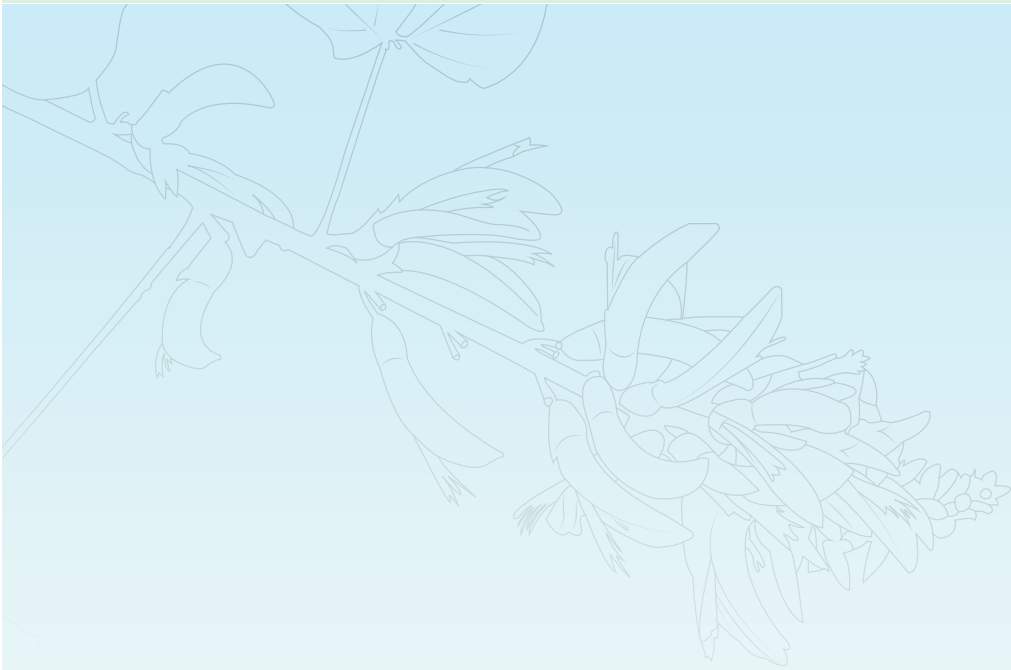


Guidelines for Human Resource Development based on Holistic Self-development Needs of The Staff at Thangone Irrigation College, Lao People's Democratic Republic

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Abstract

This study aimed to explore the holistic self-development needs and obstacles of the staff at Thangone Irrigation College to propose guidelines for human resource development according to holistic self-development needs. Employing a mixed-method research approach, the study utilized open-ended and closed-ended questionnaires to collect data from 61 college staff members. The study found that the holistic self-development needs of staff were at the highest level, specifically the highest physical and intellectual development scores, while emotional and social development were rated at a high level. The research identified critical obstacles across multiple developmental domains. Physical development barriers included insufficient exercise facilities and the absence of annual health check-ups. Emotional development was hindered by a lack of dedicated training programs. The college environment and economy were poor. Social development challenges encompassed weak teamwork, interpersonal relations, and efficient communication skills. Intellectual development was constrained by a lack of educational grants, training opportunities, and study trips. Based on these findings, the study proposed targeted human resource development guidelines. Recommendations included organizing health and wellness training, providing exercise facilities, promoting physical activity, offering emotional quotient programs, providing appropriate benefits and compensation, creating a positive work environment, supporting mindfulness practices, arranging social skills training, holding annual social events, providing creative spaces, organizing job-related training, providing staff with opportunities for study visits, supporting further education, encouraging participation in additional training, organizing seminars, promoting independent work. The research provides a holistic framework for understanding and addressing staff development needs in educational institutions, with potential implications for similar professional contexts.

Keywords: Human Resource Development, Self-Development Need, Holistic Self-Development, College Staff, Lao PDR.

