficiency. (iii) Study additional factors (leadership, culture, HR systems) for comprehensive approaches.



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