Introduction

To develop staff with knowledge, skills, and work efficiency, the focus should be on the individuals themselves. Staff development is the process of increasing skills, expertise, and work proficiency, as well as shifting the attitudes of employees at all levels to align in the same direction. The enhancement of staff efficiency can be achieved through training, orientation, overseas study visits, and participation in seminars both on and off-site. In other words, for an organization to progress, it requires skilled and knowledgeable staff who can produce high-quality work and contribute to the organization's success. As shown in the study of Maichan [1], it was found that any organization where staff lack work efficiency may experience poor performance and low productivity as a result. Conversely, if the staff in an organization are efficient, disciplined, and understand the correct procedures and processes, it will reduce the negative impact on performance. Furthermore, if the organization cares for and considers the mental health of its employees, it will further increase their sense of attachment to the organization. Organizations should care for and encourage employees to balance their work and family life, in order to develop their physical, emotional, social, and intellectual aspects simultaneously. That is to say, staff should be developed in the areas of 1) physical development emphasizes health, exercise, diet, and rest to maintain a strong and healthy body. 2) Emotional development involves fostering good mental health, emotional control, and mindfulness. 3) Social development includes gaining acceptance and recognition from society, working collaboratively with others, and building a network, all of which are integral to the success of work. And 4) Intellectual development involves enhancing knowledge, abilities, skills, and experience in various areas. Ultimately, it is crucial to consider the needs of the individuals being developed. The benefits of staff development mean that employees must be able to apply what they have learned in their work and truly enhance their knowledge and abilities [2].

The Government of the Lao People's Democratic Republic has placed strong emphasis on human resource development. It has established a National Human Resource Development Strategy to 2025, aimed at building a skilled and knowledgeable workforce that aligns with the country's evolving economic structure. The strategy focuses on developing leadership across various sectors, enhancing employee skills to meet labor market demands, and implementing ongoing workforce planning. The goal is to make human resource development a core driver of national productivity capable of supporting sustainable economic and social development. This approach is designed to align with the country's transition toward a modern, industry-oriented economy that is competitive regionally and globally. Ultimately, it aims to ensure universal access to social services for the Lao people

and to improve their overall quality of life [3].

From the implementation of the National Human Resource Development Strategy of the Lao People's Democratic Republic until 2025 for 2 years. In the National Assembly meeting, it was resolved that human resource development should focus on addressing issues related to the protection of staff and the assessment of staffing needs across various positions. It is also important to address the development of staff that do not align with the development strategy and economic structure. There is still a lack of coordination between educational institutions and entrepreneurs in developing specialized fields such as agriculture, animal husbandry, irrigation, and veterinary science. Additionally, it was found that the number of teachers is insufficient. It cannot meet the demands of the labor market, both domestically and internationally [4] For this reason, the Ministry of Agriculture and Forestry places strong emphasis on human resource development, particularly for educational personnel under its supervision. The Ministry oversees four Agricultural and Forestry Colleges and one Irrigation College. ThaNgong Irrigation College plays a key role in providing advanced education in irrigation, water resources, and agricultural machinery. It also offers training for government employees, farmers, and private sector entrepreneurs, in line with the Ministry's strategic human resource development plan. Each year, the college consistently produces experts in agricultural machinery, water resource management, and the surveying, design, and construction of irrigation systems to meet the needs of both the public and private sectors [5].

In the past, the college has implemented personnel development through routine activities in various areas. For physical development, it has organized annual sports events and friendly football matches. For emotional development, it has held social gatherings on important occasions and religious ceremonies. Social development activities have included Lao New Year celebrations and health walks. For intellectual development, personnel have participated in short-term and long-term training programs, continuing education, and study tours. However, the college has never conducted a proper assessment of the actual development needs of its personnel such as determining the extent to which development is needed in each of these areas.

Therefore, the researcher aims to study the holistic self-development needs of the staff at Thangong Irrigation College, including physical, emotional, social, and intellectual aspects, in order to understand how they wish to develop and what obstacles they face. The study's findings will provide fundamental data that can lead to human resource development strategies based on the needs of the staff, helping Thangong Irrigation College develop an effective human resource development plan.

Objective

The aim of this study is to explore the holistic self-development needs and obstacles of the staff at Thangone Irrigation College to propose guidelines for human resource development according to holistic self-development needs

Methodology

This research was approved by the Maejo university research ethic committee, as per the certification document COA No. HS003/67. This study employed a mixed-methods research approach. The quantitative approach utilized closed-ended questionnaires to assess the level of holistic self-development needs among staff, focusing on physical, emotional, social, and intellectual aspects. Meanwhile, the qualitative research collected data using open-ended questionnaires to explore the staff's opinions on the obstacles to holistic self-development. Data from both approaches were analyzed to develop a framework for human resource development based on the holistic self-development needs of the staff at Thangone Irrigation College. The researcher employed a convergent parallel design, collecting quantitative and qualitative data simultaneously and integrating the findings for a comprehensive outcome. The methods are as follows:

The population consists of 61 individuals who are teachers and administrative staff at Thangone Irrigation College. In this study, data was collected from the entire population of the college.

The research tools include 1) close-ended questions divided into two sections. Section 1 covers the socio-biological characteristics of the respondents, such as gender, age, educational background, and work experience, presented in a checklist format. Section 2 focuses on the self-development needs of the college staff, assessed using a 5-point Likert rating scale consisting of 95 items. The survey evaluates self-development needs across four dimensions: physical, emotional, social, and intellectual. 2) The qualitative research tool is an open-ended questionnaire designed to explore obstacles to self-development.

The quality of the research tools was assessed by subjecting the developed questionnaire to content validity testing. The questionnaire items were created based on a literature review and then reviewed for content validity by three experts to ensure they align with the issues being studied. The questionnaire items had an Index of Congruence (IOC) ranging from 0.66 to 1.00. The reliability was tested by conducting a try-out with 30 sets of questionnaires. Afterward, Cronbach's Alpha Coefficient was calculated to analyze reliability. The reliability values for the questionnaire were as follows: the physical aspect was $\alpha = 0.91$, the emotional aspect was $\alpha = 0.93$, the social aspect was $\alpha = 0.96$, and the intellectual

aspect was $\alpha = 0.94$. Overall, the reliability for all four aspects was $\alpha = 0.98$.

For data collection, the researcher sent a letter requesting permission from Maejo University to the director of Thangone Irrigation College. The letter sought assistance in distributing and collecting 61 questionnaires. The data was then collected from the staff of Thangone Irrigation College. The completed questionnaires were returned and checked for completeness before proceeding with the analysis of both quantitative and qualitative data.

Data analysis consists of 1) quantitative analysis, which involves analyzing the responses to the closed-ended questionnaire regarding the socio-biological characteristics and self-development needs of the staff at Thangone Irrigation College in the Lao People's Democratic Republic. The analysis focuses on the physical, emotional, social, and intellectual aspects, as well as an overall assessment. Descriptive statistics were used, including frequency, percentage, mean, and standard deviation. 2) Qualitative analysis involves analyzing the responses to the open-ended questionnaire regarding the obstacles to holistic self-development. Content analysis was used to interpret the data. The researcher selected textbooks, documents, and research studies related to holistic staff development and human resource development. A content structure was then developed to organize and classify words or statements from the textbooks, documents, research studies, and the responses to the open-ended questionnaire about the obstacles to holistic self-development among the staff. The words or statements were carefully examined for their relevance to the research objectives and to ensure they comprehensively cover the content. Similarities and relationships were then analyzed to draw conclusions, which would serve as guidelines for further human resource development.

Results

The socio-biological characteristics of the staff at Thangone Irrigation College show that the majority are male, with 33 individuals (54.1%), while 28 individuals (45.9%) are female. The majority of the staff are aged between 30 and 45 years, comprising 75.4%. The second largest group is those over 45 years old, with 9 individuals (14.8%), while 6 individuals (9.8%) are under 30 years old. In terms of educational qualifications, the majority of the staff hold a bachelor's degree, accounting for 62.3%. Those with qualifications above a bachelor's degree make up 34.4%, while 3.3% have qualifications below a bachelor's degree. The majority of the staff have work experience ranging from 6 to 12 years, accounting for 49.2%. Those with more than 13 years of experience make up 29.5%, while 21.3% have less than 5 years of experience.

1. The holistic self-development needs of the staff at Thangone Irrigation College

Self-development needs across the four aspects of the staff at Thangone Irrigation College:

Table 1 The mean and standard deviation of the holistic self-development needs

Holistic self-development needs	\bar{x}	S.D.	Level of development need
Holistic self-development needs	4.25	0.38	Highest
1. Physical Development	4.42	0.38	Highest
2. Emotional Development	4.09	0.43	High
3. Social Development	4.20	0.46	High
4. Intellectual Development	4.28	0.48	Highest

According to Table 1, the staff have the highest level of holistic self-development needs (\bar{x} = 4.25, S.D.= 0.38). When considering each aspect, it was found that the staff have the highest level of self-development needs in the physical and intellectual aspects (\bar{x} = 4.42, S.D.= 0.38, \bar{x} = 4.28, S.D.= 0.48 respectively). In terms of the social and emotional aspects, the staff have a high level of self-development needs (\bar{x} = 4.20, S.D.= 0.46, \bar{x} = 4.09, S.D.= 0.43 respectively).

The mean and standard deviation of the self-development needs in the physical aspect

The staff have the highest level of self-development needs in the physical aspect (\bar{x} = 4.42, S.D.= 0.38). When considering the self-development needs in the physical aspect in more detail, it was found that the staff have the highest level of need in the areas of diet, sleep, and health care and wellness (\bar{x} = 4.58, S.D.= 0.42, \bar{x} = 4.47, S.D.= 0.56, \bar{x} = 4.44, S.D.= 0.42 respectively). In the area of exercise, the staff have a high level of self-development need (\bar{x} = 4.20, S.D.= 0.53).

The mean and standard deviation of the self-development needs in the emotional aspect

The staff at Thangone Irrigation College have a high level of self-development needs in the emotional aspect (\bar{x} = 4.09, S.D.= 0.43). Upon considering the self-development needs in the emotional aspect in more detail, it was found that the staff have the highest level of need in the area of motivation (\bar{x} = 4.25, S.D.= 0.55). In the areas of job satisfaction, responsibility, self-awareness, and social awareness, the staff have a high level of self-development need (\bar{x} = 4.15, S.D.= 0.64, \bar{x} = 4.14, S.D.= 0.52, \bar{x} = 3.99, S.D.= 0.57, \bar{x} = 3.94, S.D.= 0.54 respectively).

The mean and standard deviation of the self-development needs in the social aspect

The staff at Thangone Irrigation College have a high level of self-development needs in the social aspect (\bar{x} = 4.20, S.D.= 0.46). When considered by each aspect, it was found that the staff has the highest level of need in the area of communication skills, teamwork, and interpersonal skills (\bar{x} = 4.23, S.D.= 0.51, \bar{x} = 4.23, S.D.= 0.48, \bar{x} = 4.21, S.D.= 0.53 respectively). As for the cooperation and esteem needs, the level of need is high \bar{x} (= 4.20, S.D.= 0.52, \bar{x} = 4.14, S.D.= 0.61 respectively).

The mean and standard deviation of the self-development needs in the intellectual aspect

The staff at Thangone Irrigation College have the highest level of self-development needs in the Intellectual aspect (\bar{x} = 4.28, S.D.= 0.48). In the specific aspects, it was revealed that self-learning, pursuing higher education, study trips, delegation of work, training, and problem-solving are the areas where staff have the highest level of need (\bar{x} = 4.39, S.D.= 0.52, \bar{x} = 4.31, S.D.= 0.69, \bar{x} = 4.31, S.D.= 0.62, \bar{x} = 4.31, S.D.= 0.54, \bar{x} = 4.26, S.D.= 0.56, \bar{x} = 4.22, S.D.= 0.62 respectively). Meanwhile, the staff has a high level of need for knowledge exchange (\bar{x} = 4.20, S.D.= 0.56).

2. Comparison of the Need for Self-Development Among Personnel Classified by Biosocial Characteristics

A comparison of the holistic self-development needs of personnel at Tha Ngon Irrigation College, classified by gender, revealed no statistically significant difference between male and female participants in overall self-development needs (\bar{x} = 4.32, S.D. = 0.40, \bar{x} = 4.17, S.D. = 0.34, respectively). When considering each aspect, it was found that the need for physical, emotional, and social self-development did not differ significantly, except for the need for intelligence, which was found to have a statistically significant difference at the .05 level (see Table 2).

Table 2 Comparison of the need for holistic self-development classified by gender

self-development needs	Male		Female		t
	\bar{x}	S.D.		S.D.	
Holistic	4.32	0.40	4.17	0.34	1.56
1. Physical Development	4.46	0.39	4.37	0.37	0.91
2. Emotional Development	4.15	0.48	4.02	0.35	1.18
3. Social Development	4.26	0.44	4.14	0.48	0.97
4. Intellectual Development	4.41	0.45	4.14	0.47	2.25*

note * P< .05

A comparison of the holistic self-development needs of personnel at Tha Ngon Irrigation College, classified by age, showed that there were no statistically significant differences in the needs for physical, emotional, or intellectual development across age groups. However, a statistically significant difference was found in the need for social self-development at the .05 level (see Table 3).

Table 3 Comparison of Holistic Self-Development Needs Classified by Age

self-development needs	Sources of variability	df	SS	MS	F
Holistic	Between groups	2	0.70	0.35	2.54
	Within groups	58	7.93	0.14	
	Total	60	8.63		
Physical Development	Between groups	2	0.14	0.07	0.46
	Within groups	58	8.57	0.15	
	Total	60	8.70		
Emotional Development	Between groups	2	0.92	0.46	2.64
	Within groups	58	10.13	0.17	
	Total	60	11.05		
Social Development	Between groups	2	1.36	0.68	3.55*
	Within groups	58	11.14	0.19	
	Total	60	12.50		
Intellectual Development	Between groups	2	0.84	0.42	1.89
	Within groups	58	12.88	0.22	
	Total	60	13.72		

note * $P < .05$

A comparison of the holistic self-development needs of personnel at ThaNgon Irrigation College, classified by work experience, revealed no significant differences in overall self-development needs among personnel with varying years of experience. When analyzing each specific aspect, there were no statistically significant differences in the needs for emotional, social, or intellectual development. However, a significant difference was found in the need for physical self-development at the .05 level (see Table 4).

Table 4 Comparison of Holistic Self-Development Needs Classified by Work Experience

self-development needs	Sources of variability	df	SS	MS	F
Holistic	Between groups	2	0.56	0.28	2.02
	Within groups	58	8.06	0.14	
	Total	60	8.63		
Physical Development	Between groups	2	1.33	0.67	5.23*
	Within groups	58	7.37	0.13	
	Total	60	8.70		
Emotional Development	Between groups	2	0.21	0.10	0.55
	Within groups	58	10.84	0.19	
	Total	60	10.05		
Social Development	Between groups	2	0.21	0.10	0.48
	Within groups	58	12.29	0.21	
	Total	60	12.50		
Intellectual Development	Between groups	2	0.88	0.44	1.99
	Within groups	58	12.83	0.22	
	Total	60	13.72		

note * $P < .05$

3. Obstacles to the holistic self-development of the staff

Based on the responses to the open-ended questionnaire, the staff reported the following obstacles to their holistic self-development:

1 Obstacles to physical development: The staff believes that the exercise facilities and equipment are still limited and insufficient. Some staff members are still unable to allocate time for exercise. In addition, social security welfare provided by the government does not cover annual health check-ups. Due to the poor economic conditions, consumption still cannot meet the needs of the staff. This results in staff being unable to manage their time to take care of their health because they must focus on earning a living.

2 To emotional development: The staff expressed that they have a negative attitude when receiving criticism and are unable to control negative emotions. They lack training in emotional and mental development from experts, as well as motivation and enthusiasm in their work. Additionally, the work is under pressure and leads to frustration due to the poor environment of the college and the economic conditions.

3 Obstacles to social development: The staff believes that the work lacks planning

and teamwork. The staff does not prioritize participating in community events and has no interactions with other nearby organizations. There is a lack of foreign language skills and the use of online media. Study visits are still limited. Interpersonal skills and good communication abilities should be developed further. Additionally, differences in gender, education level, and age pose barriers to effective collaboration among the staff.

4 Obstacles to intellectual development: The staff lacks a budget, has family responsibilities, and faces high living costs. Participation in training is still limited, and they have not gone on study visits, leading to a lack of exchange with external departments. The staff lacks a budget, has family responsibilities, and faces high living costs. Participation in training is still limited, and they have not gone on study visits, leading to a lack of exchange with external departments. Besides, the staff lacks fieldwork experience, foreign language skills, practical learning equipment, and enthusiasm for learning new technologies. The staff lacks opportunities to express themselves and are reluctant to share their opinions. Most staff members still believe that executives are responsible for providing support for intellectual development.

4. Guidelines for human resource development based on holistic self-development needs of the staff

A framework for development guidelines has been established based on the analysis of the staff's holistic self-development needs, obstacles to self-development, and a review of documents related to human resource development, including training, further education, self-development, and study visits. The researcher proposes the following human resource development guidelines based on the holistic self-development needs of the staff at Thangone Irrigation College:

Physical development includes organizing training on health maintenance, providing exercise facilities with sports equipment, and promoting physical activities.

Emotional development involves providing appropriate benefits and compensation, creating a positive work environment, supporting mindfulness practices, and offering training in emotional quotient (EQ) development.

Social development covers organizing social skills training, holding annual social events, and providing creative spaces.

Intellectual development consists of organizing job-related training, providing staff with opportunities for study visits, supporting further education, encouraging participation in additional training, organizing seminars, and promoting independent work.

Human resource development according to the holistic self-development needs is limited by budget constraints. Therefore, executives should prioritize physical and intellectual

development, as these are the areas where staff have the greatest need. In terms of physical development, it is necessary to prioritize diet, sleep, personal hygiene, and exercise. For intellectual development, self-learning, further education, study visits, delegation of work, training, problem-solving skills, and knowledge exchange should be encouraged.

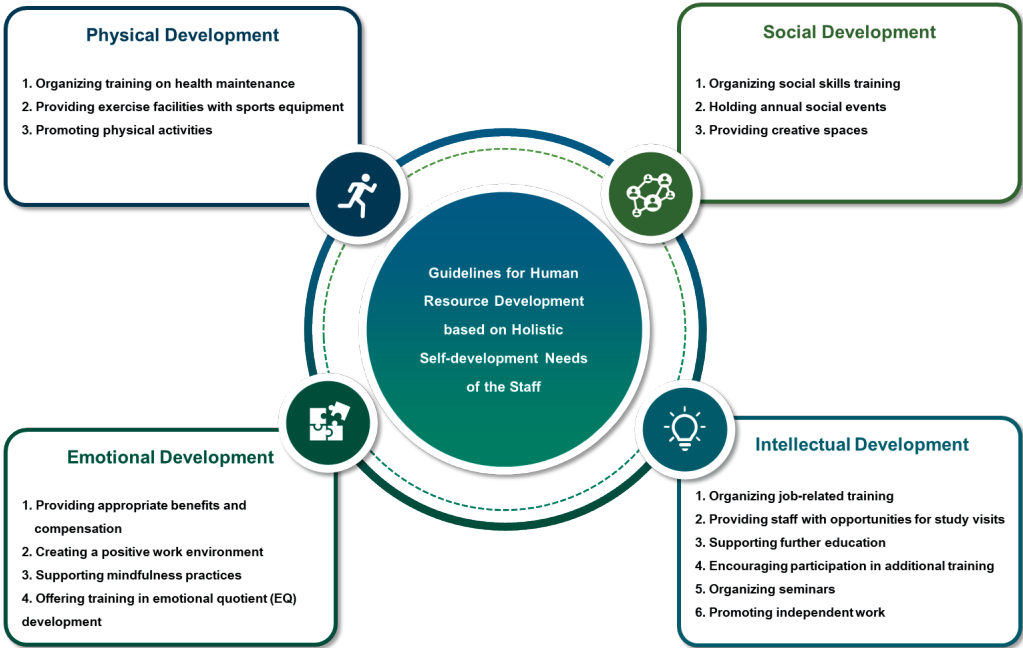


Figure 1 Guidelines for human resource development based on holistic self-development needs of staff

Conclusion and Discussion

According to the study of guidelines for human resource development based on holistic self-development needs of the staff at Thangone Irrigation College, Lao People’s Democratic Republic, the researcher provides a conclusion as follows:

- 1. The need for holistic self-development
 - 1.1. The holistic self-development needs of the staff at Thangone Irrigation College are at the highest level. When considered by individual aspects, it was found that the physical and intellectual self-development needs are at the highest level. Meanwhile, the emotional and social self-development needs are at a high level. The staff at Thangone Irrigation College have the greatest need for physical development. It was identified that their highest needs are in health care, diet, and sleep. As for exercise, they have a high level of need. This may be due to the need for annual health check-ups, a balanced diet, adequate sleep, and exercise to maintain physical health. These factors positively impact both work performance

and overall quality of life, enabling staff to cope with work challenges and ultimately resulting in increased work efficiency. The findings are consistent with previous research [6] studied the self-development needs of academic support staff at Rajamangala University of Technology Suvarnabhumi. It was found that the staff have a high level of need for physical development. It includes participation in physical fitness programs, such as yoga or aerobics. Staff want to exercise regularly to maintain a healthy body, manage their time to ensure sufficient time for exercise, and hope that executives recognize the importance of physical self-development by supporting activities related to body management and physical fitness enhancement. Also Klungpong [2] found that the operational staff at the Faculty of Commerce and Accountancy, Chulalongkorn University, have a high level of need for physical development. This includes a desire to consume food according to nutritional guidelines, undergo annual health check-ups, and improve physical abilities through exercise to maintain a strong and healthy body. These factors affect daily life and work performance, ensuring that staff can work to their full potential and with high efficiency. Similarly, Kongkasam, Suporn, & Dechakhompoo [7] studied the self-development needs of administrative support staff working in the position of office head within departments at Nakhon Phanom University. The study found that the support staff need annual health check-ups by specialists, activities related to physical management and fitness, and the development of personal appearance to support work performance.

1.2. The staff at Thangone Irrigation College have a high level of need for emotional development. It was found that they have the highest need for motivation. As for self-awareness, social awareness, responsibility, and job satisfaction, the staff expressed a high level of need in these areas as well. This may be because the staff recognize the importance of emotional quotient development, as well as engaging in activities to relieve stress after work, which helps increase work efficiency and enhances their happiness in their jobs. The finding corroborates previous studies. The research by Choymuang [8] found that the staff at Bang Kwang Central Prison, Mueang District, Nonthaburi Province, expressed a need for self-development to become honest and virtuous, maintaining neutrality in behavior and mindset, taking responsibility for their actions based on reasoning, and being ready to promote and support others' success in order to achieve happiness and progress in doing good deeds. Kongkasam, Suporn, & Dechakhompoo [7] also discovered that administrative support staff working in the position of office head within departments at Nakhon Phanom University desire to be individuals who accept the truth, meaning they acknowledge both their own and others' flaws. They wish to participate in religious activities when possible, regularly develop their mental and emotional well-being, engage in stress-relieving activities after work, and train themselves to maintain

a calm and stable mind to better control their emotions and stay present in the moment.

1.3. The staff at Thangone Irrigation College have a high level of need for social development. The finding from this study revealed that teamwork, interpersonal skills, and communication skills are the areas where the staff have the highest level of need. As for the cooperation and esteem needs, the staff have a high level of need. This may be due to the fact that social skills are essential for achieving success in life. They are abilities that help one understand the feelings and emotional needs of others, as well as the ability to build strong relationships with care and affection, and to express oneself appropriately in different situations. Similarly, Choymuang [8] found that the staff at Bang Kwang Central Prison, Mueang District, Nonthaburi Province, desire to develop themselves to gain trust as leaders, with the ability to build good relationships with colleagues and offer help or advice to coworkers. In the same way, Kongkasam, Suporn, & Dechakhompoo [7] also revealed that administrative support staff working in the position of office head within departments at Nakhon Phanom University have a high level of need for social development. That is to say, they want to improve and develop teamwork to enhance its effectiveness. They hope that executives recognize the importance of social development by organizing activities related to social coexistence. They seek to create a collaborative work environment with colleagues in the organization. They also want to see selflessness in work for the common good and wish for regular analysis of their own shortcomings.

1.4. The staff at Thangone Irrigation College have the highest level of need for intellectual development. It was found that training, further education, study visits, self-learning, delegation of work, and problem-solving skills are the areas where staff have the highest level of need. As for knowledge exchange, staff have a high level of need. This might stem from staff wanting to develop their knowledge and skills to enhance work efficiency and prepare for more challenging tasks and promotions. This is consistent with Saenkla [7], who found that support staff at Buriram Rajabhat University in Mueang District, Buriram Province, expressed a high need for self-development in further education, training, and self-development. In particular, the staff wanted the university to promote further education to enhance their job performance, in order to acquire qualifications for promotion. Furthermore, they desired to pursue studies in fields relevant to their responsibilities. This aligns with the study by Konkaew [10], which found that the academic support staff at the Faculty of Medicine, Chiang Mai University, have a strong need for self-development, including further education, training, and self-learning. The staff expressed a high demand for further education to enhance their work capabilities and foster personal development. They strongly aspire to pursue further education, as it can lead to success in various areas, such as gaining societal recognition and

achieving career advancement.

2. Comparison of the Need for Self-Development Among Personnel Classified by Biosocial Characteristics

2.1. Male and female personnel at ThaNgon Irrigation College showed a statistically significant difference in their need for intellectual self-development at the .05 level. This finding supports the initial research hypothesis. One possible explanation is that intellectual development is often associated with career advancement. Male personnel may be more driven to pursue career growth, while female personnel may carry more responsibilities related to household and family care, which can limit their focus on professional development. This result aligns with the findings of Subsombate [11], who studied the self-development needs of personnel at Chonburi Central Prison. That study also found gender-based differences in self-development needs, with male personnel often serving as heads of households expressing a stronger desire to pursue further education and expand their knowledge in various areas, both to advance professionally and to gain greater respect from their colleague.

2.2. Personnel of ThaNgon Irrigation College with different age groups were found to have significantly different needs for social self-development at the .05 level, which supports the research hypothesis. This finding can be explained by differences in social priorities across age groups. Younger personnel may place greater emphasis on networking and building relationships with colleagues to gain support and collaboration, while older personnel may focus more on maintaining long-term, stable relationships. These results are consistent with the study by Phasuthatrakun [12], which examined the self-development needs of personnel at Phranakhon Si Ayutthaya Rajabhat University. That study also found that personnel of different ages had varying needs for developing interpersonal skills. Differences in age, job position, and job responsibilities contributed to differing needs in human relations development.

2.3. Personnel of ThaNgon Irrigation College with different levels of work experience were found to have significantly different needs for physical self-development at the .05 level. This may be because personnel with moderate work experience are often in the phase of actively building their careers and may seek physical self-development to improve their work-life balance and overall well-being. In contrast, personnel with longer work experience may have already established their careers and adopted different approaches to health and wellness management, leading to varying levels of need for physical self-development.

3. Obstacles to holistic self-development needs of the staff

The self-development of the staff faces significant obstacles across four dimensions: physical, emotional, social, and intellectual. Specifically, in the physical dimension, most staff encounter several limitations, including a lack of facilities and equipment for exercise,

difficulty in allocating time for health care, and insufficient government policies covering annual health check-ups. Additionally, unfavorable economic conditions hinder adequate consumption to meet their needs. In the emotional dimension, staff members exhibit psychological vulnerability, characterized by negative attitudes toward criticism and a lack of emotional control skills. They have not received training from experts in emotional development, lack motivation in their work, and experience pressure from environmental and economic factors. For social dimension, significant obstacles include a lack of teamwork skills, insufficient emphasis on collective activities, limited proficiency in foreign languages and online media usage, and few opportunities for external study visits. Additionally, a lack of interpersonal skills and communication abilities, as well as individual differences, hinder effective collaboration in the workplace. In terms of intellectual development, staff face several limitations, including insufficient funding for further education, family responsibilities, and high living expenses. Opportunities for training and study visits are scarce, and there is a lack of field experience, foreign language skills, and educational resources. Moreover, staff often lack enthusiasm for learning new technologies, are hesitant to express their opinions, and believe that supporting intellectual development is the responsibility of executives.

4. Guidelines for human resource development based on holistic self-development needs of the staff

The holistic approach to staff development encompasses four key dimensions based on the need for self-development, aiming to enhance the potential and quality of life of human resources at Thangone Irrigation College. These dimensions include physical development, which focuses on promoting overall well-being through health care training, providing standard exercise facilities and equipment, and continuously encouraging physical activities. In the emotional dimension, emphasis is placed on developing emotional quotient by providing appropriate welfare, creating a positive work environment, supporting meditation practices, and systematically training emotional management skills. Social development focuses on enhancing interpersonal skills through social skills training, organizing annual relationship-building activities, and designing creative spaces for knowledge exchange. For intellectual development, a systematic approach is implemented, which includes specialized training, support for study visits, promotion of further education, organizing seminars, and providing opportunities for staff to work independently to stimulate continuous intellectual development.

Recommendations

1. The college should establish activities that promote development in each area,

in line with the staff's needs, and prioritize physical and intellectual development as the top priorities, as these are the areas with the highest demand from the staff.

2. The Department of Organization and Personnel should implement the human resource development guidelines to create a staff development plan for the college, outlining strategies and policies for development in each area that align with the staff's needs, while also being in line with the Ministry of Agriculture and Forestry's human resource development plan.

Suggestions for Future Research

1. Future research should assess the relative importance of each aspect of self-development by quantifying the level of need, such as through percentage-based analysis.

2. Further studies should explore the interrelationships among the four aspects of holistic self-development needs to better understand how they influence and reinforce one another

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